



ACCESS & EQUITY POLICY & PROCEDURE

1. Policy Context

This policy establishes the framework through which Alice Springs College of Australia ensures equitable access to education and training and promotes inclusive learning environments.

The policy supports compliance with:

- Standards for Registered Training Organisations (RTOs) 2025
- Disability Discrimination Act
- Equal Opportunity and Anti-Discrimination legislation
- Human rights and social inclusion principles
- Organisational obligations relating to student support and wellbeing

Access and equity principles form part of ASCA's commitment to ethical practice, social responsibility and quality education.

2. Purpose

Alice Springs College of Australia recognises that access to education should be fair, inclusive and responsive to the diverse needs of learners.

The purpose of this policy is to ensure that:

- all learners are treated equitably and without discrimination
- barriers to participation in training are identified and addressed
- inclusive practices are embedded in training delivery
- learners are supported to achieve outcomes regardless of background or circumstance
- staff understand their responsibilities in supporting equity and inclusion

Access and equity principles support learner participation, retention and success.

3. Scope

This policy applies to:

- prospective and current students
- domestic and international learners
- staff involved in enrolment, training and assessment
- third-party providers delivering training on behalf of ASCA
- organisational practices and learning environments

4. Policy Statement

ASCA is committed to providing an inclusive learning environment where individuals have fair opportunity to access training and achieve competency.

The organisation promotes equality of opportunity and actively works to remove barriers that may affect participation and learning outcomes.

Access and equity principles are embedded across:

- enrolment processes
- training delivery
- assessment practices
- student support services
- organisational decision-making

ASCA does not tolerate discrimination, harassment or exclusion and is committed to respectful and inclusive practice.



5. Equity in Access to Training

ASCA ensures that individuals are provided with information and opportunities to participate in training without unfair disadvantage.

Admission and enrolment practices are designed to be transparent and non-discriminatory, while ensuring learners are appropriately suited to the training they undertake.

Information is provided in a manner that supports understanding and informed decision-making.

6. Inclusive Learning Environment

ASCA promotes learning environments that respect diversity and encourage participation from all learners.

Inclusive practice recognises differences in:

- cultural background
- language
- age
- gender
- disability
- prior education
- life experience

Training delivery is adapted where appropriate to support participation while maintaining competency requirements.

7. Reasonable Adjustment

ASCA recognises that some learners may require adjustments to participate effectively in training and assessment.

Reasonable adjustment may include changes to learning support, assessment conditions or delivery approaches.

Adjustments are implemented in a way that maintains the integrity of competency standards while supporting learner participation.

8. Language, Literacy and Numeracy Support

ASCA identifies LLN needs through pre-training review and early engagement with learners.

Where additional support is required, learners are provided with assistance or referred to appropriate services.

LLN support aims to enable learners to participate effectively in training and assessment.

9. Student Support and Participation

ASCA provides support services to assist learners experiencing barriers that may impact learning.

Support may relate to:

- academic challenges
- personal circumstances
- financial hardship
- cultural adjustment
- health or wellbeing concerns

Support services are provided respectfully and confidentially.



10. Prevention of Discrimination and Harassment

ASCA promotes a learning and working environment free from discrimination, harassment and victimisation.

The organisation expects staff and students to treat each other with respect and professionalism.

Incidents of discrimination or harassment are addressed in accordance with organisational policies and procedures.

11. Staff Responsibilities

Staff play a critical role in promoting access and equity through inclusive teaching practices, respectful communication and early identification of learner support needs.

Staff are expected to:

- apply equitable practices
- support learner engagement
- refer students to appropriate services
- maintain confidentiality

12. Continuous Improvement

ASCA monitors access and equity outcomes through feedback, performance data and quality assurance processes.

Findings inform improvements to:

- training delivery
- student support
- organisational practices

The organisation remains responsive to emerging needs and diversity within its learner cohort.

13. Documentation and Recordkeeping

Information relating to support needs, adjustments and equity matters is recorded in accordance with privacy and data management requirements.

Records support service delivery, monitoring and compliance.

14. Governance and Compliance

Access and equity practices form part of ASCA's governance framework and are monitored through internal review and compliance processes.

Management oversight ensures alignment with organisational values and regulatory expectations.

15. Publication

This policy is made available to staff and students and forms part of organisational induction, student orientation and internal governance documentation.

16. Review

This policy will be reviewed annually or following regulatory updates, audit findings or changes in learner demographics.



| VERSION CONTROL | | | |
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| Policy Name: | ACCESS & EQUITY POLICY & PROCEDURE | | |
| Policy Owner: | CEO/ Alice Springs College of Australia Pty Ltd | | |
| Effective Date: | 06/02/2026 | Next Review Date: | 06/02/2027 |
| Version | Date | Description of Changes | Approved By |
| V1.0 | 30/01/2022 | Initial document creation in accordance with applicable RTO compliance requirements | CEO |
| V1.1 | 06/02/2026 | <ul style="list-style-type: none"> Reviewed and updated to align with the RTO Standards 2025 (ASQA requirements) Reformatted to meet ASCA documentation requirements Updated official letterhead Updated Northern Territory Campus Address | CEO |