

Access, Equity and Inclusion Policy

PURPOSE

This policy sets out Trainwest's commitment to providing fair, inclusive and equitable access to training, assessment and support services. The policy supports the creation of learning environments that recognise and support the diversity of the student cohort, promote culturally safe practices and remove barriers that may prevent individuals from participating in training. This policy supports compliance with the *National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025*.

Trainwest is part of Keystone Training Group.

SCOPE

This policy applies to all students, prospective students, employees, contractors, volunteers and third-party providers engaged by or on behalf of the RTO. The policy applies across all organisational activities, including:

- marketing and recruitment
- enrolment and admission processes
- training and assessment
- student support services
- learning environments, including face-to-face, workplace-based and online delivery.

POLICY STATEMENT

Trainwest recognises that diversity strengthens learning environments and contributes to positive training outcomes. The RTO is committed to ensuring that:

- training and assessment environments are safe, inclusive and respectful
- individuals are not disadvantaged or excluded due to personal characteristics or circumstances
- barriers to participation are identified and addressed where possible
- cultural safety is promoted, particularly for Aboriginal and Torres Strait Islander peoples
- students are supported to participate and succeed in training.

Access, equity and inclusion principles inform organisational governance, workforce capability, training design and student engagement practices.

POLICY

Access to Training

The RTO will:

- ensure marketing, information and recruitment practices present accurate and accessible information about training and entry requirements
- apply fair and transparent enrolment and admission processes
- base decisions relating to admission, participation and assessment on capability and training product requirements
- identify barriers that may limit participation and take reasonable steps to address them
- provide information and processes that support participation from diverse student cohorts, including individuals with disability, language, literacy or numeracy needs, digital capability needs, or other barriers to participation

Equity and Fair Treatment

The RTO will:

- treat all students and prospective students fairly and without discrimination
- apply policies and procedures consistently and transparently
- provide equitable opportunities for individuals to participate in training and assessment
- monitor participation, progression and outcomes to identify and address potential barriers or inequities.

Diversity and Inclusion

Trainwest recognises and values the diversity of its student cohort.

The RTO will:

- recognise diversity in culture, language, identity, background, ability and life experience
- promote learning environments that value diverse perspectives and experiences
- encourage respectful interaction between students, staff and stakeholders
- integrate inclusive practices into training delivery and organisational decision-making
- provide learning environments where individuals feel respected and able to participate fully
- support staff capability in inclusive practices and cultural awareness.

Cultural Safety for First Nations People

Trainwest acknowledges Aboriginal and Torres Strait Islander peoples as the First Peoples of Australia and recognises their cultures, histories and connection to Country.

The RTO will:

- provide culturally safe learning environments for First Nations students
- promote respectful engagement with Aboriginal and Torres Strait Islander cultures
- encourage cultural awareness and capability among staff
- avoid practices that may cause cultural harm, exclusion or discrimination
- consider First Nations perspectives when reviewing training practices and student support
- seek opportunities to engage with First Nations stakeholders or resources to strengthen cultural safety practices.

Inclusive Learning Environments

The RTO will:

- provide learning environments that support participation and engagement for diverse student cohorts
- ensure learning materials and training practices are inclusive and accessible where reasonably practicable
- encourage trainers and assessors to apply inclusive teaching practices
- address behaviours that undermine safety, respect or participation
- support students to participate in learning regardless of background or personal circumstances.

Reasonable Adjustment

The RTO will provide reasonable adjustment, where appropriate, to support equitable participation in training and assessment.

Reasonable adjustment may include modifications to:

- training delivery methods
- learning resources
- assessment conditions or methods
- support arrangements.

Adjustments must not compromise the integrity of the training product, the principles of assessment, or regulatory requirements.

Identification of Student Support Needs

The RTO will:

- identify student support needs through enrolment processes, LLN assessment, pre-training review and trainer engagement
- provide or refer students to appropriate support services where required
- inform students of available support services and external organisations that may assist with wellbeing needs.

Quality Management

This policy forms part of our **Quality Management System (QMS)**. It is reviewed annually in accordance with the **Internal Audit Procedure** and is supported by ongoing quality assurance activities. Additional reviews may occur based on risk, feedback, or regulatory change.

Records related to this policy must be maintained as per the **Records Management Policy**. Documents must be version-controlled, stored in approved systems, and retained for audit, compliance, and quality assurance purposes.

Non-compliances, risks, issues and improvements are recorded and addressed in line with the **Continuous Improvement Policy**. Staff are encouraged to submit a **Continuous Improvement (CI) Request** to raise concerns or suggest improvements.

RESPONSIBILITIES

Chief Executive Officer (CEO)	<ul style="list-style-type: none"> • Provide leadership to embed access, equity and inclusion principles across governance, workforce practices, training delivery and student support. • Ensure organisational policies, systems and resources support equitable participation and comply with legislative and regulatory requirements. • Monitor organisational risks, trends and outcomes relating to access, equity and inclusion and support continuous improvement.
Managers	<ul style="list-style-type: none"> • Apply access, equity and inclusion principles in organisational decision-making and service delivery. • Identify and address barriers to participation within their areas of responsibility. • Support inclusive and culturally respectful workplaces and learning environments. • Ensure reasonable and lawful adjustments are considered and implemented where appropriate. • Respond to concerns relating to discrimination, exclusion or inequitable treatment.
Quality & Compliance Department	<ul style="list-style-type: none"> • Monitor compliance with regulatory requirements relating to access, equity and inclusion. • Review policies, systems and practices to support inclusive and accessible learning environments. • Analyse feedback and data to identify risks and improvement opportunities.
Trainers & Assessors	<ul style="list-style-type: none"> • Apply access, equity and inclusion principles in training and assessment delivery. • Maintain respectful, inclusive and culturally safe learning environments. • Identify student support needs and refer students to appropriate support or reasonable adjustment processes. • Ensure assessment practices are fair and compliant with training product requirements.
Employees, Contractors and Volunteers	<ul style="list-style-type: none"> • Act in accordance with this policy and support inclusive and respectful environments. • Treat colleagues, learners and stakeholders fairly and without discrimination. • Raise concerns relating to access, equity or inclusion through appropriate channels.
Students	<ul style="list-style-type: none"> • Engage respectfully with staff, trainers, assessors and other students. • Contribute to safe and inclusive learning environments. • Communicate support needs through established processes. • Comply with the Student Code of Conduct and relevant policies.

DEFINITIONS

Access	The ability for individuals to obtain information, services, opportunities, and support without unreasonable barriers.
Access and Equity	Principles that ensure fair treatment, inclusive practices, and removal of barriers so individuals can participate equitably in employment, training, assessment, and support services.
Barrier	Any physical, systemic, cultural, informational, financial, or attitudinal factor that limits or prevents participation or achievement.
Cultural Safety	An environment that respects cultural identity and where individuals feel safe from discrimination, racism or cultural harm.
Discrimination	Treating a person or group unfairly or less favourably because of a protected attribute such as race, sex, disability, age, religion, sexual orientation or other attributes protected under law.
Diversity	The unique differences among individuals, including culture, identity, language, ability, gender, age, socioeconomic background and life experience.
Equity	The practice of recognising and addressing individual needs and circumstances to achieve fair outcomes.
Inclusion	The creation of environments where individuals feel respected, valued, and able to participate fully, regardless of background or personal characteristics.
Protected Attributes	Personal characteristics protected under anti-discrimination legislation, including but not limited to age, disability, race, sex, gender identity, sexual orientation, religion, family or carer responsibilities, pregnancy, and marital status.
Reasonable Adjustment (Students)	A modification or support provided to enable a student to participate in training and assessment on an equitable basis, without compromising training package or regulatory requirements.
Reasonable Adjustment (Workers)	A lawful and reasonable modification to workplace arrangements to support safe and effective participation in work, managed through HR and WHS processes.
Student	Person receiving training and/or assessment services provided by an RTO, or by a third-party on their behalf, and includes learners, participants, candidates and trainees.
Third-Party	Any person who has an arrangement with an NVR registered training organisation to deliver services, but does not include: <ul style="list-style-type: none"> • employees of the organisation • experts engaged by the organisation • government agencies and government funded agencies that refer VET students to the organisation and do not receive any payment from the organisation for doing so.

RELATED DOCUMENTS

Internal

Policies	<p>Appeals Policy</p> <p>Complaints and Feedback Policy</p> <p>Employee Code of Conduct</p> <p>Enrolment Policy</p> <p>Respectful Behaviour and Conduct Policy</p> <p>Student Code of Conduct</p> <p>Student Information Policy</p> <p>Student Support Policy</p> <p>Student Wellbeing and Safety Policy</p>
Procedures	<p>Appeals Procedure</p> <p>Assessment Procedure</p> <p>Complaints and Feedback Procedure</p> <p>Enrolment and Induction Procedure</p> <p>Pre-Enrolment and Suitability Procedure</p> <p>Reasonable Adjustment Procedure</p>
Guides	<p>Employee Handbook</p> <p>Student Handbook</p> <p>Third-Party Student Handbook</p>
Systems	<p>Canvas LMS</p> <p>Quality Management System (QMS)</p> <p>Student Management System (SMS)</p> <p>Student Support Directory</p>

External

Legislation and Regulatory Instruments	<p>National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025</p> <p>National Vocational Education and Training Regulator (Compliance Standards for NVR Registered Training Organisations and Fit and Proper Person Requirements) Instrument 2025</p> <p>National Vocational Education and Training Regulator Act 2011</p> <p>Disability Discrimination Act 1992</p> <p>Disability Standards for Education 2005</p>
Guidance and Resources	<p>ASQA Practice Guide: Training support</p> <p>ASQA Practice Guide: Diversity and inclusion</p> <p>DEWR Practice Guides: Supporting Students with Disability</p>