

Learner Access, Equity and Equality Policy and Procedure

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1 Purpose and Scope

This policy outlines AIE's principles and procedures of accessible, equitable and equal education.

The scope of this policy is all trainers, executive staff, Administration staff, and Marketing staff.

2 The Policy

AIE is committed to providing and maintaining an inclusive learning environment for all AIE learners. AIE recognises that each person has different circumstances and backgrounds, and that these characteristics may affect access to education and achieving assessment outcomes. Such individuals may be from disadvantaged groups that have historically been under-represented in vocational education and training (VET). In light of this, AIE learners must be treated equally and equitably, free from [bias](#), [discrimination](#), [harassment](#), [bullying](#) and [vilification](#). Therefore, AIE ensures that:

- a. All marketing material, including the AIE website, is easily accessible, useable and understandable to prospective learners and their families, and that all procedures relevant to course enquiries and applications are easy to find, available to all, and are understandable
- b. All enrolments are conducted in an accessible, ethical and fair manner in accordance with equal opportunity legislation and [language, literacy and numeracy \(LLN\)](#) tests are conducted to identify areas in which AIE can help learners succeed
- c. All training and assessment resources are available to all learners and are easily accessible and understandable, and that there are procedures in place to allow for [reasonable adjustment](#) to assist learners where required
- d. A complaints and appeals process exists and is easy to find and understand, that all learners are informed of the process and that this process is adhered to with the utmost respect and fairness
- e. Support services are available for learners experiencing distress or difficulties and that Administration staff can provide the contact details for such services
- f. A learner withdrawal interview is conducted to determine any access, equity and/or equality issues and how to address them
- g. A system of regular access, equity and equality surveys exists and that the results of such surveys are used for continuous improvement of AIE's service delivery
- h. Staff receive an introduction to VET access, equity and equality at induction and undertake regular, ongoing training while working at AIE.

3 Implementation

The CEO is responsible for the approval of this policy after it has been drafted or reviewed by the Academic Management Committee.

The policy is to be implemented via induction and training of staff and distribution via the AIE intranet and other publications as required.

4 Procedure/s

4.1 Access, Equity and Equality Defined

See Appendix A for a full definition of access, equity and equality and how these 3 terms interrelate.

4.2 Marketing Material

The Marketing Department should ensure that all marketing material, whether in print or digital, is accessible to all users. For digital material, consider visually-impaired users employing screen-reading software. Following [Web Content Accessibility Guidelines \(WCAG\)](#) ensures all users of digital and web-based marketing material is appropriate for everyone.

Information on the AIE website should be easy to find and the navigation organised appropriately. Written material should be in plain English and headings should draw users to the right information. Again, following WCAG will ensure website material is accessible.

Interactive marketing material, such as forms, videos and web-based flipbooks, should be designed with the end user in mind. Such content needs to be intuitive and responsive to users' needs. For example, forms should not be overly complex and form copy should be easily understandable; videos should have an option to reduce resolution for users with low bandwidth.

Where there are genuine access limitations regarding training materials or delivery methods (such as minimum PC requirements or download speeds), marketing material must clearly note this on all pre-enrolment information. This helps prospective learners make an informed choice.

4.3 Application and Enrolment

AIE must apply principles of accessibility, equity and equality during its application and enrolment processes.

When working through the application and enrolment process, consider how best to assist prospective learners from the following groups who are historically under-represented in the VET sector:

- a. People with a disability
- b. Aboriginal and Torres Strait Islander people
- c. Women
- d. People from a non-English speaking background
- e. People in rural or remote areas
- f. The long-term unemployed.

Refer to *Application and Enrolment Policy and Procedure* for guidance.

4.3.1 Language, Literacy and Numeracy

Courses offered at AIE are quite technical, so learners need the required knowledge and skills to be able to achieve course outcomes. Sitting a language, literacy and numeracy (LLN) test highlights where the learner needs improvement and where AIE can help them in their studies.

4.4 Inclusivity

AIE must encourage inclusive learning. While everyone has a right to learn and everyone *can* learn, many people do not have fair access to learning opportunities. Some people need more support than others.

AIE can support inclusive learning through understanding that:

- a. **Everyone learns differently** – Trainers should partner with learners to empower them to achieve their potential, to feel connected, supported and valued as individuals and as part of the AIE community
- b. **Being inclusive is everyone’s responsibility** – Trainers should use a variety of methods, encourage respectful interaction, seek feedback from learners, collaborate with specialists when they need extra help, and continually update their skills
- c. **Learners bring existing knowledge and skills** – Trainers should ensure learning activities have contextual application and relevance, and that the training is productive, meaningful, engaging, and builds on the learner’s existing capabilities.

4.4.1 Key Inclusive Learning Actions

Area	Actions
Understand differences in learner cohorts	<ul style="list-style-type: none"> AIE ensures it understands the vocational aspirations and support needs of Students prior to enrolment to ensure they are enrolled in the right level course and have the right mix of supports available to help them succeed. This includes the use of pre-enrolment reviews and guidance to Students. All AIE trainers have access to information on Student diversity.
Access skills and expertise in addressing difference	<ul style="list-style-type: none"> Introductory inclusive learning skills in embedded in AIE RTO personnel induction programs and ongoing professional development on inclusive learning is supported.
Listen to the learner	<ul style="list-style-type: none"> AIE ensures it is collecting the perspectives of Students, considering Student views in the way courses are organised and support is provided.
Help learners choose an appropriate learning pathway	<ul style="list-style-type: none"> AIE provides Students with flexible options, advice and guidance on the best pathway towards their vocational outcome, and allows a diverse range of Students to access the training. All Students are provided with information and guidance on course requirements and outcomes prior to enrolment.
Develop the core skills of learners	<ul style="list-style-type: none"> All AIE trainers have the basic knowledge they need to identify and respond to language, literacy and numeracy needs. All trainers are encouraged and supported to complete the TAELLN411 Address adult language, literacy and numeracy skills unit of competency.

4.5 Training and Assessment Resources

Training and assessment resources need to be easily accessible, easy to understand, and easy to use.

If learners cannot access resources, they cannot learn. Resources should be stored where learners can easily locate them.

For resources produced by AIE, they should be written in clear, simple English so the largest number of learners can comprehend the instructions without assistance. Similarly, the design and layout should enhance the readability – training and assessment resources are more than simply a delivery of information.

Resources requiring interactivity should be intuitive. Alternatively, if a resource is difficult to use (due to its technical nature, for example), then simple instructions should be provided so learners can make the most use of the resource. If a learner is having difficulty using a resource, the trainer

should provide support and guidance tailored to the individual learner. In some cases, reasonable adjustments may be necessary to ensure the learner is able to achieve assessment outcomes.

4.6 Reasonable Adjustment

Special learning requirements may arise from matters relating to a learner's physical, mental, socioeconomic, geographic or other situation. Please refer to the *Trainer Handbook* for guidance on applying reasonable adjustment for learners in a classroom or assessment setting.

Reasonable adjustment is a measure or action taken to assist a learner with a disability or other circumstance to participate in education and training on the same basis as other learners. A reasonable adjustment is determined in consultation with the learner and/or their associate.

See Appendix C for examples of reasonable adjustments.

AIE must ensure that the integrity of the course/program and that the assessment requirements and processes are maintained.

AIE should act on requests and information for reasonable adjustment as soon as possible.

4.6.1 Consulting the Learner

Before AIE makes an adjustment, the learner or their support associate is consulted about:

- a. The learner's preferred reasonable adjustment
- b. Whether the adjustment is reasonable
- c. The extent to which the adjustment would achieve the learner's aims
- d. Whether there is any other reasonable adjustment that would be less disruptive or intrusive without being any less beneficial to the learner.

4.6.2 Deciding on a Reasonable Adjustment

When evaluating reasonable adjustment options, AIE should:

- a. Assess the information gathered from consulting with the learner, including the nature of their circumstances and their preferred adjustments
- b. Assess the effect of the proposed adjustment(s) on the learner, including their ability to participate in courses or programs and achieve learning outcomes
- c. Assess the effect of the proposed adjustment(s) on anyone else involved, including AIE operations, personnel and other students
- d. Assess whether there is any other reasonable adjustment that would be less disruptive or intrusive without being any less beneficial to the learner
- e. Assess whether the adjustment may need to be changed over the period of the learner's time at AIE
- f. Assess the costs and benefits of making the adjustment, including the possibility of unjustifiable hardship (see below).

A detailed assessment (possibly including an independent expert) may be required to determine what reasonable adjustments are necessary and appropriate for a learner. The type, extent and number of adjustments may vary.

AIE may provide an alternative reasonable adjustment to the learner's preferred option if the alternative is shown to be effective in achieving the desired goal.

4.6.2.1 Unjustifiable Hardship

AIE needs to consider whether a reasonable adjustment will impose an unjustifiable hardship on its operations.

Consider all relevant circumstances of the learner's case and take into account:

- a. The costs associated with additional personnel, the provision of special resources, or modification of the assessment/course
- b. The costs (financial, social, health and educational) resulting from the learner's participation in the learning environment, including the costs as applied to other learners and trainers
- c. The benefits of the learner's participation in the learning environment, including positive learning and social outcomes for other learners and trainers, as well as any financial incentives (such as subsidies or grants) available to AIE because of the learner's participation.

If AIE decides that the learner's request for reasonable adjustment imposes an unjustifiable hardship on its operations, AIE must notify the learner as soon as practicable. The notification must include the reasons for not granting reasonable adjustment based on unjustifiable hardship.

4.6.3 Implementing Reasonable Adjustments

Implementing reasonable adjustments should be done as soon as practicable.

Where a reasonable adjustment has been implemented, a detailed training and assessment plan must be maintained on the student management system (SMS). This plan will detail timetables, notes on the adjustment, and any related communications about the adjustment.

4.7 Support Services and Other Information

Learners are encouraged to use external professional support services if they are experiencing distress or difficulties that are beyond AIE's capability to help. Administration staff can direct learners to these services.

See Appendix D for support services and their contact information.

Other information, such as announcements and emergency plans, should be readily available for learners to see at their convenience. They should also be written in plain English so learners can understand the message and its importance, if relevant.

4.8 Withdrawal Interviews

As part of the learner withdrawal process, the Deputy Head of School (DHOS) meets with the learner to determine the reasons or circumstances of withdrawal. Part of this meeting is to identify any access, equity and/or equality issues, particularly around language, literacy and numeracy (LLN). The DHOS can encourage the learner to reconsider their decision to withdraw, promising to assist the learner with their LLN needs. If the learner agrees, the consultation into reasonable adjustment can begin.

4.9 Complaints and Appeals Regarding Access, Equity and Equality

If a learner has a complaint regarding access, equity and/or equality at AIE, they should follow the complaints and appeals procedures outlined in the *Learner Handbook*. The framework for these procedures are found in:

- a. *Domestic Student Complaints and Appeals Policy and Procedure*
- b. *International Student Complaints and Appeals Policy and Procedure.*

4.10 Surveys and Continuous Improvement

4.10.1 Surveys

Each learner cohort must be surveyed regarding their access, equity and equality experiences at AIE. These surveys follow the procedures outlined in *Surveys and Evaluations Policy and Procedure*.

See [Effective Equality Surveys](#) (Schneider & Walmsley 2011) for guidance on developing questions and survey structures.¹

4.10.2 Continuous Improvement

4.10.2.1 Marketing Materials

Marketing staff should regularly check:

- a. If print and digital material meets accessibility guidelines
- b. If interactive media and forms are simple and easy to use by people of all circumstances
- c. If language is inclusive.

4.10.2.2 Learning Resources

AIE must continually improve its operations to maintain its place in the industry and preserve its good reputation for being an accessible, equitable and equal VET provider.

Survey data should be analysed by the Compliance team, who will make recommendations for improvement. These improvements should be rolled out before a new cohort of learners begins training.

Even without survey data, staff should always look for ways in which learning resources can be improved. Examples include:

- a. Can the resources use more simple language?
- b. Can the resources be presented better (layout, formatting, and so on)?
- c. Are the resources easy to find?
- d. Is the resource better provided in a different format (PowerPoint, video, PDF, and so on)?
- e. Are the instructions easy to follow or the examples easy to understand?

4.10.2.3 Staff

New staff must be introduced to the particulars of access, equity and equality as applied to the VET sector when they are inducted at AIE. This training should be tailored to the staff member's role.

Professional development regarding access, equity and equality will be regular and ongoing.

¹ Schneider, R & Walmsley, A 2011, *Effective equality surveys: exploring the staff and student experience in higher education institutions*, Equality Challenge Unit and Schneider-Ross, London, England.

5 Definitions

Access

In the context of education, access involves ensuring there are enough suitable education options available for prospective learners. This could be facilitated physically (such as campus availability) or virtually (such as online opportunities, which are good for remote workers).

Bias

A prejudice in favour of or against a thing, person, group or institution compared with another. There are two types of biases:

- f. **Conscious bias** – also known as explicit bias, whereby an individual is aware of their bias and supports it through their speech and actions
- g. **Unconscious bias** – also known as implicit bias, whereby an individual is unaware of their bias and believes that their speech and actions are fair to all. [^](#)

Bullying

Use of force, abuse, hurtful teasing, threats directed at an individual or group in repeated or single cases. Usually types of harassment can be categorised as bullying when of a repetitive nature. [^](#)

Demographic

A group of people from a category or sector such as age, sex, gender, occupation, income, etc. [^](#)

Discrimination

Being unjust or treating a person (or persons) differently, especially on the grounds of their personal characteristics, including, but not limited to: age; gender expression; religious, educational, cultural or ethnic background; disability; sexuality; socioeconomic background; linguistic background; marital status; and/or geographical location. [^](#)

Equal Opportunity

The right for every person to be treated without discrimination, especially on the grounds of race, age, sex, disability, etc.; treating everyone as an individual according to their needs, so that everyone can reach their full potential. [^](#)

Equality

In the context of education, *equality* refers to learners being given the same learning opportunities and support measures. Two learners, regardless of their circumstances and/or background, are able to study the same course, access the same learning resources, and achieve the same outcomes.

Equity

In the context of education, *equity* refers to the individualised support given to learners to achieve assessment outcomes and study goals. Two learners may require different levels of support based on their circumstances or background. They receive this support in the form of reasonable adjustments to learning so they can achieve the same outcome.

Harassment

A wide range of behaviours of an offensive nature which can include sexual, verbal and non-verbal workplace and physical harassment. Usually it demeans, humiliates or embarrasses a person in a disturbing, unsettling or threatening way. [^](#)

Language, Literacy and Numeracy (LLN)

LLN refers to key communication skills that underpin both broader workplace skills and vocational learning skills. These skills include speaking, listening, reading, writing and using numbers. [^](#)

Reasonable Adjustment

A measure or action taken to assist a learner with a disability or other circumstance to participate in education and training on the same basis as other learners. A reasonable adjustment is determined in consultation with the learner and/or their associate.

Examples of reasonable adjustment include:

- a. Customising the training package/accredited course without compromising course integrity
- b. Modifying teaching tools and methodologies
- c. Providing alternative tasks or modifying the assessment presentation medium
- d. Providing assistive/adaptive technologies
- e. Additional time or extensions for assessments. [^](#)

Vilification

A public act that could incite hatred, serious contempt or ridicule towards a person (or persons) of a specific group or who has a particular characteristic. [^](#)

6 Related Documents

The following internal documents are related to this policy:

- a. Application and Enrolment Policy and Procedure
- b. Assessment Validation Checklist
- c. Complaints and Appeals Checklist
- d. Complaints and Appeals Form (AIE website)
- e. Domestic Student Complaints and Appeals Policy and Procedure
- f. Employee Conduct Policy and Procedure
- g. International Student Complaints and Appeals Policy and Procedure
- h. Learner Handbook
- i. Learner Support Form
- j. Learning Management Policy and Procedure
- k. Online Course Delivery and Service Standards Policy and Procedure
- l. Privacy Policy and Procedure
- m. Surveys and Evaluations Policy and Procedure
- n. Trainer Handbook
- o. Withdrawal Policy and Procedure.

The following legislation and standards are related to this policy:

Jurisdiction	Legislation and Standards
Commonwealth	<i>Age Discrimination Act 2004</i> (Cth) Australian Privacy Principles <i>Copyright Act 1968</i> (Cth) <i>Disability Discrimination Act 1992</i> (Cth) <i>Education Services for Overseas Students Act 2019 (ESOS Act)</i> (Cth) <i>Higher Education Support Act 2003</i> (Cth) <i>Human Rights and Equal Opportunity Commission Act 1986</i> (Cth)

Jurisdiction	Legislation and Standards
	<i>Indigenous Education (Targeted Assistance) Act 2000 (Cth)</i> <i>National Code of Practice for Providers of Education and Training to Overseas Students 2018 (The National Code)</i> <i>National Vocational Education and Training Regulator Act 2011 (NVR Act) (Cth)</i> <i>Privacy Amendment (Private Sector) Act 2003 (Cth)</i> <i>Racial Discrimination Act 1975 (RDA) (Cth)</i> <i>Racial Hatred Act 1995 (Cth)</i> <i>Sex Discrimination Act 1984 (Cth)</i> <i>Standards for Registered Training Organisations (RTOs) 2015</i>
Australian Capital Territory	<i>Discrimination Act 1991 (ACT)</i> <i>Disability Services Act 1991 (ACT)</i> <i>Human Rights Act 2004 (ACT)</i>
New South Wales	<i>Anti-Discrimination Act 1977 (NSW)</i> <i>Disability Inclusion Act 2014 (NSW)</i>
Northern Territory	<i>Anti-Discrimination Act 1992 (NT)</i> <i>Anti-Discrimination Regulations 1994 (NT)</i> <i>Disability Services Act 2012 (NT)</i>
Queensland	<i>Anti-Discrimination Act 1991 (Qld)</i> <i>Disability Services Act 2006 (Qld)</i>
South Australia	<i>Disability Services Act 1993 (SA)</i> <i>Equal Opportunity Act 1984 (SA)</i> <i>Racial Vilification Act 1996 (SA)</i>
Tasmania	<i>Anti-Discrimination Act 1998 (Tas)</i> <i>Disability Services Act 2011 (Tas)</i> <i>Sex Discrimination Act 1994 (Tas)</i>
Victoria	<i>Change or Suppression (Conversion) Practices Prohibition Bill 2020 (Vic)</i> <i>Charter of Human Rights and Responsibilities Act 2006 (Vic)</i> <i>Disability Services Act 2006 (Vic)</i> <i>Equal Opportunity Act 2010 (Vic)</i> <i>Racial and Religious Tolerance Act 2001 (Vic)</i>
Western Australia	<i>Criminal Code Act Compilation Act 1913 (WA)</i> <i>Disability Services Act 1993 (WA)</i> <i>Equal Opportunity Act 1984 (WA)</i>

7 Review

This policy will be reviewed every 2 years by the Academic Management Committee, or at any time in response to legislative changes.

8 Revision History

Version No.	Version Description	Contributor(s)	Approval Authority	Date Revised/ Approved
1.0	Approved by Board and document published.		BOD	17 January 2017
1.1	Major update draft to reflect legislative changes.	Rebecca Donaldson (National Compliance Administration Support)	-	11 May 2021
2.0	Added policies and procedures and legislation relating to reasonable adjustment to 'Related Documents' section; expanded definitions; added introductory statement at 4 Procedure/s and referred to <i>Trainer Handbook</i> .	Ann-Maree Davies (Head of School, Adelaide) Nick Markesinis (Intranet Content Coordinator)	BOD	4 August 2021
3.0	Retitled to <i>Learner Access, Equity and Equality Policy and Procedure</i> , differentiating between the equitable and equal access to education at AIE. Greatly expanded to fully incorporate procedures for managing access, equity and equality.	Nick Markesinis (Intranet Content Coordinator)	BOD	28 January 2022

Appendix A: Access, Equity and Equality Defined

Access

In the context of education, access involves ensuring there are enough suitable education options available for prospective learners. This could be facilitated physically (such as campus availability) or virtually (such as online opportunities, which are good for remote workers).

Learners and their families also need easy access to accurate and understandable information about study options, the VET sector in general, and AIE's policies and procedures.

Access is closely related to equity and equality.

Equity

In the context of education, *equity* refers to the individualised support given to learners to achieve assessment outcomes and study goals. Two learners may require different levels of support based on their circumstances or background. They receive this support in the form of reasonable adjustments to learning so they can achieve the same outcome.

Equality

In the context of education, *equality* refers to learners being given the same learning opportunities and support measures. Two learners, regardless of their circumstances and/or background, are able to study the same course, access the same learning resources, and achieve the same outcomes.

Comparison

Table 1: Comparison of access, equity and equality on a specific operation of AIE.

Access	Equity	Equality
Learning materials are easy to find, easy to understand, and easy to use.	Learners with a learning difficulty are offered alternate means of accessing and using learning materials. For example, a learner with reading difficulties can be offered reasonable adjustment to reading assessment materials by using screen reading technology.	Learning materials are available to all learners, regardless of their characteristics or background. Everyone has a right to learn.

Appendix B: Learner's Rights and AIE's Responsibilities

Learner's Right	AIE's Responsibilities
<p>Enrolment Right to seek admission and enrol on the same basis as prospective Students without disability including the right to reasonable adjustments.</p>	<ul style="list-style-type: none"> Take reasonable steps to ensure that the enrolment process is accessible. Consider Students with disability in the same way as Students without disability when deciding to offer a place. Consult with the prospective Students or their associates about the effect of the disability on their ability to seek enrolment; and any reasonable adjustments necessary.
<p>Participation Right to access courses and programs; use services and facilities; and have reasonable adjustments, to ensure Students with disability are able to participate in education and training on the same basis as Students without disability.</p>	<ul style="list-style-type: none"> Take reasonable steps to ensure participation. Consult with the Student or their associate about the effect of the disability on their ability to participate. Make a reasonable adjustment if necessary. Repeating this process over time as necessary.
<p>Curriculum Development, Accreditation and Delivery Right to participate in courses and relevant supplementary programs that are designed to develop their skills, knowledge and understanding, on the same basis as Students without disability and to have reasonable adjustments to ensure they are able to participate in education and training.</p>	<ul style="list-style-type: none"> Enable Students with disability to participate in learning experiences (including assessment and certification). Consult with the Student or their associate. Take into consideration whether the disability affects the Student's ability to participate in the learning experiences.
<p>Student Support Services Right to access Student support services provided by education institutions, on the same basis as Students without disability. Students with disability have the right to specialised services needed to participate in the educational activities they are enrolled in.</p>	<ul style="list-style-type: none"> Ensure that Students with disability are able to use general support services. Ensure that Students have access to specialised support services. Facilitate the provision of specialised support services.
<p>Harassment and Victimisation Right to education and training in an environment that is free from discrimination caused by harassment and victimisation on the basis of their disability.</p>	<ul style="list-style-type: none"> Implement strategies to prevent harassment or victimisation. Take reasonable steps to ensure that personnel and Students are informed about their obligation not to harass or victimise Students with disability. Take appropriate action if harassment or victimisation occurs. Ensure complaint mechanisms are available to Students.

Appendix C: Examples of Reasonable Adjustment

Learner Has Difficulty With ...	Example of AIE's Reasonable Adjustments
Concentration	<ul style="list-style-type: none"> • Breaking the assessment into appropriate components that can be undertaken separately; • Providing rest breaks during lengthy assessment sessions; • Providing a separate assessment venue if the Student is distracted by others' movements or noise; • Providing additional time; • Providing alternative assessment methods, such as recording devices for oral testing, or telephone assessments; and • Allowing the Student to provide evidence of having completed the assessment task at another venue; for example, an employer could verify satisfactory demonstration of competence.
Expressing knowledge in writing	<ul style="list-style-type: none"> • Allowing oral assessment; • Providing a digital recorder, scribe; • Providing a sign language interpreter; and • Providing additional time.
Spelling and/or grammar	<ul style="list-style-type: none"> • Allowing oral assessment; • Providing a digital recorder, scribe; • Providing a sign language interpreter; • Providing additional time; • Providing a computer with a generic spelling and grammar checker, dictionary and thesaurus (such as those included in Microsoft® Word) or specialised literacy software (such as Spell Master or Read and Write Gold); • Providing models and practical examples for the Student to demonstrate what they mean; and • Providing alternative assessment methods, such as recorded interviews, slide presentations, photographic essays or models.
Numbers and numerical concepts	<ul style="list-style-type: none"> • Allowing additional time; • Allowing the Student to use a calculator; and • Providing other assistive technology, such as a talking calculator.
Understanding spoken information or numerical instructions	<ul style="list-style-type: none"> • Allowing additional time; • Providing written information or instructions to complement the spoken version; • Providing a sign language interpreter; • Allowing rest breaks or split sessions; • Using simple, direct language (plain English); • Providing step-by-step instructions; • Repeating information given; • Paraphrasing to check for understanding, and asking the Student to repeat what they are required to do; and • Demonstrating what is required.

<p>Maintaining writing posture for any length of time, or writing quickly</p>	<ul style="list-style-type: none"> • Providing a digital recorder or similar; • Allowing oral assessment; • Providing a personal computer (if using a keyboard is more comfortable than writing); • Allowing rest breaks; • Providing a scribe; • Providing other assistive technology or equipment; and • Allowing additional time.
<p>Reading standard-sized print or handwriting</p>	<ul style="list-style-type: none"> • Providing technology such as magnifying devices to enlarge print, or screen readers; • Providing Braille examination papers (with tactile diagrams, maps etc); • Providing specialised writing pens; • Providing oral assessment or recorded questions; • Providing a reader; • Allowing additional time; • Providing models, graphics or practical examples to illustrate questions; and • Providing heavily lined paper.
<p>Physical tasks</p>	<ul style="list-style-type: none"> • Allowing alternative methods of competence demonstration, such as oral assessment or third-party evidence; • Providing assistive technology or equipment; and • Allowing additional time.
<p>Certain physical environments</p>	<ul style="list-style-type: none"> • Providing appropriate lighting and eliminating glare (for Students with low vision or epilepsy); • Providing suitable furniture; • Providing adequate space for equipment and support personnel; • Providing access to PowerPoints for equipment; and • Using a separate venue to eliminate distractions by others (and by others using equipment/support personnel).

Appendix D: Support Services

External support services are available and accessible for all learners studying at AIE. Administration staff will provide learners with the contact details for the following services for matters that require relevant professional assistance.

Referral Service Available	Contact Details
<p>Lifeline Lifeline provides individuals experiencing a personal crisis with access to online, phone and face-to-face support and suicide prevention services.</p>	<p>Phone: 13 11 14 https://www.lifeline.org.au/</p>
<p>Kids Helpline Kids Helpline offers free 24 hour, 7 day telephone counselling support (including anonymous support) to 5–25 years olds who feel depressed, worried, sad, angry or confused about their studies, relationships, and other aspects of life.</p>	<p>Phone: 1800 551 800 https://kidshelpline.com.au/</p>
<p>Drug Info DrugInfo is a service provided by the Australian Drug Foundation that offers information about alcohol and other drugs and prevention of related harms.</p>	<p>Phone: 1300 85 85 84 https://adf.org.au/resources/druginfo/</p>
<p>Reading and Writing Hotline The Reading and Writing Hotline provide advice and referrals to one of 1200 providers of courses in adult literacy and numeracy.</p>	<p>Phone: 1300 655 506 https://www.readingwritinghotline.edu.au/</p>
<p>Centrelink Centrelink delivers social security payments and services to approved individuals.</p>	<p>Phone: 1800 057 111 https://www.servicesaustralia.gov.au/individuals/centrelink</p>
<p>Australian Apprenticeship Support Network (AASN) Australian Apprenticeship Support Network providers handle all matters related to traineeships and apprenticeships.</p>	<p>Phone: 13 38 73 https://www.apprenticeshipsupport.com.au/Home</p>