

Procedure Name	ACCESS AND EQUITY PROCEDURE - STUDENTS
Procedure Number	G001_PR (Governance)
Purpose	<p>This procedure outlines the commitment by Whitehouse Institute of Design, Australia (Whitehouse) to ensure that the structures and practices of the Institute uphold the principles of access and equity, in accordance with relevant Commonwealth, State and Territory legislation; and Whitehouse values stated in the Access and Equity Policy – Students.</p>
Scope	<p>This procedure applies to all students of Whitehouse across all campuses.</p> <p>Any breach of the policy must be reported in accordance with the Student Grievances and Complaints Resolution Non-Academic Policy and Procedures.</p> <p>This procedure requires actions by the following in relation to each of Acts listed under ‘Relevant Legislation’:</p> <ul style="list-style-type: none"> • Whitehouse staff (relevant Administrative, and/or academic, and/or management) • Students.
Procedure	<p>Whitehouse takes active and timely steps to prevent discrimination, harassment, or victimisation of students, including those with a (disclosed) condition or disability. The process for dealing with cases relating to student access and equity matters as they apply under relevant legislation are stated in the policy and as detailed below:</p> <p>1 Providing accurate and accessible information.</p> <ol style="list-style-type: none"> 1.1 Policies and Procedures that refer to student conduct and learning, the learning environment, teaching, and student administrative processes are easily accessible and understandable for students, with current versions available on the Whitehouse website http://www.whitehouse-design.edu.au/policies-and-procedures. 1.2 Staff are conversant with the policies and procedures and how to apply them 1.3 Clear information on the course application, selection and admission process, and course completion (assessment) requirements is provided 1.4 The Enrolment Form has a dedicated section with a question inviting applicants to disclose (voluntarily and confidentially) if they have a disability or medical condition, and if they answer with a yes, 1.5 A follow up question if they require support services, also asking for supporting information (evidence of need) 1.6 The relevant course Student Handbook provides advice on support services for students related to different forms of discrimination. 1.7 The Student Handbook contains information on matters related to student support services 1.8 At Orientation week / first class, students are informed and given advice about support services and reasonable adjustments to assist them while studying, and how to access them 1.9 Students are encouraged to disclose a disability in a safe environment and with confidentiality.

2. Identifying students “at risk” and their needs.

- 2.1 Student voluntarily discloses a disability or medical condition and asks for support, and / or
- 2.2 Student makes a complaint or grievance citing discrimination as a cause, or
- 2.3 Teachers who monitor student academic progress, and / or well-being identify students who are struggling to meet their course attendance, learning and assessment requirements, and where a disability, medical condition or discrimination is identified as a significant contributing factor, or
- 2.4 Students who are formally identified as “at risk” of academic progression due in large part to a disclosed disability, medical condition, harassment, assault, or victimisation they have / or are experiencing.

3. Providing Reasonable Adjustment Support - Developing an Individual Learning Plan (ILP)

Where a student discloses or is identified as having a disability, or is the subject of harassment, assault, or victimisation, and asks for help:

- 3.1 Student Administration staff communicate with the student and arrange a consultation meeting (location, date, and time)
- 3.2 Staff (teacher / course coordinator, wellbeing support officer and / or Senior staff / manager) meet with the student, where:
 - 3.2.1 the students’ case and needs are discussed, assessed, and documented, using the *Student Consultation Form* *, and
 - 3.3.2 reasonable Adjustment Support in the form of an **Individual Learning Plan (ILP)** ** with strategies is negotiated, developed, and agreed to.

* Note 1. Refer *Student Consultation Form*. The student submits evidence (e.g. certificate from a medical professional and related documents) in support of their issue, and to assist staff in developing the most effective Support Plan strategies.

* * Note 2. Reasonable adjustments are those that:

- would not cause *Unjustifiable Hardship* on the provider (refer Human Rights Commission on individual circumstances: <https://www.humanrights.gov.au/quick-guide/12105>)
- Would not compromise the integrity of the course outcomes, i.e. the inherent capabilities, skills and knowledge requirements of the course which lead to successful course completion, (the issue of a Testamur), and employment outcomes.
- are collaborative and a negotiated process involving the student, teaching, and support staff.

4 Implementing a Reasonable Adjustment Support Individual Learning Plan (ILP) *.

- 4.1 Teaching staff make reasonable adjustments to:
 - 4.1.1. universal course design and adjustments to course materials and learning resources for accessibility and usability for students from different backgrounds and abilities
 - 4.1.2 inclusive practice in teaching (delivery strategies and teaching methodologies) within a learner-centred approach
 - 4.1.3 the learning / assessment load and/ or schedule to respond to

individual learning predispositions

4.1.4 individual assessment tasks and methods with alternative ways to assess, without lowering academic standards or disregarding the needs of other students.

4.2 Senior Management staff decide on and approve reasonable adjustments to:

4.2.1 the physical learning environment – spaces, classrooms, facilities (e.g. accessibility), equipment, technology

4.2.2 ergonomics.

4.3 Student Admin staff:

4.3.1 Inform the student about external support services, and the NDIS

4.3.2 If deemed necessary, make arrangements for and refer students to counselling, and / or external well-being services

4.3.3 Where needed, refer students to complaints and grievance resolution processes.

4.4 Other adjustments to the ILP may consider wider social factors such as:

4.4.1 out of class activities, e.g. fieldtrips, work placements, internships

4.4.2 whole of life issues (work / life / study balance)

4.4.3 career and transition to work advice on course completion.

* Reasonable adjustment support via Individual Learning Plans is specific to the individual student and their circumstances, so need to be flexible. They are also subject to ongoing monitoring and review, as agreed by all parties.

5 Monitoring and Review

5.1 Staff monitor and review individual student progress against their agreed Individual Learning Plans on an ongoing basis and at the end of a Study Period.

5.2 The outcome of the monitoring and review leads to a decision to:

5.1.1 continue the support / adjustment, or

5.1.2 modify the support / adjustment (increase or decrease), or

5.1.3 cease the support adjustment, if no longer needed or is declined by the student.

6 Appeals

6.1 A student can appeal a decision, as per the relevant Grievances and Complaints Resolution Policy and Procedure.

7 Reporting

The results / outcomes are reported to:

7.1 Relevant internal Whitehouse governing bodies (Learning, Teaching and Assessment and Curriculum Committee; Executive Management Committee; or the Academic Board), and

7.2 External regulators (e.g. ASQA, TEQSA), where required.

8 Record Keeping:

Whitehouse:

8.1 Keeps accurate and relevant documents related to individual student cases.

8.2 Keeps its documents safe and secure on its Record Management System to ensure student privacy is protected.

Relevant Legislation

- [Standards for Registered Training Organisations \(RTOs\) 2015](#) (Standards 1, 4, 5 and 8)
- TEQSA Threshold Standards (2015): <https://www.teqsa.gov.au/> (Standards 2.2.1 Diversity and Equity; 2.3.3 Wellbeing and Safety; 3.3.3 and 3.3.4 Learning Materials and Educational Support)
- [Education Services for Overseas Students Act 2000 \(ESOS\)](#)
- Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act 2011): <https://www.legislation.gov.au/Details/C2017C00271>

Commonwealth Anti-Discrimination Legislation

- [Australian Human Rights Commission Act 1986](#)
- [Age Discrimination Act 2004](#)
- [Disability Discrimination Act 1992](#)
<https://www.education.gov.au/disability-standards-education-2005>
- [Racial Discrimination Act 1975](#)
- [Sex Discrimination Act 1984](#)
- [Privacy Act \(Cwlth\) 1988](#)

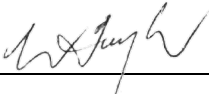
State Anti-Discrimination Legislation

- [Privacy and Personal Information Protection Act 1998 \(NSW\)](#)
- [State Records Act 1998 \(NSW\)](#)
- [Crimes Act 1900 \(NSW\)](#)
- [NSW Anti-Discrimination Act 1977](#)
- [Queensland Anti-Discrimination Act 1991 \(current as of April 2024\)](#)
- [Queensland Privacy legislation](#)
- [Racial and Religious Tolerance Act 2001 \(Victoria\)](#)
- [Information Privacy Act 2000 \(Victoria\)](#)

Key Related Documents

Course Development and Continuous Improvement Policy and Procedure
 Code of Conduct (Students)
 Selection and Admission Policy and Procedure
 Assessment Policy and Procedure
 Academic Credit / Recognition of Prior Learning Policy and Procedure
 Progression and Exclusion Policy and Procedure
 Student Grievances and Complaints Resolution Non-Academic Policy and Procedure
 Critical Incidence Policy and Procedure
 Privacy Policy and Procedure
 Wellbeing and Support Services Policy and Procedure
 Bullying, Harassment and Discrimination Policy and Procedure
 Supporting Students Policy and Procedure
 Sexual Assault, Sexual Harassment Policy and Procedure.
 Facilities and Equipment Policy and Procedure

	<p>Student Course Handbooks</p> <p>Australian Disability Clearinghouse on Education and Training: https://www.adcet.edu.au/</p>
Responsible Officer	Executive Directors
Approval Authority/ Authorities	Board of Governors
Date Approved	20/12/2023
Date of Commencement	21/12/2023
Date for Review	21/12/2026
Documents superseded by this Procedure	<p>Access and Equity Policy and Procedure Dec 2012</p> <p>Admission Policy and Procedure (06/02/2013)</p>
Amendment History	<p>12/2023</p> <p>Updated sections text vis new policies and procedures (Supporting Students; Sexual Assault, Sexual Harassment).</p> <p>Checked and updated URL links and Key Related Documents</p> <p>08/2019</p> <p>A detailed procedure and processes for dealing with student issues related to forms of discrimination, harassment, or victimisation, as required by the relevant legislation.</p> <p>Checked and updated URL links in the Relevant Legislation section</p> <p>Updated the Key Related Documents section.</p> <p>05/2018</p> <p>Re-branding – Header & Footer only</p> <p>12/2016</p> <p>Policy and Procedures separated. Updated formatting and minor amendments</p> <p>Changed formatting- included procedure and policy in one</p> <p>12/2012</p> <p>Document</p> <p>Minor adjustments and inclusions to policy wording 09/2015</p> <p>01/2018</p> <p>Update titles of Key Related Documents</p> <p>Reference to the procedure for any breach to the policy</p>

Signed and dated for Whitehouse Institute Pty Ltd		<u>Les Taylor</u>	<u>20/12/2023</u>
	Signature	Name	Date

INFORMATION FOR PUBLISHING ON POLICY REGISTER	
Category	Governance
Stakeholders	Academic Board Executive Management Academic Staff Administration Staff Applicants Students