

LEARNING - POLICIES & PROCEDURES

Policy Title	Access, Equity, Support & Wellbeing Policy & Procedure
Date	May 2026
Review Date	May 2028
Authority & Responsibility	Head of Learning
Standards	Standards for RTOs 2025: Outcome Standards 2.1, 2.2, 2.3, 2.4, 2.5 and 2.6; Compliance Standards for RTOs 2025: Information, complaints and feedback, records and governance obligations; Disability Discrimination Act 1992; Disability Standards for Education 2005; Privacy Act 1988.
Version	4.0

PURPOSE:

The purpose of this policy and procedure is to outline ASFA Learning’s approach to providing fair, inclusive and equitable access to training, assessment and support services. It supports prospective and current students to make informed decisions, participate in training and assessment on an equal basis, and access reasonable support where required.

This policy supports ASFA’s compliance with the Standards for RTOs 2025, particularly Quality Area 2 – VET Student Support, including information, suitability advice, training support, reasonable adjustments, diversity and inclusion, and wellbeing support. It also supports ASFA’s obligations under relevant Commonwealth and State legislation, including the Disability Discrimination Act 1992 and the Disability Standards for Education 2005.

SCOPE:

This policy and procedure applies to all prospective and current ASFA students, including students enrolled in nationally recognised training, workshops, online courses and Continuing Professional Development (CPD) products. It also applies to ASFA staff, trainers, assessors, contractors and third parties involved in course information, enrolment, delivery, assessment and student support.

Where this policy applies to nationally recognised training, the requirements of the Standards for RTOs 2025 apply in full. For non-VET short courses and CPD products, ASFA will apply the same principles of fairness, inclusion and reasonable support wherever practicable.

DEFINITIONS:

Access and equity: An approach that supports fair access to training and assessment for all students and removes, where reasonably practicable, barriers that may prevent participation or completion.

Reasonable adjustment: A measure or action taken to assist a student with disability or support need to access and participate in training and assessment on an equal basis, provided the adjustment does not compromise the integrity of the training product or impose unjustifiable hardship.

Training support: Support provided to assist students to progress through and complete training and assessment, including academic, technical, LLN, digital literacy and other study-related support.

LLN and digital literacy: Language, literacy, numeracy and digital capability required for a student to participate in and complete the relevant training product.

Wellbeing support: Information, referral or support strategies that assist students whose wellbeing may affect their ability to participate in training and assessment. ASFA is not a crisis, counselling or health service, but may refer students to appropriate external support services.

POLICY:

1. Access, equity and support principles

- ASFA is committed to providing a safe, inclusive and respectful learning environment that supports the diversity of students and prospective students.
- ASFA will provide clear, accurate and accessible information before enrolment so that students can make informed decisions about whether a course is suitable for them.
- ASFA will advise prospective students about the suitability of a training product, taking into account their skills, competencies, LLN, digital literacy, support needs and course requirements.
- ASFA will identify and respond to support needs as early as practicable and will provide reasonable access to training support services within the scope of ASFA's role and resources.
- ASFA will support students to disclose disability or support needs where they wish to do so and will handle information confidentially and in accordance with privacy obligations.
- ASFA will provide reasonable adjustments for students with disability where appropriate, while maintaining the integrity and validity of training and assessment.
- ASFA will foster a learning environment free from discrimination, harassment, bullying, racism and other conduct that is inconsistent with ASFA's Student Code of Conduct.
- ASFA will consider access and equity during course design, delivery, assessment and review activities.
- ASFA will keep records of support needs, decisions, reasonable adjustments and related communications to support quality assurance, continuity of support and regulatory compliance.

2. Information, suitability and enrolment

- Prior to enrolment, ASFA will provide students with information about course requirements, entry requirements, duration, mode of delivery, assessment requirements, technology requirements, fees, refund arrangements, support services and complaints and appeals options.
- Course information will identify the LLN and digital literacy skills required to participate in the course and any requirement for students to complete an LLN or digital literacy check.
- Where a prospective student appears unlikely to meet the entry or participation requirements of a course, ASFA will discuss options with the student. Options may include additional support, reasonable adjustment, referral to external support, deferral, alternative study pathways or not proceeding with enrolment.
- Enrolment decisions will be made fairly and without unlawful discrimination. Students will not be excluded from a course solely because they disclose a disability or support need.

3. Training support

- ASFA will provide training support that is reasonable and appropriate to the training product, delivery mode, student cohort and identified support needs.
- Training support may include clarification of course requirements, guidance on assessment requirements, referral to LLN or digital literacy support, reasonable flexibility in delivery or assessment arrangements, technical guidance for use of the ASFA Learning Hub, and access to trainers, assessors or Student Services.
- Students are encouraged to contact ASFA as early as possible if they experience difficulties that may affect their participation, progress or completion.
- ASFA will monitor student progress where practicable and may contact students where a lack of progress or engagement indicates that support may be required.

4. Reasonable adjustment

- Students may disclose disability or support needs before enrolment, during enrolment, or at any time during training and assessment.
- ASFA will consult with the student when considering reasonable adjustment and may request evidence where necessary to understand the student's needs and the nature of the adjustment requested.
- Reasonable adjustments may include changes to presentation of learning materials, additional time, assistive technology, alternative assessment conditions, flexible scheduling, accessible venues, or other adjustments that enable participation on an equal basis.
- Reasonable adjustments must not reduce the competency standard, compromise assessment validity or reliability, remove essential course requirements, create a work health and safety risk, or impose unjustifiable hardship on ASFA.
- Where a requested adjustment is not appropriate or possible, ASFA will explain the reasons to the student as soon as reasonably practicable and will discuss alternative options where available.

5. Diversity, inclusion and cultural safety

- ASFA will take reasonable steps to foster a learning environment that is safe, accessible and welcoming to students from diverse backgrounds.
- ASFA will aim to use inclusive language, examples and learning materials that avoid stereotyping, bias or discrimination.
- ASFA will seek to foster a culturally safe learning environment for First Nations students and will consider reasonable flexibility where cultural obligations may affect participation.
- Students and staff are expected to behave respectfully and in accordance with ASFA's Student Code of Conduct and relevant staff policies.

6. Wellbeing support and external referral

- ASFA will consider the wellbeing needs of its student cohort when planning and delivering training and support services.
- Where a student discloses a wellbeing concern that may affect their participation, ASFA will respond respectfully and may provide information about available options, including deferral, extension, reasonable adjustment, referral to external support services or complaints and appeals processes.
- ASFA does not provide medical, counselling, crisis or disability diagnostic services. Where specialist assistance is required, ASFA may refer students to appropriate external services listed in Appendix 1 or other relevant services.
- Where ASFA becomes aware of an immediate risk to a person's safety, ASFA may take appropriate action consistent with legal, privacy and duty of care obligations.

7. Discrimination, harassment and bullying

- ASFA will not tolerate discrimination, harassment, bullying, racism, vilification, sexual harassment or abusive behaviour by students, staff, trainers, assessors, presenters, contractors or other participants.

- Concerns about discrimination, harassment or bullying may be raised under ASFA's Complaints and Appeals Policy and Procedure.
- Where behaviour presents a serious safety, wellbeing, integrity or legal concern, ASFA may take immediate action, which may include removal from a session, suspension of access, withdrawal from a course, or referral to appropriate authorities.

8. Course design and review

- ASFA will consider access, equity, support and reasonable adjustment when designing, reviewing and improving courses, assessment tools, learning resources and delivery arrangements.
- Course design should apply universal design principles where practicable, including accessible document formats, clear instructions, plain English, appropriate sequencing, flexible learning activities and assessment instructions that support diverse learners.
- ASFA will review student feedback, complaints, appeals, support requests and completion data to identify opportunities to improve access, equity and student support.

PROCEDURE:

1. Pre-enrolment information and suitability

- Course information is published or provided to prospective students before enrolment and includes entry requirements, LLN and digital literacy expectations, support options, reasonable adjustment information, course requirements, fees and complaints and appeals information.
- Where a prospective student or employer identifies a support need, ASFA Student Services or the Learning team will discuss the request and, where required, refer the matter to the Head of Learning.
- Where suitability concerns are identified before enrolment, ASFA will discuss options with the prospective student and document the advice provided. This may include referral to external LLN, digital literacy or other support providers.

2. Identifying support needs during enrolment or training

- Students may disclose support needs by contacting ASFA Student Services at learning@superannuation.asn.au, through enrolment communications, or by contacting their trainer, assessor or the Learning team.
- ASFA staff who become aware of a possible support need must refer the matter to the Head of Learning or appropriate Learning team member as soon as practicable.
- The Head of Learning will determine whether the matter can be addressed through standard support arrangements or whether tailored support is required.

3. Developing an Individual Support Plan

- Where a student requires support above the standard support offered for the course, ASFA will discuss and identify these needs through consultation with the student.
- The Head of Learning will consider the nature of the support need, how it affects participation, the student's preferred adjustment, course and assessment requirements, privacy considerations, impacts on other students or staff, work health and safety considerations, and whether the adjustment is reasonable.
- ASFA may request supporting evidence where necessary, such as a medical report, disability support documentation, learning needs assessment or other relevant information. Evidence will be handled confidentially.
- The Adjustments Register will be updated with the agreed support actions, responsible staff, implementation timeframe, review points and any limitations or alternative options.
- The Adjustment Register is held on Monday.com. Information will only be shared with staff, trainers, assessors or contractors who need the information to implement the support or adjustment.

4. Implementing and reviewing reasonable adjustments

- The Head of Learning or delegate will communicate agreed adjustments to relevant staff in accordance with privacy requirements.
- Relevant staff will implement the adjustment as early as practicable and monitor whether it remains appropriate.
- If an adjustment cannot be implemented, ASFA will notify the student in writing, provide reasons, and discuss alternative support options where available.
- Students may request a review of support arrangements at any time if their circumstances change or if the agreed adjustment is not meeting their needs.

5. LLN and digital literacy support

- LLN and digital literacy requirements will be explained in course information and assessed or confirmed where required under the Enrolment Policy and Procedure.
- Where LLN or digital literacy gaps are identified, ASFA will discuss the likely impact on participation and available options with the student.
- Options may include referral to LLN or digital literacy support providers, advice on alternative study pathways, additional support within ASFA's scope, deferral, or

not proceeding with enrolment where the training product is not suitable at that time.

6. Complaints, appeals and review rights

- Students may lodge a complaint or appeal if they are dissatisfied with a decision about access, equity, support, reasonable adjustment, enrolment suitability or conduct concerns.
- Complaints and appeals will be managed in accordance with ASFA’s Complaints and Appeals Policy and Procedure.
- ASFA will ensure students are not disadvantaged for raising a support need, complaint or appeal.

7. Records and continuous improvement

- ASFA will maintain secure records of support requests, evidence provided, suitability advice, Individual Support Plans, reasonable adjustment decisions, student communications and outcomes.
- Access to records will be limited to authorised staff and managed in accordance with ASFA’s Privacy Policy and record-keeping requirements.
- Access, equity and support data, including feedback, complaints, appeals and support requests, will be considered during course review, self-assurance and continuous improvement activities.

VERSION CONTROL:

Version	Date	Approved by	Summary of changes
4.0	15/05/2026	Head of Learning	Updated to align with the Standards for RTOs 2025.

APPENDIX 1: SUPPORT SERVICES

Name of Service	Contact	Services Offered
TAFE NSW	131601 or https://www.tafensw.edu.au/	LLN support/courses English language courses
TAFE VIC	131 823 or https://www.education.vic.gov.au/	LLN support/courses English language courses
TAFE SA & NT	1800 882 661 or https://www.tafesa.edu.au	LLN support/courses English language courses
TAFE QLD	1300 308 233 or https://tafeqld.edu.au	LLN support/courses English language courses
TAFE WA	08 6212 9888 or https://www.fulltimecourses.tafe.wa.edu.au/	LLN support/courses English language courses
Canberra Institute of Technology (TAFE Canberra)	(02) 6207 3188 or https://cit.edu.au/	LLN support/courses English language courses
TasTAFE	1300 655 307 or https://www.tastafe.tas.edu.au/	LLN support/courses English language courses
Reading Writing Hotline	1300 6 555 06 or https://www.readingwritinghotline.edu.au/	LLN support
ADCET	https://www.adcet.edu.au/	Information for anyone working in education or students on best ways to provide support for students with disabilities
National Disability Insurance Scheme (NDIS)	https://www.ndis.gov.au/	The NDIS provides funding to Australians who have permanent and significant disability
National Relay Service	https://www.infrastructure.gov.au/media-communications-arts/phone/services-people-disability/accesshub/national-relay-service	Services for people with disability
Vision Australia – Print Accessibility Services	https://www.visionaustralia.org/services/print-accessibility/	Print accessibility services