



ACCESS AND EQUITY POLICY

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PURPOSE

To ensure all students have equitable access to ARG’s training and assessment services and are supported to participate fully in a safe, inclusive and respectful learning environment.

SCOPE

This policy applies to all prospective and enrolled students.

POLICY STATEMENT

- ◆ All students have the right to be treated fairly and with respect, regardless of age, gender, cultural or linguistic background, disability, sexuality, religion or any other personal characteristic.
- ◆ Students with disability or additional needs will be supported through reasonable adjustments that enable their participation without compromising the integrity of the training product.
- ◆ Students will have access to training support services to assist with progression and completion throughout their training program.
- ◆ Students can expect inclusive, culturally safe learning environments that value diversity.
- ◆ Students will have access to wellbeing support and referral options.
- ◆ Information provided to students before enrolment and throughout their training will be accurate, transparent and inclusive.
- ◆ Students can raise concerns about discrimination, harassment or unfair treatment through ARG’s Complaints and Appeals process, and will be treated fairly and without disadvantage for doing so.

RESPONSIBILITIES

- ◆ Students are encouraged to disclose any support needs so that appropriate adjustments can be arranged.

Approved	Version	Date Issued	Next Review Date	Access and Equity Policy	
Matthew Masters	V1.0	03-07-2025	03-07-2026	Doc ID: RTOC-QPOL-002	Page 2 of 3

- ◆ ARG personnel are responsible for responding to student needs in line with this policy and referring students to support services when required.
- ◆ RTO Administration is responsible for monitoring implementation of this policy and ensuring it remains compliant and up to date.

REVIEW

This policy will be reviewed in alignment with the *Internal Audit Schedule* and *Compliance Calendar* or earlier if required by changes to legislation or the *Outcome Standards for RTOs 2025*.

References:

Outcome Standard 2.1, 2.3, 2.4, 2.5 and 2.6

Compliance Requirements – Clause 20

RTOC-QP-002 and RTOC-QP-005

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Matthew Masters	V1.0	03-07-2025	03-07-2026	Doc ID: RTOC-QPOL-002	Page 3 of 3