PIONEER COLLEGE
RTO: 45763 CRICOS: 03956A

Access and Equity

Policy and Associated Procedures

July 2026

Promoting fair, inclusive and equitable access to education, support and opportunities for all members of the Pioneer community.

Pioneer Education Institute Pty Ltd t/a Pioneer College

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1. Purpose and Scope

1.1 The purpose of this policy and associated procedures is to outline Pioneer College's (hereafter referred to as 'Pioneer') approach to providing training and assessment services that are accessible and equitable for all students, and to maintaining a learning environment that promotes diversity and inclusion and is free from discrimination, harassment, bullying and vilification.

1.1.1 This policy and procedures meet the requirements of Standards 2.4 and 2.5 of the Outcome Standards for RTOs, as well as Standard 6 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018, the Disability Discrimination Act 1992 and the Disability Standards for Education 2005.

1.1.2 This Policy applies to all current and prospective students of Pioneer, as well as staff members, contractors and education agents, where applicable. It applies across all campuses, premises and facilities used by Pioneer, including classes, work placements, activities, events and Pioneer's electronic platforms.

1.1.3 This policy does not define student misconduct or set out the process for handling complaints. Refer to the Student Code of Conduct Policy and Procedures and the Complaints and Appeals Policy and Associated Procedures respectively.

2. Related Documents

Student Handbook

Student Code of Conduct

Complaints and Appeals Policy and Associated Procedures

Student Support Policy and Associated Procedures

Student Enrolment and Completion Policy and Associated Procedures

Teaching and Assessment Policy and Associated Procedures

Student Support Plan Form

3. Related Legislation

3.1 Education Services for Overseas Students (ESOS) Act 2000, specifically the National Code 2018

3.2 National Vocational Education and Training Regulator (NVETR) Act 2011, specifically the 2025 Standards for Registered Training Organisations (RTOs)

3.3 Disability Discrimination Act 1992, specifically the Disability Standards for Education 2005

This policy and procedures will contribute to Pioneer complying with other requirements such as included in the:

- *Age Discrimination Act 2004*
- *Racial Discrimination Act 1975*
- *Sex Discrimination Act 1984*
- *Equal Opportunity Act 1984 (WA)*
- *Privacy Act 1988*
- *Vocational Education and Training Act 1996 (WA)*

4. Definitions

Access and Equity	Policies and approaches aimed at ensuring that vocational education and training is responsive to the individual needs of students 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.
Bullying	Unwanted, unreasonable behaviour towards an individual or group that is repeated over time and causes a risk to health, safety or wellbeing.
Cultural Safety	An environment that is spiritually, socially, emotionally and physically safe for people, where there is no assault, challenge or denial of their identity, of who they are and what they need.
Direct Discrimination	Where a person is treated less favourably than another person would be treated in the same or similar circumstances because of a protected attribute.
Discrimination	Treating a person less favourably than others because of the person's circumstances, characteristics or beliefs, where that attribute is protected under anti-discrimination legislation.
Diversity	The range of characteristics, backgrounds, identities, experiences and perspectives present within the student and staff population.
Protected Attributes	Personal characteristics protected from discrimination under applicable Commonwealth and State or Territory anti-discrimination legislation. These include, but are not limited to, age, disability, race, colour, national or ethnic origin, sex, sexual orientation, gender identity, intersex status, marital or relationship status, pregnancy, breastfeeding, family or carer responsibilities, religion, political opinion (where protected), and any other attribute protected by law.
Harassment	Any behaviour that is unwelcome and inappropriate, which humiliates, intimidates or distresses a person, and which a reasonable person would anticipate could have that effect.
Inclusion	Creating an environment in which all students are respected, are able to participate on an equal basis, and can develop their full potential.

Indirect Discrimination	Where a rule, practice or policy appears neutral and is applied equally to everyone, but has the effect of disadvantaging people with a protected attribute without reasonable justification.
Language, Literacy and Numeracy (LLN)	The reading, writing, oral communication and numeracy skills a student requires to undertake and complete a training product.
Reasonable Adjustment	A measure or action taken to assist a student with disability to access and participate in training and assessment on an equal basis with other students, which does not impose an unjustifiable hardship on Pioneer and does not compromise the integrity of assessment against the requirements of the training product.
Vilification	A public act that incites hatred, serious contempt or severe ridicule of a person or group because of a protected attribute.

5. Policy Statements

5.1 Commitment

5.1.1 Pioneer promotes, encourages and values equity and diversity among its students, and is committed to providing services in a fair and equitable manner, free from bias.

5.1.2 Pioneer is committed to providing flexible learning and assessment options that recognise the diversity of students' individual needs and circumstances and assist them to achieve their learning goals.

5.1.3 Pioneer does not discriminate against or favour any group on the basis of a protected attribute in recruitment, selection or training, except where a special measure is permitted or required under anti-discrimination legislation, or where a reasonable adjustment is made under clause 5.4.

5.2 Access and Equity Principles

5.2.1 Pioneer will ensure that:

- all training and assessment policies and associated procedures incorporate access and equity principles;
- all students have equitable access to the benefits of training and assessment irrespective of their age, gender, race, religion, culture, linguistic background, marital status, geographic location, socio-economic background, disability, sexual orientation, gender identity, pregnancy, family or carer responsibilities, employment status, or political conviction;
- all enrolments into training courses and programs are conducted in an ethical and responsible manner, ensuring fairness and compliance with equal opportunity legislation; and

- all students have equitable access to training resources, facilities, equipment, support services, information, training and assessment personnel, materials, and assessment and training opportunities.

5.2.2 Pioneer will demonstrate its commitment by:

- selecting students according to a fair and non-discriminatory process;
- making its training relevant for a diverse student population;
- providing suitable access to facilities and resources;
- providing appropriate support services;
- providing accessible complaints and appeals processes;
- consulting with relevant industry groups; and
- raising staff, contractor and student awareness of access, equity and inclusion.
- eliminating discriminatory language from its publications, marketing material and communications.

5.2.3 Pioneer will respect each student's right to privacy and confidentiality, and will handle personal information disclosed under this policy in accordance with the Privacy Act 1988 and the Privacy Policy and Associated Procedures.

5.2.4 All staff are given a fair and reasonable opportunity to participate in relevant decision-making processes, and in the allocation of resources and services required to fulfil their duties and responsibilities.

5.3 Diversity and Inclusion

5.3.1 Pioneer fosters a safe and inclusive learning environment in which all students are respected, are able to participate on an equal basis, and can develop their full potential.

5.3.2 Pioneer fosters a culturally safe learning environment for First Nations people. In doing so, Pioneer will:

- recognise and respect the cultures, histories and rights of Aboriginal and Torres Strait Islander peoples;
- ensure that training and assessment materials, and the conduct of staff, do not assault, challenge or deny a person's cultural identity; and
- provide staff with access to information and guidance on culturally safe practice.

5.3.3 Pioneer recognises that students may face barriers to access, participation and achievement arising from their circumstances, and is responsive to those individual needs.

5.3.4 Pioneer will not tolerate discrimination, harassment, bullying, vilification or victimisation in any form, by or towards any student, staff member, contractor or education agent. Conduct of this kind by a student is misconduct and is dealt with under the Student Code of Conduct.

5.4 Reasonable Adjustments

5.4.1 Pioneer will make reasonable adjustments to support students with disability to access and participate in training and assessment on an equal basis with other students.

5.4.2 Students are supported to disclose a disability if they wish to do so. Disclosure is voluntary, and a student who chooses not to disclose will not be disadvantaged.

5.4.3 At enrolment, students are asked to identify any personal needs or circumstances for which they may require additional support. Students may also raise a request for a reasonable adjustment at any time during their course.

5.4.4 Pioneer, in collaboration with the student, will assess what adjustments are appropriate. Adjustments may include flexible delivery options, alternative assessment methods, learning materials in alternative formats such as large print, additional time, adaptive equipment, information technology support, study support and study skills programs, language, literacy and numeracy support, support persons, or referral to counselling services.

5.4.5 A reasonable adjustment must not compromise the integrity of assessment against the requirements of the training product. Students must still demonstrate the required competency, and be able to meet the essential requirements of the units of competency, to attain the relevant award.

5.4.6 Where a requested adjustment is not reasonable or practicable, the student will be informed in writing, as soon as reasonably practicable, of the reasons for the decision, any available alternative options, and their right to lodge a complaint or appeal.

5.4.7 All reasonable adjustments requested, implemented or declined are recorded on the Student Support Plan Form and retained in the student's file.

5.4.8 Reasonable adjustments and any support provided under this policy are made at no additional cost to the student.

5.5 Language, Literacy and Numeracy

5.5.1 Each training product sets a minimum requirement for the language, literacy and numeracy (LLN) skills of students, which must be complied.

5.5.2 Pioneer makes appropriate concessions for the LLN needs of students where those concessions do not compromise the requirements of the relevant training product or the integrity, equity and fairness of assessment.

5.5.3 Where a student is identified, either prior to enrolment or during their course, as having a level of LLN below the minimum required, Pioneer will provide appropriate advice and support regarding further learning options. Further LLN development or

remedial assistance may be required before the student continues or completes their course.

5.6 Concerns and Complaints

5.6.1 Pioneer encourages students and staff to raise concerns about access, equity, discrimination or harassment as early and as close to the source as possible.

5.6.2 A student who wishes to make a complaint may do so under the Complaints and Appeals Policy and Associated Procedures. That policy sets out the process, timeframes, the right to a support person, and the right to internal and external review.

5.6.3 Complaints will be handled confidentially and impartially. A person advising on, conciliating or investigating a complaint must act fairly, without bias, and must avoid any conflict of interest. The respondent must be given a fair opportunity to know the case against them and to respond.

5.6.4 No student or staff member will be victimised or treated unfairly for making a complaint in good faith, or for assisting with a complaint. Victimisation is treated in the same manner as a complaint of discrimination or harassment.

5.6.5 Making a complaint does not remove a student's right to take action under Australian consumer protection or anti-discrimination law, or to contact the Australian Human Rights Commission or the Equal Opportunity Commission of Western Australia.

6. Procedures

6.1 Identify Student Needs at Enrolment

6.1.1 Provide prospective students with information about access, equity and available support before enrolment, through the Student Handbook and Pioneer's website.

6.1.2 At application and enrolment, provide the student with an opportunity to identify any disability, impairment, or personal needs or circumstances for which they may require additional support.

6.1.3 Conduct an LLN assessment where required by the training product, and record the outcome in the student's file.

6.1.4 Where a need is identified, refer the student to the Campus Manager/ Trainer Co-ordinator to discuss reasonable adjustments and support options.

6.2 Implement Reasonable Adjustments

6.2.1 Meet with the student to discuss the adjustment requested, the barrier it addresses, and any supporting documentation the student wishes to provide.

6.2.2 Assess whether the adjustment is reasonable, having regard to the essential requirements of the training product, the effect on the student, and the resources available to Pioneer.

6.2.3 Record the agreed adjustment on the Student Support Plan Form in accordance with the Student Support Policy and Associated Procedures, and place a copy in the student's file. Advise the relevant trainers and assessors of the adjustment on a need-to-know basis.

6.2.4 Where the requested adjustment is not reasonable or practicable, record the reasons on the Student Support Plan Form and provide the completed Plan to the student within three (3) working days, together with any available alternative options and information about the student's right to lodge a complaint or appeal.

6.2.5 Review the effectiveness of the adjustment with the student at least once per term, and adjust where required.

6.3 Respond to Concerns about Discrimination or Harassment

6.3.1 Where a staff member becomes aware of a concern, acknowledge it promptly and advise the person of their options, including informal resolution and the Complaints and Appeals Policy and Associated Procedures.

6.3.2 Where the concern relates to the conduct of a student, refer the matter to the Campus Manager to be dealt with under the Student Code of Conduct.

6.3.3 Where the concern relates to the conduct of a staff member, contractor or education agent, refer the matter to the CEO/PEO.

6.3.4 Where a person is at immediate risk of harm, act in accordance with the Critical Incident Policy and Associated Procedures and the Health and Safety Policy and Associated Procedures.

6.3.5 Record the concern, the action taken and the outcome, and retain the record in accordance with Pioneer's record-keeping obligations.

6.4 Monitor and Improve

6.4.1 Make all staff, students, trainers and contractors aware of this policy. Students are informed at Orientation; staff and contractors acknowledge the policy on commencement and annually thereafter. Access, equity and inclusion are addressed at staff induction and in staff meetings and professional development activities.

6.4.2 Monitor access and equity practices, including the number and nature of reasonable adjustments made and any concerns raised, and report to the CEO/PEO at least annually.

6.4.3 Where a deficiency in this policy or its implementation is identified, document and assess it, determine the impact, and amend the policy to address the deficiency.

7. Policy Review

7.1 Policy review is undertaken by the CEO with input from relevant staff.

7.2 Policy reviews are identified by an annual review cycle, or through audit and continuous improvement activities. An earlier review may occur if legislative or regulatory changes occur, or if a significant incident or near miss occurs.

7.3 The CEO implements the changes and updates the policies and procedures manual accordingly.

7.4 The CEO communicates amendments to policies and procedures to all relevant staff via email and/or staff meetings.

7.5 Changes will be recorded in the updated version control and Document History.

8. Responsibilities

8.1 The CEO/PEO is responsible for, but not limited to:

- Ensuring all staff are aware of this policy and act in accordance with it.
- Ensuring all students are made aware of their rights and responsibilities under this policy.
- Not condoning or engaging in discriminatory or harassing behaviour.
- Maintaining the confidentiality of matters raised under this policy, and referring a matter to another member of the management team or an external independent party where the CEO/PEO is not the appropriate person to deal with it.
- Monitoring access and equity practices and acting on identified areas for improvement.

8.2 The Academic Manager/Trainer Co-ordinator is responsible for, but not limited to:

- Assessing and approving reasonable adjustments in collaboration with the student.
- Ensuring adjustments do not compromise the integrity of assessment.
- Advising trainers and assessors of approved adjustments.
- Reviewing the effectiveness of adjustments with the student.

8.3 The Campus Manager is responsible for, but not limited to:

- Co-ordinating with the Trainer Co-ordinator, CEO and Student Support Officer to uphold this policy across the campus.

- Ensuring access and equity principles are applied consistently in day-to-day campus operations.
- Promoting an inclusive campus environment free from discrimination, harassment and bullying.
- Assisting with the response to student complaints or appeals relating to this policy.

8.4 The Administration and Student Support Officer is responsible for, but not limited to:

- Identifying student needs at application and enrolment.
- Arranging LLN assessment where required.
- Recording adjustments and support arrangements in the student's file.
- Providing students with information about support services available.

8.5 Trainers and Assessors are responsible for, but not limited to:

- Modelling and encouraging respectful and inclusive behaviour at all times.
- Implementing approved reasonable adjustments in training and assessment.
- Fostering a safe, inclusive and culturally safe learning environment.
- Addressing or escalating inappropriate behaviour in a timely manner.

8.6 Students are responsible for, but not limited to:

- Treating other students, staff and visitors with dignity and respect.
- Advising Pioneer of any needs or circumstances for which they require support.
- Complying with the Student Code of Conduct Policy and Procedures.

Any complaints or breaches in relation to this document should be reported to the Chief Executive Officer in person or by email to: ceo@pioneercollege.edu.au

Document History:

Version No.	Issue date	Nature of Amendment	Approved By
1.1	1 July 2020	Finalised written document.	—
1.2	26 Jan 2022	Changed header and footer, added RTO and CRICOS codes in footer, adjusted margins, changed font, font size, font colour and alignment.	—
3.0	1 Apr 2023	Changed RTO name from Princeton to Pioneer College; added further examples of sexual harassment. (No version 2.x was issued.)	CEO
3.1	17 Apr 2025	Policy re-issued.	CEO
4.0	20 July 2026	Full revision. Restructured to the standard Pioneer policy template. Updated from the superseded Standards for RTOs 2015 to the 2025 Standards for RTOs.	CEO
4.1	21 July 2026	Updated cover page to standard format; minor amendments to wording and responsibilities in line with reviewer feedback.	CEO

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