
Access and Equity Policy and Procedure

1. Purpose, scope and document control

College of Construction and Management Pty Ltd (CCM) provides fair access to training and assessment and supports students to participate on an equal basis. Equity involves responding to individual barriers and circumstances. This policy applies to prospective, current and former students, staff and persons delivering CCM services, across campus, online, practical, workplace and authorised third-party settings.

Document: AE 01 | Version 2.0 | Document date: Aug 2025. Policy owner: CEO, Rajesh Ayer. Record approval and commencement in the controlled document register. Review annually and earlier following regulatory change, an access concern, complaints or evidence of ineffective practices.

2. Regulatory framework

This policy is framed against the 2025 Standards for RTOs, effective 1 July 2025, particularly Outcome Standards 2.4 (reasonable adjustment) and 2.5 (diversity and inclusion), with related information, suitability, support, wellbeing and appeal requirements. Apply the Disability Discrimination Act 1992 and Disability Standards for Education 2005, Racial Discrimination Act 1975, Sex Discrimination Act 1984, Age Discrimination Act 2004, Equal Opportunity Act 2010 (Victoria), and applicable privacy, safety and child protection requirements.

For overseas students, apply the ESOS framework and National Code 2018 where relevant. Check current applicable requirements rather than using an interstate legislative list as a substitute for Victorian and Commonwealth obligations.

3. Policy commitments

- Apply transparent, relevant course entry requirements consistently. Review unnecessary barriers in marketing, enrolment, resources, facilities, digital systems, practical activities and assessment. Decisions must consider the individual and applicable training product requirements.
- Provide accessible information about support, adjustments, costs, assessment and appeal rights before enrolment and during study. Explain how students can raise an access issue without completing a compulsory form.
- Maintain a respectful environment free from racism, discrimination, bullying, sexual harassment and victimisation. Address concerns promptly and protect people who request help or make a complaint.
- Support disability disclosure if the student wishes to disclose. Offer private channels at enrolment and throughout study. Explain how information will be used; do not make disclosure of a diagnosis a blanket condition of enrolment.
- Consult about reasonable adjustment and provide appropriate assistance. Preserve the required competency, assessment conditions and safe performance; assess reasonable alternatives before refusing a request.

CCM will not promise that every environment is already fully accessible. Staff must check actual access, identify barriers and implement suitable arrangements. Seek specialist advice where necessary, and document any unresolved limitation and the options discussed with the student.

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4. Responsibilities

The CEO resources access and equity arrangements, oversees unresolved barriers and monitors implementation. The academic lead verifies course and assessment requirements and approves academic adjustments. Administration / Student Support provides accessible information, discusses requests privately, coordinates assistance and tracks follow-up. Trainers apply agreed adjustments, monitor participation and report concerns. All staff and third parties must follow this policy and act within their role.

5. Inclusive admission and student suitability

Before enrolment, review the student's skills and competencies, including language, literacy, numeracy and digital literacy, against the proposed course. Discuss available support and give individual suitability advice. A generic test result or protected personal characteristic must not be used as an automatic exclusion without considering relevant requirements and reasonable support.

Where the intended course is unsuitable, explain the reasons and discuss preparatory learning, support or alternative pathways. Record the advice and the student's response. Review requested flexibility in application or assessment dates individually, including cultural obligations, employment, caring responsibilities or other relevant circumstances.

6. Reasonable adjustment procedure

- Receive a request through reception, Student Support, a trainer or info@ccm.vic.edu.au. Acknowledge within two working days as a CCM target, and prioritise an urgent access or safety barrier.
- Consult the student about the effect on participation, preferences and possible adjustments. With consent, involve a support person or relevant professional. Collect only evidence necessary to understand the functional need; explain why any additional information is required.
- Consider accessible learning formats, assistive technology, communication assistance, suitable room layout, scheduling, rest breaks, extra time, additional practice and alternative assessment methods where appropriate. Confirm staff and resource availability.
- The academic lead and assessor check the proposal against the unit, assessment conditions and safety requirements. Assistance must not complete the assessed skill for the student or supply answers that prevent an authentic judgement of competence.
- Record agreed adjustments, responsibilities, implementation date and review date in a support/adjustment plan. Inform relevant staff of the arrangements without sharing unnecessary sensitive details.
- If an adjustment is not appropriate or possible, communicate the reasons as soon as reasonably practicable, document the requirements considered and discuss alternatives and appeal rights. Do not equate inconvenience or cost alone with a legally established exception; any claim of unjustifiable hardship requires an assessment under the applicable law and CEO oversight.
- Implement and review the adjustment with the student. Change ineffective arrangements promptly, and reassess access when delivery location, assessment method or student circumstances change.

Requests for special consideration following illness, bereavement, trauma or other misadventure are considered individually. Suitable extensions or alternative assessment arrangements may be provided while maintaining evidence requirements and any ESOS obligations.

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7. Diversity and First Nations cultural safety

Use respectful language and inclusive examples and consider cultural, language, disability, gender, age and socioeconomic diversity in teaching and support. Review materials, facilities and practices for barriers and bias. Invite student feedback about whether the learning environment feels safe and respectful.

Support a culturally safe environment for Aboriginal and Torres Strait Islander people. Respect identity and community connections, recognise different experiences of education, and support self-determination. Seek appropriate First Nations input when reviewing practices, offer flexibility for cultural obligations where feasible and develop staff cultural awareness. Do not assume that all students of a cultural group share the same needs or require them to disclose their identity.

In construction practical activities and work placements, check accessible participation, respectful supervision, suitable facilities and safe reporting channels. Verify third-party arrangements before use and monitor concerns during delivery. Address exclusion or harassment by a host rather than leaving the student to manage the issue alone.

8. Raising concerns and obtaining review

Students and other stakeholders may contact Student Support, their trainer or the CEO, or email info@ccm.vic.edu.au. Informal discussion is optional. CCM's Complaints and Appeals Policy provides impartial investigation, written reasons and independent appeal review at no or low cost. A person involved in a disputed decision must not decide the appeal against that decision.

Take protective action promptly where safety is at risk and apply the Critical Incident Policy where required. Students may seek advice from the Australian Human Rights Commission (humanrights.gov.au) or the Victorian Equal Opportunity and Human Rights Commission (humanrights.vic.gov.au), subject to each body's jurisdiction. Access to CCM's process does not limit other legal rights.

9. Records and privacy

Keep records of requests, consultation, evidence considered, decisions and reasons, arrangements, notifications, reviews and actions taken. Restrict sensitive records to authorised staff, obtain consent for appropriate referrals or sharing, and explain any legally required or permitted disclosure. Apply CCM's records retention schedule and relevant legal holds; retain assessment-linked records for the applicable assessment retention period.

10. Monitoring and continuous improvement

At induction and through regular updates, train staff in disability access, inclusive communication, reasonable adjustment, cultural safety, privacy and complaint referral. The CEO or delegate reviews access issues, adjustment effectiveness, student feedback and third-party practices at least each term as a CCM control. Review recruitment and delivery processes annually, assign improvement owners and deadlines, and verify that changes remove the identified barriers.

11. Related documents and references

Read with CCM's Student Support Services, Student Support Welfare and Wellbeing, Training and Assessment, Complaints and Appeals, Enrolment and LLND Review, Privacy and Records Management and Critical Incident policies. Primary references: 2025 Outcome Standards, particularly 2.4 and 2.5; ASQA Training Support and Diversity and Inclusion practice guides; Disability Standards for Education 2005; relevant Commonwealth and Victorian legislation.