

Inclusivity Policy		
1.	Purpose	<p>Flowers Design School management is committed to providing equal opportunity and promoting inclusive practices and processes and integrating the principles of access and equity in its policies and procedures.</p> <p>This policy states how FDS will provide inclusive training and assessment services and a learning environment that is free from discrimination, harassment and victimisation.</p> <p>This policy relates to the provision of all education and support services by FDS to students. In addition, all stakeholders including employees and contractors employed or engaged by FDS are obliged to comply with this policy.</p>
2.	Scope	<p>The scope of this policy applies to all FDS stakeholders, in particular to FDS training and administration team.</p> <p><b>Legislation</b> Australian federal and state legislation makes it unlawful for organisations to discriminate against people because of their age, gender, race, marital status, sexuality, or physical or intellectual disability.</p> <p>The following legislation underpins all matters related to access and equity at FDS:</p> <ul style="list-style-type: none"> <li>• Anti Discrimination Act 1977</li> <li>• Disability Discrimination Act 1992 (including Disability Standards for Education)</li> <li>• Racial Discrimination Act 1975</li> <li>• Sex Discrimination Act 1984</li> </ul>
3.	Definition(s)	<p>For the purposes of this policy, unless otherwise stated the following definitions shall apply;</p> <p>FDS ⇒ Flowers Design School</p> <p>Stakeholders ⇒ All persons with a vested interest in FDS including but not limited to;</p> <ul style="list-style-type: none"> <li>Students</li> <li>Team Members</li> <li>Professional Associations</li> <li>Employers</li> <li>Government &amp; Regulatory Agencies</li> <li>Contractors / Service providers</li> </ul>
4.	Policy Guidelines	<p>Flowers Design School management ensure access and equity are maintained by enforcing this policy. FDS management is committed to:</p> <p>Access and equity principles The following principles are applied by FDS in the development and</p>

		<p>implementation of all learning and assessment strategies.</p> <p>To ensure that the student recruitment and admission process is bias-free and non-discriminatory, FDS:</p> <ul style="list-style-type: none"> <li>• Uses the same recruitment and admission process for all applicants</li> <li>• Bases admission to courses and programs solely on availability of places and the applicant satisfying course entry requirements</li> <li>• Provides applicants with adequate information and support to enable them to select the most suitable program for their needs.</li> </ul> <p>To ensure that the learning environment is free from harassment, discrimination and victimisation, FDS:</p> <ul style="list-style-type: none"> <li>• Specifies standards of behaviour expected from students and team members in its Codes of Conduct</li> <li>• Has policies and procedures in place for preventing harassment and discrimination</li> </ul> <p>To ensure that all course material developed by FDS are inclusive of a range of student needs, FDS:</p> <ul style="list-style-type: none"> <li>• Considers issues relating to access and equity when specifying course entry requirements and prerequisites</li> <li>• Offers flexible course design that provides multiple entry and exit points or pathways through the course, including credit transfer and recognition of prior learning</li> <li>• Takes into account the requirements of students with a disability when designing courses</li> <li>• Provides inclusive and non-discriminatory learning materials in the case of vocational courses, language, literacy and numeracy requirements and ensures consistency with the vocational level of the qualification</li> </ul> <p>FDS provides an assessment process that is fair, valid, reliable and consistent through:</p> <ul style="list-style-type: none"> <li>• Recognition of previously acquired skills and knowledge</li> <li>• Adequate information on course and subject assessment, prior to enrolment in the course</li> <li>• Adapting assessment to meet student needs while still maintaining a high quality, valid and consistent process (see reasonable adjustment below)</li> <li>• Giving students the right to appeal an assessment or recognition decision</li> <li>• Giving all students an equal opportunity to demonstrate competence.</li> </ul> <p>Support is available and provided to those with special needs.</p> <p>Reasonable adjustment is provided to those with a disability or special need according to individual circumstances. This means providing the appropriate services and/or facilities for student learning and assessment.</p> <p>Reasonable adjustment may include but is not restricted to:</p> <ul style="list-style-type: none"> <li>• The use of adaptive/assistive technology</li> <li>• Educational support</li> <li>• Alternative assessment methods</li> <li>• Learning and assessment aids such as papers in large print</li> <li>• Extra time to complete a course or assessment</li> </ul> <p>Learning support is facilitated for those with basic literacy, numeracy or English language difficulties or other identified areas of learning difficulty. Special consideration may be granted if through misadventure (eg. illness, bereavement or personal trauma) a student is prevented from completing an assessment or sitting a theory assessment; or believes that their performance in an assessment event has been affected by the incident.</p> <p>FDS premises provide appropriate access to those with a physical disability. Where FDS provides training and assessment at other venues, FDS will ensure to the best of its ability that venues are accessible to people with a disability.</p>
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5.	References	<ul style="list-style-type: none"> <li>a) Student Induction Form</li> <li>b) Student Handbook</li> <li>c) Team member Handbook</li> <li>d) FDS Organisational Folder / Policy/</li> </ul>
6.	Approval	This policy is approved by The Chief Executive Officer of FDS
8.	Approval Dates	<p>The policy was approved on: 01/04/2010</p> <p>The policy takes effect from: 01/10/2009</p> <p>The policy will be reviewed by:01/10/2010</p>
9.	Policy Owner	<p>Matters arising from this policy should be directed to;</p> <p>The Chief Executive Officer of Flowers Design School  Ms H Jayne Endall  Suite 39C City West Centre  Plaistowe Lane, West Perth 6005  <a href="mailto:jayne@floristry.com.au">jayne@floristry.com.au</a>  Tel: +61 8 9321 022</p>