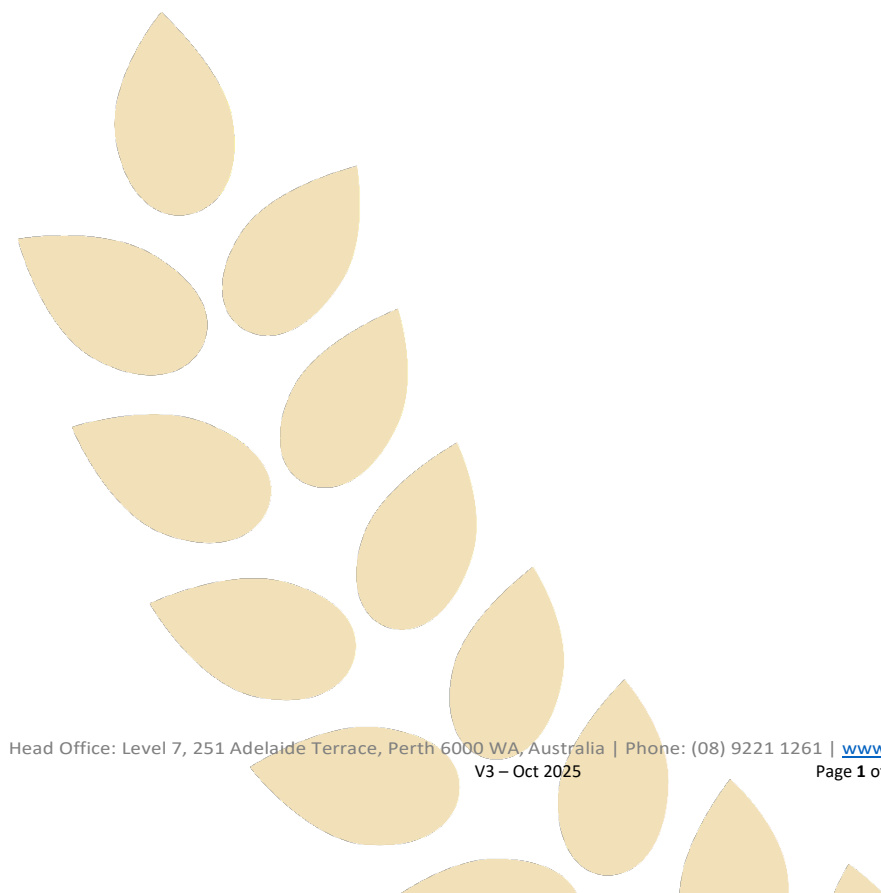


Access and Equity Policy and Procedure



KEYSTONE COLLEGE
OF BUSINESS & TECHNOLOGY

Access and Equity Policy and Procedures



Access and Equity Policy and Procedure

1. Scope

This policy applies to Keystone College of Business and Technology (KCBT). The policy applies to all KCBT students, staff, contractors, and others involved in the provision of education and training products or related services to students and clients on behalf of KCBT.

2. Purpose

The purpose of this policy is to provide a framework that supports:

- Enrolments in all courses and programs are conducted in an ethical, transparent, and responsible manner, ensuring fairness and compliance with all relevant discrimination and equal opportunity legislation.
- All training and assessment policies and procedures are guided by Access and Equity principles.
- Individual learning needs are, as far as reasonably practicable, identified during the enrolment process.
- Learning and assessment materials, tools, and processes are adapted where possible to accommodate students' individual needs, without compromising the quality or integrity of the training and assessment.
- Students are entitled to a learning environment that is inclusive, respectful, and free from discrimination, harassment, bullying, or vilification.

3. Policy Statement

KCBT is committed to providing an inclusive and equitable learning environment where all students have fair access to education, training, and assessment opportunities.

We ensure that all individuals are treated with respect and fairness, regardless of their gender, age, race, religion, culture, language background, disability, sexual orientation, or socio-economic circumstances.

KCBT upholds the principles of access and equity in all aspects of its operations and complies fully with relevant discrimination and equal opportunity legislation.

4. Definitions

<p>Access and Equity</p>	<p>Refers to the policies and strategies designed to ensure that all students have fair and equitable access to education and training. This includes recognising and responding to the individual needs of students whose age, gender, cultural or ethnic background, disability, sexuality, language, literacy, numeracy level, employment status, or geographical location may create barriers to participation and achievement.</p>
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Cultural Safety	Refers to creating and maintaining an environment in which First Nations people feel safe, respected, and free from denial or challenge to their identity and experiences. The concept also extends to people from diverse cultural backgrounds, ensuring all individuals feel valued and supported.
Disability	<p>As defined in the Disability Discrimination Act 1992 (Cth), a disability, in relation to a person, includes:</p> <ul style="list-style-type: none"> (a) total or partial loss of bodily or mental functions; (b) total or partial loss of a body part; (c) the presence in the body of organisms causing or capable of causing disease or illness; (d) malfunction, malformation, or disfigurement of a body part; (e) a disorder or malfunction that causes a person to learn differently; (f) a disorder, illness, or disease affecting thought processes, emotions, perception, or behaviour. <p>This definition includes disabilities that currently exist, previously existed, may exist in the future, or are perceived to exist. Behaviour that is a symptom or manifestation of a disability is also covered under this definition.</p>
Diversity	Refers to the range of visible and invisible differences among individuals, including but not limited to race, ethnicity, gender, sexual orientation, language, culture, religion, mental and physical ability, socio-economic background, and immigration status.
Equity	<p>In education, equity means ensuring fairness so that personal or social circumstances do not prevent individuals from reaching their educational potential. It also ensures that everyone attains at least a basic minimum level of skills.</p> <p>Equity groups may include, but are not limited to:</p> <ul style="list-style-type: none"> • Students from low socio-economic backgrounds • Aboriginal and Torres Strait Islander students • Students from regional or remote areas • Students with disabilities • Students from non-English speaking backgrounds • Women in non-traditional fields of study
Inclusion	Refers to providing opportunities and support for all students to participate fully in learning, regardless of their background or circumstances.
Indigenous	Means Aboriginal or Torres Strait Islander origin (or both)

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Reasonable Adjustments	Means a modification or adjustment made to assist a student with a disability to access and participate in education on the same basis as others, unless doing so would cause unjustifiable hardship to KCBT, as defined in section 4(1) of the Disability Standards for Education 2005.
Standards of RTOs 2025	Refers to the national standards established under subsection 185(1) of the National Vocational Education and Training Regulator Act 2011 (Cth). From 1 July 2025, all VET providers must comply with the following: <ul style="list-style-type: none"> • Outcome Standards for RTOs 2025 • Compliance Standards for NVR Registered Training Organisations and Fit and Proper Person Requirements 2025 • Credential Policy
Training Product	Refers to an AQF qualification, skill set, unit of competency, accredited short course, or module.
VET	Means Vocational Education and Training.

5. Policy

The principles of Diversity, Inclusion and Equity outlined in this policy aim to:

A. Affirm KCBT's Commitment

Demonstrate KCBT's ongoing commitment to fairness, respect, and equal opportunity for every student and staff member, upholding the principles of social justice and supporting a culture that values diversity and inclusion.

B. Embed Inclusive Practices

Promote the development of inclusive policies, practices, and teaching and learning approaches that recognise and value student diversity.

Address underrepresentation and disadvantage among identified groups and support equitable access and academic success for all students.

C. Clarify Staff and Contractor Responsibilities

Ensure that all staff and contractors understand and fulfil their responsibilities to prevent and address discrimination, harassment (including sexual harassment), bullying, violence, victimisation, and vilification in accordance with KCBT's policies and values.

D. Empower Staff and Students

Support all members of the KCBT in understanding, exercising, and upholding their rights and responsibilities related to diversity, inclusion, and equity.

E. Foster Respectful Engagement

Promote a respectful and inclusive culture where staff and students engage thoughtfully with diverse perspectives and seek to understand differing viewpoints.

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F. Strengthen Inclusive Leadership

Encourage leaders and managers, with the support of their teams, to identify and act on opportunities for continuous improvement in teaching, learning, and student support practices.

G. Advance Aboriginal and Torres Strait Islander Participation

Ensure specific consideration is given to the recruitment, participation, and successful completion of Aboriginal and Torres Strait Islander students, with a focus on fostering cultural safety and respect.

H. Monitor Equity Group Outcomes

Regularly monitor participation, progress, and completion rates of identified equity groups, using findings to inform continuous improvement in teaching, learning, and support processes.

I. Promote Development Opportunities

Provide opportunities for both personal and professional development for enrolled students, and actively promote KCBT's values of diversity, inclusion, and equity in partnerships and external collaborations.

J. Ensure Equitable Opportunities

Provide fair and equitable opportunities to all individuals and respond to their needs regardless of gender, age, ethnicity, religion, culture, language, location, socio-economic background, disability, sexual orientation, family responsibilities, or political beliefs.

K. Identify Support Needs Early

Encourage prospective students, prior to enrolment, to disclose any personal circumstances that may affect their learning, so that appropriate support and adjustments can be planned and provided.

L. Create a Respectful Learning Environment

Foster an inclusive, respectful, and supportive learning environment where all students are valued and enabled to reach their full potential.

M. Assure Fair Access to Training and Assessment

Ensure that all students have fair and reasonable opportunities to participate in training and assessment, regardless of individual circumstances or background.

N. Support Staff Development

Ensure that all staff have equitable access to professional learning and development opportunities and are provided with the necessary resources to meet their diversity, inclusion, and equity responsibilities.

O. Encourage Reporting of Misconduct

Encourage students and staff to report any incidents of harassment, bullying, victimisation, or unfair treatment. Such concerns will be managed through KCBT's Complaints and Appeals Policy.

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P. Respond to Policy Breaches

Investigate any identified breaches or deficiencies in the content or implementation of this policy. Where issues are found, appropriate actions and amendments will be made to address the impact and prevent recurrence.

Student support services will remain responsive to the specific needs of diverse student cohorts, including those related to mental health, disability, safety, and wellbeing.

Q. Accommodate Student Diversity

Recognise and accommodate diversity among students through measures such as:

- Raising staff awareness of legal and ethical obligations relating to diversity and inclusion.
- Targeting and marketing courses inclusively to attract a broad range of students.
- Clearly communicating course requirements to prospective students, including any elements that may pose challenges for students with disabilities.
- Maintaining accurate student data systems to track participation, progression, and completion.

R. Commit to Disability Inclusion

KCBT will not directly or indirectly discriminate against any individual based on disability.

S. Implement Reasonable Adjustments

KCBT will take reasonable steps to ensure students with a disability can apply for, access, and participate in education, training and assessment on the same basis as others. This includes implementing reasonable adjustments to support enrolment, learning, and access to facilities and services.

6. Guiding Procedures

6.1 Recruitment, Prospective Students and Enrolment

- KCBT ensures that its recruitment, marketing, and enrolment processes are transparent, fair, and free from bias or discrimination. Admission decisions are based solely on applicants meeting the published entry criteria and the availability of places in each course.
- All applicants are provided with clear, accurate, and accessible information to assist them in selecting a qualification that aligns with their learning goals, prior skills, and individual needs, including any prerequisite requirements and available support options.
- KCBT staff will make every reasonable effort to confirm that the chosen course is suitable for each student's academic capability and future objectives.
- Any special learning, language, literacy, numeracy, digital or accessibility needs will be identified during the enrolment process or, if not feasible, as soon as reasonably possible after course commencement.
- Students' requests for additional learning support or reasonable adjustments will be acknowledged and responded to promptly.
- If KCBT determines that it cannot meet a learner's specific support requirements, every reasonable effort will be made to refer the student to another education provider that can appropriately meet those needs.

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6.2 Learning and Assessment Support

- Student support needs may be identified at any stage of enrolment, study, or assessment. Where needs are identified, KCBT will consult with the student to determine suitable support strategies and reasonable adjustments to learning and assessment without compromising the integrity of the course outcomes.
- Adjustments may include modifications to delivery methods, access to assistive technologies, or alternative assessment arrangements where appropriate and feasible.
- If, during study, new support needs emerge that KCBT cannot accommodate, KCBT will assist the student to withdraw or transfer with the maximum permissible credit or recognition achieved to date.
- All complaints and appeals related to learning or assessment support will be managed in accordance with KCBT's *Complaints and Appeals Policy and Procedure*.

6.3 Reasonable Adjustments for Assessment

Reasonable Adjustment refers to modifications made to assessment arrangements to ensure that students with disabilities or special circumstances have equal opportunity to demonstrate competence, as outlined under section 4(1) of the *Disability Standards for Education 2005* and the *Standards for RTOs 2025, Clause 2.4*.

KCBT will:

- **Encourage disclosure:** Support students in voluntarily disclosing disabilities or conditions that may affect their learning or assessment.
- **Consult with students:** Engage in confidential discussions regarding the nature of the disability and the adjustments required.
- **Implement feasible adjustments:** Provide reasonable and appropriate adjustments where possible, ensuring these do not impose unjustifiable hardship on KCBT or compromise the integrity of assessment outcomes.
- **Communicate transparently:** Inform students promptly if a requested adjustment cannot be implemented and explain the reasons.

Students seeking reasonable adjustment are encouraged to notify KCBT at the earliest opportunity and provide supporting medical or professional documentation outlining the impact of their condition and recommended adjustments.

KCBT will maintain records of:

- eligibility and supporting evidence for adjustment requests,
- decisions and rationale,
- details of implemented adjustments, and
- communication provided to the student regarding the outcome.

Examples of Reasonable Adjustments may include:

- providing flexible scheduling or extended timeframes for assessment;
- modifying the mode of assessment (e.g., verbal assessment if required);
- providing alternative learning materials in accessible formats;
- simplifying assessment language to plain English where appropriate;
- offering reasonable additional support services or resources.

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Students who may require reasonable adjustments should contact the *Student Support Officer* at student.services@kcbt.edu.au.

6.4 Curriculum Design

- KCBT ensures that all courses are designed with flexibility and inclusiveness in mind, providing multiple entry and exit pathways such as credit transfer, recognition of prior learning (RPL), and assessment-only options.
- Course materials and learning resources are reviewed to ensure that language, content, and examples reflect inclusive and non-discriminatory practices.
- Learning and assessment methods are varied to accommodate different learning preferences and cultural backgrounds.
- Assessments are designed to be fair, valid, reliable, and consistent. Students are informed of assessment requirements and procedures prior to enrolment.
- Students have the right to appeal any assessment decision, including those related to recognition of prior learning, in accordance with KCBT's *Complaints and Appeals Policy and Procedure*.

7. Complaints and Appeals

Any complaint or appeal arising from the implementation of this policy will be managed in accordance with KCBT's **Complaints and Appeals Policy and Procedure**.

8. Relevant Legislation and Standards

As a registered training organisation (RTO), **Keystone College of Business and Technology (KCBT)** operates under the regulatory framework of the *National Vocational Education and Training Regulator Act 2011* and must comply with relevant Commonwealth, State, and Territory legislation. This policy is implemented in accordance with, but not limited to, the following legislative instruments and standards:

- Age Discrimination Act 2004 (Cth)
- Australian Human Rights Commission Act 1986 (Cth)
- Disability Discrimination Act 1992 (Cth)
- Disability Standards for Education 2005 (Cth)
- Disability Standards for Education 2005 – Guidelines
- Fair Work Act 2009 (Cth)
- Privacy Act 1988 (Cth)
- Racial Discrimination Act 1975 (Cth)
- Sex Discrimination Act 1984 (Cth)
- Work Health and Safety Act 2011 (Cth)
- Workplace Gender Equality Act 2012 (Cth)
- Standards for RTOs 2025 – Clauses 2.1–2.2, 2.4–2.5

9. Related Policies and Procedures

This policy should be read in conjunction with the following KCBT policies and procedures:

- Assessment Policy and Procedure

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- Academic Integrity and Misconduct Policy
- Complaints and Appeals Policy and Procedure
- Enrolment Policy and Procedure
- Privacy and Data Protection Policy
- Student Support and Welfare Policy
- Work Health and Safety (WHS) Policy

10. Version Control and Accountable Officers

Policy Category	Student Support			
Responsible Officers	Compliance Manager			
Implementation Officers	Marketing Director Enrolment Officer			
Review Date	June 2025			
Approved by				
CEO				
Version	Authored by	Brief Description of the changes	Date Approved	Effective Date
2.1	CEO	Reviewed and updated	Jan 2024	Jan 2024
3.0	CEO	Updated with Standards for RTOs 2025	Oct 2025	Oct 2025