

BÜCHNER HAUS ACADEMY

Access and Equity Policy

Fair access for every student

Effective: 14 August 2026
Noosa, QLD, Australia

BÜCHNER HAUS
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Policy ID	BHA-POL-006	Version	1.0
Effective date	14 August 2026	Review date	14 August 2027
Policy owner	Academy Director	Applies to	Students, staff and relevant third parties

Buchner Haus Pty Ltd (ABN 18 700 492 717) trading as Büchner Haus Academy

Büchner Haus Academy is committed to professional, transparent and student-centred education. This policy applies to the Academy's makeup and beauty courses, masterclasses and workshops, and is designed to meet our obligations under Australian consumer, privacy, anti-discrimination and work health and safety law.

01

Purpose

To provide fair and equitable access to education, training, facilities, information and support, and to identify and reduce unnecessary barriers to participation and achievement.

02

Scope

This policy applies to prospective and current students and to Academy decisions and practices relating to marketing, admissions, enrolment, training, feedback on work, support, facilities, digital access, fees, discipline and completion.

03

Access and equity principles

- Students will be treated on merit and according to relevant course requirements, not stereotypes or assumptions.
- The Academy will not unlawfully discriminate on the basis of a protected attribute or combination of protected attributes.
- Course information, entry requirements and essential practical requirements will be made clear before enrolment.
- Reasonable adjustments will be considered for students with disability in consultation with the student.
- Training will be flexible where reasonably possible while preserving the integrity of the learning outcomes and course standards.
- Students will have accessible avenues to request support, raise concerns and appeal decisions.

04

Fair access to enrolment

Admission decisions will consider published prerequisites, suitability, capacity and the essential requirements of the course. A person will not be excluded merely because they may require support or reasonable adjustment. Where an adjustment cannot reasonably enable the student to meet an essential course requirement, the Academy will explain the reason and, where practicable, discuss alternative pathways.

05

Reasonable adjustment and accessibility

Reasonable adjustments may include changes to scheduling, room layout, communication methods, learning materials, assistive technology, the format of tasks or the time allowed, provided the student can still demonstrate the required skills and knowledge to the required standard.

The Academy will seek to provide accessible digital and physical learning environments and will address identified barriers so far as reasonably practicable.

06

Language, literacy, numeracy and digital access

The Academy will consider the language, literacy, numeracy and digital literacy demands of each course and provide or refer students to appropriate support where a need is identified. Digital delivery will be designed so that technology supports learning rather than creating an unnecessary barrier.

07

Cultural, family and personal circumstances

Where reasonably practicable, the Academy will consider flexibility that enables students to meet cultural, religious, family or caring obligations without compromising essential attendance or practical requirements. Students are encouraged to raise foreseeable needs early so options can be considered.

08

Fair review of student work

Feedback and decisions about student work will be based on evidence against stated course requirements. Trainers will avoid irrelevant personal factors and unconscious bias. Reasonable adjustment may modify the way a skill is demonstrated, but not the standard that must be reached.

09

Financial and resource barriers

The Academy will disclose compulsory fees, equipment and resource requirements before enrolment. Where a student experiences unexpected financial difficulty, the Academy may discuss available payment, deferral or support options, but is not required to waive fees that are lawfully due.

10

Reporting barriers or unfair treatment

Students may raise access or equity concerns directly with the Academy or through the Complaints and Appeals Policy. Reports of discrimination, harassment, victimisation or exclusion will be taken seriously and managed fairly and promptly.

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Monitoring

The Academy will review student feedback, support requests, complaints, participation patterns and other relevant information to identify systemic barriers and opportunities to improve equitable access and outcomes.

Related legislation and standards

- Disability Discrimination Act 1992 (Cth)
- Disability Standards for Education 2005
- Age Discrimination Act 2004 (Cth)
- Racial Discrimination Act 1975 (Cth)
- Sex Discrimination Act 1984 (Cth)
- Anti-Discrimination Act 1991 (Qld)

Note. This policy is intended to operate alongside all laws and contractual obligations that apply to Büchner Haus Academy at the relevant time. If there is an inconsistency, the applicable law prevails.

Policy review and continuous improvement

This policy will be reviewed at least annually, and earlier where legislation, course offerings, delivery arrangements, student feedback, incidents, complaints or identified risks indicate that a change is required. Material changes will be communicated to affected students as soon as practicable.

Contact us

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