# Access and Equity Policy

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.

GET Education Australia continually seeks to offer its scope of courses, at various locations including regional and on the job training to constantly improve access to potential students.

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 us.

- 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](#)

[VET Student Loans Act 2016](#)

[VET Student Loans Rules 2016](#)

[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](#)

[Sex Discrimination Act 1984](#)

[Racial Discrimination Act 1975](#)

[Age Discrimination Act 2004](#)

[Disability Discrimination Act 1992](#)

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

## 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.

## 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.

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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

## GET EDUCATION AUSTRALIA SERVICES POLICY STATEMENT

GET Education Australia is committed to access and equity principles and processes. We acknowledge and ensure 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.

These principles are integrated into all our services delivered to students. This covers but is not limited to the following student engagement services and information platforms:

Student recruitment services provided by GET Education Australia.

Any Advertising brochures

Social media and forums.

GET Education Australia and Agent websites.

Phone or email correspondence.

Training and assessment services such as:

Online and social media forums.

Training and assessment content and supporting materials.

Engagement with Trainer/Assessor or staff by phone or email.

Practical placements or workshops.

Assessment methods including Credit Transfer (CT), Recognition of Prior Learning (RPL) and reasonable adjustment.

Support services:

Core Skills Assessment Program.

Cancellation and Variations to course enrolments.

Student application and administration services:

Collection and processing of student information.

Processing of enrolment.

Fees, charges and refunds.

All application enquires are transferred to GET Education Australia staff or trainers to ensure the potential student is provided with accurate and up to date information on the relevant course and terms and conditions of becoming a student at GET Education Australia prior to enrolment. This allows individuals to discuss their career aspirations, styles of learning and perceived barriers to study to ensure that our services match their expectations and learning outcomes.

**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 3 Guarantee with the exception that students must not have enrolled in or have completed a Certificate IV and or higher qualification.

## 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)

In order to determine that a student possess the knowledge and skills necessary to be successful in the qualifications being delivered; potential students will need to undertake an LLN test before being enrolled in their chosen course. This can also help us to provide any assistance you may need to be successful in your chosen course.

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.

All results from these activities are recorded on our Student Management System (SMS) and discussions for entry into GET Education Australia courses are based on the specific requirements for each course and the AQF level required for successful learning outcomes for the individual student.

## 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 Consultant or a 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). GET Education Australia implements processes to set high standards for consistency in assessment marking across Trainers and Assessors.

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:

Providing additional resources such as hard copy resources, audio, course materials in a different format.

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

All adjustments must be recorded on the SMS and the student must still demonstrate competency against the unit of competency requirements on training.gov.au.

## 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 at completing the Complaints and Appeals Form available on the GET Education Australia website. For further information on complaints, grievances and appeals, refer to the Complaints, Grievances and Appeals Policy.

## 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

# REFERENCES/SUPPORTING DOCUMENTS/DEFINITIONS

**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.

**Language** is the main way we make and understand meaning as humans. Includes speaking, listening, reading, writing, and visual communication. In its broadest sense, language involves the words, verbal structures and gestures we use to convey meaning. It also refers to using words and grammatical structures and other meaning support system (e.g. gestures when speaking and listening; punctuation and formatting when reading and writing to make meaning of, or to understand someone else's meaning).

**Literacy** is the ability to read and use written information as well as to write in an appropriate manner at home, at work and in the community. Literacy is the ability to read and use written information as well as to write in a range of contexts. Literacy involves the integration of speaking, listening and critical thinking with reading and writing.

**Numeracy** is the ability to use the mathematical concepts needed to function effectively in work and social contexts. Numeracy involves the practical application of mathematical skills to absorb, use and critically evaluate information in numerical and graphical form. This can include number skills, spatial and graphical concepts, the use of measurement, problem solving.

**Reasonable adjustment** in VET is the term applied to modifying the learning environment or making changes to the training delivered to assist a learner with a disability.