LEVERAGE
ACADEMY
RTO 41017

Access, Equity and Anti-Discrimination Policy and Procedures

Version 4.0 – March 2026

Version Control

Item	Summary of update	Version	Review date
1	New comprehensive Policy and Procedures document created to replace old, outdated policy suite.	2.0	14/08/2025
2	Further review to ensure alignment with 2025 RTO Standards. Some formatting updates.	2.1	17/02/2026
3	Further review to make improvements for ease-of-use and correct minor linguistic errors.	2.2	26/02/2026
4	Further refinement of policy as part of continuous improvement.	3.0	24/03/2026
5	Explicit reference to requirements contained in Outcome Standard 2.5b.	4.0	31/03/2026

Quality area	Student Support; Governance; Accountability
2025 RTO Standards Alignment	Outcome Standards 2.1, 2.2, 2.4, 2.5, 4.1 Compliance Standards 20
Author	Leverage Academy
Status	Approved
Approved by	Bailey Compton
Approval Date	31/03/2026

Purpose

This policy outlines the principles and procedures that ensure equitable access to training and assessment services provided by Leverage Academy (the Academy). This policy promotes an inclusive environment where all learners and team members are treated fairly, and barriers to participation are minimised, allowing all individuals to achieve their full potential.

Scope

This policy applies to all learners, trainers, assessors, administrative team members, and management within the Academy. It covers all aspects of the Academy's operations, including enrolment, training, assessment, support services, and employment practices, ensuring compliance with relevant anti-discrimination, human rights, and equal opportunity legislation.

This Academy strives to ensure that it complies with all legislative regimes regulating discrimination, including the commitment to providing access and supply of services irrespective of gender, sexual orientation, marital status, race, disability, and age.

Policy

The Academy has a record of commitment to providing an inclusive and supportive learning environment that values diversity and promotes equal opportunity for all individuals. The Academy will continue to ensure that its services are accessible to all learners, regardless of their background, and that all participants are treated equitably in their training, assessment, and employment.

Principles

The Academy will uphold the following principles to ensure access and equity for all individuals:

- **Inclusive Practices:** The Academy will provide and foster education and training services that are inclusive, culturally safe for First Nations people, and considerate of the diverse needs of learners, including those with disabilities (visible and invisible), cultural differences, and socio-economic challenges.
- **Fair and Equal Treatment:** All learners and Academy team members will be treated fairly, with respect and without discrimination, harassment, or victimisation.
- **Reasonable Adjustments:** Reasonable adjustments will be made to support learners with disabilities or other specific learning needs to ensure they have equal access to training and assessment.

Enrolment and Admission

- **Fair Enrolment Practices:** The Academy will ensure that its enrolment and admission processes are non-discriminatory and open to all individuals who meet the course entry requirements.
- **Information Accessibility:** All course information, including entry requirements, fees, and support services, will be provided in formats that are accessible to all prospective learners.

Training and Assessment

- **Assessment Flexibility:** Assessments will be flexible and adapted where necessary to accommodate individual needs, such as providing alternative assessment formats, special tools or additional time. Any reasonable adjustments or flexible assessment arrangements will be implemented in a way that preserves the requirements of the training product and the principles of valid, reliable, fair and flexible assessment.

Support Services

- **Access to Support:** The Academy will provide a range of tailored support services, including academic, language, literacy, numeracy, and personal support to help all learners succeed in their studies.
- **Reasonable Adjustments:** Reasonable adjustments will be made to training and assessment activities to accommodate learners with disabilities or special needs, ensuring they have the opportunity to demonstrate competence on an equal basis.

Employment Practices

- **Equal Employment Opportunities:** The Academy will provide a fair and equitable workplace that is free from discrimination, ensuring equal opportunities for all Academy team members in recruitment, selection, promotion, and professional development.
- **Workplace Flexibility:** The Academy will promote flexible work arrangements where possible to accommodate the personal needs of Academy team members, including those with family responsibilities or disabilities.

Identification and Removal of Barriers

The Academy will continuously review its operations to identify and remove any barriers that may prevent access or equity for learners and Academy team members. This includes regularly assessing physical access to facilities, the accessibility of learning materials, and the inclusiveness of policies and procedures.

Procedures

Obligations and Expectations

- **Academy Manager:** Responsible for ensuring that the Academy complies with all relevant access and equity legislation and that this policy is implemented across the organisation.
- **Trainers and Assessors:** Responsible for delivering training and assessments in a manner that accommodates the diverse needs of learners and adheres to the principles of access and equity.
- **Student Liaison Team:** Responsible for providing support services to learners and assisting with reasonable adjustments where required.
- **All Team Members** Responsible for upholding the principles of access and equity in their interactions with learners, colleagues, and stakeholders.

- **Learners:** Expected to treat others with respect and without discrimination or harassment.

Reporting and Complaints

Learners and all team members who feel they have been treated unfairly can lodge a complaint through the Academy's *Complaints and Appeals Policy and Procedures.* Complaints will be handled promptly, confidentially, and in accordance with procedural fairness.

Publication

This *Access, Equity and Anti-Discrimination Policy and Procedures* document will also be published on the Academy's website and referenced in the Academy's *Learner Handbook*.

Policy Governance

Review
All access, equity and anti-discrimination systems and materials must be reviewed and approved by the CEO and / or Academy Manager before publication to ensure compliance with RTO standards and regulatory requirements.

On-going Monitoring and Compliance
The Academy will regularly monitor its access, equity and anti-discrimination processes to ensure ongoing compliance and will promptly address any non-compliant practices or areas of improvement identified, and document this in the *Continuous Improvement Register* accordingly.

Definitions

- **Access** refers to the ability of all learners to participate in education and training without barriers that prevent equal participation.
- **ASQA** means Australian Skills Quality Authority, the national VET regulator and the RTO's registering body.
- **Compliance Standards** refers to the Compliance Standards for National Vocational Education and Training Regulator (NVR) Registered Training Organisations (RTOs) Instrument 2025.
- **Discrimination** refers to the unfair or prejudicial treatment of individuals based on characteristics such as race, gender, age, disability, religion, or socio-economic status.
- **Equity** refers to the fair treatment of all learners, considering individual needs, circumstances, and ensuring equal opportunities to succeed.
- **Outcome Standards** refers to the Outcome Standards for National Vocational Education and Training Regulator (NVR) Registered Training Organisations (RTOs) Instrument 2025.
- **Reasonable Adjustment** refers to modifications or changes made to the learning environment, teaching methods, assessment processes, or support services to accommodate the needs of learners with disabilities (visible or invisible) or specific needs, allowing them to participate in training and assessment on an equal basis.

- **Student Management System (SMS)** refers to a software solution designed to manage all aspects of student data and administrative processes within a training organisation. It streamlines operations, enhances efficiency, and helps RTOs meet compliance requirements.