QAT Policy P008

Fair Treatment, Equal Benefits, Opportunity & Access Policy

References: *Clauses 43 & Subclause 45(1) of Schedule IA, HESA Act 2003*
RTO Standard 1 (Clause 1.7)
Inclusive learning: A way forward (Department of Education, Training and Employment
Higher Education Administrative Information for Providers

1.0 Purpose

This policy is to outline the ways in which Queensland Academy of Technology (QAT) ensures all student/s and potential students are treated in a fair and equal manner in relation to both the student application and selection processes at QAT, as well as the policies that the school implements after one has become an accepted student.

Queensland Academy of Technology (QAT) will meet the needs of individuals, and the community as a whole through the integration of access and equity guidelines. The organisation will:

- Ensure that equity principles for all people are implemented through the fair allocation of resources and the right to equality of opportunity without discrimination, and
- Increase opportunities for people to participate in the vocational education and training system, and in associated decisions, which affect their lives.

This policy will be made available to Students and Potential Students through publication on the website: www.qat.qld.edu.au

2.0 Background

Australia Moreton Education Group Pty Ltd trading as Queensland Academy of Technology (QAT) supports the concept of equal opportunity and is committed to providing all staff, students and potential students with a working and learning environment which values diversity, respects differences and provides an environment that is safe, healthy, positive, supportive and free from all forms of harassment, bullying and discrimination.

The need for providing effective access and equity is referenced in RTO Standards 1 (Clause 1.7) from the Standards for Registered Training Organisations (RTOs) 2015.

> ***Clause 1.7***
> *The RTO determines the support needs of individual learners and provides access to the educational and support services necessary for the individual learner to meet the requirements of the training product as specified in training packages or VET accredited courses.*

Further to the above, QAT agrees to be bound by the principles set out in the policy document *Inclusive learning: A way forward,* which is an obligation under the Certificate 3 Guarantee Program Policy, as well as the fairness and equity principles set out in the *Higher Education Administrative Information for Providers* document.

3.0 Definitions

For the purposes of this document the following applies:

The HESA Act refers to the Higher Education Support Act 2003.

Access generally refers to the ability to enter training. Improving access might involve strategies such as improving physical access to a training venue; ensuring that selection criteria do not discriminate against learners; adapting marketing activities to encourage all learners. Access issues form a sub-set within equity issues.

Equity is a term which covers a wide range of matters. Examples of equity strategies include providing a supportive learning environment; adjusting assessments to meet individual circumstances; implementing policies on fee reduction (e.g. Certificate III Guarantee concessional fees); developing and using inclusive training materials. Essentially, equity refers to the capacity for all learners to achieve results in training and to receive training in an inclusive environment with inclusive materials.

Student/s refers to all persons enrolled in a VET course or unit of study. It covers those who are: on a student visa; domestic full-fee paying; entitled to access government funding assistance schemes such as the Certificate III Guarantee; entitled, or would be entitled, to VET FEE- HELP assistance under clause 43 of Schedule 1A of the HESA Act, for a course that meets the requirements under subclause 45(1) of Schedule 1A of the HESA Act.

Potential Student/s refers to all persons *seeking* to enrol in a VET course or unit of study, under all the same definitions as listed above.

4.0 Policy

4.1 Fair Treatment

4.1.1 QAT will support access and equity principles by ensuring that everyone has the opportunity to successfully gain skills, knowledge and experience through education and training. QAT will maintain a policy of non-discrimination in accordance with the Anti-Discrimination Act 1997 (amended 2002) towards all learners.

Queensland Academy of Technology will treat fairly all Students and Potential Students. All aspects of recruitment and training will be governed by merit, competence, suitability and where applicable, qualifications, and will not be influenced by sex, age, race, colour, religion, national origin or disability.

4.2 Student Selection

4.2.1 Queensland Academy of Technology has open, fair and transparent procedures, based on merit for making decisions about:

a) the selection, from among Potential Students; and
b) the treatment of Students.

4.2.2 Potential Students seeking to enrol in a VET course or unit of study with Queensland Academy of Technology, regardless of their background, circumstances or eligibility for funding will be assessed for entry to study through the same published entry requirements and through the same process.

4.2.3 The above undertakings do not prevent Queensland Academy of Technology taking into account, in making decisions about the selection and treatment of Students or Potential Students, educational disadvantages that a particular Student or Potential Student has experienced or the fact that the Student or Potential Student may be enrolled via a VET restricted access arrangement.

4.3 Accepted students

4.3.1 Once a potential student has become an accepted student of Queensland Academy of Technology, they are bound by various aspects of company policy. These include, but are not limited to:

- Course progress and attendance monitoring;
- The assessment of students' work;
- Complaints and appeals processes;
- Assessing student requests for deferrals, etc.

At all times, even when not explicitly stated within a procedure, QAT staff will act in accordance with the equity principles outlined in this policy.

4.4 Participation/Responsibility

4.3.1 The CEO, via the Head of English and Program Coordinators, will communicate this policy to all staff. It is the responsibility of all employees to understand its contents, follow the intent underpinning it, implement procedures in an appropriate manner, and to report those who do not.

5.0 Forms

- As required by the relevant policy or procedure.

6.0 References

Higher Education Support Act 2003-Schedule 1A
Standards for Registered Training Organisations (RTOs) 2015.

Version history

Date	Version	Author	Status	Reviewers
08/12/13	1	S Mok, reformatted	Re-formatted existing Fair Treatment, Equal benefits & Opportunity Policy to match our existing format for our policies for International students.	M Wang
13/03/14	2	A Black	Combined with existing Access and Equity policy, added section 4.2, amended 4.4 and added references to funding policies.	M Wang
08/06/2015	2.1	M Dodunski	Updated RTO Standards	M Wang
17/08/18	2.2	John Hunt	Updated Link to HESA Act, updated terms and footer	R.Campbell.