



RTO Access and Equity Policy

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Purpose

The Centre for Professional Learning and Development (Cple | 88148) is committed to providing all students with equitable opportunities to pursue their training and development. This policy and procedure is to be used by Cple to integrate access and equity principles into all training and assessment activities it conducts or is conducted on its behalf.

Introduction

The aim of the policy is to remove barriers and to open developmental opportunities for all students by creating a training environment that is free from discrimination, harassment, bigotry, prejudice, racism and offensive behaviour

This policy supports the Standards for Registered Training Organisations (2025) and provides a compliance point of reference for the reader.

Authorisation

This procedure shall be endorsed and issued under the authority of the RTO Manager.

Policy

1. Cple promotes, encourages, and values equity and diversity for students. All staff members are encouraged to engage in regular professional development regarding diversity, and promoting culturally safe environments for all, inclusive of First Nations people.
2. Cple will ensure services are provided fairly and equitably to all students, free from bias. All people will be treated courteously throughout the process of enquiry, selection and enrolment and throughout their participation in a qualification. All complaints will be handled as efficiently and fairly as possible as per policies and procedures.
3. Cple provides equity in access to the level of training and support required by each student. All students are supported in a manner that enables them to achieve their full potential and success in their training outcomes. All students are provided with opportunities to develop and successfully gain skills, knowledge and experience through education and training opportunities.



4. Cple are committed to providing flexible learning and assessment options, allowing students alternatives which recognise the diversity of their individual needs and circumstances aiding them in their learning goals. For example, the implementation of the Individual Study Plan model allows for each person's uniqueness to be celebrated and supported through a tailored study model. The flexible course duration allows for people's personal lives to be supported without adverse impact to their qualification progression.
5. Entry and admission requirements to qualifications will be clearly outlined in all Training and Assessment Strategies and in relevant Cple marketing materials, allowing potential students to be well informed in the qualification selection process.
6. Cple will make appropriate concessions for language, literacy, and numeracy issues of students where these concessions do not compromise the requirements of the relevant Training Package and the integrity, equity, and fairness of the assessment.
7. During the pre-enrolment stage, Cple asks prospective students to disclose on their enrolment form any disabilities or specific learning requirements that may impact their ability to undertake the course. If prospective students disclose any learning challenge or disability, the enrolment will be reviewed by the RTO Manager, who will determine whether enrolment will or will not commence based on support services Cple are able to offer the potential student as well as qualification suitability for the prospective student. All students are provided an Individual Study Plan which captures any additional support requirements.
8. After enrolment, if a student advises Cple that an undisclosed learning challenge or disability affects their study, they will be contacted to obtain further information and work with a Cple trainer and assessor to adjust their Individual Study Plan. Cple will determine additional support that may be required or provided. Reasonable adjustments may be provided for students with disability or learning difficulty/s according to the nature of the disability or difficulty.
9. Reasonable adjustments will be made where possible, to ensure that students are not presented with barriers to demonstrating achievement in the study program. Cple will not make reasonable adjustments to any of its services which:
 - Compromise the level of skills and knowledge expected within a unit of competency,
 - Compromise the integrity of the qualification,
 - Require costs or resource provisions outside of the capacity and expenditure of Cple budgets and abilities.
10. A person may be excluded under this policy if they are unable to meet occupational and workplace health and safety standards or if their ability to participate poses risks to safety to themselves or others.



11. This policy must be available to all students via our website as well as in reference to the Cple Student Handbook.
12. Cple has published the following policies and procedures to provide students and others with avenues to make a complaint or to appeal a decision (including assessment decisions).
 - Complaints Handling Policy and Procedure
 - Appeals Policy and Procedure
13. Cple policies and procedures will be monitored and reviewed to ensure that they continue to recognise and incorporate the rights of individuals.

Definitions

Access and Equity	Access and equity means policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.
Equity	Focuses on outcomes. Equity is not concerned with treating people in the same way; it is concerned with ensuring that all groups of people participate, have the opportunity to reach their potential, make choices and receive responsive and appropriate products and services and therefore benefit to the same level.

Responsibilities

RTO Manager

- To advocate and adhere to this policy in all areas of practice.
- To report unfair or unjust practice in line with the Complaints Handling Policy and Procedure and other associated Communities at Work policies and procedures.
- To review prospective student's additional needs as identified during the pre-enrolment process in order to identify possible support measures which can be put into place, reasonable adjustments that can be made and determine suitability for enrolment into the qualification of the prospective students choosing.
- To determine and approve support provisions within the capacity and expenditure of Cple budgets and abilities.

Human Resources

- To support Cple staff in the implementation of this policy.



RTO Administration

- To advocate and adhere to this policy in all areas of practice.
- To review prospective students enrolment forms during the pre-enrolment process to identify additional needs as allocated by individuals on the Cple Enrolment Form. This information is to be brought to the attention of the RTO Manager.

Cple Staff

- To advocate and adhere to this policy in all areas of practice.
- To work with RTO Manager to identify possible support measures which can be put into place, reasonable adjustments that can be made and determine suitability for enrolment into the qualification of the prospective students choosing.
- To work with prospective and existing students to develop and maintain an Individual Learner Support Plan during the course of enrolment.
- To deliver training and assessment services in line with agreed supports and reasonable adjustments agreed to.

Prospective Students of Cple

- To honestly and openly identify additional needs which may impact on the delivery of training and assessment services and engagement in the qualification of choice. This is to be documents on the Cple Enrolment Form during the pre-enrolment process.

Related Documents:

1. ORG-QMS-POL-001 Purpose, Mission and Values
2. ORG-QMS-POL-022 Complaints Handling Policy
3. RTO-PRG-POL-001 RTO Appeals Policy and Procedure

References

1. ISO 9001:2015 Quality Management System
2. ISO 3100: 2018 Risk Management
3. ISO 45001: 2018 Occupational Health and Safety
4. AS ISO/IEC 27004:2018 Information Security Management
5. Standards for Registered Training Organisations 2025



Document Contact

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Review Specifications

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