

<p>Purpose and Scope</p>	<p>The purpose of this Policy is to assist Armstrong’s Driver Education to:</p> <ul style="list-style-type: none"> ● Meet its responsibilities and obligations in employment and education under State and Federal anti-discrimination and equal opportunity laws. ● Provide information and clear guidelines for management, staff, clients, and students on expected standards of interpersonal interaction; and ● Provide mechanisms for dealing with breaches of standards, policies, and laws. <p>Scope</p> <p>This policy is to be followed by Armstrong Education Driver’s staff and students in instances of Anti Discrimination.</p>
<p>Responsibility</p>	<p>It is the responsibility of the CEO to implement this policy. This Policy is included in the Staff and Trainer Information Handbooks. Students are made aware of this Policy at their Course Orientation. Students are referred to the Student Handbooks.</p>
<p>Definitions or Reference Documents</p>	<p>Definitions</p> <ul style="list-style-type: none"> ● VET Quality Framework – outlines the standards for achieving consistency in the Registered Training Organisations (RTOs) are monitored. The VET Quality Framework comprises: <ul style="list-style-type: none"> ○ The Standards for RTOs 2015 (The Standards) ○ The Australian Qualifications Framework (AQF) ○ The Fit and Proper Person Requirements ● The Financial Viability Risk Assessment Requirements ○ The Data Provision Requirements ● Australian Qualifications Framework (AQF) – The AQF is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework ● National VET Regulator (NVR) – The Standards: Sets out the requirements that an organisation must meet to be a Registered Training Organisation ● VET - Vocational Education and Training ● Student – a person being trained and or assessed by Armstrongs Driver Education Pty Ltd ● Complainant – the person who claims to be the subject of discrimination and who may complain about the experience ● Respondent – the person who is alleged to have acted in a manner which causes discrimination and is the person complained about ● Client/student – the person inquiring about discrimination. The client/student may become a complainant or respondent ● Mediation – occurs when a third party hears each side of the grievance separately and acts as an intermediary to reach an agreed solution. ● Conciliation – occurs when a third party brings together the two other parties to a grievance with a view to state their views in the presence of the other party, and in reaching resolution and agreement. To ensure that the agreement does not break down, a monitoring process must be included

	<ul style="list-style-type: none"> ● Discrimination – any practice that makes distinctions between individual or groups to disadvantage some people and advantage others based on an attribute (such as sex, race, religion) or attributes (e.g., being female, Aboriginal, etc) ● Direct Discrimination – directly excludes a person from a benefit (such as a job, or admission to a course) based on a personal characteristic irrelevant to the situation (e.g., excluding someone from a job or course because of their marital status). ● Indirect Discrimination – refers to a policy or practice that appears to be neutral of the same for everyone, but which, in operation, results in a particular group being adversely affected, or excluded from consideration. Indirect discrimination is often unintentional. To constitute indirect discrimination, the particular policy of practice must be unreasonable in the circumstance ● VRQA - The Victorian Registration and Qualifications Authority (VRQA) is Victoria's education and training regulator ● VRQA Guidelines – The Guidelines' purpose is to ensure the quality of training and assessment services in Victoria reflects a nationally consistent approach to VET regulation. The Guidelines align Victoria’s regulatory settings to the national Standards for Registered Training Organisations 2015. ● AQTF Essential Standards and Conditions – a national set of standards which assures nationally consistent, high-quality training and assessment services for the clients of Australia’s vocational education and training (VET) system
<p>Policy Statement</p>	<p>Armstrong Driver Education recognises its responsibilities and obligations in employment and education under State and Federal Anti-Discrimination and Equal Opportunity laws. As an Educational institution and as an employer, Armstrongs Driver Education is committed to providing an environment for effective work and student-free from unlawful and unacceptable discrimination and harassment.</p> <p>Procedures have been put in place to be used to define and resolve complaints of direct and indirect discrimination on the grounds recognized in relevant State and Federal laws and Armstrong Driver Education’s policy.</p> <p>These grounds include:</p> <ul style="list-style-type: none"> ● Sex or gender; and sexual harassment ● Marital status, pregnancy, potential pregnancy, parental status, and family responsibility ● Sexual preference, sexuality, or gender identify ● Disability, impairment, or handicap ● Race, colour, national or ethnic origin, nationality, ethnicity, descent or ancestry, immigration ● Age ● Religious or political belief or activity ● Personal association with or related to any person who is identified based on any of the above attributes ● Any other ground which the CEO determines to be a basis of discriminatory practice

	<p>A regulatory updated list of grounds for complaint under State and Federal law is maintained at http://www.antidiscrimination.gov.au.</p> <p>All persons associated with the implementation of the procedures shall work towards increasing awareness of ethical concerns in interpersonal relationships and the rights of individuals to freedom from discrimination and harassment.</p>
<p>Policy Principles</p>	<p>The following principles shall apply through the implementation of any grievance or complainant procedure based on discrimination and shall be observed by all responsible persons.</p> <ol style="list-style-type: none"> 1. Confidentiality must be maintained to the greatest possible extent with communication limited to persons to whom disclosure is consistent with official positions and responsibility or with specific responsibility in the resolution of the grievance – refer to Armstrong Driver Education’s Privacy & Confidentiality Policy and Procedure. 2. The principles of procedural fairness shall apply at all stages of a complaint resolution process. Persons responsible for the investigation and resolving complaints have a duty not to be affected by bias or conflict of interest and must act fairly and impartially. Each party shall be given a fair opportunity to know the case against her or him and to be heard. 3. Complaints shall be investigated promptly involving as few people as possible. Parties to a complaint shall be entitled to receive advice and support as appropriate, and to be kept informed of the progress of a complaint. 4. The preferred method of resolution shall be by discussion, raising awareness, mediation, and a process of conciliation which aims not to make a finding or to allocate blame but to assist the parties to reach agreement on an acceptable outcome. 5. It is recognized that conciliation may not be appropriate if a party to a complaint holds a reasonable belief that discussion is likely to provoke victimization, further incidents of discrimination, or unnecessary distress. 6. A process for a formal investigation of grievances shall be available for cases where conciliation is inappropriate or has proved unsatisfactory. 7. Staff and Students using the procedures must not be victimized on that account and have the right to take action under the procedures if they believe victimization has occurred – refer to Armstrong Driver Education’s Complaints and Appeals Policy and Procedure. 8. Appropriate steps shall be taken to ensure harmonious working and educational relationships during and after the procedures. 9. All staff, clients, and Students of Armstrong Driver Education shall be informed of the policy and procedures through staff and student inductions

	<p>and orientation and they may consult Armstrong Driver Education’s Administration personnel for further information.</p> <p>10. Nothing in this policy shall pre-empt the right of the individual to seek appropriate legal redress outside of Armstrong Driver Education.</p> <p>11. Frivolous and vexatious complaints will not be tolerated and may result in disciplinary action.</p> <p>12. Consequences of discrimination for Armstrong Driver Education may include:</p> <ul style="list-style-type: none"> ● Poor public image ● Low morale and productivity ● Excessive absenteeism ● Costly staff turnover ● Withdrawal by Students from training programs ● Expensive litigation ● The necessity for financial compensation 	
Related/Relevant Legislative/Policy Frameworks	Legislation/Policy Frameworks	Relevant Website
	Anti Discrimination Act 1991	
	Australian Human rights Commission Act 1986	
	Vocational Education and Training Act 1990	www.austlii.edu.au http://www.dms.dpc.vic.gov.au/ www.comlaw.gov.au
	National Vocational Education and Training Regulator Act 2011	https://www.legislation.gov.au/Details/C2021C00430
	Tertiary Education Act 1993	http://www8.austlii.edu.au/cgi-bin/viewdb/au/legis/cth/consol_act/tegasaa2011466/
	Occupational Health and Safety Act 2004	www.austlii.edu.au http://www.dms.dpc.vic.gov.au/ www.comlaw.gov.au
	Occupational Health and Safety Regulation 2001 (modified)	www.austlii.edu.au http://www.dms.dpc.vic.gov.au/ www.comlaw.gov.au
	Equal Opportunity Act of 2010	www.austlii.edu.au http://www.dms.dpc.vic.gov.au/ www.comlaw.gov.au
	Disability / discrimination Act 1992. (modified 2022)	https://www.legislation.gov.au/Details/C2022C00087
	Child Safe Standards	http://www.education.vic.gov.au/school/principals/spag/safety/Pages/childsafestandards.aspx
	AQTF Essential Conditions and Standards for Continuing Registration	http://www.vrqa.vic.gov.au/Documents/VETEssecondstandrdscont.pdf
	Fair Work Act of 2009	
	The Australian Consumer Law (ACL) - Schedule 2 of the Competition and Consumer Act 2010	www.austlii.edu.au/au/legis/cth/consol_act/caca2010265/sch2.html
Education and Training Reform Act 2006	https://education.vic.gov.au/	

Associated Documents	<ul style="list-style-type: none"> • Access and Equity Policy • Admissions and Enrolment Policy • Pre Training Review Policy and Procedure • Language, Literacy and Numeracy Policy and Procedure • Student Support Services and Welfare Policy • Complaints and Appeals Policy and Procedure • Disciplinary Policy and Procedure • Assessment Policy and Procedure • Student Code of Conduct • Student Handbook • Staff and Trainer Handbooks
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Managing records kept based on this document				
Record Name	Code	Storage retention time	Storage Location	Responsibility
Access & Equity Policy and procedure		2 years	Cloud QMS Storage	

Document change history			
Date	Version	Document Name	Description of change
1/10/2021	1.0	Access & Equity Policy	Document Modified for Cloud QMS
10/8/2022	1.1	Access & Equity Policy	Reviewed document
14/9/2022	1.2	Access & Equity Policy	Grammar and spelling update
24/10/2022	1.3	Access & Equity Policy	Remove of references to ASQA & Standards for RTOs
26/10/2022	1.4	Access & Equity Policy	Updated policy and procedure per review

Appendices	
Appendix 1	Document Name