Policy Purpose

Q Academy will ensure reasonable adjustments are made to provide all students and clients with equitable access to facilities and services provided on and off campus. Q Academy is committed to creating a supportive learning environment where all students have reasonable and appropriate academic and learning support. Q Academy believes in the equal participation of all students and is committed to meeting the various legislative compliance requirements.

In line with Disability Discrimination Act (DDA) 1992, for terms of education the DDA makes it unlawful to discriminate on the grounds of a person's disability by:

- Refusing or failing to accept the person's application for admission as a student
- The terms and conditions on which it is prepared to admit the person as a student
- Denying or limiting a student's access to any benefit provided by the educational authority
- Restrict enrolment or exclude from the program
- Subject the student to any other detriment.

Policy Scope

This policy applies to all Q Academy courses in all campuses and teaching sites. All courses and programs as endorsed by industry. *In the interest of ensuring quality outcomes Q Academy may seek feedback from industry associations and community groups about suitability for certain modalities and association membership to ensure quality outcomes for industry employment.*

Policy content

This policy outlines the facilities and that services that should be available to everyone. It will also outline the reasonable adjustment that will be made to academic material and learning support that should be available to students.

Q Academy is committed to supporting all students with special needs and people from diverse background. Including;

- Students with disabilities or medical conditions.
- Students with English as a second language.
- Students with need of special adjustment for cultural, religious or social beliefs.

Key goals of the Access and Equity Policy

The Access and Equity Program aims to provide all students the opportunity to participate and compete equally with their peers in all course activities. The opportunity to realise their academic and social potential while learning skills that they will be able to carry into employment and community. The opportunity to obtain a qualification that is uncompromised in its academic integrity and in-line with Professional Association and Industry requirements.

The process undertaken could include;

- Reducing physical barriers on campus and in the classrooms
- Reducing academic barriers through support and adjustments
- Reducing attitudinal barriers through information and training

Recruitment, Admissions, and Enrolment

Recruitment and admissions processes and policies are free from discrimination and are based on the requirement that students meet published entry criteria for a course. Access and equity issues are considered when setting course entry requirements and prerequisites. Course design and assessment can be flexible to make reasonable adjustments. Teaching and learning documents are non-discriminatory, avoiding exclusive language and examples.

Facilities and Materials Access

Q Academy ensures that campus buildings comply with relevant 9b building requirements including access for people in wheelchairs, visual impairments, or other disabilities. In the event that normal points of access are not available, notices including alternative access will be posted in appropriate areas.

Students with disabilities who are enrolled in a course will have all required materials made accessible as outlined and agreed upon in the pre-enrolment meeting. Any adjustments should be made by the Head of Campus (or delegated nominee) prior to the student commencing their course.

To be eligible to receive materials a student must complete the pre-enrolment process, enrol in the course and have paid their fees.

Academic and learning support

Reasonable Adjustments can be made to accommodate students needing academic and learning support. These requirements must be disclosed by students as early as possible to allow appropriate plans for 'Reasonable Adjustment' to be made, i.e. during initial application or enrolment. Examples of 'Reasonable adjustment' could include:

- Academic and Learning Support available for all students including literacy and numeracy support.
- Alternative methods of assessment where reasonable, such as oral assessments, changes to paper colour, or font size or style.
- Use of technology as aids where applicable, such as voice recorders & text to speech programs.
- Extra time to complete assessments.

All assessment processes are designed to be fair, reliable and consistent. Students are given details on required assessments for each subject at the beginning of each module or course of study. Assessments for subjects delivered online are adapted to flexible delivery.

Visual and Reading Support

When required, reasonable adjustments can be made to accommodate students with visual and/or reading problems. This may include reading aids and support to access adaptive technology products . To assist with reading either in hard copy or electronic form such as:

- Access to electronic text only versions of course manuals and materials
- Coloured sheets printed for coloured dyslexia
- Large print materials or adaptive technology (including Microsoft Magnifier)

Online materials and services

Online and on-campus students should have equal access to learning and assessment materials and support services. Online materials and support services will be made available to on-campus students to assist with delivery of course material. This may include the following:

- Online videos.
- Electronic course notes.
- Online assessments that mirror on-campus

Full student support services including:

- Access to one-on-one sessions to assist with English and academic support
- Careers and Alumni services
- Referral to counselling and advice services

Online materials can be available in print for students who do not have online access. Adaptive technology is used where Reasonable Adjustments can be made

Procedure for implementation

Regardless of the specific procedure used below, the privacy of the student or staff will be maintained according to the Privacy Policy and Procedure. Private information about the individual with a special need will not be listed on plans that are sent to academic staff.

Students (pre-enrolment)

Any disabilities and/or learning difficulties disclosed in the Application Form are entered into Student Management System and forwarded to the Head of Campus (or delegated nominee) for review as part of the enrolment process.

As the student best knows their own personal support needs, the Head of Campus (or delegated nominee) will meet with student to assess the student's individual needs and to determine whether Reasonable Adjustments can be made to accommodate the student. This process will include consultation with senior teacher/s for that site. At this meeting an advisor will be appointed as the point of contact for the student. This advisor will serve as the primary point of contact for the student, and will provide any assistance and guidance. At any stage throughout the process of enrolment or completion of the course, the advisor can be contacted to assist with developing adjustment plans. This information will be entered into the Student Management System.

If Reasonable Adjustments cannot be made, this is recorded in The Student Management System. The course enrolment specialist may provide the student with course counselling, and try to assist to find an alternative course.

If/when a student with Reasonable Adjustments listed on his/her written agreement has their enrolment confirmed, the Head of College (or delegated nominee) is notified. The Head of Campus (or delegated nominee) coordinates implementation of the required Reasonable Adjustments prior to the student' s commencement date.

Students (post-enrolment)

For students who disclose disabilities and/or learning difficulties after the commencement of their studies can organise to meet with the Head of Campus (or delegated nominee) for review. A senior teacher/s for that site will also be present or sent notification of the meeting.

The Head of Campus (or delegated nominee) assesses the student's disabilities and/or learning difficulties to determine whether Reasonable Adjustments can be made to accommodate the student. The meeting will address and list details on Reasonable Adjustments that can be made for the student. At this meeting an advisor will be appointed as the point of contact for the student. This advisor will serve as the primary point of contact for the student, and will provide any assistance and guidance.

If Reasonable Adjustments can be made, an adjustment plan will be drawn and passed on to the student and all the teachers - no private or personal details will be listed on this plan, it will only outline adjustments that will be made. It will be entered into the Student Management System.

If Reasonable Adjustments cannot be made, this is recorded in The Student Management System. The course enrolment specialist may provide the student with course counselling, and try to assist to find an alternative course.

Student Responsibilities

All students at Q Academy including those with any support needs must comply with the student code of conduct and be respectful of all other people within Q Academy's learning community.

A student's responsibilities include:

- To be respectful, fair and value equality irrespective of disability or cultural background.
- Be well informed about course requirements and seek academic assistance if in doubt.
- Actively engage as diligent learners and participate in all teaching and learning activities including completion of all assessments.
- Be informed of all current policies and procedures, support services and academic requirements and seek guidance if unsure.
- Support continuous improvement through the provision of honest and constructive feedback.
- Engage in professional practice which contribute positively to Q Academy and the profession

Students requiring adaption or special requirements should also:

- Be aware of the inherent requirements for registration, if planning to undertake a career that involves registration with a professional or authorising body
- Considering in advance (where the need for support is pre-existing), areas where they may need support or adjustments
- Advising the Access and Equity Officer in a timely manner of their needs in relation to their disability/medical condition/language barriers, including education related adjustments and information
- Applying for any adjustments they feel they may need

For more information

Australian Dyslexia Association 07 5576 5045
SPELD NSW (dyslexia)
www.speldnsw.org.au
Brain Injury Association NSW
www.biansw.org.au
Hyperactivity Attention Deficit Association NSW
www.users.bigpond.com.hyperadd
The National Reading and Writing Hotline 1300 655 506
Indigenous Education
www.dest.gov.au
Vision Australia 1300 847 466
www.visionaustralia.org.au
Australian Association for the Deaf
www.aad.org.au

Legislation

Disability Discrimination Act (DDA) 1992
www.austlii.edu.au/au/legis/cth/consol_act/dda1992264
Disability standards for education
http://www.ddaedustandards.info/index.php
Human Rights and Equal Opportunity Commission Act 1986
http://www.austlii.edu.au/au/legis/cth/consol_act/hraeoca1986512/
Age Discrimination Act 2004
http://www.austlii.edu.au/au/legis/cth/consol_act/ada2004174/
Racial Discrimination Act 1975
http://www.austlii.edu.au/au/legis/cth/consol_act/rda1975202/
Sex Discrimination Act 1984
http://www.austlii.edu.au/au/legis/cth/consol_act/sda1984209/
Anti-Discrimination Act 1977
www.austlii.edu.au/au/legis/nsw/consol_act/aa1977204
Disability Services Act 1993
www.austlii.edu.au/au/legis/nsw/consol_act/dsa1993213

Publication

These procedures are to be published for students on Q Academy website to ensure current and prospective students have up to date and accurate information publicly available to them.