

# EQUAL OPPORTUNITY AND INCLUSION POLICY

QUALITY AREA 2 – VET STUDENT  
SUPPORT

# EQUAL OPPORTUNITY AND INCLUSION POLICY

---

<b>PURPOSE</b>	<b>2</b>
<b>SCOPE</b>	<b>2</b>
<b>POLICY STATEMENT</b>	<b>3</b>
<b>POLICY IMPLEMENTATION</b>	<b>12</b>
<b>ACCOUNTABILITY</b>	<b>13</b>
<b>MONITORING</b>	<b>13</b>
<b>REGULATORY FRAMEWORK</b>	<b>13</b>
<b>RELATED DOCUMENTS</b>	<b>14</b>
<b>DEFINITIONS</b>	<b>14</b>

---

## **PURPOSE**

The purpose of this policy is to affirm Upskill U Pty Ltd's commitment to fostering a fair, inclusive, and respectful environment for all personnel and clients. This policy outlines the roles, responsibilities, and procedures that support the organisation's compliance with relevant Commonwealth legislation and the National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) (referred to herein as the Outcome Standards), with particular reference to:

- Standard 2.5 – Diversity and Inclusion, and
- Standard 2.6 – Wellbeing.

Through this policy, Upskill U Pty Ltd promotes equity, prevents discrimination, harassment, and vilification, and ensures inclusive practice across all areas of operation. It also outlines procedures for disability disclosure, and the provision of support and reasonable adjustments, ensuring all students and staff are treated with dignity and provided with the opportunity to succeed.

---

## **SCOPE**

This policy applies to:

- All current and prospective students of Upskill U Pty Ltd.
  - All Upskill U Pty Ltd staff involved in marketing, recruitment, enrolment, training, assessment, and student support.
-

## **POLICY STATEMENT**

Upskill U Pty Ltd equal opportunity and inclusion policies and approaches are aimed at ensuring that our courses are 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.

Upskill U Pty Ltd is committed to fostering a fair, inclusive, and supportive learning and working environment. This includes proactively eliminating discrimination, harassment, and victimisation on the basis of disability and ensuring equitable access to training, services, and facilities for all students and staff.

Access and Equity principles include:

- Equity for all individuals through the fair and appropriate allocation of resources;
- Equality of opportunity for all individuals without discrimination;
- Access for all individuals to appropriate quality training and assessment services; and
- Increased opportunity for individuals to participate in training.

Disadvantaged groups include the following groups who traditionally have been under-represented in Vocational Education and Training:

- Individuals with a disability;
- First Nations People including Aboriginals and Torres Strait Islanders;
- Women;
- Individuals from non-English speaking backgrounds;
- Individuals in rural and remote areas; and
- Long-term unemployed.

---

## **INCLUSIVE LEARNING**

Inclusive learning is about a fair go for everyone. Everyone has a right to learn, and everyone can learn, but many people do not get fair access to learning opportunities.

*Everyone learns differently.*

Everyone can learn. Good trainers' partner with Students to empower them to achieve to their potential. Upskill U Pty Ltd trainers ensure Students feel connected, supported, and valued as individuals and as part of a community of Students.

## **BEING INCLUSIVE IS EVERYONE'S RESPONSIBILITY**

Upskill U Pty Ltd trainers use a variety of training methods, encourage respectful interaction, seek feedback from Students, collaborate with specialists when they need extra help and continually update their skills.

## STUDENTS BRING EXISTING KNOWLEDGE AND SKILLS

Upskill U Pty Ltd trainers ensure teaching and learning activities have contextual application and relevance. Learning is productive, meaningful, and engaging, and builds on the student's existing capabilities.

## FIVE CORE SKILLS UNDERPIN ALL LEARNING

The skills of oral communication, reading, writing, numeracy, technology, and learning need special attention. Upskill U Pty Ltd trainers actively recognise the need for Students to continually update and build core skills for new contexts and are supported to identify and action Student skills gaps.

## KEY INCLUSIVE LEARNING ACTIONS

AREA	ACTIONS
Understand differences in the student cohort	<p>Upskill U Pty Ltd ensures it understands the vocational aspirations and support needs of Students prior to enrolment to ensure they are enrolled in the right level course and have the right mix of supports available to help them succeed.</p> <p>This includes the use of pre-enrolment reviews and guidance to Students.</p> <p>All Upskill U Pty Ltd trainers have access to information on Student diversity.</p>
Access skills and expertise in addressing difference	<p>Introductory inclusive learning skills in embedded in Upskill U Pty Ltd personnel induction programs and ongoing professional development on inclusive learning is supported.</p>
Listen to the student	<p>Upskill U Pty Ltd ensures it is collecting the perspectives of Students, considering Student views in the way courses are organised and support is provided.</p>
Help students choose an appropriate learning pathway	<p>Upskill U Pty Ltd provides Students with flexible options, advice, and guidance on the best pathway towards their vocational outcome and allows a diverse range of Students to access the training.</p> <p>All Students are provided with information and guidance on course requirements and outcomes prior to enrolment.</p>
Develop the core skills of students	<p>All Upskill U Pty Ltd trainers have the basic knowledge they need to identify and respond to language, literacy, and numeracy needs.</p>

## SUPPORT FOR STUDENTS WITH ADDITIONAL NEEDS

Upskill U Pty Ltd is committed to complying with Commonwealth and State legislation and policies regarding access, equity, and cultural diversity.

Upskill U Pty Ltd also maintains compliance with the Disability Standards for Education 2005 (Cth) including processes relating to:

- Enrolment;
- Participation;
- Curriculum development, accreditation and delivery;
- Student support services; and

- Elimination of harassment and victimisation.

Upskill U Pty Ltd strives to maximise opportunities for access, participation, and outcomes for all students within the vocational education, training, and employment system.

Upskill U Pty Ltd undertakes to identify and, where possible, remove barriers that prevent individuals from accessing and participating in our services. Upskill U Pty Ltd is committed to treating all prospective and actual students on the same basis.

## ON THE SAME BASIS

A person with a disability is able to seek admission to, or apply for enrolment in, an institution on the same basis as a prospective student without a disability if the person has opportunities and choices in admission or enrolment that are comparable with those offered to other prospective students without disabilities.

Upskill U Pty Ltd ensures it treats prospective students with a disability on the same basis as prospective students without a disability as it makes any decisions about admission or enrolment on the basis that reasonable adjustments will be provided.

An adjustment is a measure or action (or a group of measures or actions) taken by Upskill U Pty Ltd that has the effect of assisting a student with a disability:

- In relation to an admission or enrolment — to apply for the admission or enrolment;
- In relation to a course or program — to participate in the course or program; and
- In relation to facilities or services — to use the facilities or services;

On the same basis as a student without a disability, and includes an aid, a facility, or a service that the student requires because of his or her disability.

## REASONABLE ADJUSTMENTS

An adjustment is reasonable in relation to a student with a disability if it balances the interests of all parties affected. In assessing whether a particular adjustment for a student is *reasonable*, Upskill U Pty Ltd has regard to all the relevant circumstances and interests, including the following:

- The student's disability;
- The views of the student or the student's associate;
- The effect of the adjustment on the student, including the effect on the students:
  - Ability to achieve learning outcomes; and
  - Ability to participate in courses or programs; and
  - Independence;
- The effect of the proposed adjustment on anyone else affected, including Upskill U Pty Ltd, personnel and other students; and
- The costs and benefits of making the adjustment.

---

## STUDENT RIGHTS AND UPSKILL U PTY LTD RESPONSIBILITIES

---

STUDENTS RIGHTS	Upskill U Pty Ltd RESPONSIBILITIES
<b>ENROLMENT</b>	
<ul style="list-style-type: none"> <li>• Right to choose whether to disclose any disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Respect the student’s right to privacy and confidentiality regarding disclosure.</li> <li>• Provide inclusive enrolment processes that are non-discriminatory and accessible.</li> </ul>
<ul style="list-style-type: none"> <li>• Right to seek admission and enrol on the same basis as prospective students without disability including the right to reasonable adjustments.</li> </ul>	<ul style="list-style-type: none"> <li>• Take reasonable steps to ensure that the enrolment process is accessible.</li> <li>• Consider students with disability in the same way as students without disability when deciding to offer a place.</li> <li>• Consult with the prospective students or their associates about the effect of the disability on their ability to seek enrolment, and any reasonable adjustments necessary.</li> </ul>
<ul style="list-style-type: none"> <li>• Right to be treated with dignity, respect, and fairness in all RTO interactions.</li> </ul>	<ul style="list-style-type: none"> <li>• Foster an inclusive and supportive culture.</li> <li>• Promptly address any complaints, bullying, discrimination, or harassment under the Complaints and Appeals Policy.</li> </ul>
<b>PARTICIPATION</b>	
<ul style="list-style-type: none"> <li>• Right to access courses and programs; use services and facilities; and have reasonable adjustments, to ensure students with disability are able to participate in education and training on the same basis as students without disability.</li> </ul>	<ul style="list-style-type: none"> <li>• Take reasonable steps to ensure participation.</li> <li>• Consult with the student or their associate about the effect of the disability on their ability to participate.</li> <li>• Make a reasonable adjustment if necessary.</li> <li>• Repeating this process over time as necessary.</li> </ul>
<b>CURRICULUM DEVELOPMENT, ACCREDITATION AND DELIVERY</b>	
<ul style="list-style-type: none"> <li>• Right to participate in courses and relevant supplementary programs that are designed to develop their skills, knowledge and understanding, on the same basis as students without disability and to have reasonable adjustments to ensure they are able to participate in education and training.</li> </ul>	<ul style="list-style-type: none"> <li>• Enable students with disability to participate in learning experiences (including assessment and certification).</li> <li>• Consult with the student or their associate.</li> <li>• Take into consideration whether the disability affects the student’s ability to participate in the learning experiences.</li> </ul>
<b>CONFIDENTIALITY</b>	

<ul style="list-style-type: none"> <li>• Right to have their information kept confidential, unless consent is provided or disclosure is required by law.</li> </ul>	<ul style="list-style-type: none"> <li>• Securely store sensitive personal and health information.</li> <li>• Only disclose disability-related information on a strict need-to-know basis, with the student's informed consent.</li> </ul>
<b>STUDENT SUPPORT SERVICES</b>	
<ul style="list-style-type: none"> <li>• Right to access student support services provided by education institutions on the same basis as students without disability. Students with disability have the right to specialised services needed to participate in the educational activities they are enrolled in.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that students with disability are able to use general support services.</li> <li>• Ensure that students have access to specialised support services.</li> <li>• Facilitate the provision of specialised support services.</li> </ul>
<ul style="list-style-type: none"> <li>• Right to request reasonable adjustments for their learning needs at any time.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all students are informed about the availability of learning and assessment support.</li> <li>• Offer reasonable adjustments to training and assessment, consistent with training package rules and without compromising assessment integrity.</li> <li>• Consult with the student (and/or support persons if appropriate) to develop and document a support plan.</li> </ul>
<b>HARASSMENT &amp; VICTIMISATION</b>	
<ul style="list-style-type: none"> <li>• Right to education and training in an environment that is free from discrimination caused by harassment and victimisation on the basis of their disability.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement strategies to prevent harassment or victimisation.</li> <li>• Take reasonable steps to ensure that personnel and students are informed about their obligation not to harass or victimise students with disability.</li> <li>• Take appropriate action if harassment or victimisation occurs.</li> <li>• Ensure complaint mechanisms are available to students.</li> </ul>

## **DISCRIMINATION, BULLYING & HARASSMENT**

Upskill U Pty Ltd is committed to providing a workplace, learning environment and client services which are free from bullying, harassment, and unlawful discrimination. Upskill U Pty Ltd aims to ensure all those participating in the workplace, training and services are treated with respect, dignity, and fairness with an aim of creating an environment which promotes positive relationships.

Upskill U Pty Ltd ensures that all stakeholders understand what will be regarded as bullying, how complaints of bullying can be made and how claims will be treated. This applies to all personnel, agents, students, and other clients engaging in Upskill U Pty Ltd's services.

## DISCRIMINATION

Discrimination can be direct, indirect, or systemic.

**Direct discrimination** is any action which specifically excludes a person or group of Individuals from a benefit or opportunity, or significantly reduces their chances of obtaining it, because their status or personal characteristics, irrelevant to the situation (e.g., sex, ethnic origin) are applied as a barrier. Direct discrimination has as a focus assumed differences between Individuals.

**Indirect discrimination** is the outcome of rules, practices and decisions which treat Individuals equally and therefore appear to be neutral; but which, in fact, perpetuate an initially unequal situation and therefore significantly reduce a person's chances of obtaining or retaining a benefit or opportunity. Rules, practices and decisions are applied to all groups alike, but it is the very assumption of a likeness that constitutes the discrimination.

**Systemic discrimination** is system of discrimination perpetuated by rules, practices and decisions which are realised in actions that are discriminatory and disadvantage a group of Individuals because of their status or characteristics and serve to advantage others of different status or characteristics. Direct and indirect discrimination contribute to systemic discrimination.

## BULLYING & HARASSMENT

**Bullying** is repeated, unreasonable behaviour directed towards an individual or a group of individuals that creates a risk to health and safety and is unlawful. Repeated behaviour refers to the persistent nature of the behaviour and can involve a range of behaviours over time.

**Unreasonable behaviour** means behaviour that a reasonable person, having regard for the circumstances, would see as unreasonable, including behaviour that is victimising, humiliating intimidating, or threatening. Examples of bullying may include (but are not limited to):

- A manager or supervisor using a management style that is harsh, involves shouting, constant criticism or humiliation of an individual or group of individuals in private or in front of their peers;
- An individual being treated less favourably by another individual or group of individuals, including, but not limited to, bullying or intimidation; forcing an individual to participate in an "initiation" process; the playing of practical jokes or forcing an individual to undertake demeaning tasks;
- Sniggering or gossiping behind someone's back;
- Laughing at someone which is intended to make them feel uncomfortable or distressed;
- A manager or trainer setting unreasonable timelines or constantly changing deadlines for an individual to meet, or setting tasks that are unreasonably below or beyond a person's skill level; and/or
- Continuously and deliberately excluding someone from workplace or classroom activities including ignoring or keeping individuals isolated from relevant communications about work issues.

Upskill U Pty Ltd expectations are not limited to the workplace or working hours and/or Training facilities and class hours, and will include all work and training related events which includes, but is not limited to; lunches, client functions, class functions, meetings and conferences as well as social events.

Upskill U Pty Ltd expectations relate to, but are not limited by the following types of communication:

- Verbal communication either over the telephone or in person in the workplace, and outside of it;

- Written communication including; letters, notes, minutes of meetings etc.;
- Internal and external electronic communication including:
  - Email;
  - Instant messaging services;
  - Internal intranet;
  - Social media and networking forums including; Facebook, LinkedIn, Twitter and other forms of social media; and
  - Communications via text message.

In line with Upskill U Pty Ltd's commitment to creating a place which is free from WHS risks and one which strives to create positive working relationships, all individuals are expected to observe the following minimum standards of behaviour, including:

- Being polite and courteous to others;
- Being respectful of the differences between Individuals and their circumstances;
- Ensuring they do not engage in any bullying behaviour(s) towards others in, or connected with the workplace which includes all individuals;
- Ensuring they do not assist, or encourage others in the workplace, or in connection with the workplace to engage in bullying behaviour(s) of any type;
- Adhering to the complaint procedure if they experience any bullying behaviour(s) personally;
- Reporting any bullying behaviour(s) they see happening to others in the workplace, or connected with the workplace in line with the complaint procedure; and
- Keeping information confidential if involved in any investigation of bullying.

Fair and reasonable management action taken in order to counsel an individual for instances of underperformance, investigating complaints made against personnel, discipline for misconduct and other work directions in line with business needs does not amount to bullying.

All individuals are expected to adhere to the standards of behaviour contained herein at all times. Any individual who is found to have breached these expectations will be disciplined accordingly, which may lead up to, and include termination of employment or enrolment. If a contractor of Upskill U Pty Ltd is found to have breached these expectations, their contract stands to be terminated, or may not be renewed in the future.

## PRE-ENROLMENT

- Prospective students are invited to disclose any additional support needs through the enrolment form or student support declaration.
- Staff provide information about available supports and encourage voluntary disclosure.
- Upskill U Pty Ltd provides equitable access to all required educational and support services, so that no student is disadvantaged regardless of their mode of study or location. Where there may be limitations regarding access to these resources, Upskill U Pty Ltd provides clear advice in pre-enrolment information so all clients can make an informed choice about which RTO and course of study best meets their needs.
- Upskill U Pty Ltd embraces the responsibility of ensuring that all personnel acquire the knowledge and skills to relate to students without direct or indirect discrimination. All personnel are aware of and know how to

use available Upskill U Pty Ltd or external resources or be able to confidently refer students to appropriate tutoring and community support services.

- All personnel continue to expand their knowledge or access and equity issues through induction processes when joining Upskill U Pty Ltd, and in structured professional development on a regular basis in access and equity issues and resources.
- Upskill U Pty Ltd personnel have access to a range of access and equity materials designed to assist students in undertaking and completing courses and qualifications.
- In assessing whether an adjustment to the course of the course or program in which the student is enrolled, or proposes to be enrolled, is reasonable, Upskill U Pty Ltd is entitled to maintain the academic requirements of the course or program, and other requirements or components that are inherent in or essential to its nature and are outlined in detail within the Reasonable Adjustment Policy.

## **POST-ENROLMENT CONSULTATION**

- Upon disclosure, the Trainer/Assessor meets with the student to:
  - Understand the disability and its potential impact on learning.
  - Identify reasonable adjustments and support strategies.
  - Develop and document an Individual Support Plan.
- Consulting the student
  - Before Upskill U Pty Ltd makes an adjustment for the student, the student or their associate is consulted about:
    - Whether the adjustment is reasonable;
    - The extent to which the adjustment would achieve the aims in relation to the student; and
    - Whether there is any other reasonable adjustment that would be less disruptive and intrusive and no less beneficial for the student.

## **IMPLEMENTATION OF ADJUSTMENTS**

- Adjustments may include but are not limited to:
  - Modified assessments
  - Assistive technology
  - Extended time
  - Note-takers or interpreters
- Trainers are informed of relevant adjustments without breaching confidentiality.
- Upskill U Pty Ltd will abide by the Reasonable Adjustment Policy.

## **MONITORING AND REVIEW**

- Individual Support Plans are reviewed at regular intervals suitable to the course duration and study mode.
- Adjustments are revised as necessary in collaboration with the student.

## FEEDBACK, COMPLAINTS AND APPEALS

Upskill U Pty Ltd is committed to ensuring that all students have the right to raise concerns or complaints regarding Equal Employment Opportunity (EEO) and Inclusion practices during enrolment, training, and assessment. Students are also encouraged to provide feedback on the Equal Opportunity and Inclusion Policy to support continuous improvement.

Any individual who believes that they have been subject to actions or words that may constitute discrimination, or bullying should act upon such bullying as soon as possible by following the procedure set out within the Feedback, Complaints and Appeals Policy. Individuals who believe they have witnessed discriminatory or bullying behaviour by another individual in the workplace are also able to make complaints.

All concerns, complaints, and feedback will be handled fairly, promptly, and in accordance with Upskill U Pty Ltd Feedback, Complaints and Appeals Policy.

Feedback on reasonable adjustments from students and other stakeholders are particularly important, in order for Upskill U Pty Ltd to gauge a healthy balance between the integrity of training and assessment tools and outcomes against a suitable estimation of the range of abilities that are presented.

The following external bodies can also provide further information:

JURISDICTION	CONTACT DETAILS
New South Wales	Anti-Discrimination Board of NSW 02 9268 5544 <a href="http://www.antidiscrimination.lawlink.nsw.gov.au">http://www.antidiscrimination.lawlink.nsw.gov.au</a>
Queensland	Queensland Human Rights Commission 1300 130 670 <a href="http://www.qhrc.qld.gov.au">www.qhrc.qld.gov.au</a>
Victoria	Victorian Equal Opportunity and Human Rights Commission 1300 292 153 <a href="http://www.humanrights.vic.gov.au">www.humanrights.vic.gov.au</a>
Tasmania	Equal Opportunity Tasmania 1300 305 062 <a href="http://www.equalopportunity.tas.gov.au">www.equalopportunity.tas.gov.au</a>
South Australia	Equal Opportunity Commission SA (08) 7322 7070 <a href="http://www.eoc.sa.gov.au">www.eoc.sa.gov.au</a>
Western Australia	Equal Opportunity Commission WA (08) 9216 3900 <a href="http://www.eoc.wa.gov.au">www.eoc.wa.gov.au</a>
Northern Territory	NT Anti-Discrimination Commission 1800 813 846 <a href="http://adc.nt.gov.au">adc.nt.gov.au</a>

JURISDICTION	CONTACT DETAILS
National	Australian Human Rights Commission 1800 620 241 <a href="https://www.humanrights.gov.au">https://www.humanrights.gov.au</a>

## SUPPORT SERVICES

The following support services are available and accessible for all students studying with Upskill U Pty Ltd. Upskill U Pty Ltd will provide students with contact details to refer any matters that require further follow up with relevant professionals.

REFERRAL SERVICE AVAILABLE		
<b>LIFELINE</b>	Phone: 13 11 14 <a href="http://www.lifeline.org.au">www.lifeline.org.au</a>	Lifeline provides all Australians experiencing a personal crisis with access to online, phone and face-to-face crisis support and suicide prevention services. Find out how these services can help you, a friend or loved one.
<b>READING AND WRITING HOTLINE</b>	Phone: 1300 655 506 <a href="http://www.readingwritinghotline.edu.au">www.readingwritinghotline.edu.au</a>	For the price of a local call anywhere in Australia, the Hotline can provide you with advice and a referral to one of 1200 providers of courses in adult literacy and numeracy.
<b>KIDS HELPLINE</b>	Phone: 1800 551 800	If you're between 5 and 25 and you're feeling depressed, worried, sad, angry or confused about things like your studies, personal relationships, Kids Helpline offers free 24-hour, 7-day telephone counselling support (anonymous if you prefer).
<b>DRUG INFO</b>	Phone: 1300 85 85 84 <a href="http://www.druginfo.adf.org.au/contact-numbers/help-and-support">www.druginfo.adf.org.au/contact-numbers/help-and-support</a>	Drug Info is a service provided by the Australian Drug Foundation that offers information about alcohol and other drugs and prevention of related harms

## POLICY IMPLEMENTATION

The implementation of this policy is supported by:

- Staff induction and training on inclusion, equal opportunity and student rights requirements
- Internal audits and validation activities
- Stakeholder feedback
- Version control and quality assurance mechanisms

Compliance with this policy will be reviewed at least annually, as part of Upskill U Pty Ltd's quality assurance cycle, in alignment with our Self-Assurance Schedule.

## ACCOUNTABILITY

The following table outlines the key roles within the organisation and their specific responsibilities in relation to the implementation, monitoring, and continuous improvement of this policy. Each role is accountable for ensuring the policy is upheld in practice and integrated effectively into relevant operational and compliance processes.

ROLES	RESPONSIBILITIES
Management Team	<ul style="list-style-type: none"> <li>• Ensure policy implementation, legal compliance, and continual improvement of inclusive practices</li> <li>• Lead planning and coordination of supports; liaise with relevant staff and monitor progress.</li> </ul>
Trainers & Assessors	<ul style="list-style-type: none"> <li>• Implement agreed adjustments and foster inclusive learning environments.</li> <li>• Maintain a training/assessment environment that allows students to feel comfortable enough to provide feedback.</li> </ul>
Students	<ul style="list-style-type: none"> <li>• Disclose support needs voluntarily; engage in planning and review of adjustments</li> </ul>

## MONITORING

The Accountable Officer is responsible for ensuring Policy Instruments are reviewed, normally on a five-year cycle from the date they came into effect or the date of the last review. An earlier review of the Policy Instrument may be initiated if significant regulatory changes occur or a need identified. A Policy Instrument under review remains in force until the revised Policy Instrument is approved.

POLICY INFORMATION	
Accountable Officer	Sarah Nicholson, CEO
Date Effective	04/07/2025
Review Date	04/07/2030
Version Number	1

## REGULATORY FRAMEWORK

This policy has been developed with reference to a range of legislative instruments, standards, guidelines, and regulatory principles that govern our operations as an RTO. These frameworks ensure that we operate with integrity, upholds quality training and assessment practices, and meets our legal obligations to students, regulators, and the broader community.

The following documents underpin the principles and practices outlined in this policy and should be considered in its application:

- [Age Discrimination Act 2004](#)
- [Australian Human Rights Commission Act 1986](#)

- [Competition and Consumer Act 2010](#)
  - [Disability Discrimination Act 1992](#)
  - [Disability Standards for Education 2005](#)
  - [Education and Training Reform Act 2006](#)
  - [National Principles for Child Safe Organisations 2019](#)
  - [National Vocational Education and Training Regulator \(Outcome Standards for Registered Training Organisations\) Instrument 2025](#)
  - [Privacy Act 1988](#)
  - [Racial Discrimination Act 1975](#)
  - [Racial Hatred Act 1995](#)
  - [Sex Discrimination Act 1984](#)
- 

## RELATED DOCUMENTS

For a complete and centralised list of interconnected documents - including associated policies, procedures, forms, and checklist - please refer to the Dependency Matrix located within the Quality Manual. This matrix has been designed to support consistency, version control, and alignment across the broader compliance framework.

---

## DEFINITIONS

To ensure consistency and clarity across all policies, procedures, and supporting documents, Upskill U Pty Ltd maintains a centralised Definitions Library, located within the Quality Manual. This resource contains standardised definitions of key terms and acronyms commonly used throughout our quality management system and compliance framework. All documents should be read in conjunction with the Definitions Library to support accurate interpretation and application of terminology. Where a term is used within this policy and is not explicitly defined herein, it should be understood according to its definition in the Definitions Library. The Definitions Library is reviewed and maintained regularly to reflect changes to legislation, regulatory standards, and sector-specific terminology. Any suggestions for additions or amendments to the Definitions Library should be directed to the Chief Executive Officer for consideration as part of our continuous improvement practices.