

1. PURPOSE

The Quality Training and Hospitality College, trading as Quality College of Australia (QCA), is committed to providing an inclusive learning and working environment where all individuals are welcomed, respected, valued and supported to participate and succeed.

QCA recognises that diversity strengthens learning, enhances innovation and contributes to positive educational and workplace outcomes. QCA is committed to promoting equitable access to education and employment by identifying and reducing barriers to participation while fostering a culture that values diversity, inclusion and mutual respect.

This policy outlines QCA's commitment to providing equitable access to training and assessment, promoting inclusive practices, supporting diverse learner cohorts and creating culturally safe learning environments.

2. SCOPE

This policy applies to:

- Prospective and enrolled domestic and international students;
- Employees;
- Trainers and assessors;
- Contractors and third-party providers;
- Employers involved in workplace-based training and assessment;
- Volunteers; and
- Visitors attending QCA facilities or activities.

This policy applies across all QCA training locations, workplaces, online learning environments and third-party delivery sites.

3. POLICY

QCA is committed to providing education and employment practices that are fair, inclusive and accessible.

QCA will:

- Provide equitable access to training, assessment and student support services;
- Promote a culture where diversity is recognised, respected and valued;
- Ensure all students and staff feel welcomed, respected, safe and included;
- Provide learning environments that are free from barriers wherever reasonably practicable;
- Support participation from learners with diverse backgrounds, experiences and learning needs;
- Encourage respectful communication and collaboration;
- Provide culturally responsive learning experiences;
- Promote equal opportunity throughout recruitment, enrolment, training and assessment;
- Support students to achieve successful learning outcomes through flexible and inclusive training practices; and
- Continually review practices to improve access, participation and inclusion.

QCA does not tolerate unlawful discrimination, harassment, bullying or victimisation. These matters are managed in accordance with the Bullying, Harassment and Discrimination Policy.

4. DIVERSITY AND INCLUSION

QCA values the diversity of its students, staff and stakeholders.

Diversity may include, but is not limited to:

- Cultural and linguistic backgrounds
- Aboriginal and Torres Strait Islander peoples;
- Disability;
- Age;
- Gender;
- Gender identity;
- Sexual orientation;
- Family and caring responsibilities;
- Religion;

- Socioeconomic background;
- Educational background;
- Employment status;
- Geographic location; and
- Differing learning styles and life experiences.

QCA recognises that every learner brings valuable knowledge, perspectives and experiences that enrich the learning environment.

5. ACCESS AND EQUITY

QCA promotes equitable participation by:

- Providing accurate pre-enrolment information to enable informed decision-making;
- Ensuring admission and enrolment processes are fair, transparent and consistently applied;
- Identifying potential barriers to participation during enrolment;
- Referring students to appropriate support services where required;
- Implementing reasonable adjustments in accordance with the Reasonable Adjustment Policy;
- Providing flexible training and assessment strategies where appropriate;
- Reviewing practices to improve participation and student success; and
- Ensuring students are not disadvantaged because of personal circumstances protected by law.

QCA is committed to ensuring all organisational policies, procedures and decision-making processes are fair, transparent, evidence-based and consistently applied. Decisions relating to enrolment, participation, progression and assessment are made on merit and without unlawful discrimination.

Where barriers to participation are identified, QCA will work collaboratively with students to identify appropriate support strategies that maintain the integrity of the training product and assessment requirements.

6. CULTURAL SAFETY AND RESPECT

QCA acknowledges Aboriginal and Torres Strait Islander peoples as the Traditional Custodians of the lands on which we live, work and learn and pays respect to Elders past and present.

QCA is committed to providing culturally safe learning environments where Aboriginal and Torres Strait Islander students feel respected, welcomed and supported.

QCA will:

- Promote culturally respectful communication;
- Encourage culturally responsive teaching practices;
- Recognise and respect Aboriginal and Torres Strait Islander cultures, histories and perspectives where appropriate;
- Support the participation and success of Aboriginal and Torres Strait Islander learners through appropriate support services and referral pathways; and
- Foster learning environments that respect cultural identity and diversity.

7. INCLUSIVE TRAINING AND ASSESSMENT PRACTICES

QCA recognises that learners have diverse backgrounds, experiences and learning preferences.

Trainers and assessors are expected to:

- Use inclusive and respectful language;
- Adopt learner-centred training approaches;
- Recognise different learning styles and abilities;
- Encourage active participation from all learners;
- Provide clear and accessible learning information;
- Identify learners who may require additional support;
- Refer students to appropriate support services where required;
- Implement approved reasonable adjustments;
- Encourage learner feedback to improve learning experiences; and
- Maintain respectful and inclusive classroom and workplace environments.

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8. STAFF CAPABILITY

QCA supports staff to deliver inclusive education through ongoing professional development. Professional development may include:

- Diversity and inclusion;
- Cultural awareness
- Aboriginal and Torres Strait Islander cultural capability;
- Disability awareness;
- Inclusive teaching practices;
- Trauma-informed practice;
- Unconscious bias;
- Reasonable adjustments; and
- Student support strategies.

9. STUDENT PARTICIPATION

Students are encouraged to:

- Participate respectfully in learning activities;
- Respect the diversity of others;
- Contribute to an inclusive learning environment;
- Advise QCA if additional support is required;
- Provide feedback on their learning experiences; and
- Comply with QCA policies and codes of conduct.

10. CONTINUOUS IMPROVEMENT

QCA continually reviews its access, equity and inclusion practices through:

- Student feedback;
- Employer feedback;
- Trainer and assessor feedback;
- Complaints and appeals;
- Learner support data;
- Internal audits;
- External audits;
- Legislative and regulatory updates; and
- Continuous improvement activities.

Improvement opportunities are recorded, implemented and monitored through QCA's Continuous Improvement system.

11. RESPONSIBILITIES

The **Managing Director** is responsible for:

- Promoting an inclusive organisational culture;
- Ensuring adequate resources are available to support access and inclusion; and
- Ensuring compliance with legislative and regulatory requirements.

The **Compliance Manager** is responsible for:

- Monitoring implementation of this policy;
- Reviewing organisational practices;
- Coordinating continuous improvement activities;
- Monitoring learner support outcomes; and
- Providing advice regarding inclusive education practices.

Trainers and assessors are responsible for:

- Creating welcoming and inclusive learning environments;
- Identifying learners requiring additional support;
- Implementing approved support strategies and reasonable adjustments;
- Treating all learners fairly and respectfully;

- Encouraging learner participation; and
- Referring students to appropriate support services where required.

Administration and student support staff are responsible for:

- Providing respectful and inclusive customer service;
- Assisting students to access available support services;
- Maintaining confidentiality; and
- Referring students to appropriate internal or external services.

Students are responsible for:

- Treating others with respect;
- Contributing to a safe and inclusive learning environment;
- Respecting cultural diversity;
- Complying with QCA policies and procedures; and
- Advising QCA if they require additional support to participate in training.

12. RELATED DOCUMENTS

- Bullying, Harassment and Discrimination Policy
- Continuous Improvement Policy
- Facilities, Resources and Equipment Policy
- Feedback, Complaints and Appeals Policy
- Student Support and Wellbeing Policy
- LLND Policy and Procedure
- Student Cohort and Delivery Policy
- Code of Conduct