

POLICY:	ACCESS AND EQUITY
ASQA Standards 2025 Ref:	<p>Outcome Standards</p> <ul style="list-style-type: none"> <li>• <b>Outcome Standard 2.5 – Diversity and inclusion</b></li> <li>• <b>Outcome Standard 2.3 – Training support</b></li> <li>• <b>Outcome Standard 2.1 / 2.2 – Information</b></li> <li>• <b>Outcome Standard 2.7 / 2.8 – Feedback, complaints and appeals</b></li> </ul>
Purpose	<p>This Policy and Procedure ensures AACI provides an inclusive, culturally safe and accessible learning environment that supports participation and progression for a diverse range of students, including students who experience barriers to access, participation or successful completion.</p> <p>It also ensures AACI identifies support needs, makes reasonable adjustments where appropriate, prevents discrimination and harassment, and responds appropriately when concerns are raised.</p>
Responsible	<p>The RTO Manager is responsible for compliance with this access and equity policy.</p> <p><b>Chief Executive Officer / RTO Manager</b> Approves this Policy and Procedure, ensures organisational compliance, allocates resources, and oversees significant inclusion or discrimination issues.</p> <p><b>Administration Manager / Student Services</b> Ensures accessible information is available, coordinates support referrals, records approved adjustments and support arrangements, and assists students to access relevant processes.</p> <p><b>Trainers and Assessors</b> Identify and respond to learning barriers within their role, discuss support needs with students, implement approved reasonable adjustments, monitor progress, and escalate concerns where additional support is required.</p> <p><b>Compliance / Quality staff</b> Monitor related complaints, appeals, feedback and continuous improvement actions, and review whether AACI’s systems remain inclusive and compliant.</p>
Background	<p>Many prospective learners may experience difficulties due to</p> <ul style="list-style-type: none"> <li>• coming from a non-English speaking background</li> <li>• limited skills in writing or reading</li> <li>• a hearing, sight or speech impairment</li> <li>• a Disability (see DDA).</li> </ul>

	AACI ensures access and equity issues are taken into consideration when engaging with prospective learners and students in accordance with the VET Standards and DDA requirements.
<b>Scope</b>	<p><b>Scope</b></p> <p>This Policy and Procedure applies to:</p> <ul style="list-style-type: none"> <li>• prospective students</li> <li>• current students</li> <li>• staff and contractors</li> <li>• trainers and assessors</li> <li>• student administration and support staff</li> <li>• any AACI learning environment, service, communication, enrolment process, training activity or assessment activity</li> </ul>
<b>Policy</b>	<p>AACI is committed to diversity, inclusion, accessibility and equality of opportunity. AACI will provide an environment that is welcoming, respectful and free from unlawful discrimination, harassment, bullying, abuse and victimisation.</p> <p>AACI will take reasonable steps to identify and respond to barriers affecting student access, participation and progression, including by providing or arranging training support and reasonable adjustments where appropriate and lawful</p> <p>AACI also refers to the Access and Equity policy when complying with state and ASQA 2025 Standards and DDA.</p>

	<p><b>Specific Principles</b></p> <p>AACI will ensure that:</p> <ol style="list-style-type: none"> <li>1. students are treated fairly and with dignity and respect</li> <li>2. diversity is recognised, respected and supported</li> <li>3. information provided to prospective and current students is clear, accurate, accessible and inclusive</li> <li>4. enrolment, training and assessment processes are inclusive and culturally safe</li> <li>5. students are encouraged and supported to disclose support needs and barriers that may affect their participation</li> <li>6. reasonable adjustments are considered collaboratively and documented where approved</li> <li>7. discrimination, harassment, bullying, abuse, violence and victimisation are not tolerated</li> <li>8. complaints and concerns are handled promptly, sensitively and fairly policy implementation is monitored and improved over time</li> </ol> <p>Staff and participants should not make any frivolous or malicious complaints. All staff and participants are expected to participate in the complaint resolution process in good faith.</p>
	<p><b>1. Inclusive information and enrolment</b></p> <p>AACI will provide prospective and current students with clear, accurate, accessible and inclusive information about:</p> <ul style="list-style-type: none"> <li>• training products</li> <li>• delivery modes</li> <li>• entry requirements</li> <li>• support services</li> <li>• LLN and digital literacy support</li> <li>• complaints and appeals processes</li> <li>• relevant physical or practical requirements of training and assessment.</li> </ul> <p>AACI will encourage students to disclose any support needs or barriers that may affect their training experience so that appropriate support can be considered early and throughout training.</p> <p><b>2. Training support</b></p> <p>AACI will identify support needs through pre-enrolment processes, pre-training review, LLN review, enrolment interactions, trainer observations, learner feedback and ongoing monitoring of progress.</p> <p>Where support needs are identified, AACI will provide or arrange support that is appropriate to the student and the training product. This may include:</p>

- LLND support
- additional trainer contact
- adapted learning support
- digital support
- referrals to external support services
- approved reasonable adjustments.

### **3. Reasonable adjustments**

AACI will consider requests for reasonable adjustment on a case-by-case basis in consultation with the student and, where appropriate, other relevant persons.

Reasonable adjustments may be made to training and assessment processes provided that they:

- are consistent with the Disability Standards for Education 2005
- do not compromise the integrity of the training product
- do not remove essential skills, knowledge or outcomes
- are practicable and safe
- are documented and communicated to relevant staff.

Approved reasonable adjustments will be reviewed during delivery to confirm they remain appropriate.

### **4. Inclusive and culturally safe learning environment**

AACI will foster learning environments that are inclusive, welcoming and culturally safe. AACI will seek to support participation by a diverse range of students, including under-represented groups and students who may experience disadvantage or exclusion.

AACI will monitor learning environments and practices to reduce barriers and improve participation and belonging.

### **5. Prevention of discrimination, harassment and victimisation**

AACI will not tolerate unlawful discrimination, harassment, bullying, abuse, violence or victimisation involving students, staff or other participants.

Where AACI becomes aware of such behaviour, it will act promptly and appropriately, including by:

- responding to immediate risk
- supporting affected persons
- directing the matter to the relevant complaints or incident process
- taking corrective action as appropriate.

### **6. Staff capability**

AACI will support staff to understand their responsibilities in relation to:

- diversity and inclusion
- cultural safety
- anti-discrimination obligations

	<ul style="list-style-type: none"> <li>• reasonable adjustment</li> <li>• respectful communication</li> <li>• support referral pathways.</li> </ul> <p><b>7. Complaints and concerns</b> Students, staff and other stakeholders may raise concerns about discrimination, harassment, victimisation, accessibility, support or inclusion through AACI’s complaints and appeals processes. All such concerns will be handled seriously, sensitively and fairly, with confidentiality maintained on a need-to-know basis consistent with procedural fairness.</p>
<p>Definitons</p>	<p><b>Access and equity</b> means policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients 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’ (Glossary, Standards for RTOs 2015)</p> <p><b>DDA or Disability Discrimination Act</b> means it is unlawful to discriminate against a person on the grounds of Disability. Section 22 of the DDA contains specific requirements for educational authorities and providers. Discrimination in this sense refers to people with disability being treated less fairly than people without.</p> <p><b>Disability</b> under the DDA means and includes: physical disabilities, intellectual disabilities, psychiatric disabilities, sensory disabilities, neurological disabilities, learning disabilities, physical disfigurement, and the presence in the body of disease-causing organisms.</p> <p><b>Diversity and inclusion</b> means creating learning and work environments that are welcoming, respectful, accessible and responsive to the needs of a diverse student and staff cohort.</p> <p><b>Reasonable adjustment</b> means any adjustment for a VET student with a disability made by an NVR registered training organisation in a manner consistent with the <b>Disability Standards for Education 2005</b>. Reasonable adjustments must support participation without removing the essential requirements of the training product.</p> <p><b>Barrier</b> means any circumstance that may affect a person’s ability to access, participate in, progress through, or complete training.</p> <p><b>Discrimination, harassment and victimisation</b> have the meanings given in applicable law and AACI’s related policies.</p>

Procedures	
	<p><b>Procedure</b></p> <p><b>Step 1 – Identify support needs and barriers</b> AACI will identify potential barriers and support needs through:</p> <ul style="list-style-type: none"> <li>• pre-training review</li> <li>• enrolment and pre-enrolment discussions</li> <li>• LLN and digital capability review</li> <li>• student self-disclosure</li> <li>• trainer observations</li> <li>• learner progress monitoring</li> <li>• complaints, feedback or support requests.</li> </ul> <p><b>Step 2 – Discuss options with the student</b> Where a need is identified, AACI staff will discuss the issue with the student respectfully and confidentially to clarify:</p> <ul style="list-style-type: none"> <li>• the impact on training or assessment</li> <li>• the support already in place</li> <li>• the support or adjustment requested</li> <li>• any safety, practicality or training product considerations.</li> </ul> <p><b>Step 3 – Determine support or reasonable adjustment</b> The relevant AACI staff member, in consultation with the student and where needed the trainer, assessor, Administration Manager or RTO Manager, will determine whether:</p> <ul style="list-style-type: none"> <li>• existing support is sufficient</li> <li>• additional training support should be provided</li> <li>• a reasonable adjustment is appropriate</li> <li>• referral to another support service is required.</li> </ul> <p><b>Step 4 – Record and implement</b> Approved support measures and reasonable adjustments will be documented in AACI’s controlled records and communicated to relevant staff on a need-to-know basis.</p> <p>Trainers and assessors must implement approved arrangements consistently.</p> <p><b>Step 5 – Monitor and review</b> AACI will monitor the effectiveness of support and adjustments throughout the learner’s program. Arrangements will be reviewed if:</p> <ul style="list-style-type: none"> <li>• the student’s circumstances change</li> <li>• the support is not effective</li> <li>• the delivery or assessment context changes</li> <li>• further concerns are raised.</li> </ul>

	<p><b>Step 6 – Escalate concerns</b></p> <p>If discrimination, harassment, victimisation, bullying or other inclusion-related concerns arise, staff must escalate the matter promptly under AACI’s complaints, appeals, wellbeing or incident management processes as appropriate.</p>
<p><b>Monitoring and review</b></p>	<p>AACI will review this Policy and Procedure at least annually and earlier where required by:</p> <ul style="list-style-type: none"> <li>• legislative or standards change</li> <li>• student feedback</li> <li>• complaints or appeals</li> <li>• incident trends</li> <li>• identified barriers to participation or progression</li> <li>• continuous improvement findings.</li> </ul>
<p><b>Related Legislation and Regulations &amp; Guidance</b></p>	<p>ASQA 2025 Standards</p> <p>Outcome Standards</p> <ul style="list-style-type: none"> <li>• <b>Outcome Standard 2.5 – Diversity and inclusion</b></li> <li>• <b>Outcome Standard 2.3 – Training support</b></li> <li>• <b>Outcome Standard 2.1 / 2.2 – Information</b></li> <li>• <b>Outcome Standard 2.7 / 2.8 – Feedback, complaints and appeals</b></li> </ul> <p>the definition of reasonable adjustments in the 2025 Outcome Standards, links directly to the Disability Standards for Education 2005</p> <p><b>Relevant ASQA Practice Guides</b></p> <ul style="list-style-type: none"> <li>• Practice Guide – Diversity and inclusion</li> <li>• Practice Guide – Training support</li> <li>• Practice Guide – Information</li> <li>• Practice Guide – Feedback, complaints and appeals</li> </ul> <p>Disability Discrimination Act 1992 Disability Standards for Education 2005 applicable Commonwealth and State/Territory anti-discrimination and equal opportunity laws</p>
<p><b>Related Policies and Procedures</b></p>	<p>Pre-Training Review <b>Policy and Procedure</b></p> <p>LLN Policy and Procedure</p> <p>Assessment Policy and Procedure</p> <p>Industry Engagement Policy and Procedure</p> <p>Complaints and Appeals Policy and Procedure</p>
<p><b>Related Documents</b></p>	<ul style="list-style-type: none"> <li>• Pre-Training Review Policy and Procedure</li> <li>• LLN Policy and Procedure</li> <li>• Assessment Policy and Procedure</li> <li>• Complaints and Appeals Policy and Procedure</li> <li>• Diversity and Inclusion / Wellbeing documents</li> <li>• Student Information Guide</li> <li>• Student Support resources</li> </ul>

	<ul style="list-style-type: none"> <li>• AACI website and pre-enrolment information materials.</li> </ul> <p>Pre-Enrolment Pack (see contents list Appendix 1)          PTR Application form          PTR interview (LLN Interview)          LLND Learner Support Resources          LLND Policy and Procedure          Diversity and Inclusion Policy and Procedure</p>
<b>Review</b>	<p><b>This policy and procedure will be reviewed annually or amended following continuous improvement strategies implemented by AACI.</b></p>

**Version Control and Responsible Officers  
Review / amendment history**

**Policy Approved by:** Chief Executive Officer / RTO Manager

**Responsible Officer:** Chief Executive Officer / RTO Manager

**Next Policy Review Date: 1 September 2026**

<b>Version</b>	<b>Date</b>	<b>Details</b>
1.0	4 August 2021	Policy approved and issued
2.0	1 March 2022	Minor Changes
3.0	1 September 2022	RTO Registration TOID and contact details
4.0	1 May 2023	Minor Changes
5.0	1 September 2024	Updates – Reference to ASQA 2025 Standards
6.0	1 September 2025	<p>Major Changes</p> <p>ASQA 2025 Standards</p> <p>ASQA Practice guides include <b>Diversity and inclusion, Training support, Information, and Feedback, complaints and appeal</b></p> <ul style="list-style-type: none"> <li>• <b>Outcome Standard 2.5 – Diversity and inclusion</b></li> <li>• <b>Outcome Standard 2.3 – Training support</b></li> <li>• <b>Outcome Standard 2.1 / 2.2 – Information</b></li> <li>• <b>Outcome Standard 2.7 / 2.8 – Feedback, complaints and appeals</b></li> </ul> <p>the definition of <b>reasonable adjustments</b> in the 2025 Outcome Standards, which links directly to the <b>Disability Standards for Education 2005</b></p>