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## AMS RTO Access and Equity Policy

### Purpose

The purpose of this policy is to set out how AMS promotes a safe, inclusive and supportive learning environment for all VET students. It explains AMS's approach to diversity and inclusion, fostering a culturally safe learning environment for First Nations people, making reasonable adjustments for students with disability where appropriate, identifying and responding to student wellbeing support needs, and linking students to the organisation's complaints and appeals processes where concerns or adverse decisions arise.

### Policy Statement

Aerodrome Management Services Pty Ltd (AMS) is committed to providing quality training and assessment services in line with the Standards for Registered Training Organisations (RTOs) 2025.

AMS promotes, encourages and values equity and diversity regarding clients. AMS will ensure services offered are provided in a fair and equitable manner to all clients.

AMS is committed to providing flexible learning and assessment options, offering clients alternatives to meet their specific needs and circumstances, to aid them in their learning goals.

AMS fosters a safe and inclusive learning environment for VET students and a culturally safe learning environment for First Nations people. AMS will identify and respond to student support and wellbeing needs, make reasonable adjustments where appropriate, and ensure students are aware of available complaints and appeals pathways.

AMS will strive to ensure:

- a) all training and assessment policies and procedures incorporate access and equity principles.
- b) all learners have equitable access to the benefits of training and assessment irrespective of their gender, age, race, religion, culture, linguistic background, marital status, geographic location, socio-economic background, disability, sexual preference, family responsibility or political conviction.
- c) enrolments will be accepted in an ethical and responsible manner, ensuring fairness and compliance in line with Equal Opportunity Legislation.
- d) all learners have equitable access to training resources, facilities, equipment, support services, information, training and assessment personnel, materials, assessment opportunities and training opportunities.

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## Definitions

The following words and expressions have the following specific meaning, as in the Standards for Registered Training Organisations (RTOs) 2025.

**Access and equity** mean policies and approaches aimed at ensuring that VET is 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.

**Discrimination** occurs when a person is treated less favourably than others due to the person's circumstances, characteristics, or beliefs.

- **Direct Discrimination** takes place when a person, organisation or group of persons is treated less fairly than others based on stereotyped beliefs or views.
- **Indirect discrimination** includes rules, practices, or policies which appear to be non-discriminatory and equally applicable, but operate in such a way that certain groups of people are excluded without just cause.

**Harassment (Workplace)** is behaviour that is unwelcome, offensive, humiliating or intimidates a person and causes the environment to become unpleasant. If a person is being harassed, they can become stressed and suffer health problems. Harassment may result from behaviour, which is not intended to offend or harm, such as jokes or unwanted attention however, this does not mean that it is lawful.

**Harassment (Sexual)** can occur among peers or co-workers, and in subordinate-supervisor, supervisor-subordinate or staff-student, student-staff, student-student situations.

The most common form of harassment is sexual harassment. Examples of sexual harassment include (but are not limited to) unwelcome touching, sexual innuendo propositions, nude pin-ups and posters, obscene communication, and wolf whistles.

**Harassment (Verbal)** is language that is directed at another person that causes that person harm, typically in an emotional or psychological sense. Calling a person names, making him or her feel useless, or otherwise diminishing a person's self-worth can all be forms of verbal harassment.

**Non-Verbal Harassment** – examples of non-verbal harassment include (but are not limited to) leering, putting offensive material on notice boards, computer screen savers and emails, pornographic posters, displaying sexist or racist cartoons or literature, demoting, failing to promote, or transferring someone because they refuse requests for sexual favours, standing very close to someone or unnecessarily leaning over them,

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mimicking someone with a disability, unwelcome practical jokes, ignoring someone, or being cold and distant to them, crude hand or body gestures.

**Physical Harassment** - examples of physical harassment include (but are not limited to) unwelcome physical contact, indecent or sexual assault or attempted assault, hitting, pushing, shoving, spitting, or throwing objects at a person.

**Target groups** could be defined as Aboriginal and Torres Strait Islanders, people with a disability, people from non-English speaking backgrounds, people in transition and other special groups (i.e. people re-entering the workforce, long term unemployed, sole parents, people with literacy problems, and those who have been institutionalised) or people from regionally isolated communities.

## 1 Policy Principles

AMS will not accept any form of discrimination, and we will apply the following principles in support of access and equity:

### 1.1 Access and Equity Principles

AMS has a legal and moral obligation to provide equal opportunity in an environment free from discrimination for staff, contractors, and clients to ensure that discrimination/harassment does not occur in the workplace.

- a) AMS abides by access and equity principles.
- b) AMS seeks to create a learning environment where all students are respected and can develop their full potential.
- c) AMS will respect a client's right to privacy, confidentiality and be sensitive to client needs.
- d) All clients are given fair and reasonable opportunity to attend and complete training.
- e) AMS provides equal opportunity for all learners and is responsive to the individual needs of clients whose gender, pregnancy, race, marital status, sexuality, age, family/carer responsibilities, disability, transgender, political conviction, cultural or ethnic background, linguistic background, religious belief, geographic location, socio-economic background, employment/unemployment, imprisonment may present a barrier to access, participation and achievement of suitable outcomes.
- f) Prior to enrolment, AMS reviews the prospective student's skills and competencies, including language, literacy, numeracy and digital literacy, and advises whether the training product is suitable for that student.
- g) At enrolment, clients will be asked to identify personal needs or circumstances that may exist and for which they may require additional support (see Enrolment Policy).
- h) AMS will ensure that all staff, employees, and contractors have access to the information and support needed to prevent discrimination, sexual harassment, bullying and violence, victimisation, and vilification or to deal with it appropriately if it occurs.

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- i) All staff are given fair and reasonable opportunity to participate in relevant decision-making processes and the allocation of resources and services as required to fulfil their duties and responsibilities.
- j) Deficiencies will be investigated to determine whether a breach or policy deficiency exists. Should a discrepancy be proven, the impact of that breach or deficiency will be identified along with how the policy should be amended to eliminate the breach or deficiency in the future.
- k) All perceived deficiencies in the Access and Equity Policy are to be documented, assessed, and reviewed by the CEO of AMS.
- l) AMS will demonstrate its commitment by:
  - i Selecting students according to a fair and non-discriminatory process,
  - ii Making its training relevant for a diverse student population,
  - iii Providing suitable access to alternative facilities and resources,
  - iv Providing appropriate support services,
  - v Providing appropriate complaints procedures,
  - vi Consulting with relevant industry group,
  - vii Raising staff, contractor, and student awareness of equity issues.

## 1.2 Equal Opportunity Principles

AMS is an equal opportunity company and does not discriminate against or favour target groups in either recruiting or training.

AMS does not tolerate any form of discrimination, harassment or vilification of individuals in relation to gender, sex, race, religion or other protected attributes, including but not limited to antisemitism, Islamophobia, homophobia, sexism and racism.

## 1.3 Wellbeing and Support Services

AMS identifies the wellbeing needs of its student cohort and considers those needs when planning student support arrangements.

AMS advises students of available wellbeing support services and how those services may be accessed.

Where appropriate, AMS provides students with information about internal contacts, external support organisations, or actions students may take to seek help.

## 1.4 Reasonable Adjustment and Disability Disclosure

Students are encouraged to tell AMS if they have a disability, injury, health condition or other circumstance that may affect their participation in training and assessment, so AMS can consider appropriate support.

AMS will make reasonable adjustments to training and assessment where appropriate and where this can be done without compromising the requirements of the training product.

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If a reasonable adjustment is not appropriate or cannot be provided, AMS will explain the reasons to the student as soon as practicable and discuss available support or alternative options.

### 1.5 Language, Literacy and Numeracy (LLN)

- a) Before enrolment, AMS reviews the prospective student's language, literacy, numeracy and digital literacy skills, together with any other relevant competencies, to determine whether the training product is suitable.
- b) Where support needs or skill gaps are identified, AMS will advise the student of available support, referral options and any actions the student may need to take before or during training.
- c) Where appropriate, AMS will provide or arrange reasonable support strategies that help the student participate in training and assessment while maintaining the integrity of the training product.

### 1.6 Harassment

- d) Any form of harassment will not be tolerated at AMS. If harassment occurs, the person responsible will be subject to disciplinary procedures. Disciplinary action will be taken against any staff or client involved in such behaviour. This may include termination of employment and removal of the client from the training course.
- e) Serious cases of harassment may constitute a criminal offence.
- f) AMS expects all staff, contractors, and clients to treat each other with dignity and respect.

### 1.7 Bullying and Violence

- a) AMS will not tolerate bullying or violent behaviour and expects all staff, contractors, and clients to treat each other with dignity and respect.
- b) AMS recognises bullying and violence demeans and infringes the rights of individuals and groups, damaging the work and learning environment.

### 1.8 Vilification

- a) AMS will not tolerate behaviour which vilifies another person and expects all staff, contractors, and clients to treat each other with dignity and respect.
- b) AMS does not tolerate any form of discrimination, harassment or vilification of individuals in relation to gender, sex, race, religion or other protected attributes, including but not limited to antisemitism, islamophobia, homophobia, sexism and racism.

### 1.9 Complaints

- a) AMS encourages informal resolutions of discrimination, sexual harassment, bullying and violence, victimisation, and vilification grievances in the first instance, as close to the source as possible, with the option of conciliation or investigation of the complaint if necessary.

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- b) Complaints will be investigated in a confidential manner and action will be taken to ensure that the discrimination or harassment stops. Appropriate warning or disciplinary action will be taken where harassment is found to have occurred.
- c) Those responsible for advising, conciliating, or investigating a complaint must act fairly and impartially. They must act without bias and avoid any conflict of interest.
- d) The respondent must be given a fair opportunity to know the case against him or her and to be given the opportunity to make a considered response.
- e) All staff, clients and contractors involved with the AMS complaint procedures will be treated with respect and courtesy.
- f) Enquiries and complaints will be dealt with in a sensitive, equitable, fair, and confidential manner. All attempts will be made to deal with matters expeditiously while ensuring all parties are provided with sufficient time to prepare and/or respond. AMS acknowledges that it is of paramount importance and in the best interests of all parties that confidentiality is maintained during these procedures.
- g) AMS encourages the reporting of behaviour that breaches equal opportunity policy but will not tolerate vexatious or frivolous complaints.
- h) If an AMS training team member, contractor or client feels harassed, bullied or otherwise a victim of unwelcome behaviour, the staff, contractor, or client is encouraged to inform the person where the behaviour is unwanted, unacceptable and/or offensive. If the AMS training team member, contractor, or client feels unable to approach the person, or if the behaviour continues following their request that the behaviour cease, the CEO, or the HR Coordinator of AMS must be advised.

### 1.10 Victimization

- a) For complaints to be brought forward, complainants must feel secure in the knowledge that AMS procedures will be followed without fear of reprisal.
- b) AMS will not victimise or treat any person unfairly for making a harassment complaint.
- c) AMS will not tolerate behaviour of victimisation of another person and expects all staff, contractors, and clients to treat each other with dignity and respect.
- d) Any complaint of victimisation will be treated in the same manner as a complaint of discrimination, sexual harassment, or vilification.

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## 2 Responsibilities

### 2.1 RTO/Training Lead

The RTO/Training Lead is responsible for overseeing access and equity, diversity and inclusion, culturally safe learning arrangements for First Nations people, reasonable adjustment processes, student wellbeing support information, and the communication of complaints and appeals pathways.

The RTO/Training Lead will ensure AMS staff are aware of this policy, act in accordance with it, and respond appropriately to student support, wellbeing, discrimination, vilification and complaint matters.

### 2.2 AMS Staff, Contractors, and Clients

All AMS staff, contractors and clients have the responsibility to:

- act to prevent harassment, discrimination, and victimisation against others,
- respect differences among other staff, clients, and contractors,
- treat people fairly, without discrimination, harassment, or victimisation,
- respect the rights of others,
- respect people's rights to privacy and confidentiality,
- refuse to join in with negative behaviours, outlined in this policy,
- acting as a witness if the person being harassed decides to lodge a complaint,
- observe site rules or behaviour guidelines set by AMS trainer/assessors,
- behave in a manner that does not interfere with the learning of others, and
- conduct themselves in a responsible manner while representing AMS,
- ensure the rights of all clients to have their say, balanced with the responsibility to listen to others and allow others to have their say.

## 3 Records Management

All documentation regarding complaints concerning Access and Equity matters is maintained in accordance with Records Management Policy (see Records Management Policy).

## 4 Monitoring and Improvement

Opportunities for improvement are recorded in the Continuous Improvement Register and reviewed regularly.

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