

Equity, Disability and Diversity Policy

Policy Summary	
Department Responsible for Policy	Management
Contact Person for Policy	Chief Executive
Approving Authority	FFET Board
Date Last Approved	28/05/2020
Next Review Date (Evaluation)	Every three years from date of release
Related Documents	<p>Legislation and Guidelines</p> <ul style="list-style-type: none"> • <i>Disability Standards for Education 2005</i> • <i>Anti-Discrimination Act of 1977 (NSW)</i> • <i>Disability Discrimination Act 1992 (Commonwealth)</i> • <i>Disability Services Act 1993 (NSW)</i> • <i>Disability Standards for Access to Premises 2010</i> • <i>Fair Work Act 2009 and related legislation</i> • <i>Age Discrimination Act 2004</i> • <i>Disability Discrimination Act 1992</i> • <i>Racial Discrimination Act 1975</i> • <i>Sex Discrimination Act 1984</i> • <i>The National Code 2018</i> • <i>Australian Skills Quality Authority (ASQA) Standards for NVR Registered Training Organisations 2015</i> • <i>Australian Qualifications Framework (AQF)</i> • <i>The Tertiary Education Quality Standards Agency (TEQSA) Higher Education Standards Framework 2015</i> • <i>Education Services for Overseas Students (ESOS) Act 2001 (National Code)</i> • <i>National Code of Practice for Providers of Education and Training to Overseas Students 2018</i> • <i>8-02-022 NCVET National Centre for Vocational Education Research -National VET Equity Advisory Council (NVEAC), Equity Blueprint 2011-2016, Creating</i>

	<p><i>Futures: Achieving Potential through VET, 14 Feb 2011</i></p> <ul style="list-style-type: none"> • <i>National VET Data Policy 2017</i> <p>Policies</p> <ul style="list-style-type: none"> • <i>1-01-001 Student Code of Conduct</i> • <i>1-1-005 Monitoring Course Progress and Advancement Policy</i> • <i>2-01-001 Admissions Policy</i> • <i>4-01-001 Fees and Refund Policy</i> • <i>5-01-004 Human Resources Policy</i> • <i>5-01-006 Staff Code of Conduct</i> • <i>5-01-012 Complaints and Appeals Policy (STAFF)</i> • <i>5-01-013 General Misconduct and Discipline Policy</i> • <i>8-01-003 Mission, Vision and Values Statement</i> • <i>8-01-008 Privacy Policy</i> • <i>10-01-021 Complaints and Appeals Policy (Students)</i> <p>Manuals</p> <ul style="list-style-type: none"> • <i>1-03-001 Student Handbook.</i> • <i>5-02-025 Staff Handbook</i> • <i>8-02-005 Management Manual</i> • <i>11-03-001 Mentoring Handbook</i> <p>Documents</p> <ul style="list-style-type: none"> • <i>1-03-004 Warning and Disciplinary Action Form</i> • <i>1-03-007 Special Consideration Form</i> • <i>2-02-004 Interview Form Template</i> • <i>10-03-008 Complaints and Appeals Form</i>
Document Number	8-01-010

Policy History		
Policy version	Main changes made	Date Amended
1.0	New Policy	23/11/2013
2.0	Name change, rebranding reference to Higher Education Standards and Approval Authority	30/11/2016
3.0	Updated content to elaborate on disability and reasonable adjustment	28/05/2020

1. Preamble

- 1.1 “Equity is concerned with enacting the principle of fairness. It takes account of the fact that people and their life circumstances are not the same and that these should not limit or determine their opportunities to achieve similar outcomes. Life circumstances include the social, cultural, financial, physical, health, gender and language differences that individually and collectively distinguish different groups of people.
- 1.2 In both vocational education and training (VET) and higher education (HE) equity involves designing systems and processes that meet diverse learning needs and which ensure that who learners are and their life circumstances are not the determining factors in their:
 - a. access to VET or HE
 - b. VET and HE participation and experiences
 - c. VET and HE outcomes, such as further education and training, employment and/or community participation.”
- 1.3 In particular the people from the following backgrounds tend to suffer from disadvantage:
 - a. “People from socio-economically disadvantaged backgrounds
 - b. Indigenous Australians
 - c. Women
 - d. People from culturally and linguistically diverse backgrounds particularly new arrivals to Australia, refugees and emerging communities
 - e. People with a disability
 - f. People from rural, regional or remote locations or communities with high levels of disadvantage.” (from NVEAC, Equity Blueprint 2011-2016)
- 1.4 The College is committed to developing a non-discrimination culture that encourages the participation and academic success of students with a disability and ensuring they have the same inherent rights as students without a disability
- 1.5 The College commits to making reasonable adjustments, including reasonable academic adjustments, that maintain the academic standards of the College and allows equity and fairness to all staff and students at Kenvale College.
- 1.6 In addition, the College does not tolerate behaviour that could be discriminatory or amount to harassment of staff or students, by staff or students at the College. Refer to *5-01-013 General Misconduct and Discipline Policy*, *1-01-001 Student Code of Conduct* and *5-01-006 Staff Code of Conduct*.

2. Definitions

The Australian Skills Quality Authority (ASQA) is the national regulator for Australia's vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met.

Australian Qualifications Framework (AQF) First introduced in 1995, it is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework. In 2011, under the leadership of the AQF Council, the AQF was revised to ensure that qualification outcomes remain relevant and nationally consistent, continue to support flexible qualifications linkages and pathways and enable national and international portability and comparability of qualifications. The latest version of the AQF framework was published in January 2013.

Australian Quality Training Framework (AQTF) The national set of standards which assures nationally consistent, high-quality training and assessment services for the clients of Australia's vocational education and training (VET) system. Initially established in 2001 for implementation in 2002, it is approved by the Ministerial Council for Tertiary Education and Employment (MCTEE), which includes all Ministers for VET in Australia.

College Kenvale College of Hospitality, Cookery and Events.

Foundation for Education and Training (FFET) The College is a project of the Foundation For Education and Training Limited (FFET), a non-profit company limited by guarantee.

Higher Education (HE) Provider A body that is established or recognised by the Commonwealth or a state or territory government to issue qualifications in the HE sector.

Learning Outcomes Are the knowledge and skills required to achieve the core learning requirements of a course and/or to satisfy curriculum requirements.

Reasonable Academic Adjustment Is an action or measure taken by the college that will enable a student with a disability to participate in their studies and achieve the same learning outcomes as a student without a disability. This adjustment must be reasonable and not be seen as disadvantaging other students.

Registered Training Organisation (RTO) A vocational education and training organisation registered by a state or territory registering body in accordance with ASQA.

Student with a Disability Is a student identified as having a disability as defined under the *Disability Discrimination Act 1992 (Commonwealth)*

The Tertiary Education Quality Standards Agency (TEQSA) is an independent statutory authority established in 2011. It sits within the Education portfolio. TEQSA regulates and assures the quality of Australia's large, diverse and complex higher education sector. TEQSA registers and evaluates the performance of higher education providers against the Higher Education Standards Framework.

Unit of Competency (UoC) A single component of a qualification, or a stand-alone unit, that has been accredited by the same process as for a whole AQF qualification. (AQF, 2013)

Unit of Study (UoS) A unit of study is a term used by our student management system to refer to subjects offered in our course curriculum. These subjects can comprise of one or a number of competency units, selected from a training package. Competencies are grouped

together according to similar or complementary content material, creating subjects with the correct amount of content achievable in the designated hours allocated.

Vocational Education and Training (VET) A type of tertiary education under the Australian Qualifications Framework (AQF), which enables students to gain qualifications for all types of employment, and specific skills to help them in the workplace.

3. Scope

Aim

- 3.1 This policy aims to set out the principles relating to equity and fairness at Kenvale College.
- 3.2 This policy is to outline the processes and procedures which Kenvale college will assess student disabilities and make reasonable adjustments to facilitate their learning needs

Scope

- 3.3 This policy sets out the policy in relation to fair treatment and equity whilst a student or staff member at College; including freedom from exposure to unacceptable behaviour and applicability of reasonable adjustment.
- 3.4 This policy addresses access and equity prior to the commencement of studies by a student and needs to be read in conjunction with *2-01-001 Admissions Policy*.
- 3.5 This Policy does not detail matters related to access and equity prior to recruitment of a member of staff to the College. These matters are covered in *5-01-004 Human Resources Policy* respectively.
- 3.6 This policy does not detail the procedures associated with student or staff complaints or grievances refer to *1-01-007 Complaints and Appeals Policy (Academic)* and/or *8-01-013 General Misconduct and Discipline Policy*.
- 3.7 This policy does not contain content that would overlap with the *1-03-001 Student Handbook* and *1-01-001 Student Code of Conduct* and the *5-01-006 Staff Code of Conduct*. For all student specific information, or information aimed for student consumption, please refer to the *1-03-001 Student Handbook*.

4. General Principles

- 4.1 All members of the College including staff and students, volunteers, contractors and visitors to have a right to study and work in a safe and fair environment.
- 4.2 The College expects all members of the College to abide by relevant Federal and State legislation and to comply with the *5-01-006 Staff Code of Conduct* and to adhere to high standards of behaviour as expected under *8-01-003 Mission, Vision and Values Statement* of the College.
- 4.3 The College encourages anyone affected by unfair treatment to talk directly to the person they see as treating them unfairly to let them know the impact it is having on him/her and to ask them to stop doing such behaviour. If this step is not possible the affected person is encouraged to use the normal *5-01-012 Complaints and Appeals Policy* to make the College aware of the unfair treatment.

- 4.4 The College also understands that members of staff and students may have some form of disability. The College and its members of staff is committed to consider, and when able, to implement reasonable adjustments for students with disability, refer to *1-1-005 Monitoring Course Progress and Advancement Policy*.
- 4.5 The College follows the principles of privacy detailed in the *8-01-008 Privacy Policy* when dealing with personal information.

5. Creating an Equitable and Diverse Culture

- 5.1 All staff and students are expected to assist in the creation of a fair and equitable environment at the College. This is done by supporting this policy; encouraging anyone who is affected by a breach of this policy to do something about it; to speak up when behaviour is unacceptable; and promoting mutual respect among members of the College community, led by the more senior members of staff.
- 5.2 The following are specifically unacceptable behaviours and are prohibited from being undertaken by staff and students whilst at college or whilst undertaking College activities (refer *1-01-001 Student Code of Conduct* and the *5-01-006 Staff Code of Conduct*):
- a. Harassment, bullying or cyber vilification
 - b. Racist behaviour
 - c. Sexual harassment
 - d. Discrimination on the grounds of age, sex, marital status, sexuality or race
 - e. Discrimination on the grounds of disability or medical condition
 - f. Discrimination on the grounds of religion or political opinion, and
 - g. Discrimination on the grounds of family responsibilities.
- 5.3 Breaches of this policy by undertaking any of the above mentioned behaviours can lead to disciplinary action and may lead to dismissal.
- 5.4 Complaints made which are malicious or intended to intimidate or harass the person complained about can lead to disciplinary action against the complainant on the grounds of misconduct. Depending upon the nature of the complaint they can also amount to serious misconduct.

6. Disability

- 6.1 The College is committed to accommodate special and disability needs of students as reasonably practicable.
- 6.2 Any student with a disability should complete the required section on their online application form.
- 6.3 During the interview process, the nature and extent of their disability will be discussed in detail including the functional limitations that the condition may pose, and to determine what, if any, support or reasonable adjustments are required. It is the responsibility of the student to make the College aware of their disability in a timely manner. For details please check *2-02-004 Interview Form Template*.

- 6.4 Students who seek reasonable adjustments under this Policy must present evidence to the Admissions department as to the nature and extent of their disability and the functional limitations this involves. This evidence:
- 6.4.1 Must include documentation from a medical practitioner, psychologist and/or other relevant health practitioner; and;
 - 6.4.2 May contain recommendations as to appropriate reasonable adjustments that they may have used in the past (e.g. High School, previous course).
- 6.5 Students with disabilities or special needs are consulted about the nature of their circumstances, what special requirements that entails, and their preference of how they prefer to be accommodated.
- 6.6 Students with special learning needs are assessed individually. When reasonable their needs are catered for by tailoring an individual study program, according to their ability and personal preference Information regarding the functional limitations of a student's disability will be included in the specific Learning Plan of the student and will be shared with College staff and lecturers to communicate the required reasonable adjustments for the student.
- 6.7 If, in the interview process a learning disability is identified, the Academic Director is notified to assess if reasonable support can be provided and which type of support would be appropriate. The Academic Director will inform Admissions of the learning adjustments that the College can provide. The applicant will be notified of the details of these reasonable adjustments in the letter of offer.
- 6.8 Depending on the disability or special needs, the Academic Director may work in consultation with the Head of Student Services or the student's mentor.
- 6.9 For applicants who did not indicate that they have a disability on their application form, the staff member, (lecturer, student services or mentor) will forward the details to the Academic Director who will determine what reasonable adjustments can be made to accommodate them - if necessary in consultation with the Management Team. In the event that reasonable adjustments cannot be made, the student's options will be discussed with them. If a suitable arrangement cannot be made or alternative course be provided, the student will be advised to withdraw from the course. If the decision is made after the census date the *4-01-001 Fees and Refund Policy* will not apply.

7. Provision of Reasonable Adjustments

- 7.1 Kenvale College will provide eligible disabled students with reasonable adjustments in accordance with the Disability Standards for Education 2005. Reasonable adjustments can include the following:
- 7.1.1 changes to course delivery methods and access to course materials;
 - 7.1.2 modifications to the physical environment;
 - 7.1.3 provision of equipment or specialised services;
 - 7.1.4 changes to timetables or scheduling arrangements; and/or
 - 7.1.5 alternative methods of assessment or examination (eg using a reader and writer)
 - 7.1.6 increased time limits for exams.
- 7.2 An adjustment is not reasonable if it in any way compromises the academic integrity of the subject delivered or no longer meets the course requirements.

- 7.3 Any current students who may require a reasonable adjustment to complete their studies must contact the Academic department where their case will be reviewed.
- 7.4 Once a student's disability has been substantiated, the Academic department will consult with the student and/or their family, other relevant College staff, and review the inherent requirements statements for the course to determine what, if any, reasonable adjustments are required to support the student's equal participation. Please note that any reasonable adjustments given to individual students must not lower the academic standard required to pass that subject.
- 7.5 Where reasonable adjustments are necessary, the Academic department will complete a learning plan to document the required adjustments which are to be implemented and provide this to all relevant staff. These adjustments may be reviewed periodically to ensure their appropriateness and efficacy, and as to whether they are still required.
- 7.6 The Academic department is responsible to disclose to each lecturer any students with a disability following an agreement with the student and ensure that they are aware of any reasonable adjustments approved by the Academic Department.
- 7.7 The lecturer responsible for teaching the subject will also be responsible for ensuring that students with disability are not disadvantaged by the format of assessment items. Whilst it is acknowledged that one academic standard must prevail for all students there can be flexibility in the arrangements made to assess these standards in order to ensure that all students are dealt with fair and equitable manner.
- 7.8 If a student does not receive the adjustments that have been planned, they should immediately report the matter to the Academic department and their case will be reviewed
- 7.9 If a reasonable adjustment cannot be made to ensure equitable participation within the boundaries of the course requirements, the student may be offered:
- 7.9.1 Medical leave;
 - 7.9.2 Course transfer;
 - 7.9.3 Early exit from the course (with an exit award if permitted under course rules); or
 - 7.9.4 An opportunity to continue the elements of the course they can complete within the boundaries of course requirement on the basis that:
 - a) they acknowledge it is unlikely they will be eligible to graduate;
 - b) no risk is presented to themselves or other students; and
 - c) course progression rules allow.
- 7.10 Medical leave will be treated as a Special consideration and must be approved by the Academic Department. Please refer to *1-03- 007 Special Consideration Form*.
- 7.11 All decisions made by the College in relation to this matter are subject to appeal and review in accordance with the *10-01-021 Complaints and Appeals Policy (Students)*.

8. Access and Equity

8.1 The College is committed to ensuring staff and students have access to information regarding support services. Details regarding support services for students are located in the *1-03-001 Student Handbook*. Details regarding support services for staff are located in the *5-02-025 Staff Handbook*.

8.2 Any special allowances made for students with special needs are executed with sensitivity and confidentiality, and with regard for the dignity and privacy of the individual concerned and their cultural background. Refer *8-01-008 Privacy Policy*.

8.3 Every first year student at the College has a mentor. In second year it is an optional service that the student decides on their need for a mentor. The mentor is a trained staff member or Industry Partner who meets with the student monthly and follows their individual progress. This facilitates the identification of any special students' needs. Refer to *11-03-001 Mentoring Handbook* and *1-01-005 Monitoring Course Progress and Advancement Policy*.

8.4 Support is provided for those with special learning needs, according to individual circumstances.

8.5 Special consideration is available for students experiencing difficulties such as an illness, tragedy or accident (*refer to 1-03-007 Special Consideration and Appeals Form*).

8.6 Various program exit points allow for students who may require a break from study due to illness or carer responsibilities.

8.7. Any new buildings or renovations will be designed for access and use by students with disability. The college aims to ensure that most classrooms in existing buildings cater for physically disabled students who are able to achieve work placement.

8.8 The Work Health Safety Committee will monitor physical access matters, which impact on people with disability. For more details please refer to *5-02-005 Workplace Health and Safety Manual*.

8.9 The college will provide adequate special parking facilities for persons with disability.

9. Student Support Services (Facilities and Services)

9.1 The Student Services Department provides the following to assist in the student's having a positive experience at the College.

9.2 The services available to all students include:

- a. orientation of new students;
- b. processing of student ID cards and name badges for all students;
- c. provision of travel concession for eligible students;
- d. letters of evidence of enrolment for Centrelink purposes upon request;
- e. access to library services, photocopying, binding and printing;
- f. liaison with uniform company;
- g. assistance with accommodation;
- h. liaison with the text book company;
- i. provision of a mentor;

- j. provision of a Student Committee with student representation;
- k. collection and storage of updated personal details of students;
- l. communication to students of any changes to class times, etc.;
- m. referral to external services as needed (e.g. students needing help with literacy or numeracy may be referred to an external agency. Kenvale College does not charge the student for the referral.);
- n. assistance with completion of forms, access to complaints and appeals process, and other student needs. For more details please refer to *1-01-007 Complaints and Appeals Policy (Academic)*.

9.3 The following facilities are available for students:

- computer room with internet access (including Wi-Fi throughout the campus);
- student common room;
- break areas inside and outside;
- a study room and tutorial rooms;
- library facilities at the College;
- access to use of smaller meeting rooms;
- kitchenette facilities in both buildings, including microwaves, access to use refrigerators, plates, cutlery, cups, glasses and toasted sandwich makers;
- tea, coffee, milk and sugar, and vending machines with cold drinks.

10. Application

10.1 This policy applies to all staff and students of the College.

11. Responsibilities

11.1 The College's Management, Human Resources, Student Services and Academic Departments are responsible for the management of this policy.

11.2 All members of staff are responsible for the application of this policy, where applicable.

12. Quality and Compliance

12.1 The College's approach to fair treatment and equity aligns with the best practice at the University of Adelaide fair treatment policy.

12.2 This policy will be reviewed and updated every three years or whenever there are changes applicable by the Human Resources and Academic Departments to ensure the quality and relevance of its content, and to maximise the effectiveness of its application to both the students and the needs of industry.

12.3 The following legislation and compliance regulations apply to this policy:

The National Code 2018

<p>Standard 2</p>	<p>2.1 Prior to accepting an overseas student or intending overseas student for enrolment in a course, the registered provider must make comprehensive, current and plain English information available to the overseas student or intending overseas student on:</p> <p>2.1.1 the requirements for an overseas student's acceptance into a course, including the minimum level of English language proficiency, educational qualifications or work experience required, and course credit if applicable</p> <p>2.1.2 the CRICOS course code, course content, modes of study for the course including compulsory online and/or work-based training, placements, other community-based learning and collaborative research training arrangements, and assessment methods</p> <p>2.1.3 course duration and holiday breaks</p> <p>2.1.4 the course qualification, award or other outcomes</p> <p>2.1.5 campus locations and facilities, equipment and learning resources available to students</p> <p>2.1.6 the details of any arrangements with another provider, person or business who will provide the course or part of the course</p> <p>2.1.7 indicative tuition and non-tuition fees, including advice on the potential for changes to fees over the duration of a course, and the registered provider's cancellation and refund policies</p> <p>2.1.8 the grounds on which the overseas student's enrolment may be deferred, suspended or cancelled</p> <p>2.1.9 the ESOS framework, including official Australian Government material or links to this material online</p> <p>2.1.10 where relevant, the policy and process the registered provider has in place for approving the accommodation, support and general welfare arrangements for younger overseas students (in accordance with Standard 5)</p> <p>2.1.11 accommodation options and indicative costs of living in Australia.</p>
<p>Standard 6</p>	<p>6.5 The registered provider must designate a member or members of its staff to be the official point of contact for overseas students. The student contact officer or officers must have access to up-to-date details of the registered provider's support services.</p> <p>6.7 The registered provider must ensure its staff members who interact directly with overseas students are aware of the registered provider's obligations under the ESOS framework and the potential implications for overseas students arising from the exercise of these obligations.</p> <p>6.8 The registered provider must have and implement a documented policy and process for managing critical incidents that could affect the overseas student's ability to undertake or complete a course, such as but not limited to incidents that may cause physical or psychological harm. The registered provider must maintain a written record of any critical incident and remedial action taken by the registered provider for at least two years after the overseas student ceases to be an accepted student.</p> <p>6.9 The registered provider must:</p> <p>6.9.1 take all reasonable steps to provide a safe environment on campus and advise overseas students and staff on actions they can take to enhance their personal security and safety</p> <p>6.9.2 provide information to overseas students about how to seek assistance for and report an incident that significantly impacts on their wellbeing, including critical incidents</p> <p>6.9.3 provide overseas students with or refer them to (including electronically) general information on safety and awareness relevant to life in Australia.</p>

<p>Standard 7</p>	<p>Registered providers must not knowingly enrol an overseas student seeking to transfer from another registered provider's course prior to the overseas student completing six months of his or her principal course (or for the school sector, until after the first six months of the first registered school sector course), except where any of the following apply:</p> <p>7.2 For the purposes of Standard 7.1.3, the registered provider must have and implement a documented policy and process for assessing overseas student transfer requests prior to the overseas student completing six months of their principal course (or for the school sector, until after the first six months of the first registered school sector course). The policy must be made available to staff and overseas students, and outline:</p> <p>7.2.1 the steps for an overseas student to lodge a written request to transfer, including that they must provide a valid enrolment offer from another registered provider</p> <p>7.2.2 circumstances in which the registered provider will grant the transfer request because the transfer is in the overseas student's best interests, including but not limited to where the registered provider has assessed that:</p> <p>7.2.2.1 the overseas student will be reported because they are unable to achieve satisfactory course progress at the level they are studying, even after engaging with that registered provider's intervention strategy to assist the overseas student in accordance with Standard 8 (Overseas student visa requirements)</p> <p>7.2.2.2 there is evidence of compassionate or compelling circumstances</p> <p>7.2.2.3 the registered provider fails to deliver the course as outlined in the written agreement</p> <p>7.2.2.4 there is evidence that the overseas student's reasonable expectations about their current course are not being met</p> <p>7.2.2.5 there is evidence that the overseas student was misled by the registered provider or an education or migration agent regarding the registered provider or its course and the course is therefore unsuitable to their needs and/or study objectives</p> <p>7.2.2.6 an appeal (internal or external) on another matter results in a decision or recommendation to release the overseas student.</p> <p>7.2.3 the circumstances which the registered provider considers as reasonable grounds to refuse the transfer</p> <p>7.2.4 a reasonable timeframe for assessing and replying to the overseas student's transfer request having regard to the restriction period.</p>
Standards for Registered Training Organisations (RTOs) 2015	
<p>Standard 1</p>	<p>The RTO's training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses.</p> <p>Clause 1.2 For the purposes of Clause 1.1, the RTO determines the amount of training they provide to each learner with regard to:</p> <ol style="list-style-type: none"> a) the existing skills, knowledge and the experience of the learner; b) the mode of delivery; and c) where a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification.
<p>Standard 2</p>	<p>The operations of the RTO are quality assured.</p> <p>Clause 2.2 The RTO:</p> <ol style="list-style-type: none"> a) systematically monitors the RTO's training and assessment strategies

	<p>and practices to ensure ongoing compliance ; and</p> <p>b) systematically evaluates and uses the outcomes of the evaluations to continually improve the RTO's training and assessment strategies and practices. Evaluation information includes but is not limited to quality/performance indicator data collected, validation outcomes, client, trainer and assessor feedback and complaints and appeals.</p>
Standard 3	<p>The RTO issues, maintains and accepts AQF certification documentation in accordance with these Standards and provides access to learner records.</p> <p>Clause 3.4 Records of learner AQF certification documentation are maintained by the RTO in accordance with the requirements of Schedule 5 and are accessible to current and past learners.</p>
Standard 5	<p>Each learner is properly informed and protected.</p> <p>Clause 5.1 To be compliant with Standard 5 the RTO must meet the following:</p> <p>Prior to enrolment or the commencement of training and assessment, whichever comes first, the RTO provides advice to the prospective learner about the training product appropriate to meeting the learner's needs, taking into account the individual's existing skills and competencies.</p> <p>Clause 5.2 Prior to enrolment or the commencement of training and assessment, whichever comes first, the RTO provides, in print or through referral to an electronic copy, current and accurate information that enables the learner to make informed decisions about undertaking training with the RTO and at a minimum includes the following content:</p> <p>a) the code, title and currency of the training product to which the learner is to be enrolled, as published on the National Register;</p> <p>b) the training and assessment, and related educational and support services the RTO will provide to the learner including the:</p> <ol style="list-style-type: none"> I. estimated duration; II. expected locations at which it will be provided; III. expected modes of delivery; IV. name and contact details of any third party that will provide training and/or assessment, and related educational and support services to the learner on the RTO's behalf; and V. any work placement arrangements. <p>c) the RTO's obligations to the learner, including that the RTO is responsible for the quality of the training and assessment in compliance with these Standards, and for the issuance of the AQF certification documentation.</p> <p>d) the learner's rights, including:</p> <ol style="list-style-type: none"> I. details of the RTO's complaints and appeals process required by Standard 6 ; and II. if the RTO, or a third party delivering training and assessment on its behalf, closes or ceases to deliver any part of the training product that the learner is enrolled in; <p>e) the learner's obligations:</p> <ol style="list-style-type: none"> I. in relation to the repayment of any debt to be incurred under the

	<p>VET FEE-HELP scheme arising from the provision of services;</p> <p>II. any requirements the RTO requires the learner to meet to enter and successfully complete their chosen training product; and</p> <p>III. any materials and equipment that the learner must provide; and</p> <p>IV. information on the implications for the learner of government training entitlements and subsidy arrangements in relation to the delivery of the services.</p>
Standard 6	<p>Complaints and appeals are recorded, acknowledged and dealt with fairly, efficiently and effectively.</p> <p>Clause 6.1 The RTO has a complaints policy to manage and respond to allegations involving the conduct of:</p> <p>a) the RTO, its trainers, assessors or other staff;</p> <p>b) a third party providing services on the RTO's behalf, its trainers, assessors or other staff; or</p> <p>c) a learner of the RTO.</p>
Standard 7	<p>The RTO has effective governance and administration arrangements in place.</p> <p>Clause 7.4 The RTO holds public liability insurance that covers the scope of its operations throughout its registration period.</p>
Standard 8	<p>The RTO cooperates with the VET Regulator and is legally compliant at all times.</p> <p>Clause 8.5</p> <p>The RTO complies with Commonwealth, State and Territory legislation and regulatory requirements relevant to its operations.</p> <p>Clause 8.6</p> <p>The RTO ensures its staff and clients are informed of any changes to legislative and regulatory requirements that affect the services delivered.</p>
Higher Education Standards Framework 2015	
Standard 2	<p>2 Learning Environment</p> <p>2.2 Diversity and Equity</p> <p>1. Institutional policies, practices and approaches to teaching and learning are designed to accommodate student diversity, including the under-representation and/or disadvantage experienced by identified groups, and create equivalent opportunities for academic success regardless of students' backgrounds.</p> <p>2. Specific consideration is given to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander peoples.</p> <p>3. Participation, progress, and completion by identified student subgroups are monitored and the findings are used to inform admission policies and improvement of teaching, learning and support strategies for those subgroups.</p> <p>2.3 Wellbeing and Safety</p>

	<ol style="list-style-type: none"> 1. All students are advised of the actions they can take, the staff they may contact and the support services that are accessible if their personal circumstances are having an adverse effect on their education. 2. Timely, accurate advice on access to personal support services is available, including for access to emergency services, health services, counselling, legal advice, advocacy, and accommodation and welfare services. 3. The nature and extent of support services that are available for students are informed by the needs of student cohorts, including mental health, disability and wellbeing needs. 4. A safe environment is promoted and fostered, including by advising students and staff on actions they can take to enhance safety and security on campus and online. 5. There is a critical-incident policy together with readily accessible procedures that cover the immediate actions to be taken in the event of a critical incident and any follow up required. <p>2.4 Student Grievances and Complaints</p> <ol style="list-style-type: none"> 1. Current and prospective students have access to mechanisms that are capable of resolving grievances about any aspect of their experience with the higher education provider, its agents or related parties. 2. There are policies and processes that deliver timely resolution of formal complaints and appeals against academic and administrative decisions without charge or at reasonable cost to students, and these are applied consistently, fairly and without reprisal. 3. Institutional complaints-handling and appeals processes for formal complaints include provision for confidentiality, independent professional advice, advocacy and other support for the complainant or appellant, and provision for review by an appropriate independent third party if internal processes fail to resolve a grievance. 4. Decisions about formal complaints and appeals are recorded and the student concerned is informed in writing of the outcome and the reasons, and of further avenues of appeal where they exist and where the student could benefit. 5. If a formal complaint or appeal is upheld, any action required is initiated promptly.
Standard 7	<p>7.2 Information for Prospective and Current Students</p> <ol style="list-style-type: none"> 3. Information systems and records are maintained, securely and confidentially as necessary to: 2. Information for students is available prior to acceptance of an offer, written in plain English where practicable, accompanied by an explanation of any technical or specialised terms, and includes

	<p>c. information to outline the obligations of students and their liabilities to the higher education provider including expected standards of behaviour, financial obligations to the higher education provider, critical deadlines, policies for deferral, change of preference/enrolment and leave of absence, particular obligations of international students, disciplinary procedures, misconduct and grounds for suspension or exclusion.</p> <p>d. information to give access to current academic governance policies and requirements including admission, recognition of prior learning, transition, progression, assessment, grading, completion, qualifications, appeals, academic integrity, equity and diversity, intellectual property and withdrawal from or cancellation of enrolment.</p>
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13. References

- 13.1 Australian Qualifications Framework Council, 2013, *Australian Qualifications Framework (AQF)*, 2nd ed., Australia.
- 13.2 Australian Skills Quality Authority (ASQA), *Standards for Registered Training Organisations (RTOs) 2015*. Australia.
- 13.3 Australian Skills Quality Authority (ASQA), *Standards for Registered Training Organisations (RTOs) 2015 - Data Provision Requirements*. Australia.
- 13.4 Australian Skills Quality Authority (ASQA), *Standards for Registered Training Organisations (RTOs) 2015– Financial Viability Risk Assessment Requirements*. Australia.
- 13.5 Australian Skills Quality Authority (ASQA), *Standards for Registered Training Organisations (RTOs) 2015 – Fit and Proper Person Requirements*. Australia.
- 13.6 National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (The National Code). Australia.
- 13.7 Department of Education and Training (DET). (2018). *National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (The National Code)*.
- 13.8 Education Services for Overseas Students Regulations 2019 (Statutory Rules) made under the Education Services for Overseas Students Act 2000 and the Education Services for Overseas Students (Consequential and Transitional) Act 2000. Australia.
- 13.9 National Vet Equity Advisory Council (NVEAC), *Equity Blueprint 2011-2016, Creating Futures: Achieving Potential through VET*, 14 February 2011. Australia.
- 13.10 The Tertiary Education Quality Standards Agency (TEQSA) (2015). *Higher Education Standards Framework 2015*. Australia.