

## Fair Treatment and Equal Benefit

**Policy Number:** POL-D.020

**Responsible Officer:** Pine Pienaar (Director/CEO)

**Date of Approval:** July 2014

**Scheduled review:** 12-monthly

**Review Expiry Date:** 31 December 2016

**Cross References:** Higher Education Support Act 2003 (HESA); VET Provider Guidelines; VET FEE HELP Guidelines; VET Administration Guidelines; VET Provider Handbook.

Flight Training Adelaide (FTA) strives to meet the needs of individuals through fair treatment and equal benefits and opportunities for staff and students. Operational areas include enrolment, participation, curriculum development, training delivery and assessment, student support services, and include elimination of harassment and victimisation. This policy is based on providing and maintaining training services that reflect fair and reasonable opportunity and consideration for all students and staff, regardless of race, colour, religion, socio-economic status, disability and gender.

To ensure that the student recruitment and admission process is bias-free and non-discriminatory, FTA:

- a. Provides applicants with adequate information and support to enable them to select the most suitable program for their needs.
- b. Assesses and processes all applications and enrolments into a VET course of study at FTA equitably and with transparency.
- c. Treats applicants with fairness and courtesy and will keep applicants informed of their application and enrolment.
- d. Bases admission on courses and programs solely on availability of places and the applicant satisfying course entry and regulatory requirements.

To ensure that the learning environment is free from harassment, discrimination and victimisation, FTA specifies standards of behaviour expected from students and staff in its Code of Conduct, Cadet Standing Orders and/or Student Handbook, and has policies in place for preventing harassment and discrimination.

FTA provides an assessment process that is fair, valid, reliable and consistent through:

- a. Recognition of previously acquired skills and knowledge;
- b. Adequate information on course and subject assessment prior to enrolment in the course;
- c. Giving students the right to appeal an assessment or recognition decision; and
- d. Giving all students an equal opportunity to demonstrate competence.

FTA is committed to providing a fair environment for all students, with due consideration to the context of the circumstances applicable to that individual. FTA will consider each application on a

case by case basis and will not apply inflexibility policies that prevent suitable applicants from having their application to enrol in the VET unit of study being considered.

It must be noted that all students must meet all legislative and regulatory requirements such as, but not limited to, a CASA Class 1 or 2 medical certificate, ability to obtain an Aviation Security Identity Card (ASIC) card, the required level of reading and numeracy skills to be eligible for a VET FEE-HELP loan, and any other such legislative requirements, regardless of any disadvantages.

FTA is committed to providing support services and equal access for students and will always respect a student's right to privacy and confidentiality in relation to their disability and be sensitive to the needs of students with a disability.

## **Selection Process**

### **Entry Requirements / Selection of Students**

Students must meet certain criteria to enrol in a VET course of study, as shown below:

#### **Airline students**

For full fee paying cadets training towards a program in association with an airline, selection of the cadets is jointly conducted by FTA and the associated airline. Airlines have different selection processes and admission criteria, however in general selection is based on a two or three tier selection program as detailed below:

**Tier 1** selection module assesses the cadet's academic results achieved as part of their tertiary education with particular focus on maths and physics.

**Tier 2** selection module shall determine a number of aviation related competencies such as hand to eye coordination, spatial awareness, memory retention and level of mathematical knowledge. These tests are computer based.

Results from the tier two tests are summarised in a report showing recommendations to the associated airlines as to which cadet should be considered for training.

The use of the tiers provides the most robust predictive outcome to ensure success on the flight training course.

In some cases, airlines may insist on a flight grading program that further enhances probability of passing the flying phase which will be based on Tier 3 selection.

**Tier 3** selection module is only required by certain airline customers and is what is referred to as the flight grading component of selection. The program consist of a number of flight exercises used to determine the cadet's learning potential, basic handling skills, retention and communication skills as well as understanding and interpretation of instructions.

There are two levels of flight grading programs depending on the cadet's previous flying experience.

**Self-funded private student**

Tier 2 of the above selection process applies. Refer to ADM-D.003 Student Handbook for student entry procedures.

**Helicopter airline students**

For helicopter cadets associated with helicopter operators, Tier 1 and 2 of the above selection process applies.

**Review**

The policy will be reviewed every 12 months or more often due to legislation or circumstantial change.



Pine Pienaar  
(Chief Executive Officer/Director)