

Access and Equity Policy



Preamble

Access and equity refers to the policies and approaches we employ to ensure that education and training is responsive to the individual needs of all clients. This means proactively addressing potential barriers that may arise from a person's age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment, or remote location, thereby ensuring fair access, participation, and achievement of suitable outcomes.

Policy Statement

We are committed to treating all students with dignity and fairness, fostering an adult learning environment that respects and values their diverse experiences and life skills. We will uphold the principles of access and equity, as outlined above, in all our courses and services.

To ensure equitable opportunities, we will:

Determine and provide support needs: As a Registered Training Organisation (RTO), we will proactively determine the **support needs** of individual learners. We will then provide access to the necessary educational and support services required for each learner to meet the requirements of the training product as specified in training packages. This may include, but is not limited to:

- Language, Literacy, and Numeracy (LLN) support
- Assistive technology
- Additional tutorials
- Assistance in using technology for online delivery components

Transparent Information: Before enrolment, we will ensure that all prospective learners receive clear and accurate information about our courses, the support services available to them, and any potential additional costs or limitations associated with these supports. If there are limitations to the support our RTO can provide, these limitations will be made explicitly clear in information provided to potential learners.

Flexible and Responsive Delivery: We will provide contextualisation of units of competency to suit student needs and differences and will allow entry and exit points throughout a qualification. We will continue to explore the use of emerging technologies to provide learning opportunities that meet diverse needs and remote locations of learners. Our training and assessment strategies are designed to be flexible and 'fit for purpose,' allowing for reasonable adjustments to meet the diverse needs of our learners while maintaining the integrity of the qualification outcomes.

Reasonable Adjustments for Disabilities: We encourage a positive image of people with disabilities and are committed to making reasonable adjustments to training, assessment, and facilities to enable them to

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participate fully in our courses and activities and gain skills that will help them increase their independence. We will strive to provide equal access for students with physical disabilities, proactively seeking to implement necessary adjustments to our premises and facilities wherever practicable. Any genuine limitations will be clearly communicated, and we will explore all reasonable options to support participation.

Staff Capability and Development: Staff and trainers with physical disabilities will be given equal access to recruitment, selection, professional development opportunities, available information, the use of premises, equipment, facilities, and other conditions of employment, wherever practicable. We will provide literacy and numeracy awareness training for our trainers and administrative staff to enable them to better assist participants to meet course requirements. Furthermore, we will ensure our staff and trainers participate in ongoing professional development to enhance their capability in supporting diverse learners, including those with language, literacy, numeracy, and digital literacy support needs, and those requiring reasonable adjustments.

Monitoring and Continuous Improvement: Program Managers will monitor the progress of all students with disadvantages enrolled in our courses and will regularly review their performance with their trainers to ensure we are meeting the students' needs. We will regularly collect and review data, including learner feedback and complaints, related to access and equity to identify areas for improvement and continuously enhance our support services and practices.

Non-Discriminatory Resources: We will endeavour to ensure that teaching resources are free from gender, cultural, and other reflections of discrimination to enable individuals from disadvantaged groups equal and fair opportunity to demonstrate their competency.

Integrated Approach: Our commitment to the principles of equal access and equity, and respect for diversity are included in our Code of Practice and in all our induction courses. Refer also to our Disability Policy.

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