Access and Equity Policy

1. Purpose

ALACC Health College Australia is committed to ensuring equitable access to high-quality training and assessment services for all students, in accordance with the **Standards for RTOs 2025**, Clause 1.1 – 1.5 and Clause 5.1 – 5.4. ALACC recognises that learners come from diverse backgrounds and may face barriers to access, participation, and achievement. ALACC promotes inclusivity, fairness, and equal opportunity, and provides reasonable adjustments to support students with disability, learning difficulties, or other personal circumstances.

Access and equity principles are embedded in all college policies, training delivery, assessment practices, and student support services, ensuring fair treatment, respect, and dignity for all learners.

2. Scope

This policy applies to:

- All current and prospective students

- All ALACC staff and contractors

- All training and assessment activities

- All support and administrative services

Access and Equity, as per this policy, includes responsiveness to the individual needs of students from groups or individuals who may be disadvantaged due to:

- Age, race, colour, national origin, or ancestry

- Cultural or linguistic background (CALD, NESB)

- Gender, gender identity or sexual orientation

- Disability (physical, intellectual, sensory, mental health)

- Religious or political belief

- Socioeconomic status or location (e.g., remote/rural)

- Aboriginal or Torres Strait Islander background

- Family or caring responsibilities, domestic violence, or pregnancy

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- Previous education, LLN skill levels, unemployment, or career change

Note: For students funded under the VET Student Loans (VSL) program, refer to the **VSL-Specific Student Access and Equity Policy**.

3. Policy and Procedure

3.1 Fair Treatment and Equal Opportunity

- ALACC maintains open, transparent, and merit-based enrolment procedures.

- All enrolment decisions are based on merit, eligibility, and individual training needs identified through the **Pre-Training Review (PTR)** and **LLN Assessment**.

- No student is discriminated against based on the factors listed in Section 2.

- All ALACC staff must uphold and promote access and equity principles in their roles.

3.2 Creating Inclusive Learning Environments

- ALACC promotes an inclusive, harassment-free, and discrimination-free learning and working environment.

- Policies and procedures are aligned with relevant legislation and ensure fair access to learning and developmental opportunities.

- Course materials and delivery are inclusive of different learning styles and backgrounds.

- ALACC's **Code of Practice** and **Learner Rights and Responsibilities** support these principles.

3.3 Reasonable Adjustment

ALACC is committed to ensuring that students who require additional support are provided with **reasonable adjustments**, including but not limited to:

- Additional time for assessments or coursework

- Modified delivery methods (e.g., oral rather than written assessments for students with dyslexia)

- Assistive technology or alternative formats

- Support for students experiencing mental health issues or temporary medical conditions

- Support for students with lower LLN skills

- Cultural sensitivity for learners from CALD or Indigenous backgrounds

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Reasonable adjustments must not compromise the **integrity of the course outcomes** or competency requirements.

4. Compliance with Legislation and Standards

This policy is informed by and complies with:

- **Standards for RTOs 2025 (ASQA)**

- **Disability Discrimination Act 1992**

- **Age Discrimination Act 2004**

- **Sex Discrimination Act 1984**

- **Racial Discrimination Act 1975**

- **Equal Opportunity Act 2010 (VIC)**

- **Australian Human Rights Commission Act 1986**

- **National Vocational Education and Training Regulator Act 2011**

5. Related Policies and Supporting Documents

- Enrolment Policy and Procedure

- Course Progress Policy

- Complaints and Appeals Policy

- Recognition of Prior Learning (RPL) and Credit Transfer Policy

- Misconduct Policy

- Fees and Refunds Policy

- Student Support Policy

- Pre-Training Review Procedure

- Professional Development Policy

- Staff Induction and Code of Conduct

- Learner Handbook, Website, Prospectus

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6. Implementation and Monitoring

- Course Coordinators and Trainers must identify student needs through the PTR and LLN process.

- Adjustments are documented and reviewed regularly for effectiveness.

- Staff professional development includes training in inclusive practices and access and equity awareness.

- Feedback and complaints are monitored to identify and address access barriers.

7. Record Keeping

Evidence of implementation is maintained in the following locations:

- Student management system

- Pre-Training Review and LLN records

- Individual Learning Plans (ILPs)

- Staff induction checklists

- Professional development logs

- Complaints and Appeals register

8. Breaches and Non-Compliance

Any potential breach must be reported in line with ALACC's **Complaints and Appeals Policy**. If no complaint is lodged, but a breach is suspected or observed, the **CEO or Director of Studies** will initiate an investigation. Appropriate corrective actions will be taken based on findings.

9. Document Control

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Policy owner:	CEO / Director of Studies
Reviewed by:	Compliance Team
Approval authority:	Dr Janet Lawrence, D.Ed., FACN CEO/Director of Studies
Last Review date:	April 2025
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Next review:	April 2027
Summary of changes:	The Access and Equity Policy was updated to align with the ASQA 2025 Standards by strengthening compliance language, using inclusive and current terminology, and clarifying responsibilities around reasonable adjustments and student support. The policy now includes improved structure, clearer examples of adjustments, stronger staff accountability, and enhanced record-keeping and monitoring processes. It also outlines clearer procedures for handling breaches and ensures all practices promote fairness, inclusivity, and equitable access to training for all learners.

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