

### What you need to know – key take outs

ITeC Academy applies access and equity principles and practices to support clients and students to meet their individual learning needs. ITeC Academy meets the needs of individuals through the fair allocation of resources and the right to equality of opportunity without discrimination.

**Always read this policy in conjunction with the related procedures identified below.**

<b>Policy principles</b>	ITeC Academy is committed to enabling an inclusive learning experience and environment meeting the individual needs of students free from barriers.
<b>Purpose</b>	<p>To minimise barriers facing individuals and groups who may experience disadvantage in their access to, or participation in, vocational education.</p> <p>To ensure that appropriate strategies are in place to support the retention of and progression of members of groups who may experience disadvantage.</p> <p>To ensure that ITeC Academy complies with its legal responsibilities in accordance with the broader IRT policy framework for equal opportunity and anti-discrimination.</p>
<b>Risk statement</b>	IRT and ITeC Academy have a low appetite for failing to meet our legislative obligations.
<b>Scope</b>	This policy applies to all RTO operations and covers students, clients, stakeholders, contractors and employees.
<b>Related procedure</b>	<p>See the ITeC Academy Procedure Manual sections;</p> <ul style="list-style-type: none"> <li>• Student enrolment - all sections</li> <li>• Code of Practice</li> </ul>
<b>Related documents</b>	<ul style="list-style-type: none"> <li>• 2.22 Anti-Discrimination Policy</li> <li>• 2.82 Student Behaviour and Disciplinary Policy</li> <li>• 1.03.803 Code of Practice and Registration Policy</li> <li>• 1.03.853 Student Welfare and Support Policy</li> <li>• 1.03.812 Language, Literacy Numeracy and Digital Policy</li> <li>• 1.03.806 Enrolment Policy</li> <li>• 1.03.810 Continuous Improvement Policy</li> <li>• 1.03.813 Record Retention and Reporting Policy</li> </ul>

	<ul style="list-style-type: none"> <li>• Employee Code of Conduct</li> <li>• Enrolment Form</li> <li>• Student Handbook</li> <li>• Procedure Manual including             <ul style="list-style-type: none"> <li>○ ITeC Course Development Standard</li> </ul> </li> </ul>
<b>Compliance requirements</b>	<ul style="list-style-type: none"> <li>• National Vocational Education and Training Regulator Act 2011</li> <li>• Anti-discrimination Act 1977 (NSW)</li> <li>• Anti-discrimination Act 1991 (Qld)</li> <li>• Discrimination Act 1991 (ACT)</li> <li>• Disability Discrimination Act 1992 (Federal)</li> <li>• Standards for RTOs 2025 -             <ul style="list-style-type: none"> <li>○ 2.2 VET students are advised, prior to enrolment, about the suitability of the training product for them, taking into account their skills and competencies.</li> <li>○ 2.3 VET students have reasonable access to training support services, trainers and assessors and other staff to support their progress through the training product.</li> <li>○ 2.4 Reasonable adjustments are made to support VET students with disability to access and participate in training and assessment on an equal basis.</li> <li>○ 2.5 The learning environment promotes and supports the diversity of VET students.</li> </ul> </li> </ul>
<b>Diversity Statement</b>	IRT and ITeC Academy are committed to respecting, valuing and celebrating diversity in all its forms in our customer, older people and workforce population and catering for diverse needs through respectful, inclusive and equitable practices.
<b>Policy owner</b>	General Manager ITeC Academy
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## 1 Regulatory Standards and Relevant Legislation

This policy has been written to align with the Standards for RTOs and other relevant legislation and regulations. The following table explains the link between this policy and the relevant external requirements.

Standard / legislation	What this means
National Vocational Education and Training Regulator Act 2011	<p>The National Vocational Education and Training Regulator Act 2011 is legislation that establishes the Australian Skills Quality Authority (ASQA) as the national regulator for the vocational education and training (VET) sector.</p> <p>ASQA is tasked with ensuring the quality and consistency of VET services across Australia.</p> <p>ASQA has powers to investigate complaints, conduct audits of providers, impose sanctions for non-compliance, and revoke registrations or accreditations where necessary to protect the integrity and quality of the VET sector.</p>
Anti-discrimination Act 1977 (NSW)	<p>The Anti-Discrimination Act 1977 (NSW) is a piece of legislation in New South Wales, Australia, that aims to promote equality and prohibit discrimination on various grounds.</p>
Anti-discrimination Act 1991 (Qld)	<p>The primary purpose of the Anti-Discrimination Act 1991 (Qld) is to protect people in Queensland from discrimination in various areas of public life, and to provide redress for victims of discrimination.</p>
Discrimination Act 1991 (ACT)	<p>The Discrimination Act 1991 (ACT) aims to prohibit discrimination and vilification on various grounds, and to provide redress for victims of such discrimination.</p>
Disability Discrimination Act 1992 (Federal)	<p>The Disability Discrimination Act 1992 (DDA) is a federal Australian law that aims to eliminate discrimination against people with disabilities and promote their equal rights and opportunities in various areas of life.</p>
Standards for RTOs 2025	<p>The Standards for Registered Training Organizations (RTOs) 2025 are a set of regulations developed by the Department of Employment and Workplace Relations and is regulated by the Australian Skills Quality Authority (ASQA) to ensure that RTOs deliver quality training and assessment services.</p> <ul style="list-style-type: none"> <li>Standards for RTOs 2025 –</li> </ul>

Standard / legislation	What this means
	<ul style="list-style-type: none"> <li>○ 2.2 VET students are advised, prior to enrolment, about the suitability of the training product for them, taking into account their skills and competencies.</li> <li>○ 2.3 VET students have reasonable access to training support services, trainers and assessors and other staff to support their progress through the training product.</li> <li>○ 2.4 Reasonable adjustments are made to support VET students with disability to access and participate in training and assessment on an equal basis.</li> <li>○ 2.5 The learning environment promotes and supports the diversity of VET students.</li> </ul>

## 2 Access and Equity

ITeC Academy applies access and equity principles and provides timely and appropriate information, advice, and support services, assisting clients to identify and achieve their desired outcomes. ITeC Academy meets the needs of individuals through the fair allocation of resources and the right to equality of opportunity without discrimination.

Examples:

- If a course is not financially viable to provide for a client/student with a disability, ITeC Academy will recommend the client/student to a more suitable provider.
- If a client/student's application for a course is detrimental to their or the public's safety due to their disability, ITeC Academy will not accept their enrolment and will outline the reasons in writing.

ITeC Academy prohibits discrimination towards any group or individuals in any form, inclusive of, but not limited to:

- Gender
- Pregnancy
- Race
- Colour
- Nationality
- Ethnic or ethno-religious background

- Marital status
- Sexual preference
- Age

## 2.1 Pre Enrolment Information

The organisation distributes clear information to each client/student prior to enrolment, which includes:

- Client/student selection, enrolment, and induction/orientation procedures
- Course information, including content, learning & vocational outcomes, & licensing requirements (where relevant)
- Fees and charges, including the Fees and Refunds policy and exemptions (where applicable)
- Assessment of language, literacy, and numeracy and digital capabilities to help inform the suitability of the training course for enrolling student
- Students are encouraged to advise of individual wellbeing and support needs during the enrolment process so that the RTO may consult with the person on appropriate support and engagement strategies aligned to their needs
- Client/student support and wellbeing services including any external support the RTO is recommending (if applicable) or has arranged for client/students
- Flexible training and assessment procedures
- Appeals and complaints procedures
- Disciplinary procedures
- Staff responsibilities relating to access and equity
- Recognition of Prior Learning (RPL) and mutual recognition arrangements (Credit Transfer)
- Advising client/students during pre-enrolment that their achievements will appear on their authenticated VET transcript or be available to them via the USI scheme.

ITeC Academy ensures that it maximises the collection of sufficient data pre-enrolment to make informed decisions about offering training products to client/students while considering the individual's existing skills and competencies.

## 2.2 Diversity and Inclusion

All Facilitator delivered training is provided in a safe and inclusive manner and Trainer/Assessor have access to relevant professional development opportunities through the RTO's annual subscription to VELG that includes all RTO employees.

The RTO annual Professional Development Plan includes content relating to meeting diverse needs and creating inclusive, safe learning environments.

\*Inclusive and safe learning environments span in-person, on campus learning events as well as digital/online/text/video-based learning experiences including but not limited to virtual lessons, online content sourced by the RTO and equitable/inclusive/culturally appropriate language referenced in learning and assessment materials.

### 2.3 Workplace Training and/or Assessment

Where training and/or assessment is conducted in the workplace, ITeC Academy will consult with the employer regarding the appropriate training and assessment strategy integrating the student's individual needs, on-the-job training and assessment, and monitors the conduct of the placement.

ITeC Academy supports student participation in accessing relevant learning resources, attempting to be responsive to individual needs within available resources.

### 2.4 Support Services

- The organisation provides support services based on client/student needs and the capacity to provide these services. Information about available support services and any external support arrangements is provided to learners.
- ITeC Academy will allocate a dedicated Trainer/Assessor to each student.
- Support Trainer/Assessors to develop professional relationships with students to identify potential risks to student welfare.
- Publish Lifeline Australia contact details in the Student Handbook.
- Consult with students and offer support to contact Lifeline Australia if appropriate.
- Provide IRT Employee Assistance Program contact details for all students.
- Update the RTO Manager on any risk to student welfare situations, referring to the General Manager ITeC Academy if necessary.

### 2.5 Course Design and Content Review

Courses are designed to be inclusive and student-centred, taking account of the diversity of student needs. All courses are developed to meet the ITeC Academy Course Development Standard as detailed in the ITeC Academy Procedure Manual.

## 3 Record Keeping

ITeC Academy maintains current and accurate learner records, informs learners about accessing their records, and ensures learner privacy is always maintained in accordance with the Record Retention and Reporting Policy.

## 4 Continuous Improvement

As part of ITeC Academy’s Continuous Improvement Activities including review of student feedback, the experience and results of student support strategies will be reviewed by the RTO.

Leadership team to determine overall effectiveness of the strategy/s, the requirement for improvement and associated actions. The Continuous Improvement policy and associated procedures will be applied.

### In practice example:

An ITeC Academy student has advised that he/she/they are experiencing financial hardship and barriers to completing assessment tasks as their laptop has stopped functioning. IRT Academy respond by providing a temporary loan of necessary hardware and the student can continue their studies.

## 5 Roles and Responsibilities

Role	Responsibility
Policy Owner – General Manager ITeC Academy	Ensuring the currency and appropriateness of the policy to meet regulatory and legislative requirements.
Policy Monitor – Compliance Manager	<ul style="list-style-type: none"> <li>• Prepare draft policy improvements.</li> <li>• Review operational compliance with policy.</li> </ul>
Policy Monitor – RTO Manager	Ensure day to day implementation and compliance with policy.
Implementation – All employees	Implement policy procedure requirements as per IRT Academy Procedure Manual, Administration Process Manual and RTO workflows.

## 6 Definitions

In this Policy, words have the following meaning:

Term	Definition
<b>RTO</b>	Registered Training Organisation
<b>Access and equity</b>	ITeC Academy policies and approaches are aimed at ensuring its operations are responsive to the individual needs of client/students whose age, gender, cultural or ethnic background, dis/ability, sexuality, language, literacy numeracy and/or digital skills, un/employment, imprisonment, or geographic location (amongst others) may present a barrier to access, participation, and the achievement of suitable outcomes.
<b>Client/student</b>	The person who uses/purchases the services of ITeC Academy.
<b>RTO operations</b>	All the operations of ITeC Academy including (but not limited to) training, assessment, administration, student support services, partner providers.
<b>Learner/student</b>	The person being trained and/or assessed by ITeC Academy for the purpose of issuing a qualification from the Australian Qualifications Framework (AQF).