



ACCESS AND EQUITY POLICY

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McDonald’s Australia Access and Equity Policy

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1. Access and Equity

McDonald's Australia RTO is committed to maintaining an inclusive and diverse workforce and participant service. The following corporate policies must be adhered to by all personnel:

- *Standards of Business Conduct Policy – Inclusion and Diversity.*
- *Respectful Workplace Policy.*
- *Social Media Policy.*

Access and equity means policies and approaches aimed at ensuring that VET is responsive to the individual needs of participants 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.

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; and
- Increased opportunity for people to participate in training.

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

- People with a disability;
- Aboriginals and Torres Strait Islanders;
- Women;
- People from non-English speaking backgrounds;
- People in rural and remote areas; and
- Long term unemployed.

Inclusive Learning

Inclusive learning is about a fair go for everyone. Everyone has a right to learn, everyone can learn, but many people do not get fair access to learning opportunities.

Everyone learns differently

Everyone can learn. Good Trainers partner with participants to empower them to achieve to their potential. McDonald's Australia RTO Trainers ensure participants feel connected, supported and valued as individuals and as part of a community of participants.

Being inclusive is everyone's responsibility

McDonald's Australia RTO Trainers use a variety of training methods, encourage respectful interaction, seek feedback from participants, collaborate with specialists when they need extra help and continually update their skills.

Participants bring existing knowledge and skills

McDonald's Australia RTO Trainers ensure teaching and learning activities have contextual application and relevance. Learning is productive, meaningful and engaging, and builds on the participant's existing capabilities.

Five core skills underpin all learning

The skills of oral communication, reading, writing, numeracy and learning need special attention. McDonald's Australia RTO Trainers actively recognise the need for participants to continually update and build core skills for new contexts and are supported to identify and action participant skills gaps.

Key Inclusive Learning Actions

Area	Actions
Understand differences in the participant cohort	McDonald's Australia RTO ensures it understands the vocational aspirations and support needs of participants 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 participants. All McDonald's Australia RTO Trainers have access to information on participant diversity.
Access skills and expertise in addressing difference	Introductory inclusive learning skills are embedded in McDonald's Australia RTO personnel induction programs and ongoing professional development on inclusive learning is supported.
Listen to the participant	McDonald's Australia RTO ensures it is collecting the perspectives of participants, considering participant views in the way courses are organised and support is provided.
Help participants choose an appropriate learning pathway	McDonald's Australia RTO provides participants with flexible options, advice and guidance on the best pathway towards their vocational outcome, and allows a diverse range of participants to access the training. All participants are provided with information and guidance on course requirements and outcomes prior to enrolment.
Develop the core skills of participants	All McDonald's Australia RTO Trainers have the basic knowledge they need to identify and respond to language, literacy and numeracy needs.

Support for participants with additional needs

McDonald's Australia RTO is committed to complying with Commonwealth and State legislation and policies regarding access, equity and cultural diversity. This legislation includes the *Disability Discrimination Act 1992 (Cth)* and the *Anti-Discrimination Act 1998 (Cth)*.

McDonald's Australia RTO also maintains compliance with the *Disability Standards for Education 2005 (Cth)* including processes relating to:

- Enrolment;
- Participation;
- Curriculum development, accreditation and delivery;
- Participant support services; and
- Elimination of harassment and victimisation.

McDonald's Australia RTO strives to maximise opportunities for access, participation and outcomes for all participants within the vocational education, training and employment system.

McDonald's Australia RTO undertakes to identify and, where possible, remove barriers that prevent individuals from accessing and participating in our services. McDonald's Australia RTO is committed to treating all prospective and actual participants on the same basis.

On the same basis

A person with a disability is able to seek admission to, or apply for enrolment in, an institution on the same basis as a prospective participant without a disability if the person has opportunities and choices in admission or enrolment that are comparable with those offered to other prospective participants without disabilities.

McDonald’s Australia RTO ensures it treats prospective participants with a disability on the same basis as prospective participants without a disability as it makes any decisions about admission or enrolment on the basis that reasonable adjustments will be provided.

An adjustment is a measure or action (or a group of measures or actions) taken by McDonald’s Australia RTO that has the effect of assisting a participant with a disability:

- In relation to an admission or enrolment — to apply for the admission or enrolment;
- In relation to a course or program — to participate in the course or program; and
- In relation to facilities or services — to use the facilities or services;
- On the same basis as a participant without a disability, and includes an aid, a facility, or a service that the participant requires because of his or her disability.

Reasonable adjustments

An adjustment is reasonable in relation to a participant with a disability if it balances the interests of all parties affected. In assessing whether a particular adjustment for a participant is reasonable, McDonald’s Australia RTO has regard to all the relevant circumstances and interests, including the following:

- The participant’s disability;
- The views of the participant or the participant’s associate;
- The effect of the adjustment on the participant, including the effect on the participant’s:
- Ability to achieve learning outcomes; and
- Ability to participate in courses or programs; and
- Independence;
- The effect of the proposed adjustment on anyone else affected, including McDonald’s Australia RTO, personnel and other participants; and
- The costs and benefits of making the adjustment.

Participant Rights and McDonald’s Australia RTO Responsibilities

Participants’ Rights	McDonald’s Australia RTO Responsibilities
Enrolment	
<ul style="list-style-type: none"> • Right to seek admission and enrol on the same basis as prospective participants without disability including the right to reasonable adjustments. 	<ul style="list-style-type: none"> • Take reasonable steps to ensure that the enrolment process is accessible. • Consider participants with disability in the same way as participants without disability when deciding to offer a place. • Consult with the prospective participants or their associates about the effect of the disability on their ability to seek enrolment; and any reasonable adjustments necessary.
Participation	
<ul style="list-style-type: none"> • Right to access courses and programs; use services and facilities; and have reasonable adjustments, to ensure participants with disability are able to participate in education and training on the same basis as participants without disability. 	<ul style="list-style-type: none"> • Take reasonable steps to ensure participation. • Consult with the participant 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.

Participants' Rights	McDonald's Australia RTO Responsibilities
Curriculum Development, Accreditation and Delivery	
<ul style="list-style-type: none"> • Right to participate in courses and relevant supplementary programs that are designed to develop their skills, knowledge and understanding, on the same basis as participants without disability and to have reasonable adjustments to ensure they are able to participate in education and training. 	<ul style="list-style-type: none"> • Enable participants with disability to participate in learning experiences (including assessment and certification). • Consult with the participant or their associate. • Take into consideration whether the disability affects the participant's ability to participate in the learning experiences.
Participant Support Services	
<ul style="list-style-type: none"> • Right to access participant support services provided by education institutions, on the same basis as participants without disability. Participants with disability have the right to specialised services needed to participate in the educational activities they are enrolled in. 	<ul style="list-style-type: none"> • Ensure that participants with disability are able to use general support services. • Ensure that participants have access to specialised support services. • Facilitate the provision of specialised support services.
Harassment & Victimisation	
<ul style="list-style-type: none"> • Right to education and training in an environment that is free from discrimination caused by harassment and victimisation on the basis of their disability. 	<ul style="list-style-type: none"> • Implement strategies to prevent harassment or victimisation. • Take reasonable steps to ensure that personnel and participants are informed about their obligation not to harass or victimise participants with disability. • Take appropriate action if harassment or victimisation occurs. • Ensure complaint mechanisms are available to participants.

Process for Considering Adjustments

McDonald's Australia RTO provides equitable access to all required educational and support services, so that no participant is disadvantaged regardless of their mode of study or location. Where there may be limitations regarding access to these resources, McDonald's Australia RTO provides clear advice in pre-enrolment information so all clients can make an informed choice about which RTO and course of study best meets their needs.

McDonald's Australia RTO embraces the responsibility of ensuring that all personnel acquire the knowledge and skills to relate to participants without direct or indirect discrimination. All personnel are aware of and know how to use available McDonald's Australia RTO or external resources or be able to confidently refer participants to appropriate tutoring and community support services.

All personnel continue to expand their knowledge on access and equity issues through induction processes when joining McDonald's Australia RTO, and in structured professional development on a regular basis (at least annually) in access and equity issues and resources.

McDonald's Australia RTO personnel have access to a range of access and equity materials designed to assist participants in undertaking and completing courses and qualifications.

In assessing whether an adjustment to the course or program in which the participant is enrolled, or proposes to be enrolled, is reasonable, McDonald's Australia RTO is entitled to maintain the academic requirements of the course or program, and other requirements or components that are inherent in or essential to its nature.

Consulting the participant

Before McDonald's Australia RTO makes an adjustment for the participant, the participant or their associate is consulted about:

- Whether the adjustment is reasonable; and
- The extent to which the adjustment would achieve the aims in relation to the participant; and
- Whether there is any other reasonable adjustment that would be less disruptive and intrusive and no less beneficial for the participant.

Deciding on an adjustment to be made

In deciding whether to make a particular reasonable adjustment for a participant, McDonald's Australia RTO:

- Assesses whether there is any other reasonable adjustment that would be less disruptive and intrusive and no less beneficial for the participant; and
- Assesses whether the adjustment may need to be changed over the period of a participant's education or training.

A detailed assessment, which might include an independent expert assessment, may be required in order to determine what adjustments are necessary for a participant. The type and extent of the adjustments may vary depending on the individual requirements of the participant and other relevant circumstances. Multiple adjustments may be required and may include multiple activities.

Assessing reasonable adjustments

In assessing whether a particular adjustment is reasonable for the participant with a disability, McDonald's Australia RTO takes into account:

- The nature of the participant's disability;
- The information provided by, or on behalf of, the participant about how the disability affects the participant's ability to participate;
- Views of the participant, or an associate of the participant, about whether a proposed adjustment is reasonable and will enable the participant with a disability to access and participate in education and training opportunities on the same basis as participants without disabilities;
- Information provided by, or on behalf of, the participant about his or her preferred adjustments;
- The effect of the proposed adjustment on the participant, including the participant's ability to participate in courses or programmes and achieve learning outcomes;
- The effect of the proposed adjustment on anyone else affected, including McDonald's Australia RTO operations, personnel and other participants; and
- The costs and benefits of making the adjustment.

In making a reasonable adjustment, McDonald's Australia RTO ensures that the integrity of the course or program and assessment requirements and processes are maintained.

McDonald's Australia RTO acts upon information about an adjustment in a timely way that optimises the participant's participation in education or training.

In meeting its obligations to provide reasonable adjustments, McDonald's Australia RTO may provide an alternative adjustment to the participant's preferred form of adjustment, if the alternative is effective in achieving the desired purpose.

Unjustifiable Hardship

Once a reasonable adjustment has been determined, McDonald's Australia RTO adjustment may consider if the adjustment would impose unjustifiable hardship on its operations.

In determining what constitutes unjustifiable hardship, all relevant circumstances of the particular case are taken into account including:

- The nature of the benefit or detriment likely to accrue or be suffered by any persons concerned; and
- The effect of the disability of a person concerned; and
- The financial circumstances and the estimated amount of expenditure required to be made by the person claiming unjustifiable hardship.

In determining whether unjustifiable hardship applies, McDonald's Australia RTO:

- Takes into account information about the nature of the participant's disability, his or her preferred adjustment, any adjustments that have been provided previously and any recommended or alternative adjustments. This information may be provided by the participant, an associate of the participant or independent experts (or a combination of those persons);
- Ensures that timely information is available to the participant, or an associate of the participant about the processes for determining whether the proposed adjustment would cause unjustifiable hardship; and
- Ensures that these processes maintain the dignity, respect, privacy and confidentiality of the participant and the associates of the participant, consistent with the rights of the rest of the community.

Where a claim of unjustifiable hardship is made, McDonald's Australia RTO has taken into account all the financial and other resources that are reasonably available for the purpose of making any necessary adjustments for the participant, and the impact of those adjustments on its capacity to provide education of high quality to all participants while remaining financially viable.

McDonald's Australia RTO considers all costs and benefits both direct and indirect that are likely to result, the participant and any associates of the participant, and any other persons in the learning or wider community, including:

- Costs associated with additional personnel, the provision of special resources or modification of the curriculum;
- Costs resulting from the participant's participation in the learning environment, including any adverse impact on learning and social outcomes for the participant, other participants and teachers; and
- Benefits deriving from the participant's participation in the learning environment, including positive learning and social outcomes for the participant, other participants and teachers, and any financial incentives, such as subsidies or grants, available to McDonald's Australia RTO as a result of the participant's participation.

Where McDonald's Australia RTO decides to rely on unjustifiable hardship, it ensures that a notice stating the decision and the reasons for the decision is given to the participant, or an associate of the participant, as soon as practicable after the decision is made.

Implementing Reasonable Adjustments

McDonald's Australia RTO takes reasonable steps to ensure that any adjustment required to be made is made within a reasonable time. Whether the time is reasonable depends, in particular, on whether and when the participant, or his or her associate, has provided:

- In a timely way, any relevant information in the possession of the participant or associate about how the disability affects the participant in relation to education or training; and
- The participant's or the associate's opinion about the matters.

Where reasonable adjustments are implemented, a detailed training and assessment plan including timetables, notes regarding the required adjustments, and any related communications regarding the adjustments is maintained in the participant's file.

Reasonable Adjustments	
Participant has difficulty with	Example 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 participant 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 participant 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 participant 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 participant to use a calculator; and • Providing other assistive technology, such as a talking calculator.
Understanding spoken information or 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;

	<ul style="list-style-type: none">• Using simple, direct language (plain English);• Providing step-by-step instructions;• Repeating information given;• Paraphrasing to check for understanding, and asking the participant to repeat what they are required to do; and• Demonstrating what is required.
Maintaining writing posture for any length of time, or writing quickly	<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.

Reasonable Adjustments	
Participant has difficulty with	Example reasonable adjustments
Reading standard-sized print or handwriting	<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.
Physical tasks	<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.
Certain physical environments	<ul style="list-style-type: none"> • Providing appropriate lighting and eliminating glare (for participants 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).

Support Services

McDonald’s Australia Limited has partnered with Sonder a 24/7, personal wellbeing service that connects employees with free, confidential and immediate safety, medical and mental health support. Sonder helps manage wellbeing to suit the individual. When employees reach out to Sonder, a real person will be on the other side, ready to help. Sonder’s support team includes nurses, doctors, psychologists and emergency trained professionals. Sonder is an addition to McDonald’s Australia Limited Employee Assistance Program (EAP) and is accessed via an App that is available to all employees.

The following external support services are available and accessible for all participants studying with McDonald’s Australia RTO. McDonald’s Australia RTO will provide participants with contact details to refer any matters that require further follow up with relevant professionals.

Referral Service Available
Beyond Blue Phone: 1300 22 4636 www.beyondblue.org.au Beyondblue provides information and support to help everyone in Australia achieve their best possible mental health, whatever their age and wherever they live.
Lifeline Phone: 13 11 14 www.lifeline.org.au

Lifeline provides all Australians experiencing a personal crisis with access to online, phone and face-to-face crisis support and suicide prevention services. Find out how these services can help you, a friend or loved one.

Reading and Writing Hotline

Phone: 1300 655 506

www.readingwritinghotline.edu.au

For the price of a local call anywhere in Australia, the Hotline can provide you with advice and a referral to one of 1200 providers of courses in adult literacy and numeracy.

