

## RTO Access and Equity Policy

### Purpose

The Centre for Professional Learning and Development (CPLD | 88148) is committed to providing all students with equitable opportunities to pursue their training and development. This policy and procedure is to be used by CPLD to integrate access and equity principles into all training and assessment activities it conducts or is conducted on its behalf.

### Introduction

The aim of the policy is to remove barriers and to open developmental opportunities for all students by creating a training environment that is free from discrimination, harassment, bigotry, prejudice, racism and offensive behaviour.

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This policy supports Clauses 1.3, 1.7, 5.1, 5.3 and 8.5 of the Standards for Registered Training Organisations (RTO) 2015.

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### Authorisation

This policy shall be issued and endorsed under the RTO Manager.

### Policy

1. CPLD promotes, encourages, and values equity and diversity for students.
2. CPLD will ensure services are provided fairly and equitably to all students, free from bias. All people will be treated courteously throughout the process of enquiry, selection and enrolment and throughout their participation in a qualification. All complaints will be handled as efficiently and fairly as possible as per policies and procedures.
3. CPLD provides equity in access to the level of training and support required by each student. All students are supported in a manner that enables them to achieve their full potential and success in their training outcomes. All students are provided with opportunities to develop and successfully gain skills, knowledge and experience through education and training opportunities.
4. CPLD are committed to providing flexible learning and assessment options, allowing students alternatives which recognise the diversity of their individual needs and circumstances aiding them in their learning goals.
5. Entry and admission requirements to qualifications will be clearly outlined in all Training and Assessment Strategies and in relevant CPLD marketing materials, allowing potential students to be well informed in the qualification selection process.

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6. CPLE will make 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 the assessment.
7. During the pre-enrolment stage, CPLE asks prospective students to disclose on their enrolment form any disabilities or specific learning requirements that may impact their ability to undertake the course. If prospective students disclose any learning challenge or disability, the enrolment will be reviewed by the RTO Manager, who will determine whether enrolment will or will not commence based on support services CPLE are able to offer the potential student as well as qualification suitability for the prospective student. If CPLE approves the enrolment, the student will be provided with an Individual Learner Support Plan.
8. After enrolment, if a student advises CPLE that an undisclosed learning challenge or disability affects their study, they will be contacted to obtain further information and work with a CPLE trainer and assessor to complete an Individual Learner Support Plan. CPLE will determine additional support that may be required or provided. Reasonable adjustments may be provided for students with disability or learning difficulty/s according to the nature of the disability or difficulty.
9. Reasonable adjustments will be made where possible, to ensure that students are not presented with barriers to demonstrating achievement in the study program. CPLE will not make reasonable adjustments to any of its services which:
  - Compromise the level of skills and knowledge expected within a unit of competency,
  - Compromise the integrity of the qualification,
  - Require costs or resource provisions outside of the capacity and expenditure of CPLE budgets and abilities.
10. A person may be excluded under this policy if they are unable to meet occupational and workplace health and safety standards or if their ability to participate poses risks to safety to themselves or others.
11. This policy must be available to all students via our website as well as in reference to the CPLE Student Handbook.
12. CPLE has published the following policies and procedures to provide students and others with avenues to make a complaint or to appeal a decision (including assessment decisions).
  - RTO Complaints Handling Policy and Procedure
  - RTO Appeals Policy and Procedure
13. CPLE policies and procedures will be monitored and reviewed to ensure that they continue to recognise and incorporate the rights of individuals.

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## Definitions

### Access and Equity

Access and equity means 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' (Glossary, Standards for RTOs 2015)

### Equity

Focuses on outcomes. Equity is not concerned with treating people in the same way; it is concerned with ensuring that all groups of people participate, have the opportunity to reach their potential, make choices and receive responsive and appropriate products and services and therefore benefit to the same level.

## Responsibilities

### RTO Manager

- To advocate and adhere to this policy in all areas of practice.
- To report unfair or unjust practice in line with the Complaints Handling Policy and Procedure and other associated Communities at Work policies and procedures.
- To review prospective student's additional needs as identified during the pre-enrolment process in order to identify possible support measures which can be put into place, reasonable adjustments that can be made and determine suitability for enrolment into the qualification of the prospective students choosing.
- To determine and approve support provisions within the capacity and expenditure of CPLE budgets and abilities.

### Human Resources:

- To support CPLE staff in the implementation of this policy (where applicable for employees of Communities at Work who are also students of CPLE).

### RTO Administration

- To advocate and adhere to this policy in all areas of practice.
- To review prospective students enrolment forms during the pre-enrolment process to identify additional needs as allocated by individuals on the CPLE Enrolment Form. This information is to be brought to the attention of the RTO Manager.

### CPLE Staff

- To advocate and adhere to this policy in all areas of practice.
- To work with RTO Manager to identify possible support measures which can be put into place, reasonable adjustments that can be made and determine suitability for enrolment into the qualification of the prospective students choosing.
- To work with prospective and existing students to develop and maintain an Individual Learner Support Plan during the course of enrolment.

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- To deliver training and assessment services in line with agreed supports and reasonable adjustments agreed to.

## Prospective Students of CPLE:

- To honestly and openly identify additional needs which may impact on the delivery of training and assessment services and engagement in the qualification of choice. This is to be documents on the CPLE Enrolment Form during the pre-enrolment process.

## Related Documents:

- ORG-QMS-POL-001 Purpose, Mission and Values
- RTO-PRG-POL-007 RTO Complaints Handling Policy and Procedure
- RTO-PRG-POL-001 RTO Appeals Policy and Procedure

## References

- ISO 9001:2015 Quality Management System
- ISO 3100: 2018 Risk Management
- ISO 45001: 2018 Occupational Health and Safety
- AS ISO/IEC 27004:2018 Information Security Management
- Standards for Registered Training Organisations (RTO's) 2015

## Document Contact

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## Review Specifications

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Written/reviewed by	Authorised for release by	Version number	Signature of authorising person
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VERSION HISTORY			
Version:	Date of Effect:	Brief Summary of Change:	
2	18.11.2021	Update of existing policy	

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