Access Equity and Reasonable Adjustment Policy

1. Purpose

Worldwide Skills Development Pty Ltd t/a The Future Culinary Academy (herein referred to as "FCA") has documented Access and Equity operating principles policy to ensure that all staff, student and anyone dealing with The FCA is treated with equal opportunity during the course of its operations and training and development, regardless of their diversity; allowing everyone to freely participate in the learning environment free from discrimination, harassment, bullying, etc.

The FCA will use this policy to integrate access and equity principles into all the training and assessment activities it conducts, or which are conducted on its behalf.

2. Scope

This policy, in its scope, encompasses all The Future Culinary Academy's policies, procedures, and all training function activities.

3. Responsibility

Chief Executive Officer (CEO) and Academic Coordinator/Student Support Officer will be responsible for the implementation and maintenance of the policy and ensuring that staff are fully aware about these principles and comply with application and associated procedure.

4. Definitions

4.1. Access and equity mean policies and approaches aimed at ensuring that the provider is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

4.2. Access and Equity principles include:

- Equity for all people through the fair and appropriate allocation of resources;
- Equality of opportunity for all people without discrimination;
- Access for all people to appropriate quality training and assessment services;
- Increased opportunity for people to participate in training.
- students' access to the facilities, resources and equipment they need to participate in the training and assessment relevant to the training product; and
- documented strategies and procedures in place to identify and manage risks associated with VET students using facilities, resources and equipment when undertaking practical training as part of their learning.

4.3. Disadvantaged groups include the following groups who, traditionally, have been under-represented in Vocational Education and Training:

- People with a disability;
- Aboriginal and Torres Strait Islander peoples;
- Women;
- People from non-English speaking backgrounds;
- People from rural and remote areas; and
- Long-term unemployed.

Students With Special Needs

FCA is committed to providing inclusive, equitable training and assessment practices that support all learners to achieve successful outcomes. In accordance with the ASQA Standards for RTOs 2025, FCA will apply reasonable adjustments where required to support students with disability, learning difficulties, or other identified support needs, without compromising the integrity of the unit or qualification outcomes.

All students are provided an opportunity to disclose their learning or support needs during the Pre-Training Review (PTR), Enrolment and Orientation process or at any time throughout the course. This information is handled confidentially, and adjustments are made in collaboration with the student to ensure learning and assessment are accessible, while maintaining the competency standards outlined in the relevant training package.

Reasonable adjustments may include:

- Modified assessment methods (e.g. verbal responses instead of written)
- Adaptive technology
- Additional learning support or time
- Changes to physical environment or delivery methods

Adjustments will not provide an unfair advantage or reduce the competency requirements of the course. For courses that require specific physical competencies (e.g. manual handling or safety standards), reasonable adjustments will be applied only where they do not impact the regulatory or licensing requirements.

As part of the support process:

- All students will undertake a Language, Literacy, Numeracy and Digital literacy (LLND) assessment prior to enrolment to help identify any additional support needs.
- Outcomes of LLND assessments or other support disclosures will inform the development of individual support strategies.
- Any agreed adjustments will be documented in the student's file and monitored throughout the course.

FCA upholds the principles of Access and Equity, the Disability Discrimination Act 1992, the Equal Opportunity Act 2010, and the Victorian Equal Opportunity and Human Rights Commission. Staff are trained to ensure that support is provided respectfully, fairly, and in alignment with relevant legislation and the ASQA Standards for RTOs 2025.

Any issues or questions raised regarding access and equity can be directed to the Academic Coordinator. Staff and students are required to always comply with the Access and Equity Requirements.

If students have any suggestions as to how FCA can improve performance with respect to access and equity, or if student would like further information on anything included in the policy, please contact the Academic Coordinator or call at 1800 843 322 | +61 3 8658 7474 (Outside Australia).

4.4. Discrimination

Discrimination occurs when a person is treated less favourably than others due to the person's circumstances, characteristics or beliefs.

Direct discrimination: Direct discrimination is any action that specifically excludes a person or group of people from a benefit or opportunity or significantly reduces their chances of obtaining it because their status or personal characteristics, irrelevant to the situation (e.g., sex, ethnic origin) are applied as a barrier. Direct discrimination has a focus of assumed differences between people.

Indirect discrimination: Indirect discrimination is the outcome of rules, practices and decisions that treat people equally and which therefore appear to be neutral but which, in fact, perpetuate an initially unequal situation and significantly reduce a person's chances of obtaining or retaining a benefit or opportunity. Rules, practices and decisions are applied to all groups alike, but it is the very assumption of a likeness that constitutes the discrimination.

Systemic discrimination: Systemic discrimination is a system of discrimination perpetuated by rules, practices and decisions that are realised in actions that are discriminatory and which disadvantage a group of people because of their status or characteristics and which serve to advantage others of different status or characteristics. Direct and indirect discrimination contributes to systemic discrimination.

Religious Vilification and Antisemitism:
Vilification, including antisemitism, is a form of discrimination that involves actions, language, or behavior that humiliates, intimidates, or incites hatred against a person or group based on their religion. **Antisemitism** can manifest as direct discrimination (e.g., exclusion due to Jewish identity), indirect discrimination (e.g., policies or practices that disadvantage students or staff), or contribute to systemic discrimination (e.g., organisational culture or patterns of behavior that marginalise individuals).

4.5. Equity: focuses on outcomes. Equity is not concerned with treating people in the same way; it is concerned with ensuring that all groups of people participate and benefit to the same level.

Relevant legislation includes:
- Commonwealth Racial Discrimination Act 1975
- Commonwealth Sex Discrimination Act 1984
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Racial Hatred Act 1995
- Victorian Equal Opportunity Act 2010
- Australian Human Rights Commission Act 1986

4.6. Sexual harassment is defined by the Victorian Equal Opportunity Act 2010 and the Commonwealth Sexual Discrimination Act 1984 as when a person:
Makes an unwelcome sexual advance or an unwelcome request for sexual favours. Engages in unwelcome conduct of a sexual nature, and a reasonable person would have anticipated that the person harassed would be offended, humiliated or intimidated.

Sexual harassment can occur among peers or co-workers, and in subordinate-supervisor, supervisor-subordinate or staff-student, student-staff, student-student situations

4.7. Equal Employment Opportunities EEO: Under Victoria's anti-discrimination laws, Equal Employment Opportunities (EEO) must be offered by all organisations. This means all staff members are treated on their merits at every stage of their employment - from the recruitment and interview process through to their daily duties, promotion, training and development opportunities, and their resignation, retrenchment or redundancy.

All students are provided equal opportunity of receiving training with The FCA based on their merits at every stage of their student selection.

5. Policy Statement

5.1. The policy will ensure to remove barriers and to open up developmental opportunities for all students as well as for staff by creating a workplace and training environment that is free from discrimination, harassment, bigotry, prejudice, racism and offensive behaviour.

5.2. All students and staff will receive fair and equitable treatment in all aspects of training and employment without regard to political affiliation, race, colour, religion, national origin, sex, marital status or physical disability.

5.3. A person with a disability may be excluded under this policy if the disability could cause occupational health and safety risks to the person and/or other students.

5.4. All students and staff will be treated fairly and equitably, without discrimination, harassment, or vilification based on religion, including antisemitism. The FCA commits to creating a learning and working environment free from antisemitic behavior, including offensive comments, stereotyping, or exclusionary practices. Staff and students will have access to education and resources on antisemitism to support awareness and prevention.

5.5. All trainers/assessors are responsible for observing and assisting in implementation of the policy.

5.7. The FCA's policies and procedures will be monitored and reviewed to ensure that they recognise and incorporate the rights of individuals in various ways:

- Pre-enrolment materials study support and study skills programs;
- Language, Literacy, Numeracy and Digital (LLND) Support;
- Equipment, resources and/or programs to increase access for learners with disabilities;
- Learning resource centres;
- Mediation services or referrals to these services;
- Flexible scheduling and delivery of training and assessment;
- Counselling services or referrals to these services;
- Learning materials in alternative formats, for example, in large print;
- Learning and assessment programs customised to the workplace.
- Training services are delivered in a non-discriminatory, open, and respectful manner.
- Staff members are appropriately skilled in access and equity issues, including cultural awareness and sensitivity to the requirements of clients with special needs.
- Facilities are updated to provide reasonable access to students of all levels of mobility, and physical and intellectual capacity.

5.8 Access to Facilities, Resources and Equipment: FCA ensures all students have reasonable and equitable access to facilities, resources, and equipment through the following measures:

- Maintains ownership/leasing arrangements to provide appropriate student access at reasonable times.
- Ensures facilities comply with State, and local government health and safety requirements and building codes.
- Provides facilities that are fit-for-purpose, large enough for student cohorts, and include suitable amenities (toilets, disability access, etc.).
- Supplies resources and equipment that:
    - align with training product requirements
    - are contemporary and reflect current industry practice (including emerging technologies)
    - are fit-for-purpose, safe, and regularly maintained.
- Makes reasonable adjustments to support students with disability/special needs while upholding training product requirements.
- Informs students prior to enrolment of any indicative costs related to resources and equipment.
- Uses simulated environments that accurately reflect current industry settings.
- Complies with copyright, fair use, and licensing requirements for all resources.
- Ensures equitable and safe participation in work placement and integrated learning by collaborating with employers to identify and manage risks, define clear responsibilities, and respond promptly to any concerns raised by students, staff, or employers.
- Upholds strong work health and safety practices by:
    - identifying and addressing risks and hazards promptly
    - providing guidance and instruction before use of equipment that may pose risks
    - investigating incidents and implementing corrective actions.

6. Procedures

6.1. The policy will be included in information provided to employees, trainers/assessors and students.
6.2. If a member of staff or a student feels that the academy staff is not observing the policy, then he/ she should refer the matter to the Student Support Officer or any FCA staff member.
6.3. Any person with a complaint will be directed to use the FCA's Complaints and Appeals Policy and Procedures.
6.4. When a complaint or report is received, the person who has received it must firstly consult the policy to confirm that there has been a breach of policy and then immediately take steps to correct the breach either through communication with the person committing the breach in order to rectify it or by reporting it to the CEO in the case where the breach cannot be dealt with at the staff member's level.
6.5. Once the breach of policy has been dealt with, the person receiving the report must send a written response to the person who has reported the breach.
6.6. If a member of staff or a student feels that the FCA's staff members are not observing the policy, then he or she should refer the matter to their Student Support Officer.
6.7. The institute will follow up on any report discreetly and will undertake an appropriate investigation.
6.8. If the report is verified, the FCA will view the matter seriously and will take appropriate action, which may include penalty and counselling (The FCA will assist the student/staff to appropriate and professional counselling services)
6.9. Person making complaint will be informed of the outcome in writing and all complaints will be finalised within 30 days of receipt of compliant or as soon as possible.
6.10. Where The FCA considers more than 30 calendar days are required to process and finalise the complaint or appeal, the Institute will inform the complainant or appellant in writing, including reasons why more than 30 calendar days are required, and will regularly update the complainant or appellant on the progress of the matter.
6.11. If the complainant is dissatisfied with the action taken, then complainant may follow the FCA's internal complaint & appeal procedure by accessing the FCA's complaint and Appeals policy and if still dissatisfied, Student has the right to make external appeal by contacting the following organisations:

Overseas Student Ombudsman (OSO)

The Overseas Students Ombudsman offers free and independent service for overseas students who have a complaint or want to lodge an external appeal about a decision made by their private education or training provider.

The Overseas Students Ombudsman investigates complaints about problems that overseas students have with private education and training in Australia.

The Ombudsman (OSO) also:

- Provides information about best practice complaints handling to help private education providers manage internal complaints effectively.
- Publishes reports on problems and broader issues in international education that OSO identify through investigations.

The Overseas Students Ombudsman contact details are:

- **Website:** http://www.ombudsman.gov.au
- Contact Number: 1300 362 072

For further information, please visit www.ombudsman.gov.au or contact the overseas student ombudsman on 1300 362 072 (within Australia) or +61 2 6276 011 (outside Australia).

Refer to https://www.ombudsman.gov.au/complaints/international-student-complaints

Consumer Affairs Victoria
You can contact Consumer Affairs Victoria by telephone, 9 am to 5 pm Monday to Friday, Australian Eastern Standard Time (AEST). In Australia, call: 1300 55 81 81 (calls from mobile phones at mobile phone rates). Outside Australia, call +61 3 8684 0735.

National Translating & Interpreting Service - 131 450

Consumer Affairs Victoria

GPO Box 123

Melbourne, VIC 3001, Australia

https://www.consumer.vic.gov.au/internationalstudents

Victorian Equal Opportunity and Human Rights Commission

Email: enquiries@veohrc.vic.gov.au

Contact: 1300 292 153 (weekdays 10 am-2 pm)

Website-https://www.humanrightscommission.vic.gov.au/discrimination

Your equity

FCA is committed to ensuring that the training and assessment environment is free from discrimination and harassment. All FCA staff members are aware that discrimination and harassment will not be tolerated under any circumstances. In the event that discrimination and harassment is found to have occurred disciplinary action will be taken against any staff member of FCA who fails to follow this policy. Suspected criminal behaviour will be reported to police authorities immediately. Students should expect fair and friendly behaviour from FCA staff members, and we apply complaint handling procedures advocated by the Australian Human Rights Commission. Refer to the Complaints Appeals and Feedback Policy and procedures of FCA available on the website or can be made available at the reception.

Students who feel that they have been discriminated against or harassed should report this information to a staff member of FCA whom they can trust. This will initiate a complaint handling procedure which will be fair and transparent and will protect your rights as a complainant. Alternatively, if a student wishes to report an instance of discrimination or harassment to an agency external to FCA, they are advised to contact the Australian Human Rights Commission Complaints Info-line on 1300 656 419.

Access, correction, and complaints
Under the Privacy Act 1988 (Privacy Act), students have the right to seek access to or correction of their personal information. Students may also complain if they believe their privacy has been breached. Please refer to the FCA privacy policy for more information and visit information on The Office of the Australian Information Commissioner (OAIC) at: https://www.oaic.gov.au/.

7. Records Management

All documentation from regarding complaints concerning Access and Equity matters will be maintained in a file.

Complaints outcomes will be entered into the Feedback Complaints & Appeals Register once any external appeal processes have been finalised. A copy of all relevant documents, including correspondence and decisions, will be retained on file to ensure transparency, accountability, and compliance with regulatory requirements.

8. Monitoring and Improvement

The CEO or Academic Coordinator will monitor all Access and Equity practices to ensure compliance and effectiveness. Areas for improvement will be identified through regular reviews, feedback, and complaint outcomes, with corrective actions implemented as required.

Where an internal or external complaints or appeals process results in a decision or recommendation in favour of the student, FCA will:

- immediately implement the required decision or recommendation.
- take all necessary preventive or corrective action.
- promptly advise the student of the action taken and the outcome.