

REASONABLE ADJUSTMENT POLICY

QUALITY AREA 2 – VET STUDENT
SUPPORT

REASONABLE ADJUSTMENT POLICY

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PURPOSE

This policy outlines Upskill U Pty Ltd's commitment to providing an inclusive, culturally safe, and supportive learning environment for all students, in line with the National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) (referred to herein as the Outcome Standards), and relevant Commonwealth and State legislation as detailed throughout this policy.

It ensures that all students, regardless of background, ability, or cultural identity, are supported to participate in training and assessment on an equal and respectful basis, including through the provision of reasonable adjustments and specialised support services.

SCOPE

This policy applies to:

- All current and prospective students enrolled in any course delivered by Upskill U Pty Ltd.
 - All Upskill U Pty Ltd staff involved in the delivery of training and support services.
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POLICY STATEMENT

Upskill U Pty Ltd is committed to complying with Commonwealth and State legislation and policies regarding access, equity, and cultural diversity. This legislation includes the Disability Discrimination Act 1992 (Cth), the Anti-discrimination Act 1998 (Cth) and the Anti-Discrimination Act 1977 (NSW).

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 commits to:

- Providing equitable access to training and assessment.
- Ensuring every student has the opportunity to participate and succeed, regardless of disability, cultural background, gender, sexuality, age, socioeconomic status, or educational history.
- Offering reasonable adjustments where needed.
- Supporting students from priority cohorts, including First Nations students, people with disabilities, culturally and linguistically diverse (CALD) learners, and those facing disadvantage.
- Promoting cultural safety and actively removing barriers to participation and inclusion.

GUIDING PRINCIPLES

- **Access and Equity:** Ensuring that systemic barriers are identified and minimised so all students are offered fair opportunities to achieve.
- **Continuous Consultation:** Students (and where relevant, their associates or advocates) are consulted on adjustments and support strategies.
- **Cultural Safety:** Creating a learning environment free from racism, unconscious bias, or cultural insensitivity, particularly for First Nations learners.
- **On the Same Basis:** Students with additional needs will be treated comparably to those without, including through adjustments that support equitable participation.
- **Reasonable Adjustment:** Changes to the learning environment, teaching methods, assessments, or access to materials that enable students to fully participate without compromising course integrity.

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

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

Upskill U Pty Ltd recognises that not all participants learn in the same manner and that with an amount of "reasonable adjustment," participants who may not learn best with traditional learning and assessment methods will still achieve good results.

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 participant's disability;
 - The views of the participant or the participant's associate;
 - The effect of the adjustment on the participant, including the effect on the participants:
 - 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 participants; and
 - The costs and benefits of making the adjustment
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ACCESS AND EQUITY

Access and Equity refers to the principle that all individuals, regardless of their background or personal circumstances, have fair and equitable access to education and training.

A student is considered to have been afforded access and equity if they are able to enrol, participate in training, and attain competency on an equal footing with other students, without facing disadvantage due to factors such as disability, age, gender, sexual orientation, religion, language, race, or socioeconomic status.

Upskill U Pty Ltd ensures it identifies and removes systemic barriers that may impact a student's ability to access or participate in education and training. This includes reviewing and adapting policies, procedures, environments, and practices that could unintentionally disadvantage some individuals or groups.

Examples of access and equity strategies may include:

- Providing course materials in alternative formats.
- Offering flexible delivery or assessment methods.
- Ensuring physical accessibility of training venues.
- Supporting students from under-represented groups through targeted strategies.

Upskill U Pty Ltd continuously monitors and reviews its practices to promote an inclusive learning environment where every student has a fair opportunity to succeed.

CULTURAL SAFETY

Cultural Safety means creating an environment where students from all cultural backgrounds feel respected, acknowledged, and free from racism, unconscious bias, or cultural insensitivity. It involves more than just cultural awareness—it is about actively creating spaces where people feel their identity is valued and affirmed.

A culturally safe learning environment is one in which students:

- Feel physically, emotionally, and spiritually safe.
- Do not experience challenge, denial, or assault on their cultural identity.
- Are encouraged to express their cultural values, beliefs, and practices.

Upskill U Pty Ltd ensures that the training environment is culturally inclusive, with particular emphasis on cultural safety for First Nations learners. This is achieved by:

- Providing cultural awareness training to all staff.
- Acknowledging the traditional custodians of the land and incorporating Aboriginal and Torres Strait Islander perspectives where appropriate.
- Consulting local First Nations communities about the design and delivery of relevant training programs.
- Respectfully engaging with students' cultural practices and obligations (e.g., Sorry Business, community responsibilities).
- Ensuring staff speak about First Nations cultures, knowledge, and systems with respect and understanding.

Cultural safety is continuously reviewed through feedback, staff training, and meaningful engagement with culturally diverse communities.

CONTINUOUS CONSULTATION

Continuous Consultation refers to the ongoing process of engaging students, and where appropriate, their associates (such as carers, parents, support workers, or advocates), in decisions that affect their learning experience and support requirements.

A student is considered to have been meaningfully consulted if they have:

- Been informed of available supports and reasonable adjustments.
- Had opportunities to express their needs, preferences, and feedback.
- Been included in discussions about changes that affect their learning environment.

Upskill U Pty Ltd maintains a practice of open, respectful, and student-centred consultation by:

- Inviting disclosure of support needs at enrolment, and at any time during training.
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IDENTIFICATION OF SUPPORT NEEDS

- During enrolment and pre-training review, students are invited to disclose any needs that may impact their learning.
 - Students may also self-identify at any time during their training.
 - Staff will assess the needs in collaboration with the student and their associate, if necessary.
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PROCESS FOR CONSIDERING

- Ensure all students have equitable access to educational and support services, regardless of their study mode or location.
 - Where limitations exist in service availability, provide clear and transparent information during the pre-enrolment process so students can make informed decisions.
 - Train all personnel to understand and address access and equity issues, including how to:
 - Identify and respond to direct and indirect discrimination.
 - Use internal and external resources effectively.
 - Refer students to appropriate tutoring or community support services.
 - Include access and equity awareness as a standard component of staff induction.
 - Require all staff to participate in structured professional development on access and equity at least annually.
 - Provide staff with access to up-to-date access and equity materials, tools, and resources to support student participation and success.
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CONSULTATION WITH A 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;
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- 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.
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ASSESSMENT OF REASONABLE ADJUSTMENTS

In deciding whether to make a particular reasonable adjustment for a student, Upskill U Pty Ltd:

- Assesses whether there is any other reasonable adjustment that would be less disruptive and intrusive and no less beneficial for the student; and
- Assesses whether the adjustment may need to be changed over the period of a student's education or training.

A detailed assessment, which might include an independent expert assessment, may be required in order to determine what adjustments are necessary for a student. The type and extent of the adjustments may vary depending on the individual requirements of the student and other relevant circumstances. Multiple adjustments may be required and may include multiple activities.

Upskill U Pty Ltd will consider:

- The student's expressed needs and preferences.
- Impact of the adjustment on the student's participation and learning outcomes.
- Potential effects on other students and staff.
- Practicality and resource implications of implementing the adjustment.

In assessing whether a particular adjustment is reasonable for the student with a disability, Upskill U Pty Ltd takes into account:

- The nature of the student's disability;
- The information provided by, or on behalf of, the student about how the disability affects the student's ability to participate;
- Views of the student, or an associate of the student, about whether a proposed adjustment is reasonable and will enable the student with a disability to access and participate in education and training opportunities on the same basis as students without disabilities;
- Information provided by, or on behalf of, the student about his or her preferred adjustments;
- The effect of the proposed adjustment on the student, including the student's ability to participate in courses or programmes and achieve learning outcomes;
- The effect of the proposed adjustment on anyone else affected, including Upskill U Pty Ltd operations, personnel and other students; and
- The costs and benefits of making the adjustment.

In making a reasonable adjustment, Upskill U Pty Ltd ensures that the integrity of the course or program and assessment requirements and processes are maintained.

Upskill U Pty Ltd acts upon information about an adjustment in a timely way that optimises the student's participation in education or training.

In meeting its obligations to provide reasonable adjustments, Upskill U Pty Ltd may provide an alternative adjustment to the student's preferred form of adjustment, if the alternative is effective in achieving the desired purpose.

IMPLEMENTATION OF ADJUSTMENTS

Upskill U Pty Ltd takes reasonable steps to ensure that any adjustment required to be made is made within a reasonable time. Whether the time is reasonable depends, in particular, on whether and when the student, or his or her associate, has provided:

- In a timely way, any relevant information in the possession of the student or associate about how the disability affects the student in relation to education or training; and
- The student's or the associate's opinion about the matters.

Where reasonable adjustments are implemented, a detailed training and assessment plan including timetables, notes regarding the required adjustments, and any related communications regarding the adjustments is maintained in the student's file.

Upskill U Pty Ltd will:

- Develop a tailored Training and Assessment Plan outlining the adjustments.
 - Ensure all adjustments are monitored and reviewed regularly.
 - If a preferred adjustment is not feasible, alternatives are explored with the student.
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CULTURAL INCLUSION AND SAFETY MEASURES

Upskill U Pty Ltd recognises the importance of fostering a learning environment that respects and values all cultures, particularly those of First Nations peoples. Cultural inclusion is not only about removing barriers to participation—it is about creating an environment where every student feels their identity is affirmed, and their learning experience is enriched by cultural understanding and respect.

To uphold these principles Upskill U Pty Ltd will implement the following actions:

- Ensure culturally inclusive teaching and assessment methods are applied.
 - Engage with local First Nations communities and stakeholders.
 - Acknowledge and respond to cultural obligations (e.g., Sorry Business, language needs).
 - Provide cultural safety training to all staff.
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STAFF RESPONSIBILITIES AND PROFESSIONAL DEVELOPMENT

- All staff complete access, equity and cultural safety induction training.
 - Staff receive refresher training annually.
 - Trainers must be equipped to apply inclusive teaching strategies and identify support needs.
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MONITORING AND FEEDBACK

- Students are invited to provide feedback on support received.
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- Adjustments are reviewed as part of course evaluations and audits.
 - Complaints and appeals are handled through the Upskill U Pty Ltd Complaints and Appeals Policy.
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UNJUSTIFIABLE HARDSHIP CLAUSE

Upskill U Pty Ltd reserves the right to determine if an adjustment imposes an unjustifiable hardship. In such cases:

- All reasonable alternatives are considered.
- The student is informed of the decision and reasoning, with respect to privacy and dignity.
- Financial, academic, and social factors are considered in line with legislation.

Once a reasonable adjustment has been determined, Upskill U Pty Ltd adjustment may consider if the adjustment would impose unjustifiable hardship on its operations.

In determining what constitutes unjustifiable hardship, all relevant circumstances of the particular case are taken into account, including:

- The nature of the benefit or detriment likely to accrue or be suffered by any persons concerned; and
- The effect of the disability of a person concerned; and
- The financial circumstances and the estimated amount of expenditure required to be made by the person claiming unjustifiable hardship.

In determining whether unjustifiable hardship applies, Upskill U Pty Ltd:

- Takes into account information about the nature of the student's disability, his or her preferred adjustment, any adjustments that have been provided previously and any recommended or alternative adjustments. This information may be provided by the student, an associate of the student or independent experts (or a combination of those persons);
- Ensures that timely information is available to the student or an associate of the student about the processes for determining whether the proposed adjustment would cause unjustifiable hardship; and
- Ensures that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

Where a claim of unjustifiable hardship is made, Upskill U Pty Ltd has taken into account all the financial and other resources that are reasonably available for the purpose of making any necessary adjustments for the student, and the impact of those adjustments on its capacity to provide education of high quality to all students while remaining financially viable.

Upskill U Pty Ltd considers all costs and benefits, both direct and indirect, that are likely to result, the student and any associates of the student, and any other persons in the learning or wider community, including:

- Costs associated with additional personnel, the provision of special resources or modification of the curriculum;
- Costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers; and
- Benefits deriving from the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and any financial incentives, such as subsidies or grants, available to the provider as a result of the student's participation.

Where Upskill U Pty Ltd decides to rely on unjustifiable hardship, it ensures that a notice stating the decision and the reasons for the decision is given to the student, or an associate of the student, as soon as practicable after the decision is made.

REASONABLE ADJUSTMENTS

STUDENT HAS DIFFICULTY WITH	EXAMPLE REASONABLE ADJUSTMENTS
Concentration	<ul style="list-style-type: none"> • Breaking the assessment into appropriate components that can be undertaken separately; • Providing rest breaks during lengthy assessment sessions; • Providing a separate assessment venue if the Student is distracted by others’ movements or noise; • Providing additional time; • Providing alternative assessment methods, such as recording devices for oral testing or telephone assessments; and • Allowing the Student to provide evidence of having completed the assessment task at another venue; for example, an employer could verify satisfactory demonstration of competence.
Expressing knowledge in writing	<ul style="list-style-type: none"> • Allowing oral assessment; • Providing a digital recorder, scribe; • Providing a sign language interpreter; and • Providing additional time.
Spelling and/or grammar	<ul style="list-style-type: none"> • Allowing oral assessment; • Providing a digital recorder, scribe; • Providing a sign language interpreter; • Providing additional time; • Providing a computer with a generic spelling and grammar checker, dictionary and thesaurus (such as those included in Microsoft® Word) or specialised literacy software (such as Spell Master or Read and Write Gold); • Providing models and practical examples for the Student to demonstrate what they mean; and • Providing alternative assessment methods, such as recorded interviews, slide presentations, photographic essays or models.
Numbers and numerical concepts	<ul style="list-style-type: none"> • Allowing additional time; • Allowing the Student to use a calculator; and • Providing other assistive technology, such as a talking calculator.
Understanding spoken information or instructions	<ul style="list-style-type: none"> • Allowing additional time; • Providing written information or instructions to complement the spoken version; • Providing a sign language interpreter;

	<ul style="list-style-type: none"> • Allowing rest breaks or split sessions; • Using simple, direct language (plain English); • Providing step-by-step instructions; • Repeating information given; • Paraphrasing to check for understanding, and asking the Student to repeat what they are required to do; and • Demonstrating what is required.
Maintaining writing posture for any length of time, or writing quickly	<ul style="list-style-type: none"> • Providing a digital recorder or similar; • Allowing oral assessment; • Providing a personal computer (if using a keyboard is more comfortable than writing); • Allowing rest breaks; • Providing a scribe; • Providing other assistive technology or equipment; and • Allowing additional time.
Reading standard-sized print or handwriting	<ul style="list-style-type: none"> • Providing technology such as magnifying devices to enlarge print, or screen readers; • Providing Braille examination papers (with tactile diagrams, maps etc); • Providing specialised writing pens; • Providing oral assessment or recorded questions; • Providing a reader; • Allowing additional time; • Providing models, graphics or practical examples to illustrate questions; and • Providing heavily lined paper.
Physical tasks	<ul style="list-style-type: none"> • Allowing alternative methods of competence demonstration, such as oral assessment or third-party evidence; • Providing assistive technology or equipment; and • Allowing additional time.
Certain physical environments	<ul style="list-style-type: none"> • Providing appropriate lighting and eliminating glare (for Students with low vision or epilepsy); • Providing suitable furniture; • Providing adequate space for equipment and support personnel; • Providing access to PowerPoints for equipment; and • Using a separate venue to eliminate distractions by others (and by others using equipment/support personnel).

SUPPORT SERVICES AND REFERRALS

Students may be referred to internal and external support agencies, such as:

REFERRAL SERVICE AVAILABLE

Reading and Writing Hotline

Phone: 1300 655 506

www.readingwritinghotline.edu.au

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.

Kids Helpline

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).

Lifeline

Phone: 13 11 14

www.lifeline.org.au

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.

Beyond Blue

1300 224 636

Beyond Blue is one of Australia's leading mental health organisations, dedicated to supporting people affected by anxiety, depression, and suicide.

Drug Info

Phone: 1300 85 85 84

Drug Info is a service provided by the Australian Drug Foundation that offers information about alcohol and other drugs and prevention of related harms.

www.druginfo.adf.org.au/contact-numbers/help-and-support

STUDENT RIGHTS AND Upskill U Pty Ltd RESPONSIBILITIES

STUDENTS' RIGHTS	Upskill U Pty Ltd RESPONSIBILITIES
Enrolment	
<ul style="list-style-type: none"> Right to seek admission and enrol on the same basis as prospective students without disability, including the right to reasonable adjustments. 	<ul style="list-style-type: none"> Take reasonable steps to ensure that the enrolment process is accessible. Consider students with disability in the same way as students without disability when deciding to offer a place. 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.
Participation	

STUDENTS' RIGHTS	Upskill U Pty Ltd RESPONSIBILITIES
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Take reasonable steps to ensure participation. Consult with the student or their associate about the effect of the disability on their ability to participate. Make a reasonable adjustment if necessary. Repeating this process over time as necessary.
Curriculum Development, Accreditation and Delivery	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Enable students with disability to participate in learning experiences (including assessment and certification). Consult with the student or their associate. Take into consideration whether the disability affects the student's ability to participate in the learning experiences.
Student Support Services	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Ensure that students with disability are able to use general support services. Ensure that students have access to specialised support services. Facilitate the provision of specialised support services.
Harassment and Victimization	
<ul style="list-style-type: none"> Right to education and training in an environment that is free from discrimination caused by harassment and victimisation on the basis of their disability. 	<ul style="list-style-type: none"> Implement strategies to prevent harassment or victimisation. Take reasonable steps to ensure that personnel and students are informed about their obligation not to harass or victimise students with disability. Take appropriate action if harassment or victimisation occurs. Ensure complaint mechanisms are available to students.

POLICY IMPLEMENTATION

The implementation of this policy is supported by:

- Staff induction and training on reasonable adjustment 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
Trainers and Assessors	<ul style="list-style-type: none"> • To provide students with appropriate contact information (contact number, email, LMS access procedure etc) • Be present and available during scheduled face-to-face or online classes. • Provide students with a minimum of 2–4 hours per week outside scheduled training time for consultation or academic support. • Communicate their availability, contact details, and preferred communication methods (e.g., LMS messaging, email, mobile) clearly at course commencement and in writing. • Respond to student academic enquiries within two business days. • Trainer availability must be consistent and documented. Any changes (e.g., periods of unavailability or leave) must be communicated to students in advance, and alternative support arrangements must be put in place.
Business Manager	<ul style="list-style-type: none"> • be available during business hours to assist students with: <ul style="list-style-type: none"> • Enrolment queries • Administrative processes • Fee and payment enquiries • Accessing learning resources and additional support services • Inform students of how to contact staff through welcome emails, orientation sessions, and the Student Handbook. • Responding to general enquiries within two business days, with urgent matters triaged accordingly. • Assisting to identify students at risk and referring them to appropriate academic or wellbeing support.

CEO	<ul style="list-style-type: none"> • Ensuring systems are in place to monitor and maintain staff availability and responsiveness. • Managing unresolved or escalated student concerns relating to personnel access. • Reviewing feedback and engagement metrics to assess the effectiveness of student support processes. • Ensuring adequate staffing levels and training so all personnel can meet student needs within published timeframes. • Management is also accountable for ensuring that procedural fairness and natural justice are embedded in student communications and any decisions affecting student support.
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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	10/07/2025
Review Date	10/07/2030
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](#)
- [AQF Glossary of Terminology](#)
- [Australian Core Skills Framework \(ACSF\)](#)
- [Australian Human Rights Commission Act 1986](#)
- [Core Skills for Work Developmental Framework](#)
- [Digital Capability Frameworks for the Australian Workforce](#)
- [Digital Literacy Skills Framework](#)

- [National Principles for Child Safe Organisations 2019](#)
 - [National Vocational Education and Training Regulator \(Compliance Standards for NVR Registered Training Organisations and Fit and Proper Person Requirements\) Instrument 2025](#)
 - [National Vocational Education and Training Regulator \(Outcome Standards for Registered Training Organisations\) Instrument 2025](#)
 - [National Vocational Education and Training Regulator Act 2011](#)
 - [National VET Data Policy](#)
 - [Preparing Secondary School Students for Work Framework](#)
 - [Privacy Act 1988](#)
 - [Racial Discrimination Act 1975](#)
 - [Racial Hatred Act 1995](#)
 - [Sex Discrimination Act 1984](#)
 - [The Australian Qualifications Framework](#)
 - [The Australian Qualifications Framework Second Edition January 2013](#)
 - [VET Workforce Blueprint](#)
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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.