

Access and Equity Policy

1. PURPOSE

The purpose of this Policy is to provide a frame of reference in providing and maintaining training services that reflect fair and reasonable opportunity for all clients, regardless of their diversity; allowing everyone to freely participate in the learning environment free from discrimination, harassment, bullying and vilification.

2. POLICY STATEMENT

3D Safety Services (3DSS), we actively value, promote, encourage, and integrates access and equity principles into our programs by treating all students and individuals equally and fairly. 3DSS is committed to providing and maintaining an inclusive and diverse workforce and a positive learning environment that fosters equal benefits and opportunities for people to pursue their vocational and educational goals through participation in 3D Safety Services programs.

3DSS is committed to providing inclusive and flexible learning and assessment options, allowing students and staff alternatives that recognise the diversity of their individual needs and circumstances. We are dedicated to fostering a culturally safe environment, particularly for First Nations students, and ensuring that all members of our community are free from harassment and discrimination.

3D Safety Services will provide:

- a) Access to appropriate quality training and assessment services.
- b) Increased opportunity to participate in training.
- c) Equity for all people through the fair and appropriate allocation of resources.
- d) Equal opportunity without discrimination.
- e) A culturally safe environment for First Nations students
- f) A harassment-free and discrimination-free environment.

3D Safety Services will ensure:

- a) The principles of access and equity are incorporated in all training and assessment processes that impact students and potential students;
- b) All nominations and enrolments into training courses and programs will be conducted in an ethical and responsible manner, ensuring fairness and compliance with Equal Opportunity legislation, and
- c) All students have access to the training resources, facilities, equipment, support services, information, training and assessment staff, materials, assessment opportunities and training opportunities that meet their individual needs.

3. DEFINITIONS

The following words and expressions have the following specific meaning, as in the Standards for Registered Training Organisations (RTOs) 2025.

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.

Discrimination

Discrimination occurs when a person is treated less favourably than another in their employment because of a reason or ground which is prohibited by law.

Workplace Harassment

Harassment is unwelcome conduct directed towards a person based on a ground of discrimination, that a reasonable person would expect to offend, humiliate, or intimidate. If a person is being harassed then their ability to do their work is affected as they often become stressed and suffer health problems.

Harassment may result from behaviour which is not intended to offend or harm, such as jokes or unwanted attention however, this does not mean that it is lawful.

Sexual Harassment

The most common form of harassment is sexual harassment. Examples of sexual harassment include, but are not limited to:

- a) Unwanted touching
- b) Sexual innuendo propositions
- c) Pornographic material
- d) Obscene telephone calls
- e) Wolf whistles

Sexual harassment can occur among peers or co-workers, and in subordinate-supervisor, supervisor-subordinate or staff-student, student-staff, student-student situations.

Verbal Harassment

Examples of verbal harassment include, but are not limited to:

- a) Sexual comments, advances or propositions
- b) Lewd jokes or innuendos
- c) Racist comments or jokes
- d) Spreading rumours
- e) Comments or jokes about a person's disability, pregnancy, sexuality, age or religion
- f) Repeated questions about one's personal life
- g) Belittling someone's work
- h) Threats, insults or abuse
- i) Offensive obscene language
- j) Obscene telephone calls, unsolicited letters, faxes and emails

Non-Verbal Harassment

Examples of non-verbal harassment include, but are not limited to:

- a) Leering
- b) Putting offensive material on notice boards, computer screen savers and emails
- c) Wolf whistling
- d) Nude or pornographic posters
- e) Displaying sexist or racist cartoons or literature
- f) Demoting, failing to promote, or transferring someone because they refuse requests for sexual favours
- g) Following someone home from work

- h) Standing very close to someone or unnecessarily leaning over them
- i) Mimicking someone with a disability
- j) Practical jokes that are unwelcome
- k) Ignoring someone, or being cold and distant to them
- l) Crude hand or body gestures

Physical Harassment

Examples of physical harassment include, but are not limited to:

- a) Unwelcome physical contact such as kissing, hugging, pinching, patting, touching, or brushing up against a person
- b) Indecent or sexual assault or attempted assault
- c) Hitting, pushing, shoving, spitting, or throwing objects at a person
- d) Unfastening a person's attire

4. POLICY PRINCIPLES

3DSS will not accept any form of discrimination and we will apply the following principles in support of access and equity:

- a) 3DSS abides by access and equity principles.
- b) 3DSS will respect a client's right to privacy, confidentiality and be sensitive to client needs.
- c) 3DSS provides equal opportunity for all learners and is responsive to the individual needs of clients whose gender, pregnancy, race, marital status, sexuality, age, family/carer responsibilities, disability, transgender, political conviction, cultural or ethnic background, linguistic background, religious belief, geographic location, socio-economic background, employment/unemployment, imprisonment may present a barrier to access, participation and achievement of suitable outcomes.
- d) At registration, clients will be asked to identify personal needs or circumstances that may exist and for which they may require additional support.
- e) 3DSS will ensure that all staff, employees, and contractors have access to the information and support needed to prevent discrimination, sexual harassment, bullying and violence, victimization, and vilification or to deal with it appropriately if it occurs.
- f) 3DSS seeks to create a learning environment where all students are respected and can develop their full potential.
- g) All clients are given fair and reasonable opportunity to attend and complete training.
- h) All staff are given fair and reasonable opportunity to participate in relevant decision-making processes and the allocation of resources and services as required to fulfil their duties and responsibilities.
- i) Deficiencies will be investigated to determine whether a breach or policy deficiency exists. Should a discrepancy be proven, the impact of that breach or deficiency will be identified along with how the policy should be amended to eliminate the breach or deficiency in the future.
- j) All perceived deficiencies in the Access and Equity Policy are to be documented, assessed and reviewed by the Managing Director.
- k) 3DSS will demonstrate its commitment by:
 - i. Selecting students according to a fair and non-discriminatory process
 - ii. Making its training relevant for a diverse student population
 - iii. Providing suitable access to facilities and resources
 - iv. Providing appropriate support services
 - v. Providing appropriate complaints procedures
 - vi. Consulting with relevant industry groups
 - vii. Raising staff, contractor and student awareness of equity issues.

Equal Opportunity

3DSS is an equal opportunity company and does not discriminate against or favour target groups in either recruiting or training, unless prescribed by funding contracts.

Target Groups are defined as:

- Aboriginal and Torres Strait Islanders;
- People with a disability;
- People from non-English speaking backgrounds;
- People in transition and other special groups (i.e. people re-entering the workforce, long term unemployed, sole parents, people with literacy problems)
- Women;
- People from regionally isolated communities.

Special Needs/Considerations

- a) Clients intending to enrol for training with 3DSS are requested prior to enrolment to advise 3DSS if they have any disability, physical or other impairment which may adversely affect their ability to successfully undertake training and assessment.
- b) Clients are encouraged to discuss with 3DSS any 'special needs' and/or 'reasonable adjustments' to the study environment which they consider are necessary or would assist them in the performance of their studies.
- c) 3DSS, in collaboration with the Client, will assess the potential for the Client to successfully complete the training which may include flexible delivery options to optimise the ease and benefit of the Clients' learning. However, no compromise to the integrity of the assessment against competency will be allowed.
- d) Clients with a disability are required to have the ability to fulfil the core requirements of the units of Competence to attain the relevant award. However, it is recognised that flexibility in arrangements may need to be implemented.

Cultural Safety for First Nation Students

3D Safety Services commits to creating an environment where First Nations students feel respected, included, and supported. This includes consulting with First Nations communities or representatives when developing and delivering training programs and ensuring that all staff are trained in cultural competency.

Support for Students with Disabilities

All Australian RTOs have an obligation under the following laws to support students with disabilities:

- Disability Discrimination Act 1992.
- Disability Standards for Education 2005.

3DSS's obligations to support students with disabilities include:

- Reasonable adjustments that allow students to participate and learn on the same basis as students without disability.
- Preventing harassment and victimisation of students with disability.
- Consultation with students with disability, their parents and caregivers, as required to develop reasonable adjustments and address concerns as they arise.

Language, Literacy and Numeracy

- a) Each Training Package sets a minimum requirement in language, literacy and numeracy skills of learners, with which 3DSS must abide.
- b) 3DSS makes appropriate concessions for language, literacy and numeracy issues of clients where these concessions do not compromise the requirements of the relevant Training Package and the integrity, equity and fairness of assessment.
- c) Where a Client is deemed, either prior to enrolment or throughout the training program, to possess a lower level of language, literacy or numeracy than is the minimum requirement for the requirements of the Training Package, 3DSS will provide appropriate advice and support to the Client regarding further learning options. At times, further language or literacy development or remedial assistance may be required to be completed prior to the continuation or completion of the Client's course of study.

Assessment Appeals

3D Safety Services is committed to providing a transparent, fair, and timely process for managing assessment appeals in alignment with the Standards for Registered Training Organisations (RTOs). We ensure that all students have access to an effective appeal process when they believe an assessment decision has adversely impacted them. Our approach is guided by the principles of natural justice and procedural fairness, and we strive to resolve appeals efficiently while keeping students informed throughout the process.

When managing and processing assessment appeals, 3D Safety Services will:

- Ensure the principles of natural justice and procedural fairness are adopted at every stage of the process.
- Make our policies publicly available.
- Set out the procedure for requesting an appeal.
- Ensure requests are acknowledged in writing and finalised as soon as practicable, and
- Provide for review by an independent party at the request of the appellant if the processes fail to be resolved.

All appeals will be taken seriously, resolved fairly, and treated with confidentiality by all staff members involved in the appeal process. Appellants will not be disadvantaged by making an assessment appeal.

3D Safety Services will:

- Promote a culture that views an appeal as an opportunity to improve our organisation.
- Address each appeal in an objective, equitable and impartial manner.
- Manage appeals in accordance with the principles of procedural fairness, ensure that appeals are resolved promptly, sensitively and in complete confidentiality.
- Ensure that the views of each appellant are respected and that any party to an appeal is not adversely affected.
- Ensure that there is a consistent response to appeals.

3D Safety Services is committed to:

- Providing a safe environment for each person to make an appeal.
- Ensuring that there are no negative consequences or retribution for any person who makes an appeal.
- Supporting participation in the assessment appeal process of any person wanting to make an appeal.

- Treating each person making an appeal in a manner that protects their privacy and respects confidentiality.
- Providing fair and timely resolution of appeals.
- Keeping each person informed at all stages of the decision-making process concerning their appeal and the reasons for those decisions.
- Informing each person of their right to complain to an external body.
- Ensuring appeals are handled impartially, justly, confidentially and with the appropriate sensitivity.
- Defining the responsibilities and rights of all parties.
- Responding to its changing environment and adapt any systems, processes and approaches that may be identified as an issue as part of any complaint or appeal process.

Students are entitled to two (2) attempts at assessment. In most cases, the matter may be resolved by the Assessor providing feedback and a resubmission or reattempt organised at a mutually convenient time.

Harassment

- a) Harassment will not be tolerated at 3DSS. If harassment occurs, the person responsible will be subject to disciplinary procedures. Disciplinary action will be taken against any staff or client involved in such behaviour. This may include termination of employment and removal of the client from the training course.
- b) Serious cases of harassment may constitute a criminal offence.
- c) 3DSS will not tolerate behaviour which is considered to be sexual harassment and expects all staff, contractors and clients to treat each other with dignity and respect.

Bullying and Violence

- a) 3DSS will not tolerate bullying or violent behaviour and expects all staff, contractors and clients to treat each other with dignity and respect.
- b) 3DSS recognises bullying and violence demeans and infringes the rights of individuals and groups, damaging the work and learning environment.

Vilification

- a) 3DSS will not tolerate behaviour which vilifies another person and expects all staff, contractors and clients to treat each other with dignity and respect.

Complaints

- a) 3DSS encourages informal resolutions of discrimination, sexual harassment, bullying and violence, victimisation, and vilification grievances in the first instance, as close to the source as possible, with the option of conciliation or investigation of the complaint if necessary.
- b) Complaints will be investigated in a confidential manner and action will be taken to ensure that the discrimination/harassment stops. Appropriate warning or disciplinary action will be taken where harassment is found to have occurred.
- c) Those responsible for advising, conciliating or investigating a complaint must act fairly and impartially, they must act without bias and avoid any conflict of interest the respondent must be given a fair opportunity to know the case against him or her and to be given the opportunity to make a considered response.
- d) All staff, clients and contractors involved with the 3DSS complaint procedures will be treated with respect and courtesy. Enquiries and complaints will be dealt with in a sensitive, equitable, fair, and confidential manner. All attempts will be made to deal with

matters expeditiously while ensuring all parties are provided with sufficient time to prepare and or respond.

- e) 3DSS acknowledges that it is of paramount importance and in the best interests of all parties that confidentiality is maintained during these procedures.
- f) 3DSS encourages the reporting of behaviour that breaches equal opportunity policy.

Victimisation

- a) In order for complaints to be brought forward, complainants must feel secure in the knowledge that the 3DSS procedures will be followed without fear of reprisal.
- b) 3DSS will not victimise or treat any person unfairly for making a harassment complaint.
- c) 3DSS will not tolerate behaviour of victimisation of another person and expects all staff, contractors and clients to treat each other with dignity and respect.
- d) Any complaint of victimisation will be treated in the same manner as a complaint of discrimination, sexual harassment or vilification.

5. 3DSS RESPONSIBILITIES

3DSS has a legal and moral obligation to provide equal opportunity in an environment free from discrimination for staff, contractors and clients to ensure that discrimination/harassment does not occur in the workplace.

3DSS will:

- Maintain policies and procedures for equal opportunities for all staff, contractors and clients;
- Disseminate policies and procedures to staff, contractors and clients;
- Examine all policies and practices, as they affect staff, contractors and clients to ensure the elimination of discrimination and harassment;
- Ensure that there is no discrimination against any individual client or group of clients or staff, in access to facilities, products and services;
- Educate staff and contractors on the general goals and philosophy of equal opportunity together with the rationale for policies and practices which are adopted;
- Eliminate sexist and other discriminator language from all publications and discourage the use of such language in all printed material and in the speech of its staff, contractors and clients;
- Establish and maintain mechanisms to deal with complaints.

6. RECORDS MANAGEMENT

All documentation from complaints concerning Access and Equity matters are maintained in accordance with Records Management Policy. (See Records Management Policy)

7. MONITORING AND IMPROVEMENT

All Access and Equity practices are monitored by the Managing Director and areas for improvement identified and acted upon. (See Continuous Improvement Policy).