



ACCESS, EQUITY, WELFARE, WELLBEING and STUDENT SUPPORT POLICY

V1. July 2025

Access, Equity, Welfare, Wellbeing and Student Support

The purpose of this policy is to ensure that McDonald's Australia RTO provides inclusive, equitable, and supportive learning environments that promote student success and wellbeing. This policy outlines the organisation's commitment to removing barriers, offering tailored support, and fostering a culture of respect and inclusivity for all students.

This policy applies to all students enrolled at McDonald's Australia RTO and covers all services, including access to training, assessment, support services, and welfare provisions. It also applies to personnel, contractors, and third-party providers involved in the delivery of services. McDonald's Australia RTO is committed to providing equitable access to education and training, ensuring all students have the support they need to achieve their learning goals. The organisation will uphold the principles of access and equity, catering to the diverse needs of its student body and fostering an inclusive and respectful environment.

McDonald's Australia RTO ensures students have reasonable access to training support services, teachers, trainers and assessors and other personnel to support their progress through the training product.

The organisation determines the training support services to be provided to each student and makes these available and informs students about how and when they can access trainers and assessors and other personnel.

McDonald's Australia RTO fosters a learning environment that promotes and supports the diversity students. The organisation fosters a safe and inclusive learning environment for students, including a culturally safe learning environment for First Nations people. The organisation ensures the wellbeing needs of student cohorts are identified as relevant to the training content, and appropriate wellbeing support services and strategies are put in place to support these needs. Students are advised of the actions they can take, the personnel they may contact and the wellbeing support services that are available.

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.*

Rationale

McDonald's Australia RTO's approach to access, equity, welfare, wellbeing and student support ensures that all students receive equitable access to education and training, fostering an inclusive, diverse, and supportive learning environment. By proactively addressing barriers that may prevent participation, this strategy ensures that individuals from all backgrounds, including those with disabilities, culturally diverse groups, and individuals facing socio-economic challenges, have the resources and support necessary to succeed. This commitment to inclusivity aligns with best practices in vocational education and training, promoting access, fairness, and tailored assistance for students who require additional support.

The organisation acknowledges that student success is influenced by a range of factors, including wellbeing, academic support, and accessibility to services. The integration of targeted support mechanisms - such as study skills programs, counselling services, and technology support - ensures that students not only enrol but are also provided with structured guidance throughout their learning journey. This approach strengthens student retention, progression, and completion rates, ultimately contributing to a more skilled and capable workforce.

By implementing structured monitoring, evaluation, and feedback mechanisms, the organisation assesses the effectiveness of its student support strategies and make data-driven enhancements. This commitment to quality assurance ensures that students receive the highest level of educational and wellbeing support, reinforcing the organisation's dedication to fostering a learning environment that is inclusive, respectful, and responsive to diverse student needs.

Access and Equity

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

McDonald's Australia RTO manages a learning environment that promotes and supports the diversity of students. The organisation:

- Fosters a safe and inclusive learning environment for students.
- Fosters a culturally safe learning environment for First Nations people.

McDonald's Australia RTO recognises the need for affirmative measures to support First Nations people to enrol, participate in and complete training and is about:

- Acknowledging the unique experience of First Nations people in Australia,
- Recognising that First Nations peoples do not always have the same level of access to VET as non-Indigenous Australians, nor the same positive experiences, and
- Actively addressing unconscious bias, racism and discrimination, and supporting self-determination for First Nations people.

Cultural safety is about creating an environment that is safe for First Nations people. This means there is no challenge or denial of their identity and experience. A culturally safe learning environment has benefits for all students and staff alike. It creates a positive setting where people are respected and feel comfortable being themselves.

The organisation:

- Engages with local First Nations groups and communities to help identify ways they can improve,
- Engages personnel or industry experts from First Nations communities to deliver or review training and assessment,
- Ensures all personnel are culturally competent,
- Reviews learning materials and activities to ensure these are culturally safe and trauma aware.

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.

Celebrating Inclusion

McDonald's Australia RTO engages in opportunities to raise awareness, celebrate & engage with diverse communities and promote inclusion.

Date	Day	Description
21 March	Harmony Day / International Day for the Elimination of Racial Discrimination www.harmony.gov.au	Celebrates Australia's cultural diversity and promotes inclusiveness, coinciding with the UN's day to eliminate racial discrimination.
17 May	International Day Against Homophobia, Biphobia, and Transphobia (IDAHOBIT) www.idahobit.org.au	Raises awareness of the discrimination faced by LGBTQIA+ individuals worldwide.
27 May – 3 June	National Reconciliation Week www.reconciliation.org.au/national-reconciliation-week	A time for Australians to learn about shared histories, cultures, and achievements, and to explore how to contribute to reconciliation with Indigenous communities.

Date	Day	Description
5 June	Mabo Day www.niaa.gov.au	Commemorates Eddie Mabo's successful efforts to overturn the legal fiction of terra nullius, recognising Indigenous land rights.
4 August	National Aboriginal and Torres Strait Islander Children's Day www.snaicc.org.au	Celebrates the strengths and culture of Indigenous children.
9 August	International Day of the World's Indigenous Peoples www.un.org/en/observances/indigenous-day	Raises awareness and protects the rights of the world's Indigenous population.
26 August	Wear it Purple Day www.wearitpurple.org	Supports and celebrates LGBTQIA+ youth, promoting acceptance and awareness.
8 September	R U OK? Day www.ruok.org.au	Encourages people to connect and have conversations about mental health and wellbeing.
26 October	Intersex Awareness Day www.intersexday.org	Highlights human rights issues faced by intersex people.
25 November	International Day for the Elimination of Violence Against Women www.un.org/en/observances/ending-violence-against-women-day	Aims to raise awareness and call for action to end violence against women and girls globally.
3 December	International Day of People with Disability www.idpwd.com.au	Promotes understanding of disability issues and mobilizes support for the dignity, rights, and well-being of persons with disabilities.

Student Support Services

McDonald's Australia RTO ensures students have access to a range of support services during their course program. McDonald's Australia RTO:

- Determines the student's support needs during their enrolment, and
- Determines relevant support services, providing access when needed by the student.

Educational and support services may include, but are not limited to:

- Pre-enrolment materials,
- Study support and study skills programs,
- Language, literacy and numeracy (LLN) programs or referrals to these programs,
- Equipment, resources and/or programs to increase access for students with disabilities and other students in accordance with access and equity,
- Learning resource centres,
- Mediation services or referrals to these services,
- Flexible scheduling and delivery of training and assessment,
- Counselling services or referrals to these services,
- Information and communications technology (ICT) support,
- Learning materials in alternative formats, for example, in large print,

- Learning and assessment programs contextualised to the workplace, and
- Any other services that McDonald's Australia RTO considers necessary to support students to achieve competency.

Training support services means services and resources to support individual students to meet training product requirements and complete the training product in which they are enrolled.

McDonald's Australia RTO ensures students have access to clear and accurate information, including to make informed decisions about the training product and the RTO, and are made aware of changes that affect them. This includes the training support services and wellbeing support services that are available to students and how to access them. Please refer to the Information Provision Policy for further information.

McDonald's Australia RTO reviews prospective students' skills, ensure they have the necessary foundation skills to undertake the intended training. Please refer to the Student Advice, Selection, Enrolment & Induction Policy for further information.

McDonald's Australia RTO ensures students have reasonable access to training support services, teachers, trainers and assessors and other staff to support their progress through their course and to address any academic issues. The organisation provides adequate and timely technology support either directly or through an external party. The terms of this service are communicated to students, so they can understand how issues will be handled if they arise. Please refer to the Training Policy for further information.

Please refer to the relevant Training and Assessment Strategy for further information on specific training support services available for each course being delivered.

Study Support

Please refer to McDonald's Australia RTO's Study Tips Guide for detailed study guidance and support. Students are encouraged to raise any queries and support needs at any stage with the *Student Support Team* or their relevant McDonald's Australia RTO personnel they are working with in their course program.

Wellbeing Support

Wellbeing support services means services and resources to support the physical, mental, and emotional wellbeing of students.

McDonald's Australia RTO is aware of risks to students' wellbeing and has put strategies in place to protect and uphold the safety and wellbeing of the student cohort. The organisation:

- Identifies the wellbeing needs of the student cohort, as relevant to the training content, and appropriate wellbeing support services.
- Advises students of the actions they can take, the personnel they may contact and the wellbeing support services that are available.
- Assists students to access these supports as appropriate (for example, by providing information about, or referring students to, external support services and resources).

The wellbeing support services required by students will vary based on several factors, including the student cohort, training mode, learning strategies, and course content. Different student groups bring diverse backgrounds, experiences, and challenges that influence the type of support they may require throughout their learning journey.

McDonald's Australia RTO determines the wellbeing support needs of specific student target cohorts through a combination of pre-enrolment reviews, student self-disclosures, trainer observations, academic performance tracking, and stakeholder feedback mechanisms such as surveys and focus groups.

Regular consultation with trainers, support personnel, and stakeholders ensures that wellbeing strategies are aligned with student needs. This approach enables the RTO to proactively implement targeted support services, monitor their effectiveness, and continuously refine strategies to enhance student success and retention.

Ensuring that all staff members are informed about the RTO's wellbeing support strategies is essential to providing a proactive and responsive support system. McDonald's Australia RTO personnel receive comprehensive induction and ongoing professional development on student wellbeing initiatives, referral pathways, and the signs that a student may require support. Trainers and assessors play a particularly critical role in identifying when students may be struggling, whether due to academic challenges, attendance issues, disengagement, or personal difficulties. Non-teaching personnel, such as administration and student support teams, must also be aware of available wellbeing services and how to refer students appropriately.

A structured referral process is in place, ensuring personnel know how to escalate concerns to the appropriate internal or external support service. This may include formalised reporting mechanisms, such as case notes or early intervention meetings, to track student support needs effectively.

Please refer to the relevant Training and Assessment Strategy for further information on specific wellbeing support services available for each specific target student cohort and course being delivered.

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.

Key Referral Services Available	Contact Details
Lifeline 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.	Phone: 13 11 14 https://www.lifeline.org.au
Kids Helpline If you're between 5 and 25 and you're feeling depressed, worried, sad, angry or confused about things like your studies or personal relationships, Kids Helpline offers free 24 hour, 7 day telephone counselling support (anonymous if you prefer).	Phone: 1800 551 800 https://kidshelpline.com.au
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	Phone: 1300 85 85 84 https://adf.org.au/resources/druginfo/
Reading and Writing Hotline 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.	Phone: 1300 6 555 06 www.readingwritinghotline.edu.au
Centrelink Payments and services to support you.	Phone: 1800 057 111 www.humanservices.gov.au/customer/dhs/centrelink
Apprentice Connect Australia Providers (ACAP) Apprentice Connect Australia Providers handle all matters related to traineeships and apprenticeships. If you are a trainee or apprentice, some language, literacy and numeracy courses attract government subsidies. Talk to your ACAP provider about this now.	Phone 13 38 73 australianapprenticeships.gov.au
QLD Subsidised Students McDonald's Australia RTO can also access adaptive technologies and support services for QLD student's learners with a disability through QLD department's Skills Disability Support service.	https://desbt.qld.gov.au/training/training-careers/support/disability/sds-learners

Key Referral Services Available	Contact Details
Beyond Blue	Phone: 1300 22 4636 www.beyondblue.org.au

Providing Student Support

McDonald's Australia RTO embraces the responsibility of ensuring all students are supported in acquiring the knowledge and skills sought through their training and assessment program. McDonald's Australia RTO determines the support needs of individual students prior to enrolment and ensures access is provided to the educational and support services necessary for the individual student to meet the requirements of the training product as specified in training packages or VET accredited courses.

All McDonald's Australia RTO personnel are aware of available internal or external resources or are able to confidently refer students to appropriate tutoring and community support services. McDonald's Australia RTO ensures support provided is reasonable and accessible.

SA WorkReady – Learner Support Services

McDonald's Australia RTO has an agreement in place with the following SA WorkReady Learner Support Services (LSS) provider:

<<Insert contact details>>

Students eligible for LSS are those who are studying a qualification on the WorkReady Subsidised Training List (including trainees and apprentices) and have complex support needs interfering with their studies.

LSS is provided as an additional support service to complement and build on McDonald's Australia RTO's student support strategies for students with complex support needs. McDonald's Australia RTO continues to provide appropriate student support and are expected to collaborate with the LSS provider to ensure the student receives the supports they need while training.

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

Reasonable adjustments are adjustments made by an RTO in respect of a student with disability, consistent with *Part 3 of the Disability Standards for Education 2005* (Cth).

Reasonable adjustment refers to any modification made to the learning environment, training delivery or assessment method to ensure students with disability or ongoing ill health can access and participate in training and assessment. This could include, for example:

- Ensuring that course activities are sufficiently flexible.
- Providing additional support where necessary.
- Customising resources, activities or presentation mediums.
- Offering a reasonable substitute within the context of the course where a student cannot participate.

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	
• Right to seek admission and enrol on the same basis as prospective participants without disability including the right to reasonable adjustments.	• 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	
• Right to access courses and programs; use services and facilities; and have reasonable adjustments, to	• Take reasonable steps to ensure participation.

ensure participants with disability are able to participate in education and training on the same basis as participants without disability.	- 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.
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Participants' Rights	McDonald's Australia RTO Responsibilities
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 participants without disability and to have reasonable adjustments to ensure they are able to participate in education and training.	- 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	
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.	- 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	
Right to education and training in an environment that is free from discrimination caused by harassment and victimisation on the basis of their disability.	- 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	• 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	• Allowing oral assessment; • Providing a digital recorder, scribe; • Providing a sign language interpreter; and • Providing additional time.
Spelling and/or grammar	• 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	• 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	• 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 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	• 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	• 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	• 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	• 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).

Student Code of Conduct

This Student Code of Conduct establishes the behavioural expectations for all students at McDonald's Australia RTO. It promotes a respectful, professional, and safe learning environment while ensuring compliance with academic and industry standards.

This Code of Conduct applies to all McDonald's Australia RTO students across all modes of study (face-to-face, online, workplace-based). It governs behaviour during training, assessments, work placements, and interactions with McDonald's Australia RTO personnel, trainers, assessors, fellow students, and external stakeholders.

Student Responsibilities

General Behaviour & Respect

Students are expected to:

- Treat fellow students and McDonald's Australia RTO personnel with respect, fairness, and courtesy.
- Follow any reasonable direction given by McDonald's Australia RTO personnel, including trainers and assessors.
- Engage in training sessions professionally, avoiding disruptive behaviour.
- Use appropriate language and refrain from excessive or offensive swearing.
- Respect the rights, opinions, and privacy of others.
- Maintain a cooperative and inclusive learning environment.

Academic Integrity

Students must:

- Complete assessments honestly, demonstrating their own knowledge and skills.
- Refrain from plagiarism, collusion, or cheating in any assessment activity.
- Follow all academic integrity guidelines, including referencing sources appropriately.
- Submit assessments by the due date or seek approval for an extension.
- Acknowledge and follow McDonald's Australia RTO's policies regarding the ethical use of Generative AI tools.

Attendance & Participation

- Students are required to:
- Be punctual and attend all scheduled training sessions and assessments.
- Participate actively in all learning activities.
- Refrain from using mobile phones during workshops and training sessions unless approved by the trainer for learning purposes.
- Notify McDonald's Australia RTO if unable to attend due to illness or other valid reasons.

Work Health & Safety (WHS) Responsibilities

Students must:

- Observe all normal safety practices, including wearing approved clothing and protective equipment where required.
- Follow all WHS policies and procedures.
- Avoid behaviours that may endanger themselves or others.
- Report any hazards, injuries, or unsafe practices to McDonald's Australia RTO personnel immediately.
- Refrain from smoking in McDonald's Australia RTO buildings and designated non-smoking areas.

Use of McDonald's Australia RTO Property & Resources

Students are expected to:

- Treat all McDonald's Australia RTO facilities, materials, and equipment with care.
- Return McDonald's Australia RTO equipment and materials on time.
- Avoid damaging, stealing, modifying, or misusing any property, including electronic records.
- Follow ICT policies when using McDonald's Australia RTO digital platforms and resources.

Work Placement & Industry Engagement

For students undertaking work placements, they must:

- Adhere to the workplace policies and procedures of the host organisation.
- Represent McDonald's Australia RTO professionally in all work placement activities.
- Follow all industry-specific WHS requirements and wear appropriate safety attire.
- Respect workplace confidentiality and employer expectations.

Behavioural Misconduct

McDonald's Australia RTO students must not:

- Harass, bully, intimidate, or discriminate against fellow students or McDonald's Australia RTO personnel.
- Engage in any behaviour that offends, embarrasses, or threatens others.
- Be under the influence of alcohol or drugs while engaged in learning activities.
- Engage in unlawful or unethical behaviour that could damage the reputation of McDonald's Australia RTO.

Student Support & Complaints Process

McDonald's Australia RTO is committed to supporting students through:

- Learning support and academic guidance.
- WHS and student wellbeing resources.
- Clear procedures for raising complaints and appeals, outlined in the McDonald's Australia RTO Complaints Policy and Appeals Policy.

Discipline

McDonald's Australia RTO is committed to the principle of ensuring that every student has the right to participate in training programs, free of inappropriate behaviour that may impair the learning processes, or the wellbeing of individuals.

Breaches & Misconduct

Breach of discipline means any conduct that impairs the reasonable freedom of other persons to pursue their learning or work or is in breach of the McDonald's Australia RTO's expectations.

A student commits a breach of discipline if she/he:

- Assaults a person on the premises of the McDonald's Australia RTO training site or nominated facility,

- Unlawfully removes, damages or uses any property of another person or the McDonald's Australia RTO,
- Obstructs personnel of McDonald's Australia RTO in the performance of their duties,
- Obstructs the teaching training of a group or an assessment activity,
- Commits or engages in any dishonest or unfair act in relation to an assessment activity, such as plagiarism or cheating,
- Wilfully disobeys or disregards any lawful order or direction given by a member of personnel,
- Enters part of the McDonald's Australia RTO 's premises when directed not to do so by a member of personnel,
- Fails to leave part of the McDonald's Australia RTO 's premises when directed to do so by a member of personnel,
- Fails to return McDonald's Australia RTO property or pay replacement costs when instructed to do so,
- Fails to pay financial commitments to McDonald's Australia RTO,
- Enters part of the McDonald's Australia RTO's premises whilst under the influence of alcohol or a drug,
- Engages in any unlawful activity on the McDonald's Australia RTO 's premises such as using, possessing or supplying any prohibited drug, substance or weapon,
- Discriminates against a person on the grounds of the person's age, race, sex, sexuality, gender, marital status, physical or intellectual disability, background or religion,
- Incites hatred towards, serious contempt for, or severe ridicule of, a person or group of persons on the grounds of the person's age, race, sex, homosexuality, transgender, marital status, physical or intellectual disability or religion of the person or members of the group, or
- Commits any other act which could reasonably be considered to be in breach of McDonald's Australia RTO expectations.

Addressing Breaches

McDonald's Australia RTO personnel and students have an interest and a responsibility to prevent minor behavioural problems from becoming larger ones. Any individual who believes that a breach of discipline has occurred should report the breach of discipline to McDonald's Australia RTO without delay.

1. All cases of breach of discipline committed by an McDonald's Australia RTO representative must be reported to the *Chief Executive Officer*.
2. In the case of a student breach, the breach must be reported to McDonald's Australia RTO's *Chief Executive Officer* in writing with the following information:
 - Student name and program,
 - Description of the breach of discipline,
 - Damage or inconvenience caused by the breach,
 - Level of cooperation given by the student,
 - Witnesses to the breach, and
 - Evidence available to support the claim of a breach.
3. If appropriate, the student can be ordered off the McDonald's Australia RTO's premises for the remainder of the day on which the breach takes place. Circumstances where it may be appropriate to exclude the student from the McDonald's Australia RTO's premises include serious cases of breach of discipline such as violence, abusive behaviour, discrimination, vandalism or wilful disobedience of a personnel direction.

In situations of greater urgency, such as cheating or violence, an oral report may made to McDonald's Australia RTO's *Chief Executive Officer* in the first instance, followed by the written report as soon as practicable thereafter.
4. Within two working days of the report, the *Chief Executive Officer* will speak to the student concerned, in the presence of the relevant member of personnel if possible and if not then in the presence of a Third-party chosen by the *Chief Executive Officer*.

The student may also have a representative present to act as a witness to the discussion. Where appropriate, the students are cautioned and advised of the possible consequences and the grounds for such report. Confidentiality of all meetings is maintained.

5. McDonald's Australia RTO's *Chief Executive Officer* may apply any of the following penalties where satisfied a breach of discipline has been committed and the penalty matches the seriousness of the breach:

- A verbal or written reprimand,
- A requirement to attend counselling at a specified time and place,
- Payment of compensation by student for damages or loss of resources,
- Restitution of property removed or damaged,
- Use of specified equipment only in accordance with certain conditions (for a set period),
- Termination of enrolment, or
- Exclusion from McDonald's Australia RTO.

Attempts are to be made to solve behavioural problems of students through discussion and mediation before the provision of more formal procedures is invoked.

At all stages students are provided the opportunity to express their concerns before any decisions are made. All decisions are reviewable using McDonald's Australia RTO's *Appeals* arrangements.

6. Any penalty imposed is communicated to the student in writing within five days of the meeting. The student is also advised of the right to appeal the penalty under McDonald's Australia RTO *Appeals* arrangements.

Monitoring and Evaluation

McDonald's Australia RTO monitors and evaluates student support processes to ensure performance is effective and outcomes are met.

A process of performance monitoring, evaluation, and reporting has been established and implemented. The organisation continually improves the effectiveness and efficiency of processes. Process performance and outcomes are regularly audited to identify and remove causes of existing and potential problems, as well as to uncover any opportunities for improvement.

Please refer to the Quality Policy for further information on the monitoring and evaluation process.

