



## 1. Purpose and Scope

This policy is to promote fair, equitable access to Axial's training and assessment services for all students, including domestic, schools and international students, prospective students, employers, and host workplaces. This policy holds the principles of equity and diversity throughout Axial's operations, ensuring equal opportunities without discrimination, in compliance with the *2025 Standards for Registered Training Organisations (RTOs)*, *Education Services for Overseas Students (ESOS) Act 2000*, and CRICOS requirements.

## 2. Policy

Axial is committed to fostering an inclusive, supportive learning environment that respects diversity and upholds fairness. This policy establishes Axial's dedication to non-discriminatory practices, ensuring students and clients have equitable access to resources, support, and opportunities to achieve their educational and professional goals.

### Principles of Access, Equity, and Diversity

#### 2.1 Fair Treatment and Equal Opportunity

- All students and prospective students are treated fairly, ensuring access without discrimination based on gender, race, age, religion, disability, or any other characteristic protected under federal and state legislation.
- Non-discriminatory selection and enrolment procedures ensure fair access for underrepresented groups, and all entry requirements are published on Axial's website and promotional materials.

#### 2.2 Transparency and Support

- Axial ensures open, transparent policies and procedures, readily accessible through staff and student resources.
- Each student has access to tailored support required to enable them to achieve their full potential, including culturally appropriate resources, flexible training options, and reasonable adjustments to assessments, as aligned with CRICOS standards.



### 2.3 Compliance with Legislation

- Axial abides by all relevant state and federal legislation, including the *Racial Discrimination Act 1975*, *Sex Discrimination Act 1984*, *Disability Discrimination Act 1992*, *Anti-Discrimination Act 1991*, *ESOS Act 2000*: This enables the protection and support of international students in alignment with national regulatory standards and rights.
- Axial's commitment to CRICOS standards is reflected in providing transparent information on course options, entry requirements, and access to culturally relevant resources for international students.

### 2.4 Diversity and Inclusion in Training

Axial values the diverse backgrounds of its students and recognises that each brings unique experiences that enrich the learning environment. Diversity is supported by:

- **Flexible Training and Assessment:** Offering varied modes of delivery, reasonable adjustments to assessments, and a supportive community.
- **Support for Learning Needs:** Utilising resources from the Axial Learning Enhancement Hub, including cognitive assessments to identify additional tools that assist learning.
- **Inclusive Community:** Creating an environment free from harassment, discrimination, and other behaviour that might undermine the dignity of individuals.

### 2.5 Equity in Access

Axial ensures equity in access to all training and assessment services by:

- Providing resources that cater to individual learning needs.
- Offering flexible course delivery options, including self-paced learning, online platforms, and accessible materials for various learning styles.
- Referring students to external support and counselling services, with specific details provided in the student handbook and online access points.
- Ensuring all students, especially international students, have clear information on course options, fees, and required qualifications in compliance with CRICOS and ESOS requirements.



### Responsibilities

1. **Axial Leadership Team:** Ensures compliance with this policy, reviews practices for fairness and accessibility, and authorises publication of student information.
2. **Trainers and Assessors:** Support students in understanding course requirements and provide flexibility in training and assessment to accommodate diverse learning needs.
3. **Student Support Officers:** Facilitate access to additional services, including referrals to support providers listed in the Axial Student Handbook.

### Student Involvement and Feedback

Students are encouraged to participate in feedback and decision-making processes regarding their training, allowing for realistic goals and progress assessment. This ensures that each student's unique needs are considered in training delivery and outcomes.

### Monitoring and Review

- **Regular Review:** Axial's General Manager will oversee the periodic review of this policy, ensuring compliance with current legislation and ASQA standards.
- **Record Keeping:** All related documentation is recorded and managed in accordance with Axial's records management processes.

## 3. Procedure

This procedure guides Axial in ensuring fair, equitable access to training and assessment for all students, including domestic, international, and prospective students. This procedure outlines actions to maintain compliance with ASQA, ESOS, and CRICOS requirements.

### 3.1 Fair Treatment and Equal Opportunity

Student Selection and Enrolment:

- Conduct non-discriminatory selection based on published entry requirements.



- Ensure information about entry requirements is accessible on Axial's website and in promotional materials.

### Transparency in Processes

- Provide clear, open access to policies and procedures for students and staff, accessible through online resources and staff communications.

**Responsible Parties:** Student Support Officers, Administration Team

### 3.2 Tailored Support and Accessibility

#### Support for Learning Needs:

- Utilise the Axial Learning Enhancement Hub to identify and provide resources for diverse learning needs, such as cognitive assessments.
- Offer reasonable adjustments to training and assessment for students with disabilities or other needs.
- Refer students needing extra support to support services that Axial offer i.e., academic support, student wellbeing and career guidance as listed in the related Axial Student Handbook.

**Responsible Parties:** Trainers, Student Support Officers

### 3.3. Compliance with Legislative and Regulatory Standards

#### Adherence to Legislation:

- Maintain compliance with relevant federal and state legislation, including the Racial Discrimination Act, Disability Discrimination Act, and ESOS Act for international student protections.
- Review compliance regularly to align with ASQA standards and CRICOS requirements.



CRICOS and ESOS Compliance for International Students:

- Ensure that international students have access to culturally appropriate resources and transparent information on course fees, requirements, and support options.

**Responsible Parties:** Chief Executive Officer, Quality Assurance Team

### 3.4. Diversity and Inclusion in Training and Assessment

Flexible Training and Assessment:

- Offer multiple delivery methods and assessment adjustments to create an inclusive environment.
- Ensure all training is culturally sensitive and accessible to meet diverse student needs.
- Use inclusive language, examples, and teaching practices in all delivery and student interactions
- Respect and accommodate cultural practices, observances, and significant dates (for example, NAIDOC Week and recognised religious observances)
- Actively promote an environment that is safe, respectful, and free from discrimination, harassment, bullying, and vilification
- Take reasonable steps to protect students from conduct or comments that may vilify, marginalise, or intimidate them on the basis of race, religion, culture, ethnicity, or belief
- Respond promptly and appropriately to incidents of racist or religiously discriminatory behaviour, including antisemitism, and report such matters in line with organisational policies and procedures
- Reinforce that antisemitism, Islamophobia, racism, and other forms of religious or cultural hatred are not acceptable in any learning or workplace-based training environment

Student Involvement and Feedback:



## Access, Equity and Diversity Policy and Procedures

- Encourage students to provide feedback to address their unique needs and foster continuous improvement in training delivery
- Support respectful discussion of diversity while ensuring no student is targeted, excluded, or made to feel unsafe because of their background, faith, or identity
- Encourage cultural sharing, participation, and validation in the classroom in a respectful and voluntary manner

**Responsible Parties:** Trainers, Quality Assurance Team

### 3.5. Monitoring and Review

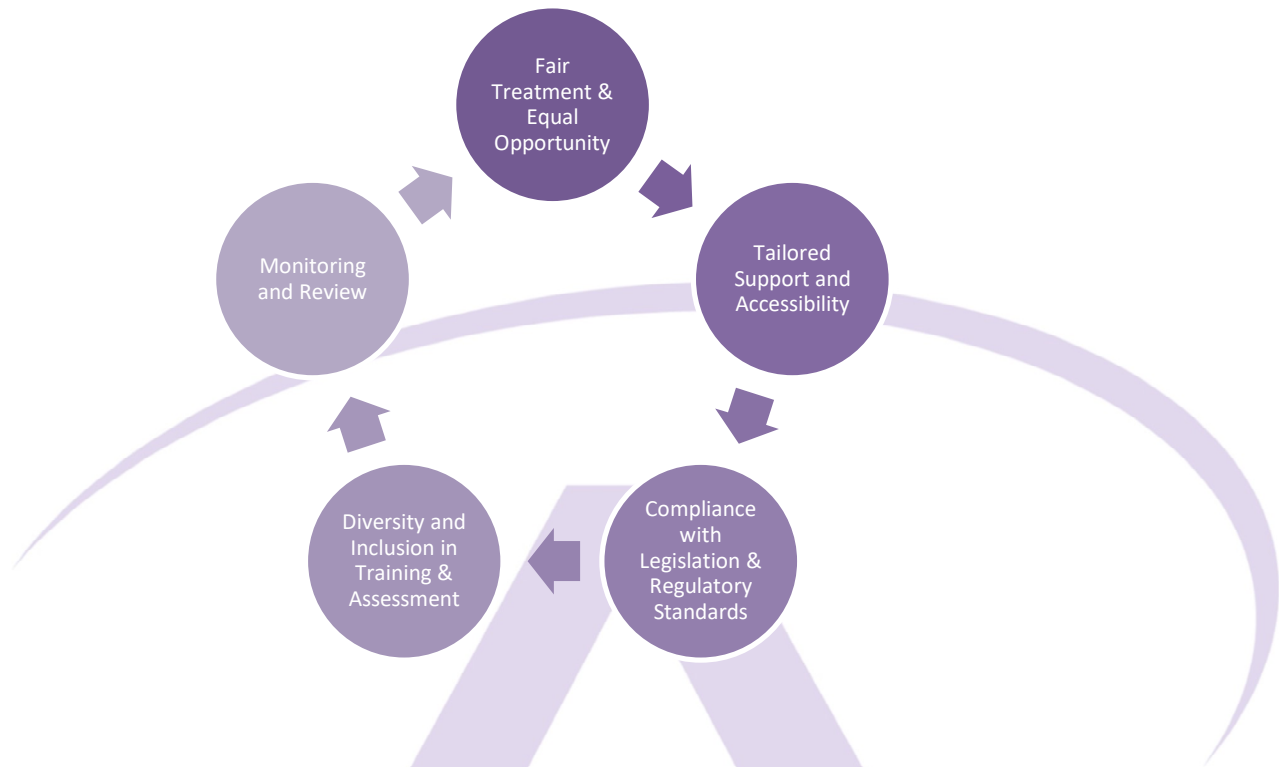
Regular Review and Record-Keeping:

- Conduct regular reviews of the policy to ensure compliance with ASQA, CRICOS, and ESOS standards.
- Document all actions and updates in line with Axial's records management protocols.

**Responsible Parties:** Chief Executive Officer and Director – Compliance and Quality Assurance



## Flowchart for Access, Equity and Diversity



## Glossary

**Access and Equity:** The practice of ensuring fair treatment and equal opportunities for all students, without discrimination based on protected characteristics such as age, gender, race, or disability.

**ASQA (Australian Skills Quality Authority):** The national regulatory body overseeing compliance in Australia's vocational education and training sector, including RTO standards.

**CRICOS (Commonwealth Register of Institutions and Courses for Overseas Students):** The register of Australian education institutions approved to provide courses to overseas students, ensuring compliance with education standards for international students.

**Culturally Appropriate Resources:** Learning and assessment materials designed to respect and reflect the diverse backgrounds of students, especially international students.

**Diversity and Inclusion:** Axial's commitment to creating an inclusive environment where students from diverse backgrounds have equitable access to education and support.



**ESOS Act (Education Services for Overseas Students Act 2000):** Australian legislation that protects the rights of international students, ensuring fair treatment and quality education.

**Equity in Access:** Ensuring students have fair access to resources, support, and opportunities to achieve their educational goals, regardless of personal or demographic factors.

**Learning Enhancement Hub:** A support resource within Axial that offers tools, assessments, and information to assist students with diverse learning needs.

**Non-Discriminatory Selection:** A selection process that treats all applicants fairly, based on merit and published entry requirements, free from bias or discrimination.

**Reasonable Adjustments:** Modifications to training or assessments to support students with disabilities or specific needs, ensuring equal access to learning.

**Student Support Officer:** A designated Axial team member who provides guidance and referrals to students needing additional support.

**Transparency:** The practice of providing clear, accessible information to students and staff about policies, processes, and expectations.