



RTO	City-Wide Building & Training Services Pty Ltd (RTO ID 91138)
Type	Public
Applicable standards	Standards for Registered Training Organisations 2015 State and Territory Funding contracts Anti-Discrimination Act 1977 (NSW) The ACT Discrimination Act 1991 (ACT) Anti-Discrimination Act 1991 (QLD) Disability Standards for Education 2005 (Cth) Disability Inclusion Act 2014 (NSW) Disability Services Act 2006 (QLD)
Authorised by	General Manager – Quality and Compliance
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Policy: Fair Treatment and Equal Opportunity

Overview

City-Wide Building and Training Services (CWBT S) is committed to the principles of access and equity. We promote a fair and equitable environment for Students, prospective Students and other clients with a learning environment which values diversity, respects differences and provides an environment that is safe, healthy, positive, supportive and free from all forms of harassment, bullying and discrimination

CWBT S seeks to create a learning environment where all Students are respected and can develop their full potential. All Students are given fair and reasonable opportunity to attend and complete training. Our aim is to set up Students for success.

CWBT S treats all prospective Students equally and fairly. CWBT S has implemented open, fair and transparent procedures that are based on merit for making decisions about:

- The selection of individuals who seek to enrol; and
- The treatment of individuals undertaking courses.

CWBT S will make all reasonable effort to make adjustments to support the special needs disadvantaged students. If CWBT S does not have the resources to offer a student with special needs the support they require we will:

- Make adjustments to accommodate the special needs; or
- Assist the student in locating another provider who can offer subsidised training that has the necessary resources.

CWBT S undertakes to identify and, where possible, remove barriers that prevent individuals from accessing and participating in our services. CWBT S complies with the Disability Standards for Education 2005 found at: <https://www.dese.gov.au/disability-standards-education-2005>

This Policy specifically deals with entry to CWBT S courses and general principals of access and equity. For more details on specific access and equity issues, the following policies should also be



referred to (all documents can be found on our website: www.cwbts.com.au under the 'Key Links and Documents' page):

Vulnerable Persons (Including Children)

- Student Support And Welfare
- Language, Literacy And Numeracy (LLN)
- Grievances, Complaints And Appeals
- Privacy

Definitions

Access and Equity

Services should be available to everyone who is entitled to them and should be free of any form of discrimination irrespective of a person's country of birth, language, culture, race, religion.

Services should be developed and delivered on the basis of fair treatment of clients who are eligible to receive them.

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

Disadvantaged Groups

Includes groups who traditionally have been under-represented in Vocational Education and Training such as:

- People with a disability
- Aboriginals and Torres Strait Islanders
- Women
- People from non-English speaking backgrounds
- People in rural and remote areas
- Long term unemployed
- Recent migrants and refugees
- Other groups that may be considered vulnerable

Prospective Students

Refers to persons enquiring, expressing interest in or wishing to enrol into a CWBTS course.

Students

Refers to Students who are currently enrolled in a CWBTS course.

Clients

Refers to non-Students which may include:

- Employers
- Schools
- Other third parties that have paid for costs of training on behalf of Students

Disability Standards for Education 2005

CWBTS complies with the Disability Standards for Education 2005 found at:
<https://www.dese.gov.au/disability-standards-education-2005>

The Standards seek to ensure that students with disability can access and participate in education on the same basis as other students.

On the same basis means that a student with disability must have opportunities and choices which are comparable with those offered to students without disability. This applies to:

- admission or enrolment in an institution
- participation in courses or programs
- use of facilities and services.

The Standards clarify the obligations of education and training providers, and the rights of people with disability, under the Disability Discrimination Act 1992 (DDA). The Standards are subordinate legislation made under the DDA.

Standards for enrolment, participation, curriculum and support services

The Standards require education providers take reasonable steps to ensure that students with disabilities are provided with opportunities to realise their individual potential through their participation in education and training on the same basis as students without disabilities, and that they are not subject to discrimination.

The process includes:

- consultation with the student;
- consideration of whether an adjustment is necessary;
- if an adjustment is necessary, identification of a reasonable adjustment;
- making the reasonable adjustment

However, education providers are required only to make reasonable adjustments. They are also exempted from making adjustments that would impose unjustifiable hardship on them.

Meaning of 'on the same basis'

An education provider treats a student with a disability on the same basis as a student without the disability if the student has opportunities and choices, which are comparable with those offered to students without disabilities, in relation to:

- admission or enrolment in an institution; and
- participation in courses or programs and use of facilities and services.

A provider is required to make any decisions about admission and enrolment on the basis that reasonable adjustments will be made where necessary so that the student with a disability is provided with opportunities and choices that are comparable with those available to students without disabilities

Making reasonable adjustments

An adjustment is reasonable if it achieves this purpose while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.



The need for an adjustment and the nature of an adjustment should be determined in consultation with the student or their associate.

This might include consultation on whether there is any other adjustment that would be no less beneficial for the student but less disruptive and intrusive for others.

In assessing whether a particular adjustment is reasonable for the student with a disability, we take into account:

- the nature of the student's disability;
- the information provided by, or on behalf of, the student about how the disability affects the student's ability to participate;
- views of the student, or an associate of the student, about whether a proposed adjustment is reasonable and will enable the student with a disability to access and participate in education and training opportunities on the same basis as students without disabilities;
- information provided by, or on behalf of, the student about his or her preferred adjustments;
- the effect of the proposed adjustment on the student, including the student's ability to participate in courses or programmes and achieve learning outcomes;
- the effect of the proposed adjustment on anyone else affected, including CWBT S, staff and other students; and
- the costs and benefits of making the adjustment

When considering an adjustment for a student with a disability, a provider is entitled to information about the student's disability and individual requirements if that information is directed towards:

- providing the adjustment, including assessing the nature and extent of the adjustment needed and assessing the provider's capacity to provide the adjustment; and
- an assessment that is intended to clarify the student's ability to comply with any non-discriminatory requirements of a course or training program.

Any confidential information provided to education providers for the purposes of making adjustments should not be disclosed except for the purposes of the adjustment or in accordance with a lawful requirement.

Obtaining disability information

When considering an adjustment for a student with a disability, CWBT S is entitled to information about the student's disability and individual requirements if that information is directed towards:

- providing the adjustment, including assessing the nature and extent of the adjustment needed and assessing the provider's capacity to provide the adjustment; and
- an assessment that is intended to clarify the student's ability to comply with any non-discriminatory requirements of a course or training program.

Any confidential information provided to CWBT S for the purposes of making adjustments will not be disclosed except for the purposes of the adjustment or in accordance with a lawful requirement.



Student Selection

CWBTS is an equal opportunity company and does not discriminate against or favour groups that may be considered vulnerable or as having special needs when recruiting prospective Students.

Gender

CWBTS recognises that our courses develop skills and knowledge for vocations that are traditionally male dominated.

CWBTS is required to collect gender information under government reporting requirements.

We do not discriminate on basis of gender as part of our selection process and encourage females, gender X, intersex and transgender Students to apply for courses.

Minimum Entry Requirements

Each course has an entry selection requirement which is listed on our website. Entry selection requirements will vary from course to course and may include:

- Minimum age
- Pre-requisite unit or qualification
- Language, Literacy and Numeracy (LLN) level (in line with the Australian Core Skills Framework (ASCF) levels)
- Physical health requirements
- Current employment status

Disability, Health and Medical Conditions

If you have a disability, health or medical condition, you are welcome to apply for our courses.

Some of our courses have a physical health requirement. If you think that you may not meet the requirement for a specific course that you are interested in, we encourage you to contact us.

We may be able to make a reasonable adjustment so that we can accommodate your learning needs.

Reasonable adjustments may include, but are not limited to:

1. The selection of elective units
2. Use of aids or assistive technology such as hearing aids, PC-tremor control, speech to text software, etc
3. Use of external trained support persons such as note takers or interpreters
4. The provision of learning materials in alternative formats
5. Flexible scheduling

Details of how we approach this is outlined in our Student Support and Welfare policy.

Please note that if you cannot meet the inherent requirements of the course, even with adjustments, then you will not be able to successfully complete the course. Where this is the case, CWBTS will advise you as soon as practical and may recommend alternatives. These alternatives may include recommending another course or qualification (which may or may not be provided by CWBTS).



Language, Literacy and Numeracy (LLN)

Each qualification has a minimum recommended entry level against the following five core skills:

- Learning
- Reading
- Writing
- Oral Communication
- Numeracy

All prospective Students undertake a Language, Literacy and Numeracy (LLN) evaluation prior to an enrolment being accepted.

If a Student does not meet the minimum level in each of the core skills, the LLN Coordinator will evaluate whether a Student could commence the course if they were provided additional support.

If you feel that you would need extra support, please let the enrolment officer know.

For further details on this process, please refer to our Language, Literacy and Numeracy policy which can be found on our website: www.cwbts.com.au under the 'Key Links and Documents' page.

Age

All of our courses have a minimum age requirement. This is either 16 or 18 years of age in line with vocational requirements of the qualification being undertaken.

Students who are under 18 years of age at time application must have their application signed by a parent or legal guardian.

We do not have a maximum age requirement and do not discriminate on age (with the exception of meeting minimum age requirements).

Race, culture, religion

Persons of different race, cultures and religion are welcome to apply. We do not discriminate against Students based on these factors.

We do not discriminate against persons with indigenous backgrounds. If you are of Aboriginal and / or Torres Strait Islander background, we encourage you to apply.



After Commencement

Cultural or religious requirements

If you have special cultural or religious requirements that you must meet, please let your Trainer know. We respect all cultural and religious traditions and will best try to accommodate your needs.

Dietary requirements

If we are providing catering, we will ask Students if they have any dietary requirements.

Harassment

No form of harassment is tolerated at CWBTS. Harassment includes the following behaviours:

1. Verbal, written and physical harassment
2. Unwanted sexual advances
3. Bullying
4. Violence
5. Vilification
6. Victimisation and / or ostracisation
7. Inappropriate comments on social media
8. Hazing

CWBTS staff, CWBTS Students and staff working on worksites (where training being undertaken by CWBTS is occurring) all have an obligation to ensure a learning environment that is free from harassment.

Students who participate in harassment of CWBTS staff or other Students will be disciplined. Depending on the seriousness of the behaviour a warning may be issued. In serious cases, Students participating in harassment may not be able to continue.

Likewise, any CWBTS staff found to be participating in harassment will also be disciplined as per internal policies.

Staff of worksites who participate in harassment activities, will be reported to the worksite supervisor.

Illegal behaviour

Illegal behaviour of any kind is not tolerated.

Where potentially unlawful conduct has occurred, CWBTS will alert the appropriate authorities. Those people who are involved in the complaint (including the complainant, witnesses etc.) are also under a duty to maintain confidentiality and display a commitment to uphold the integrity of the investigation process. If the complainant chooses to bring a support person with them to any meetings, they too are bound by confidentiality.

Medical or health issues that arise after you commence

If you develop a short term or long term medical or health issue after you commence that may affect your ability to participate in training, please let your Trainer know.



We will see if we can accommodate your needs. This may include, but is not limited to:

1. Changing remaining unit elective selections
2. Altering delivery order of units
3. Making reasonable adjustments to assessment methodology
4. Adjusting your training plan
5. Altering assessment due dates
6. Having a study break

Your Trainer may involve our Student Welfare Coordinator to see if other strategies may benefit you.

Confidentiality

We respect and acknowledge that matters relating to access and equity may be of a sensitive nature.

As such, we apply strict confidentiality to your information and only relevant staff are privy to this information.

Please refer to our Privacy Policy which is located on our website www.cwbts.com.au.

Complaints

Concerns regarding fair treatment can be raised via our grievance and complaints processes. Please refer to our 'Grievances, Complaints and Appeals' Policy which is located on our website www.cwbts.com.au.