

Access and Equity Policy



1. Purpose

The purpose of this policy is to outline VEG Education's commitment to providing a learning environment that is inclusive, supportive, and free from discrimination, harassment, bullying, and vilification, ensuring that all clients have fair and reasonable opportunities to participate in training and assessment regardless of their background or circumstances.

2. Policy Statement

Veg Education upholds the principles of access and equity in all aspects of training and assessment delivery in line with the Standards for RTOs 2025. Equity, diversity, and inclusion are core values, and all clients are treated with fairness and respect, with flexible options provided to reflect diverse needs and support individual learning goals.

VEG Education commits to:

- Embedding access and equity in all policies, procedures, training, and assessment practices.
 - Guaranteeing all learners have equitable access to training, support, resources, and services, free from bias or discrimination based on gender, age, race, disability, culture, beliefs, or other attributes covered by relevant legislation.
 - Ensuring enrolment, participation, and completion are consistently ethical, fair, and in compliance with equal opportunity laws.
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3. Definitions

Access and Equity: Approaches and policies to remove barriers for learners whose gender, age, background, disability, sexuality, language, literacy or numeracy level, or remote location might impact participation and outcomes in VET.

Discrimination: Unjust or prejudicial treatment based on characteristics such as those listed above.

- **Direct Discrimination:** Treating an individual or group less favourably due to particular characteristics.
- **Indirect Discrimination:** Policies or practices that appear neutral but disadvantage certain groups without legitimate reason.

Harassment: Unwelcome, offensive, humiliating, or intimidating behaviour that affects a person's participation or wellbeing in the learning environment.

Bullying, Vilification, and Victimisation: Behaviours that demean, exclude, threaten, or unfairly target individuals or groups due to their characteristics or circumstances.

Reasonable Adjustment: Changes to learning or assessment processes to accommodate individual needs without impacting the integrity of training or assessment outcomes.

4. Policy Principles

4.1 Access and Equity Practices

VEG Education will:

- Ensure all staff and contractors are informed and trained on access and equity obligations.
- Provide equitable access to facilities, training, resources, and support services for all learners.
- Respect privacy, confidentiality, and sensitivity to individual needs.
- Routinely review policies and practices to address potential bias or barriers.
- Offer tailored and flexible support, recognising that some clients may require reasonable adjustments or extra assistance (see Reasonable Adjustment Policy).
- Select and enrol learners through fair, transparent, and non-discriminatory processes.
- Promote a culture of respect, safety, and inclusivity throughout the learning environment.

4.2 Equal Opportunity and Special Needs

- No learner, staff, or contractor will be discriminated against or favoured unless mandated by funding or legal requirements targeting priority groups (e.g., First Nations people, people with disabilities).
- Learners are encouraged to confidentially disclose any condition or circumstance requiring reasonable adjustment prior to and during enrolment and will be supported to participate fully where feasible.
- Every effort will be made to facilitate flexible learning pathways and support diverse needs without compromising competency integrity.

4.3 Language, Literacy, Numeracy (LLN) and Digital Skills

- Minimum LLN/Digital skill requirements are defined in Training Packages and accreditation; appropriate support or referrals will be made for learners identified as needing additional assistance so they can achieve their training goals without compromising standards.

4.4 Harassment, Bullying, Vilification

- Velisha Education Group has zero tolerance for harassment, bullying, or vilification; such behaviours are subject to disciplinary action, including removal from training and employment if warranted.
- Complaints are managed confidentially and promptly via the Complaints and Appeals Policy.

4.5 Complaints and Victimisation

- Complaints can be raised informally or formally and are managed respectfully, efficiently, and confidentially; no person will be victimised or disadvantaged for lodging a complaint.
- False, frivolous, or vexatious complaints are not tolerated and may lead to disciplinary action.

5. Responsibilities

- The CEO is responsible for ensuring compliance, promoting awareness, monitoring implementation, and maintaining confidentiality of all complaints.
- All staff, contractors, and clients must:
 - Prevent and report harassment, discrimination, bullying, or victimisation.
 - Respect the rights, privacy, and diversity of others.
 - Support a safe, inclusive, and productive learning environment.

6. Legislative Compliance

This policy reflects commitments under, but not limited to:

- Standards for Registered Training Organisations (RTOs) 2025
- Commonwealth and State/Territory Anti-Discrimination, Equal Opportunity, and Human Rights laws, including (but not limited to) the Disability Discrimination Act, Sex Discrimination Act, Race Discrimination Act, Age Discrimination Act, and privacy legislation.

7. Records Management

All documentation including enrolment information, reasonable adjustment requests, and complaints is retained in accordance with the Records Management Policy and relevant legislative requirements.

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8. Monitoring & Continuous Improvement

Access and equity practices are monitored and periodically reviewed by the CEO; improvements are implemented as part of VEG Education's Continuous Improvement Policy and in response to feedback, legislative change, or review outcomes.