

## Access and Equity Policy

### Policy Purpose

The purpose of this policy is:

- to ensure reasonable adjustments are made to provide all Think: Colleges students with equitable access to facilities and services provided on and off campus;
- to ensure all Think: Colleges students have reasonable and appropriate academic and learning support where required;
- to meet the various compliance requirements imposed by legislation.

### Policy Scope

This policy applies to Think: Colleges' international and domestic students.

### Definitions

Refer to *Glossary of Terms*.

### Policy Content

This policy outlines the Reasonable Adjustments and facilities, services, and academic and learning support that should be available to students. Think: Colleges staff is committed to supporting all students with special needs.

Think: Colleges shall endeavor to ensure that equal access and opportunity is provided for the following designated groups: women, Aboriginal and Torres Strait Islander peoples, people from culturally and linguistically diverse backgrounds, people who have a disability, and other groups as determined by the Teaching and Learning Committee from time to time.

### 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 inclusive language and examples.

### Facilities Access

The Facilities Manager at each campus is responsible for ensuring campus buildings, rooms, toilets, and resources comply with relevant building requirements including access for people in wheelchairs, visual impairments, or other disabilities. This is to be checked every 6 months and reported to OH&S Committee. In the event that normal points of access are not available, notices including alternative access will be posted in appropriate areas.

All staff should assist anyone needing help reaching books, files, equipment, or other items that may be out-of-reach.

Students with disabilities who are enrolled in a course should have all required materials made accessible without having to ask for assistance. Any adjustments should be made by the Head of College (or delegated nominee) prior to the student commencing their course. Students may wish to indicate disabilities in their application form and/or at orientation.

### Visual problems and Reading Problems

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

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Think: Colleges Pty Ltd trading as: Australasian College of Natural Therapies, William Blue College of Hospitality & Tourism, APM College of Business & Communication, and Billy Blue College of Design CRICOS Provider No 00246M  
APM Training Institute CRICOS Provider No 01897A

- Acetate sheets - coloured (dyslexia)
- Audio books
- Microsoft Narrator (text to speech)
- Digital Talking Books
- Large print materials or adaptive technology (including Microsoft Magnifier)
- Monitors - large display

### Online materials and services

Online and on-campus students should have equal access to learning and assessment materials and support services. While online materials and support services are primarily developed for distance learning students, they are also made available to on-campus students and include the following:

- Online library and journals
- Course notes with teaching outlines
- Assessments that mirror on-campus teaching and learning
- Full student support services including:
  - Tutors for English and academic support
  - Careers and Alumni services
  - Counselling and advice

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.

### Academic and Learning Support

Reasonable Adjustments can be made to accommodate students needing academic and learning support. These requirements should be disclosed by students as early as possible to allow Reasonable Adjustments to be made, i.e. during initial application or enrolment. Reasonable adjustments may 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
- extra time to complete assessments

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

Students may appeal assessment decisions through the *Academic Grievance Policy and Procedure*.

Special consideration can be taken for extenuating circumstances.

### Procedure for Implementation

Regardless of the specific procedure used below, the privacy of the student or staff person will be maintained according to the *Privacy Policy and Procedure*.

### Students (pre-enrolment)

For students who include any disabilities and/or learning difficulties on their initial application for enrolment, the following procedure applies.

1. Any disabilities and/or learning difficulties disclosed in the *Application Form* are entered into Hermes and forwarded from the Course & Careers Advisor to the Head of College (or delegated nominee) for review as part of the *Admissions and Enrolment Policy and Procedure*. A notification is also sent through Hermes to the Student Support Manager.
2. The Head of College (or delegated nominee) assesses the student's disabilities and/or learning difficulties to determine whether Reasonable Adjustments can be made to accommodate the student and replies to the Course & Careers Advisor with their decision. The Head of College (or delegated nominee) includes details on Reasonable Adjustments that can be made for the student.

3. The Course & Careers Advisor enters the decision and specific details on any Reasonable Adjustments in Hermes and includes these on any *Letter of Offer* and *Written Agreement* issued. If Reasonable Adjustments cannot be made, this is recorded in Hermes. The Course & Careers Advisor may provide the student with course counselling, and if an alternative course cannot be found, the Course & Careers Advisor issues the student with a *Rejection Letter*.

4. 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.

5. The Head of College (or delegated nominee) coordinates implementation of the required Reasonable Adjustments prior to the student's commencement date.

### Students (post-enrolment)

For students who disclose any disabilities and/or learning difficulties during orientation or after the commencement of their studies, the following procedure applies.

1. Any disabilities and/or learning difficulties should be submitted by the student to Think: Student Services.
2. Think: Student Services enters details on Hermes and forwards details on the disability and/or learning difficulty to the Head of College (or delegated nominee) for review. A notification is also sent through Hermes to the Student Support Manager.
3. The Head of College (or delegated nominee) assesses the student's disabilities and/or learning difficulties to determine whether Reasonable Adjustments can be made to accommodate the student and replies to Think: Student Services with their decision. The Head of College (or delegated nominee) includes details on Reasonable Adjustments that can be made for the student.
4. Think: Student Services includes the decision and specific details on Reasonable Adjustments in a letter to the student. If Reasonable Adjustments can be made, the student is given a revised *Letter of offer* and *Written agreement* to sign and accept or decline the Reasonable Adjustments and return it to Think: Student Services. If Reasonable Adjustments cannot be made, this is recorded in Hermes. Think: Student Services or a Course & Careers Advisor may provide the student with course counselling, and if an alternative course cannot be found, Think: Student Services issues the student with a *Rejection Letter*. Letters will include details on Think: Colleges *Non-Academic Grievance Policy and Procedure* and *Refund Policy and Procedure*.
6. If/when a student accepts the Reasonable Adjustments, the Head of College (or delegated nominee) is notified by Think: Student Services.
7. The Head of College (or delegated nominee) coordinates implementation of the required Reasonable Adjustments as soon as possible but no more than 10 working days from the student returning their signed *Letter of offer* and *Written agreement* form.

### Organizations to contact for more information.

Australian Dyslexia Association 07 5576 5045

SPELD NSW (dyslexia) [www.speldnsw.org.au](http://www.speldnsw.org.au)

Brain Injury Association NSW [www.biansw.org.au](http://www.biansw.org.au)

Hyperactivity Attention Deficit Association NSW [www.users.bigpond.com/hyperadd](http://www.users.bigpond.com/hyperadd)

The National Reading and Writing Hotline 1300 655 506 - links people who need assistance with reading to the appropriate group.

Indigenous Education [www.dest.gov.au](http://www.dest.gov.au)

Links from [www.jobaccess.gov.au](http://www.jobaccess.gov.au)

Vision Australia [www.visionaustralia.org.au](http://www.visionaustralia.org.au) or 1300 847 466

Australian Association for the Deaf [www.aad.org.au](http://www.aad.org.au)

## Legislation

Disability Discrimination Act 1992 [www.austlii.edu.au/au/legis/cth/consol\\_act/dda1992264](http://www.austlii.edu.au/au/legis/cth/consol_act/dda1992264)

Human Rights and Equal Opportunity Commission Act 1986

[http://www.austlii.edu.au/au/legis/cth/consol\\_act/hraeoca1986512/](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/](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/](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/](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](http://www.austlii.edu.au/au/legis/nsw/consol_act/aa1977204)

Disability Services Act 1993 [www.austlii.edu.au/au/legis/nsw/consol\\_act/dsa1993213](http://www.austlii.edu.au/au/legis/nsw/consol_act/dsa1993213)

## Publication

These procedures are to be published for students on the Think: Colleges website and in the Student Handbook to ensure current and prospective students have up to date and accurate information publicly available to them.

Responsibility	Facilities and Office Managers, Head of College, Academic Director
Record Management	Student File Hermes
Reference	NSW Charter for Equity in Education NSW Charter of Principles for a Culturally Diverse Society Staff Code of Conduct Student Code of Conduct Non-Academic Grievance Policy and Procedure Academic Grievance Policy and Procedure Assessment Policy and Procedure Admissions and Enrolment Policy and Procedure Refund Policy and Procedure Privacy Policy and Procedure Glossary of Terms
Policy Developed By	Compliance Manager
Policy Endorsed By	Academic Board
Policy Approved By	CEO
Policy Complies with	AQTF 2007 and National Code 2007
Version Number	1.0
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