

ACCESS AND EQUITY POLICY

1. Purpose and Objectives

- 1.1 Le Cordon Bleu Australia (LCBA) is committed to promoting an inclusive learning environment, and to providing current and prospective students with equal opportunities to access and pursue their training.
- 1.2 The purpose of this policy is to provide clear guidelines for the integration of access and equity principles into the administration, support, and delivery of training and assessment activities of LCBA's operations.

2. Scope

- 2.1 This policy applies to all LCBA operational procedures and program delivery for current and prospective students in both vocational education and higher education sectors, to ensure an equal opportunity of educational outcomes, regardless of the student's background, disability or special needs.

3. Legislative Context

- Age Discrimination Act 2004
- Australian Human Rights Commission Act 1986
- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Higher Education Standards Framework 2015
- National Code 2018
- Racial Hatred Act 1995
- Sex Discrimination Act 1984
- Standards for Registered Training Organisations (RTOs) 2015
- Workplace Gender Equality Act 2012

4. Policy Statement

- 4.1 LCBA supports fair and equitable access to educational opportunities and ensures students are enabled to succeed and realise their academic potential.

5. Policy

- 5.1 LCBA provides a teaching and learning environment that is safe and free from harm, discrimination, harassment, bigotry, prejudice, racism and offensive behaviour.
- 5.2 LCBA promotes, encourages and values diversity and ensures that services are provided to all students in a fair and equitable manner, free from bias and without regard to political affiliation, race, colour, religion, national origin, sex, marital status or physical disability.
- 5.3 Institutional policies, practices and approaches to teaching and learning are designed to accommodate student diversity, including the under-representation and/or disadvantage experienced by identified groups, and create equivalent opportunities for academic success regardless of students' backgrounds.
- 5.4 LCBA specifically considers the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander peoples.

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- 5.5 Entry/admission requirements to LCBA courses are clearly outlined in the Student Selection and Admissions Policy, Training and Assessment Strategies and in marketing material, enabling both prospective students and relevant LCBA staff to be well informed of requirements in the course selection process.
- 5.6 Admission to a course may include consideration of academic, physiological and psychological requirements for enrolling candidates. Admission to LCBA programs, and the ability of the LCBA to support the enrolment of students, is based on students meeting these requirements.
- 5.7 A student may not be admitted or may be excluded under this policy if their ability to participate poses a risk to their safety or the safety of others.
- 5.8 LCBA ensures early intervention strategies are available to meet the specific learning needs of its students. To meet the individual needs of students and to recognise diversity of learning approaches, a range of educational and support services are provided.
- 5.9 Where this support is determined to be outside the scope of LCBA and/or its delivery partners, students are offered alternatives and LCBA facilitates access to those services in order to guide and support the student's learning.
- 5.10 Allowable reasonable adjustment may be offered for those identified as requiring aids, extra time, or alternative assessment methods.
- 5.11 LCBA makes available to students information about their rights and responsibilities in relation to access and equity considerations, including the complaints resolution and grievance procedures available to them (*Student Complaints and Appeals Policy*).

6. Roles and Responsibilities

Roles	Responsibilities
Admissions Manager	Obtains information from students about their support needs Ensures equitable application of admissions processes
Registrar	Oversees application of complaints and appeals process and the Student Code of Conduct
Student Services Managers	Refer students to appropriate support services

7. Definitions

'Access and Equity' means policies and approaches aimed at ensuring responsiveness to the individual needs of students whose age, gender, cultural background, disability, sexuality, language proficiency, literacy or numeracy level may present a barrier to access, participation and/or achievement of learning outcomes.

'Disability' refers to any temporary or permanent impairment (intellectual, psychiatric, cognitive, neurological, sensory, learning or physical - or a combination of these), that results in substantially reduced capacity in learning or mobility.

'Discrimination' refers to the unjust, exclusive or prejudicial treatment of individuals or a group of people, based on their differences, such as background, race, age, or sex, gender, religion or disability. Discrimination may be either:

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- Direct - actions that specifically exclude a person or group of people from a benefit or opportunity;
- Indirect - actions where rules, practices and decisions are used to perpetuate an unequal situation and significantly reduce a person's chances of obtaining or retaining a benefit or opportunity;
- Systemic - actions which are perpetuated by rules, practices and actions that are discriminatory and which disadvantage a group of people because of their status or characteristics.

'Diversity' is the recognising and valuing of individual differences.

'Equity' refers to the process of ensuring that all students are able to participate and benefit in their studies to the same level.

'Inclusion' occurs when people from diverse backgrounds feel valued and respected, have access to opportunities and resources, and can contribute their perspectives and talents to improve their learning environment.

'Reasonable Adjustment' is an adjustment to assessments made so that students with educational disadvantage have the same opportunity to complete assessment tasks as other students, while maintaining the integrity of the unit/s (HE) or unit/s of competency (VET) being assessed.

8. Related Documents

- Learning Support Policy HE
- Learning Support Policy VET
- Student Code of Conduct
- Student Complaints and Appeals Policy
- Student Selection and Admissions Policy

9. Implementation

9.1 The Registrar is responsible for ensuring that future major changes to this policy will be accompanied by a completed Implementation Plan, counter signed by the Dean and presented with the policy to the Corporate Board.

9.2 The Implementation Plan will include a Communication Strategy that identifies key stakeholders and the requirements for effectively implementing and monitoring this policy.

10. Procedure

10.1 Accurate and timely Information concerning access and equity is provided to students at induction and is available in a variety of media (including online and information sessions) throughout the duration of their course.

10.2 Students are asked on admission to the program to voluntarily declare any disabilities or impairments requiring learning support to enable timely and appropriate provision of support.

10.3 Students may be required to provide evidence of their support needs (e.g. medical records).

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- 10.4 A group usually consisting of Admissions Manager, Program Manager and Student Services Manager makes decisions on granting reasonable adjustments.
- 10.5 Reasonable adjustments that are agreed to by LCBA are recorded on the Reasonable Adjustment Evaluation Record, which is retained on the student file and provided to the LCBA Student Services, Work Integrated Learning, Academic Services staff, and Program Managers.
- 10.6 Students can refer complaints related to access and equity considerations, to appropriate LCBA staff designated in the *Student Complaints and Appeal Policy* (and related procedures) which is available on the LCBA website.

11. Summary of changes since last review

Authored by	Description
Registrar	<ul style="list-style-type: none"> ▪ Added information on procedure for reasonable adjustment (10.3 – 10.5) ▪ Included policy statements to strengthen connection with HESF (5.3 - 5.4) ▪ Editorial changes throughout ▪ Repetitions removed