

## Access & Equity Policy & Procedure

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### 1. Policy

- 1.1 The Centre of Excellence applies access and equity principles and provides timely and appropriate information, advice and support services which assist clients to identify and achieve their desired outcomes.
- 1.2 The Centre of Excellence policies and procedures incorporate access and equity principles.
- 1.3 The Centre of Excellence sets out its Access and Equity principles in our Code of Conduct document.
- 1.4 The Centre of Excellence ensures that copies of policies and procedures and code of conduct are provided and adhered to by staff.
- 1.5 The CEO is responsible for implementing this policy and reviewing its effectiveness.
- 1.6 This policy and associated procedures meet the requirements of Standards 2.5 and 2.6 of the Outcome Standards 2025 for RTOs, as well as the National Code of Practice for Providers of Education and Training to Overseas Students 2018, Standards 6.
- 1.7 The Centre of Excellence ensures that access to programs is available to all persons regardless of age, colour, gender, disability, race or social/ ethnic background.
- 1.8 The Centre of Excellence does not discriminate against clients on the basis of age, colour, disability, race, gender, social/ethnic background or employer.

### Procedure

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### 2. Information to Clients:

- 2.1 The Centre of Excellence provides clear information to clients, prior to enrolment, about each of the following;
  - Course entry requirements
  - client selection, enrolment and induction procedures
  - course information, including content and vocational outcomes
  - fees and charges, including course cancellation terms
  - provision for language, literacy and numeracy assessment
  - client support, including any external support the College may arrange for clients
  - flexible learning and assessment procedures
  - welfare services
  - accessing the complaints and appeals policy
  - academic misconduct definitions and outcomes
  - staff responsibilities for access and equity; and
  - recognition of prior learning (RPL) & credit transfer arrangements
  - Student safety information
  - OHS information
  - access to records
  - attendance and course progress assistance
  - support service contacts
  - employer agreements

- 2.2 Information is disseminated to clients via;
- Promotional materials
  - Verbal information on telephone
  - International Student Handbook
  - Meetings, participation in Education Expos
  - Website

### 3. Practice

- 3.1 The Centre of Excellence reviews all advertising, marketing and pre-enrolment material prior to employment to ensure that they are free of any discrimination against any person.
- 3.2 The Centre of Excellence ensures that all of its members of staff are fully aware of their responsibility for adhering to, and implementing Access & Equity principles.
- 3.3 Access and equity principles, code of conduct, assessment principles and processes and client support services are all included in the staff induction program.
- 3.4 The Centre of Excellence regularly reviews all information provided to ensure that it is accurate and relevant and in compliance with this policy and procedure.
- 3.5 The Centre of Excellence provides clients with an orientation program prior to course commencement.
- 3.6 The Centre of Excellence provides adequate protection for the health, safety and welfare of clients, including adequate and appropriate support services in terms of academic and personal services.
- 3.7 Explanations of the services, how to access them and contact details are provided to clients pre enrolment and at orientation. This information is available in the International Student Handbook and on request from the CEO.
- 3.8 The Centre of Excellence systematically collects and acts on information to improve access and client services through our continuous improvement policy.
- 3.9 Candidates with special needs are offered the same opportunities as any other candidate (where feasible).
- 3.10 The Centre of Excellence provides access and equity to candidates with special learning needs.
- 3.11 As special needs extend to more than identify physical or learning difficulties, our trainers also consider the best approach when dealing with candidates with needs such as low literacy, lack of confidence or non-English speaking background. Examples of approaches to support clients with special learning needs are listed in the Student support services policy and procedure.
- 3.12 The Centre of Excellence trainers take special needs into consideration from the planning stage onwards and adopt particular delivery and assessment methods as appropriate. Depending on any specification given in the standards, the trainer may be able to accept alternative evidence from a candidate with special needs.
- 3.13 In making arrangements for clients with special learning needs all meeting minutes, advice and delivery/assessment material is recorded in the client file.
- 3.14 Appropriate feedback is provided to the client at all times.
- 3.15 This policy is reviewed annually in accordance with the Continuous improvement policy and procedure.

**Documents to be employed when implementing this policy and procedure:**

- Marketing materials
- Marketing review record
- International Student Handbook
- Policies and procedures
- Code of conduct
- Student orientation checklist
- Website
- Staff induction documentation
- Staff professional development log
- Staff performance review record
- All curriculum and support documentation employed in service delivery

Approved by: CEO Anirban Sarkar



Next Review: July 2027