

# Access and Equity Policy

GET Education Australia Pty Ltd

RTO Number 31401

## PURPOSE

GET Education Australia is committed to offering equal opportunity to everyone to access and participate in learning in a quality education environment. This policy outlines that commitment to our students as we make every effort to ensure students are treated fairly and with respect, regardless of their background, nationality, disability or sexuality.

## SCOPE

As a Registered Training Organisation (RTO) it is the responsibility of GET Education Australia to create and maintain an environment of access and equity, to maximise outcomes for its students. GET Education Australia cooperates with the National VET Regulator (ASQA) to ensure:

- Students are provided with all the necessary information at pre-enrolment to make an informed decision on the services and courses provided by the RTO
- Students are selected based on eligibility criteria outlined in our Enrolment Policy. We do not exclude potential students on nationality, gender, age, background, disability or sexuality.
- Students will be provided with every reasonable opportunity to enrol and are provided with information on how to access the services they require to successfully complete their chosen course.
- Student's individual needs are addressed and students will be provided with support services where it is within our scope of services, or we refer the student to appropriate external providers.
- Assessment tools and decisions are fair, flexible, valid and fair to ensure quality outcomes for students.

## LEGISLATIVE CONTEXT

[Standards for Registered Training Organisations \(RTOs\) 2015](#)

[National Vocational Education and Training Regulator Act 2011](#)

[Higher Education Support Act 2003](#)

[Privacy Act 1988](#)

[Privacy Amendment \(Private Sector\) Act 2000](#)

[Further Education and Training Act 2014](#)

[VET Pre-Qualified Supplier Agreement](#)

[Certificate 3 Guarantee Program Policy 2016-2017](#)

[Higher Level Skills Program Policy 2016-2017](#)

[User Choice Program Policy 2016-2017](#)

[Sex Discrimination Act 1984](#)

[Racial Discrimination Act 1975](#)

[Age Discrimination Act 2004](#)

[Disability Discrimination Act 1992](#)

[Human Rights and Equal Opportunity Act 1986](#)

## POLICY STATEMENT

### 1. ACCESS

Access generally refers to the ability to enter training. Improving access may include improving physical access to a training venue and ensuring that selection criteria and marketing activities encourage all potential students to undertake learning to improve their career prospects despite an individual's age, gender, nationality, disability and sexuality.

### 2. EQUITY

Equity is the term used to address issues relating to access to, participation in and achievement of Vocational Education and Training (VET) outcomes. Equity issues may range from providing a supportive learning environment to adjusting assessments to meet the needs of the individual student, including policies on fees and the development of inclusive training materials.

Equity is about treating students as individuals and recognising the differences. It is about ensuring that all people and all groups of people participate, have the opportunity to reach their potential, make choices and receive responsive and appropriate products and services.

### 3. GET EDUCATION AUSTRALIA SERVICES POLICY STATEMENT

GET Education Australia is committed to access and equity principles and processes. The RTO acknowledges and ensures that regardless of cultural background, gender, sexuality, disability or age, our students are provided with a learning environment that is free from discrimination and harassment. All GET Education Australia students are treated in a fair and considerate manner.

## 4. SELECTION CRITERIA FOR ENROLMENT

GET Education Australia selection for courses is determined by:

- Queensland funding eligibility
- Eligibility requirements for a course
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### Queensland funding eligibility.

**Queensland Certificate 3 Guarantee.** Please note this only applies to Queensland Certificate 3 Guarantee listed qualifications on GET Education Australia scope of registration. Applicants must meet the following criteria:

- Not currently enrolled in or have completed a certificate III or higher qualifications. This does not apply to school-based certificate III's which are exempt.
- Be an Australian or New Zealand citizen or Permanent Resident.
- Reside in Queensland.
- Be aged fifteen (15) years of age and above.
- No longer be attending school.

**Queensland Higher Level Skills.** Same criteria as Certificate III Guarantee listed above but with the exception that students must not have enrolled in or have completed a Certificate IV and or higher qualification. For some qualifications such as the Certificate IV in Building and Construction, there are prescribed pre-requisites. Your course advisor will make reference to these when assessing eligibility.

**Queensland User Choice.** Same criteria as above as well as the following:

GET Education Australia can offer preliminary advice on User Choice eligibility and various course options. However, it is the role of Australian Apprenticeships Centres (AAC) to provide specific information on: eligibility, administration services and support to employers and Australian Apprentices or Trainees. They assist with the signing of training contracts and also, assess, approve and process the payment of Australian Government incentives to eligible employers, and personal benefits to eligible Australian Apprentices or Trainees. Find the nearest AAC: <http://www.australianapprenticeships.gov.au/search/aacsearch.asp>

### Course enrolment eligibility.

Specific qualifications delivered by GET Education Australia may require the student to meet pre-requisite requirements, for the course they wish to enrol into. Consideration takes into account prerequisite, entry requirements and Training Package assessment guidelines. Entry requirements for each of our courses are available on [training.gov.au](http://training.gov.au) and are also available on the course page on the GET Education Australia [website](#).

## 5. LANGUAGE, LITERACY AND NUMERACY (LLN)

Qualifications delivered under the vocational and education framework are developed according to the AQF level of criteria expressed as learning outcomes. This includes the outcomes of knowledge and skills required for the industry such as employability, foundation and communication skills, and the application of these knowledge and skills based on the level of qualification. (i.e. certificate III, certificate IV, diploma, etc.)

In order to determine that a student possess the knowledge and skills necessary to be successful in the qualifications being delivered; potential students may, depending on the level of course they are enrolling into, be required to complete either an internal or government approved core skills assessment activity before being enrolled in their chosen course. Criteria for entry into this activity is based on the level of high school completed, prior study and work experience.

The GET Education Australia internal core skills activity assesses a student's ability to:

Communicate in written form.

Follow instructions.

Perform basic numeracy tasks.

Reading skills

These skills are essential for the courses that GET Education Australia deliver and therefore at any stage during a student's application or enrolment, a student may be referred to Student Support to determine if the course is suitable, should additional training support and resources may be considered to assist the student, or if a referral to external support services specialising in LLN is necessary.

## 6. ASSESSMENT AND REASONABLE ADJUSTMENT

Trainers and Assessors are responsible for using communication and training/assessment methods that encourage, connect and support individuals within the learning environment.

GET Education Australia has identified and understands that the learning journey required by individuals may be different and therefore has developed processes to support individual learners successfully complete their studies. As an example, some students may gain the qualification through a Recognition of Prior Learning (RPL) process; where others may complete training before being assessed, while other learners may require a different timeframe than others, due to family responsibilities or because they are returning to education after a long period.

All students will have a discussion with a Course advisor or trainer at application as to their prior learning and work history to determine whether they may qualify for CT or RPL.

GET Education Australia implements the four (4) Principles of Assessment and Rules of Evidence to ensure quality outcomes for students that are fair, flexible, valid and reliable. Competency standards are measured against the VET accredited course as per the National Training Register ([training.gov.au](http://training.gov.au)). GET Education Australia implements processes to set high standards for consistency in assessment marking across Trainers and Assessors. Students will be provided with constructive feedback to address any gaps in learning and improve on results.

Where relevant, a Trainer or Assessor may need to make reasonable adjustments in the delivery of training and assessment methods to cater for and assist students with a disability or barrier to participate in assessment, however can demonstrate competency using another method of training and assessment. Examples include:

- Adjusted assessment methods such as oral presentations, practical demonstrations, role plays, video or additional assignments and course work.

Reasonable adjustment(s) must be approved by the trainer assigned by the student. All adjustments must be recorded on the assessment materials and the student must still demonstrate competency against the unit of competency requirements on [training.gov.au](http://training.gov.au).

## 7. ACCESS AND EQUITY COMPLAINTS

Students, staff or clients that have reason to believe anyone representing GET Education Australia, or any marketing, training and assessment material has breached the access and equity principles outlined in this policy, should raise their concerns by emailing [admin@get.edu.au](mailto:admin@get.edu.au) or completing the Complaint and Appeal Form available on the GET Education Australia website. For further information on complaints, grievances and appeals, refer to the Complaints, Grievances and Appeals Policy.

## 9. ABBREVIATIONS

ASQA – the Australian Skills Quality Authority.

DET – Department of Education and Training.

RTO – Registered Training Organisation.

VET – Vocational Education and Training.

CT – Credit Transfer.

RPL – Recognition of Prior Learning.

SMS – Student Management System.

AQF – Australian Qualifications Framework

## 10. Principles of Assessment:

**Fairness** – the individual learner’s needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner’s needs. The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.

**Flexibility** – assessment is flexible to the individual learner by reflecting the learners needs, assessing competencies held by the learner no how or where they have been acquired and drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements and the individual.

**Validity** – any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner. Validity requires:  
Assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge and skills that are essential to competent performance. Assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations. Judgment of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.

**Reliability** - Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

### **Rules of Evidence:**

**Validity** – the assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.

**Sufficiency** – the assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner’s competency.

**Authenticity** – the assessor is assured that the evidence presented for assessment is the learner’s own work.

**Currency** – the assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

