



1. Purpose

The purpose of this Policy is to provide a frame of reference in providing and maintaining training services that reflect fair and reasonable opportunity for all Students, regardless of their diversity; allowing everyone to freely participate in the learning environment free from discrimination, harassment, bullying and vilification.

2. Policy Statement

Superior Technical College RTO# 46552 CRICOS# 04444F (the RTO) is committed to providing quality training and assessment products and services in compliance with the Standards for Registered Training Organisations (RTOs) 2025.

The RTO promotes, encourages and values equity and diversity regarding Students. The RTO will ensure services offered are provided in a fair and equitable manner to all Students, free from bias.

The RTO is committed to providing flexible learning and assessment options, allowing Student's alternatives which recognise the diversity of their individual needs and circumstances aiding them in their learning goals.

The RTO will ensure:

- a) all training and assessment policies and procedures incorporate access and equity principles.
- b) all learners have equitable access to the benefits of training and assessment irrespective of their gender, age, race, religion, culture, linguistic background, marital status, geographic location, socio-economic background, disability, sexual preference, family responsibility or political conviction.
- c) all nominations and enrolments into training courses and programs will be conducted at all times in an ethical and responsible manner, ensuring fairness and compliance with Equal Opportunity legislation; and
- d) all learners/Students have equitable access to training resources, facilities, equipment, support services, information, training and assessment personnel, materials, assessment opportunities, training opportunities.

This policy should be read in conjunction with the following:

- Student Support Policy and Procedure
- Effective Assessment Policy and Procedure
- Continuous Improvement and Quality Management Policy and Procedure
- Complaints and Appeals Policy and Procedure
- Marketing Policy and Procedure
- Enrolment Policy and Procedure



- Bullying and Harassment Policy and Procedure

3. Compliance

This policy and procedure has been developed in line with the new draft Standards as they stand at 23/01/2025:

Training and Assessment (Quality Area 1) - Outcome Standards

- **Standard 1.8:** Ensures facilities, resources, and equipment are accessible, safe, and sufficient.
 - We aim to providing accessible resources and environments for all learners, which our Access and Equity Policy addresses through disability accommodations and reasonable adjustments.
- **Standard 1.4:** Fair, flexible, valid, and reliable assessments.
 - We ensure inclusive assessment methods (e.g., alternate formats, reasonable adjustments) noting that this is further addressed through the Effective Assessment and Student Support Policies.

VET Student Support (Quality Area 2) - Outcome Standards

- **Standard 2.4:** Reasonable adjustments for students with disabilities to participate equally in training and assessment.
 - We aim to ensure that all students have equal access to participation in our courses.
- **Standard 2.5:** Promoting diversity and inclusion within learning environments.
 - We aim to create a safe and inclusive environment for all students.
- **Standard 2.6:** Identifying and supporting the wellbeing needs of diverse student cohorts.
 - We aim to ensure that all students can access wellbeing support services.

Governance (Quality Area 4) - Outcome Standards

- **Standard 4.1:** Accountability for delivering quality services with integrity.
 - This policy reinforces the commitment to fairness and equity as part of overall governance structures.
- **Standard 4.4:** Continuous improvement mechanisms.
 - We use feedback loops and consider this in the Access and Equity Policy to consistently improve inclusion and equity practices.



4. Definitions

The following words and expressions have the following specific meaning, as referenced, if not referenced, these are the definitions used by the RTO.

Access and equity mean 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. (*Standards for Registered Training Organisations (RTOs) 2015*)

Disability, in relation to a person, means:

- a) total or partial loss of the person's bodily or mental functions; or
- b) total or partial loss of a part of the body; or
- c) the presence in the body of organisms causing disease or illness; or
- d) the presence in the body of organisms capable of causing disease or illness; or
- e) the malfunction, malformation, or disfigurement of a part of the person's body; or
- f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- g) a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions, or judgment or that results in disturbed behaviour.

and includes a disability that:

- h) presently exists; or
- i) previously existed but no longer exists; or
- j) may exist in the future (including because of a genetic predisposition to that disability); or
- k) is imputed to a person.

To avoid doubt, a disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability. (*Disability Discrimination Act 1992*)

Reasonable Adjustment: an adjustment to be made by a person is a reasonable adjustment unless making the adjustment would impose an unjustifiable hardship on the person. (*Disability Discrimination Act 1992*)



Discrimination

Discrimination occurs when a person is treated less favourably than others due to the person's circumstances, characteristics, or beliefs.

Direct Discrimination

Direct discrimination takes place when the discriminator treats or proposes to treat the aggrieved person less favourably than, in circumstances that are the same or are not materially different, the discriminator treats or would treat a person of a different sex, age, sexual orientation, race, religion or any other identity characteristic.

Indirect Discrimination

Indirect discrimination occurs when a person, organisation (the discriminator) discriminates against another person (the aggrieved person) on the ground of the sex, age, sexual orientation, race, religion, or any other identity characteristic of the aggrieved person if:

- the discriminator imposes, or proposes to impose, a condition, requirement, or practice; and
- the condition, requirement or practice is not reasonable in the circumstances; and
- the condition, requirement or practice has, or is likely to have, the effect of disadvantaging persons of the same sex, age, sexual orientation, race, religion, or any other identity characteristic as the aggrieved person.

Note: As noted above, there are characteristics that are provided with funding incentives and contractual funding obligations, in these cases, the RTO is required to act in accordance with the funding contract, this is in relation to fees, charges and enrolment eligibility.

The above definitions are an amalgamation of the following legislation:

- Age Discrimination Act 2004
- Disability Discrimination Act 1992
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984



Workplace Harassment

Harassment is any behaviour which is unwelcome, offends, humiliates, or intimidates a person and causes the work environment to become unpleasant. If a person is being harassed, then their ability to do their work is affected as they often become stressed and suffer health problems.

Harassment may result from behaviour which is not intended to offend or harm, such as jokes or unwanted attention however, this does not mean that it is lawful.

Sexual Harassment

The most common form of harassment is sexual harassment. Examples of sexual harassment include, but are not limited to:

- Unwanted touching
- Sexual innuendo propositions
- Nude pin-ups and posters
- Obscene telephone calls
- Wolf whistles

Sexual harassment can occur among peers or co-workers, and in subordinate-supervisor, supervisor-subordinate or staff-student, student-staff, student-student situations.

Verbal Harassment

Examples of verbal harassment include, but are not limited to:

- Sexual comments, advances, or propositions
- Lewd jokes or innuendos
- Racist comments or jokes
- Spreading rumours
- Comments or jokes about a person's disability, pregnancy, sexuality, age, or religion
- Repeated questions about one's personal life
- Belittling someone's work or contribution in a meeting
- Threats, insults, or abuse
- Offensive obscene language
- Obscene telephone calls, unsolicited letters, faxes, and emails



Non-Verbal Harassment

Examples of non -verbal harassment include, but are not limited to:

- Leering (e.g., staring at a woman's breasts)
- Putting offensive material on notice boards, computer screen savers and emails
- Nude or pornographic posters
- Displaying sexist or racist cartoons or literature
- Demoting, failing to promote, or transferring someone because they refuse requests for sexual favours
- Following someone home from work
- Standing very close to someone or unnecessarily leaning over them
- Mimicking someone with a disability
- Practical jokes that are unwelcome
- Ignoring someone, or being cold and distant to them
- Crude hand or body gestures

Physical Harassment

Examples of physical harassment include, but are not limited to:

- Unwelcome physical contact such as kissing, hugging, pinching, patting, touching, or brushing up against a person
- Indecent or sexual assault or attempted assault
- Hitting, pushing, shoving, spitting, or throwing objects at a person
- Unfastening a person's attire



Safe & Inclusive Environment

A **safe and inclusive environment** is one where every individual feels respected, valued, and supported in their learning journey, regardless of their background, identity, or abilities. It acknowledges that training may sometimes **feel challenging or uncomfortable** as learners acquire new skills, expand their knowledge, and **engage with diverse perspectives and ideas**.

In such an environment:

1. **Respect and Civility:**

- Students are encouraged to express their thoughts, opinions, and experiences relevant to the training content in a respectful manner.
- Disagreements are navigated constructively, fostering a culture of learning through dialogue and mutual understanding.

2. **Participation and Accessibility:**

- All students have equal opportunities to participate fully in training activities, discussions, and assessments, with reasonable adjustments provided where needed to remove barriers.
- Trainers and assessors ensure that no individual or group is excluded from participating due to biases, discrimination, or assumptions.

3. **Encouragement of Growth:**

- **Learning discomfort is normalised** as part of the process of growth and skill development. This includes engaging with new concepts, questioning preconceived notions, and considering different perspectives.
- Trainers and assessors support learners in navigating these challenges, whether through constructive feedback, tailored support, or fostering peer collaboration.

4. **Rights and Responsibilities:**

- All staff and students have rights and responsibilities that must be adhered to.
- Students have the right to a respectful and inclusive learning environment, but they also hold the responsibility to respect others, actively engage in their learning, and contribute positively to the class dynamic.
- Trainers and assessors have the overarching responsibility to manage the classroom, maintain order, and create a fair, equal, and inclusive space for all learners.

5. **Accountability for Behaviour:**

- Students who fail to adhere to their responsibilities or disrupt the learning environment may be subject to disciplinary action, including removal from the class if necessary.
- Clear behavioural expectations are communicated to students to ensure a shared understanding of acceptable conduct.



By fostering such an environment, training becomes not only a process of acquiring skills and knowledge but also an opportunity to build confidence, embrace diversity, and develop the interpersonal skills necessary for collaborative workplaces and communities.

5. Policy Principles

The RTO will not accept any form of discrimination and we will apply the following principles in support of access and equity:

Access and Equity Principles

The RTO abides by access and equity principles.

The RTO will respect a student's right to privacy, confidentiality and be sensitive to Student needs.

The RTO provides equal opportunity for all learners and is responsive to the individual needs of Students whose gender, pregnancy, race, marital status, sexuality, age, family/carer responsibilities, disability, transgender, political conviction, cultural or ethnic background, linguistic background, religious belief, geographic location, socio-economic background, employment/unemployment, imprisonment may present a barrier to access, participation and achievement of suitable outcomes.

At enrolment, Students will be asked to identify personal needs or circumstances that may exist and for which they may require additional support (See Enrolment Policy).

The RTO will ensure that all staff, employees, and contractors have access to the information and support needed to prevent discrimination, sexual harassment, bullying and violence, victimisation, and vilification or to deal with it appropriately if it occurs.

The RTO seeks to create a learning environment where all students are respected and can develop their full potential.

All Students are given fair and reasonable opportunity to attend and complete training.

All staff are given fair and reasonable opportunity to participate in relevant decision-making processes and the allocation of resources and services as required to fulfil their duties and responsibilities.

Deficiencies will be investigated to determine whether a breach or policy deficiency exists. Should a discrepancy be proven, the impact of that breach or deficiency will be identified along with how the policy should be amended to eliminate the breach or deficiency in the future.

All perceived deficiencies in the Access and Equity Policy are to be documented, assessed, and reviewed by the CEO/PEO of the RTO.



The RTO will demonstrate its commitment by:

- Selecting students according to a fair and non-discriminatory process
- Making its training relevant for a diverse student population
- Providing suitable access to facilities and resources
- Providing appropriate support services
- Providing appropriate complaints procedures
- Consulting with relevant industry groups
- Raising staff, contractor, and student awareness of equity issues.

Equal Opportunity

The RTO is an equal opportunity company and does not discriminate against or favour target groups in either recruiting or training, unless prescribed by funding contracts.

Target Groups are defined as:

- Aboriginal and Torres Strait Islanders
- People with a disability
- Culturally and Linguistically Diverse
- People in transition and other special groups (ie, people re-entering the workforce, long term unemployed, sole parents, people with literacy problems, and those who have been institutionalised)
- Women
- Individuals who identify as gay, lesbian, bi-sexual, transgendered, queer or intersex (LGBTQI)
- People from regionally isolated communities

NOTE: We note that some government funded programs and contracts will focus on uplifting one of the groups as per above, where this is the case the RTO is obliged to ensure that funding contract requirements are met.

Special Needs/Considerations

Students intending to enrol for training with The RTO are requested prior to enrolment to advise The RTO if they have any disability, physical or other impairment which may adversely affect their ability to successfully undertake training and assessment.



Access and Equity Policy

Students are encouraged to discuss with The RTO any 'special needs' and/or 'reasonable adjustments' to the study environment which they consider are necessary or would assist them in the performance of their studies.

The RTO, in collaboration with the student, will assess the potential for the student to successfully complete the training which may include flexible delivery options to optimise the ease and benefit of the students' learning. However, no compromise to the integrity of the assessment against competency will be allowed.

Students with a disability are required to have the ability to fulfil the core requirements of the Unit(s) of Competency to attain the relevant award. However, it is recognised that flexibility in arrangements may need to be implemented. Refer to the Student Support Procedure for more information.

Refer to Student Support Policy, Enrolment Policy and Procedure, and Effective Assessment Policy and Procedure for more information.

Language, Literacy and Numeracy

Each Training Package, Qualification, Unit of Competency sets a minimum requirement in language, literacy, and numeracy skills of learners, with which The RTO must abide.

In the case of training of overseas students (CRICOS), students must demonstrate a minimum IELTS (or equivalent) level in order to meet enrolment requirements, refer to TAS and marketing and enrolment policies for more information.

The RTO makes appropriate concessions for language, literacy, and numeracy issues of Students where these concessions do not compromise the requirements of the relevant Training Package and the integrity, equity, and fairness of assessment.

Where a Student is deemed, either prior to enrolment or throughout the training program, to possess a lower level of language, literacy or numeracy than is the minimum requirement for the requirements of the Training Package, The RTO will provide appropriate advice and support to the student regarding further learning options. At times, further language or literacy development or remedial assistance may be required to be completed prior to the continuation or completion of the student's course of study.

Refer to Student Support Policy, Enrolment Policy and Procedure, and Effective Assessment Policy and Procedure for more information.

Harassment

Harassment will not be tolerated at the RTO. If harassment occurs, the person responsible will be subject to disciplinary procedures. Disciplinary action will be taken against any staff or Student involved in such behaviour. This may include termination of employment and removal of the student from the training course.

Serious cases of harassment may constitute a criminal offence.

The RTO will not tolerate behaviour which is considered to be sexual harassment and expects all staff, contractors, and Students to treat each other with dignity and respect.



Bullying and Violence

The RTO will not tolerate bullying or violent behaviour and expects all staff, contractors, and Students to treat each other with dignity and respect.

The RTO recognises that bullying and violence demeans and infringes the rights of individuals and groups, damaging the work and learning environment.

Vilification

The RTO will not tolerate behaviour which vilifies another person and expects all staff, contractors, and Students to treat each other with dignity and respect.

Complaints

The RTO encourages informal resolutions of discrimination, sexual harassment, bullying and violence, victimisation, and vilification grievances in the first instance, as close to the source as possible, with the option of conciliation or investigation of the complaint if necessary.

Complaints will be investigated in a confidential manner and action will be taken to ensure that the discrimination/harassment stops. Appropriate warning or disciplinary action will be taken where harassment is found to have occurred.

Those responsible for advising, conciliating, or investigating a complaint must act fairly and impartially, they must act without bias and avoid any conflict of interest the respondent must be given a fair opportunity to know the case against him or her and to be given the opportunity to make a considered response.

All staff, Students and contractors involved with the RTO complaint procedures will be treated with respect and courtesy. Enquiries and complaints will be dealt with in a sensitive, equitable, fair, and confidential manner. All attempts will be made to deal with matters expeditiously while ensuring all parties are provided with sufficient time to prepare and or respond.

The RTO acknowledges that it is of paramount importance and in the best interests of all parties that confidentiality is maintained during these procedures.

The RTO encourages the reporting of behaviour that breaches equal opportunity policy but will not tolerate vexatious or frivolous complaints.

For more information, please refer to our Complaints and Appeals Policy and Procedure.

Victimisation

In order for complaints to be brought forward, complainants must feel secure in the knowledge that The RTO's procedures will be followed without fear of reprisal.

The RTO will not victimise or treat any person unfairly for making a harassment complaint.

The RTO will not tolerate behaviour of victimisation of another person and expects all staff, contractors, and Students to treat each other with dignity and respect.



Any complaint of victimisation will be treated in the same manner as a complaint of discrimination, sexual harassment, or vilification.

Accessible, Safe, and Sufficient Facilities, Resources, and Equipment

Our organisation is committed to providing facilities, resources, and equipment that are accessible, safe, and sufficient to meet the needs of all learners. We recognise the importance of ensuring that learning environments are inclusive and cater to the diverse needs of our student cohort. This includes implementing disability accommodations and reasonable adjustments to ensure all learners can participate fully in training and assessment activities. Adjustments may involve physical modifications, adaptive technology, or tailored resources to eliminate barriers and foster an equitable learning experience.

The principles of accessibility are embedded in our Access and Equity Policy, which ensures all facilities and resources are designed and maintained in compliance with relevant accessibility standards. This policy extends to offsite training locations, where we work collaboratively with employers and other stakeholders to ensure all learners have equitable access to safe and inclusive environments. Our pre-enrolment process helps identify learner needs early, enabling us to address specific requirements and uphold our commitment to creating accessible and inclusive learning spaces.

Adjustments are outlined through our Student Support Forms and may, where applicable to a cohort, be outlined in the Training and Assessment Strategy.

Fair, Flexible, Valid, and Reliable Assessments

We ensure that all assessments are fair, flexible, valid, and reliable, reflecting our commitment to providing equitable opportunities for all learners to demonstrate their competencies. Assessment methods are designed to account for the diversity of our student cohort, including the use of alternate formats and reasonable adjustments where appropriate. Examples of adjustments include extending time limits, providing oral assessments, or modifying the format of tasks to suit individual needs. This approach ensures assessments uphold the principles of fairness and inclusivity while maintaining the integrity of the qualifications.

Our commitment to inclusive assessments is further supported by our **Effective Assessment Policy** and **Student Support Policy**, which outline the processes for identifying and implementing reasonable adjustments. Trainers and assessors are equipped with the skills and resources to apply these adjustments consistently and effectively, ensuring that all learners are assessed equitably. Regular reviews of our assessment tools and practices are conducted to ensure they remain fit-for-purpose and aligned with the diverse needs of our student population.

Accountability for Delivering Quality Services with Integrity

This policy underscores our organisation's commitment to fairness and equity as fundamental components of our governance structures. We recognise that accountability is key to maintaining the integrity and quality of the services we deliver. As part of our Access and Equity Policy, we ensure that all learners, regardless of their background or circumstances, have equitable access to training and assessment. Governance mechanisms are designed to support transparent decision-making, uphold ethical practices, and promote a culture of respect and inclusion across all areas of operation.



Trainers, assessors, and all staff are held accountable for fostering an environment that upholds these principles, with clear roles and responsibilities defined to ensure fairness and consistency in all interactions. Regular audits, reporting, and compliance checks are conducted to verify adherence to our policies and procedures. Leadership teams provide oversight, ensuring that fairness and equity are embedded in strategic decisions, operational processes, and daily practice, creating a learning environment that is both inclusive and of the highest standard. More information about our governance is found in the Continuous Improvement and Quality Management Policy and Procedure.

Continuous Improvement Mechanisms

Continuous improvement is a cornerstone of our approach to maintaining and enhancing inclusion and equity in all aspects of our operations. We leverage feedback loops and incorporate these into our Access and Equity Policy to systematically improve our practices. Feedback is collected through various mechanisms, including student and staff surveys, complaints and appeals, and regular consultation with stakeholders. This feedback is analysed and used to identify areas for improvement, ensuring that our policies and procedures remain responsive to the changing needs of learners and industry requirements.

This commitment to continuous improvement extends to professional development for staff, regular policy reviews, and updates to learning and assessment practices. Equity and inclusion are evaluated as part of these processes to ensure our organisation consistently delivers training and assessment that reflects best practice. By embedding continuous improvement into our governance structure, we reinforce our dedication to creating an equitable, high-quality training environment that meets the needs of all stakeholders. More information about our governance is found in the Continuous Improvement and Quality Management Policy and Procedure.

Cultural Safety Training for All Staff

In alignment with RTO Standard 2.5, all staff will participate in comprehensive cultural safety training to enhance their understanding of the historical and cultural experiences of Aboriginal and Torres Strait Islander peoples, particularly in the context of education. This training will highlight the unique challenges faced by Aboriginal and Torres Strait Islander learners in navigating educational systems and address how these historical experiences shape their engagement with learning today. By fostering an awareness of these contexts, staff will be better equipped to create inclusive and culturally safe environments that support all learners.

A key focus of the training will be understanding and respecting cultural differences, including how respect is shown and received differently across various cultures. Trainers and staff will explore how cultural norms, values, and protocols influence behaviour, participation, and communication in the classroom. This knowledge will enable staff to adopt culturally appropriate practices and interactions, ensuring all students feel respected and valued while maintaining the integrity of the learning environment. Specific strategies will include recognising and respecting the importance of kinship, cultural protocols, and non-verbal communication.

The training will also emphasise the importance of creating a classroom culture grounded in accountability, mutual respect, and adherence to rights and responsibilities for both students and staff. Trainers and staff will learn practical approaches to fostering a learning environment where all participants feel empowered to share their perspectives respectfully, hold themselves accountable for their actions, and actively contribute to a safe and inclusive classroom. By embedding these principles into everyday practice, cultural safety training will not only benefit Aboriginal and Torres Strait Islander



learners but also enrich the learning experience for the entire student cohort by promoting understanding, equality of opportunity, and collaboration.

6. The RTO Responsibilities

The RTO has a legal and moral obligation to provide equal opportunity in an environment free from discrimination for staff, contractors, and Students to ensure that discrimination/harassment does not occur in the workplace.

The RTO will:

- Maintain policies and procedures for equal opportunities for all staff, contractors, and Students.
- Disseminate policies and procedures to staff, contractors, and Students.
- Examine all policies and practices, as they affect staff, contractors, and Students to ensure the elimination of discrimination and harassment.
- Ensure that there is no discrimination against any individual Student or group of Students or staff, in access to facilities, products and services.
- Educate staff and contractors on the general goals and philosophy of equal opportunity together with the rationale for policies and practices which are adopted.
- Eliminate sexist and other discriminator language from all publications and discourage the use of such language in all printed material and in the speech of its staff, contractors, and Students.
- Establish and maintain mechanisms to deal with complaints.

CEO/PEO(s) Responsibilities

The RTO's CEO/PEOs are responsible for Student equity. The CEO/PEO(s) will not condone nor engage in discriminatory/harassing behaviour.

The CEO/PEO(s) is responsible for ensuring that all staff are aware of this policy and that complaints will be dealt with in accordance with the terms of the Complaints and Appeals Policy.

The CEO/PEO(s) and are to ensure staff act according to this policy and all Students are made aware of their rights and responsibilities pursuant to this policy.

The CEO/PEO(s) will maintain the confidentiality of all complaints. If the CEO/PEO(s) feels that they are not the appropriate person to deal with the complaint, they will refer the matter to either a member of the management team or an external independent party for review and/or action.



Staff, Contractors and Students Responsibilities

The RTO staff, contractors and Students have the responsibility to:

- Act to prevent harassment, discrimination, and victimisation against others.
- Respect differences among other staff, Students, and contractors, such as cultural and social diversity.
- Treat people fairly, without discrimination, harassment, or victimisation.
- Respect the rights of others.
- Respect people's rights to privacy and confidentiality.
- Refuse to join in with these behaviours.
- Supporting the person in saying no to these behaviours.
- Acting as a witness if the person being harassed decides to lodge a complaint.
- Observe site rules or behaviour guidelines set by The RTO Trainers/Assessors.
- Behave in a manner that does not interfere with the learning of others; and
- Conduct themselves in a responsible manner while in training.
- Ensure the rights of all Students to have their say, balanced with the responsibility to listen to others and allow others to have their say.

If a The RTO staff, contractor or Student feels harassed, bullied or otherwise a victim of unwelcome behaviour, the staff, contractor, or Student is encouraged to inform the person where the behaviour is unwanted, unacceptable and/or offensive. If the staff, contractor, or Student feels unable to approach the person, or if the behaviour continues following their request that the behaviour cease, the Director(s) of The RTO should be contacted.

7. Modern Slavery Statement

As of 2018, the Walk Free Foundation's Global Slavery Index estimated:

- In excess of 40 million people globally are subject to some form of modern slavery and collectively approximately US\$150 billion per year is generated in the global private economy from forced labour alone.
- 24,990,000 people in Asia-Pacific Region are enslaved (62 per cent of all people enslaved); and
- 15,000 people in Australia are enslaved.



Access and Equity Policy

The RTO is committed to operating all its business activities to the highest standards of business ethics and integrity. We are committed to providing a respectful environment for all workers, free from discrimination, abuse, and exploitation.

Modern slavery is defined as including eight types of serious exploitation:

- trafficking in persons,
- slavery,
- servitude,
- forced marriage,
- forced labour,
- debt bondage,
- the worst forms of child labour, and
- deceptive recruiting for labour or services.

We are committed to ensuring there are no modern slavery concerns in our business or supply chain.

We are not a reporting entity under the Commonwealth Modern Slavery Act 2018. We understand the importance of transparency across supply chains to present accurate information on real and potential slavery practices, and to provide the means by which such practices can be eliminated.

Accordingly, we commit to assessing and monitoring the risks of modern slavery in our business and through our own supply chain and taking action to eliminate such practices.

Our approach to monitoring modern slavery is based on four key principles:

- The Company will conduct risk assessments to determine which parts of the business and which supply chains are most at risk from modern slavery so efforts can be focused on the areas that are most 'at risk'
- Where appropriate, as informed by the risk assessment, the Company will engage directly with new suppliers in respect of the Anti-Slavery Policy to gain a proper understanding of the measures they have in place to ensure that modern slavery is not occurring within their own businesses.
- Our contractual documentation will incorporate specific prohibition against slavery or servitude, the use of forced, compulsory or trafficked labour, and the use of child labour in line with this policy.
- We also make provision for our contracted suppliers to hold their own suppliers to the same standards. We also reserve the right to terminate any contractual arrangement if there is breach of this policy.



8. Legislation

This policy reflects our commitment to the following legislation:

- National Vocational Education and Training Regulator Act 2011 (NVR Act) (Commonwealth)
- Vocational Education and Training Act 1996 (Western Australia)
- Age Discrimination Act 2004 (Commonwealth)
- Disability Discrimination Act 2009 (Commonwealth)
- Racial Discrimination Act 1975 (Commonwealth)
- Sex Discrimination Act 1984 (Commonwealth)
- Equal Opportunity Act 1984 (Western Australia)
- Modern Slavery Act 2018 (Commonwealth)

9. Records Management

All documentation from regarding complaints concerning Access and Equity matters are maintained in accordance with Records Management Policy and Procedure.

10. Monitoring and Improvement

All Access and Equity practices are monitored by the CEO/PEO of the RTO and areas for improvement identified and acted upon. (See Continuous Improvement & Quality Management Policy)

Policy Review

This policy will be reviewed each year and as a standing item, include details of the date it was reviewed and any changes.

- November 2022 - initial creation
- Jan 2025 – Alignment with new RTO Standards, Policy Guidance, cross check of current legislation
- November 2025 – Updated roles and responsibilities.

Policy Additions or Amendments

Separate to the mandated annual review, the policy may be varied at any time due to legislative changes or to fall in line with widely accepted best practices in the workplace. In the event of any changes, the policy will be updated, and relevant stakeholders advised.

Shakeel Ahmad, CEO/PEO



11. Policy in Practice

Policy in Practice: Learner Experience

At the heart of this policy is the commitment to ensuring every learner feels respected, supported, and empowered to succeed. From the moment a learner engages with the RTO, they encounter processes designed to foster inclusivity and accessibility. This begins with clear, jargon-free enrolment information that outlines the support available for diverse needs, including reasonable adjustments for disabilities, flexible learning pathways, and access to learner support services. Learners are encouraged to disclose any specific needs during enrolment, enabling the RTO to tailor their experience to ensure equitable participation.

In practice, learners experience classrooms and training environments that are welcoming and free from discrimination, harassment, or bias. Trainers and assessors are equipped with the knowledge and tools to provide culturally safe and inclusive learning spaces where every learner can express their perspectives respectfully and engage fully. Adjustments such as alternative assessment formats, assistive technologies, and flexible delivery methods are routinely applied to ensure learners with unique needs have the same opportunities to succeed. Practical examples include offering oral assessments for those with literacy challenges or adjusting learning materials to cater to visual impairments.

Additionally, learners are actively involved in shaping their own experience through regular feedback opportunities. Their input is used to refine practices, ensuring continuous improvement in alignment with this policy. The RTO fosters an environment of shared accountability, where both staff and learners understand their rights and responsibilities, creating a dynamic of mutual respect and collaboration. By embedding these principles in all aspects of the learner journey, the RTO demonstrates its unwavering commitment to access, equity, and the provision of high-quality, inclusive training and assessment.

Policy in Practice: Trainer Experience

The Access and Equity Policy ensures that trainers are fully supported in creating inclusive, accessible, and culturally safe learning environments. From induction, trainers are provided with comprehensive professional development, including training on cultural safety, disability accommodations, and strategies for fostering respectful and collaborative classrooms. This equips trainers with the skills to adapt their teaching methods, use inclusive language, and implement reasonable adjustments tailored to the diverse needs of their learners.

In practice, trainers are supported by robust systems and resources that make delivering equitable training seamless. For example, learner information gathered during enrolment, such as disclosed disabilities or additional support needs, is shared securely with trainers, enabling them to prepare and plan for effective delivery. Tools such as assistive technologies, flexible assessment formats, and customised teaching aids are readily available, allowing trainers to focus on engaging every learner meaningfully. Trainers also have access to clear policies and procedures, including guidance on managing challenging behaviours or addressing barriers to participation, ensuring consistency and fairness across all interactions.

Trainers play a vital role in fostering a culture of accountability and respect within the classroom. They are encouraged to model inclusive behaviours and actively address instances of discrimination, harassment, or disruption. Through regular consultation and feedback mechanisms, trainers can raise concerns, share insights, and collaborate on improvements to training delivery. By embedding these practices into their daily work, trainers not only uphold the principles of access and equity but also create empowering learning environments where all students can thrive.



12. Evidence of Policy in Practice

To demonstrate the implementation of the Access and Equity Policy, the following documentation and processes serve as evidence for auditors and stakeholders. These records reflect the commitment to fostering inclusive, accessible, and equitable training environments and outline how this policy is embedded in organisational practice:

1. **Training and Assessment Strategy (TAS):**

- The TAS includes details on how the RTO supports diverse learner cohorts, such as reasonable adjustments, flexible delivery modes, and assessment practices tailored to individual needs.
- Specific strategies for addressing access and equity considerations, such as cultural safety measures and support for learners with disabilities, are clearly outlined.

2. **Student Support Forms and Records:**

- Pre-enrolment forms capture details about learners' individual needs, such as disability disclosures, literacy and numeracy support requirements, and requests for reasonable adjustments.
- Records of student support meetings, agreed-upon accommodations, and tailored learning plans demonstrate how the RTO addresses learners' specific requirements in line with this policy.

3. **Professional Development Records:**

- Training logs and attendance records for staff professional development sessions on cultural safety, supporting learners with disabilities, and inclusive teaching practices.
- Evidence of ongoing training for trainers and assessors on applying access and equity principles in the classroom and workplace.

4. **Policies and Procedures:**

- Documents such as the **Effective Training, Assessment and Validation Policy**, **Learner Support Policy**, and **Complaints and Appeals Policy** outline the frameworks for ensuring fairness, accessibility, and support in all aspects of training and assessment.

5. **Learner Feedback and Complaints Data:**

- Feedback and AQTF surveys, Quality Indicator Reports and complaints registers provide insights into the effectiveness of access and equity measures.
- Evidence of action taken in response to feedback demonstrates continuous improvement efforts aligned with the policy.



6. **Validation Records:**

- Assessment validation records demonstrate that trainers are applying inclusive teaching and assessment practices.
- Validation outcomes show how assessment tools and practices have been adjusted to meet the needs of diverse learners.

7. **Learning Resources and Facilities:**

- Records of accessible resources, including assistive technologies (e.g., Microsoft Narrator, Magnifier, or coloured acetate sheets for dyslexia) and adaptive materials for learners with specific needs.
- Facilities audits and compliance documents showing that training locations meet accessibility standards, including 9B approval and access to disability-friendly amenities.

8. **Continuous Improvement Reports:**

- Reports from continuous improvement processes, including meeting minutes, reviews of policies and procedures, and updates based on stakeholder feedback, illustrate how the RTO is consistently enhancing access and equity measures.

By maintaining these records and ensuring they are accessible to auditors, the RTO can clearly demonstrate its commitment to implementing and sustaining the Access and Equity Policy in all aspects of its operations.