



1.0 POLICY

Career Solutions Group Pty Ltd – The Trustee for Career Solutions Trust T/A **Collins International College (CIC)** is committed to meet the needs of individuals and the community as a whole through the integration of access and equity guidelines. This Access and Equity Policy and Procedure will be implemented across CIC operations. **The Chief Executive Officer (CEO)** has overall responsibility for ensuring that this policy and procedures are applied

The key principles of this policy are:

- CIC recognises the need for implementation of equity principles via the fair allocation of resources
- All students will be recruited in an ethical and responsible manner, consistent with the requirements of the training program
- CIC recognises the right to equality of opportunity without discrimination for all members of the community

With these principles in mind, the objectives of this policy are to:

- Incorporate non-discriminatory student selection procedures that encourage fair access for members of under-represented groups
- Ensure access and equity issues are considered when developing training programs
- Provide access to staff development courses, if required, in order to assist **Trainers** who, deliver courses to under-represented groups

2.0 PURPOSE

This policy is to ensure that everyone has the opportunity to successfully gain skills, knowledge and experience through education and training.

In particular, CIC aims to:

- Incorporate access and equity principles and practices in key processes that affect the outcomes for students in the vocational education and training system.
- Achieve equitable access for all current and potential students and clients to vocational education and training services and programs.
- Increase the participation of people who are under-represented in vocational education, training and employment services and programs.
- Increase participation in decision-making processes by people from under-represented groups.
- Encourage positive outcomes for students and clients of the vocational education and training system by giving them enabling skills to participate successfully in vocational education and training services and programs.



- Develop quality support services that enhance clients and students' chances to achieve positive outcomes.

3.0 PROCEDURE

1. This procedure covers all clients/students associated with the delivery and assessment of training programs.
2. The **CEO** will ensure that:
 - Non-discriminatory student selection procedures that encourage fair access for members of under-represented groups are established and implemented
 - Access and equity issues are considered during training program development, delivery and assessment
 - Access to staff development to assist educators who deliver courses to under-represented groups is provided
3. The Complaints and Appeals Policy and Procedure is in place to ensure that any concerns are dealt with appropriately and immediately.

4.0 EQUITY & DIVERSITY POLICY STATEMENT

CIC is committed to the goals of equal opportunity and affirmative action in education and employment.

It aims to provide a study and work environment for staff and students that fosters fairness, equity, and respect for social and cultural diversity, and that is free from unlawful discrimination, harassment and vilification as determined by legislation.

In fulfilling this commitment, CIC will:

- Foster a culture that values and responds to the rich diversity of its staff and students.
- Provide equal opportunity by removing barriers to participation and progression in employment and education so that all staff and students have the opportunity to fully contribute.
- Offer programs that aim to overcome past disadvantages for members of staff and students.
- Promote clear and accountable educational and management policies and practices to create trust between managers, staff and students.
- Enhance the quality of students' learning through the provision of culturally, socially and gender inclusive education in areas such as training programs, teaching methods, assessment and review provisions, material and support services among others.
- Ensure that its staff and students are aware of their rights and their responsibilities.



To achieve these goals, CIC depends on the continued cooperation of its entire staff.

The **CEO** is responsible for compliance with all relevant legislation.

EXPLANATORY NOTES

Currently the grounds of unlawful discrimination and harassment are:

- Age
- Compulsory retirement from employment
- Disability (physical, intellectual, psychiatric, sensory, neurological or learning disability, physical disfigurement, the presence in the body of an organism capable of causing disease, and current, past, future or imputed disability);
- Homosexuality (male or female, actual or presumed);
- Marital status (single; or, with reference to a person of the opposite sex, married, separated, divorced, widowed or in a de facto relationship);
- Political affiliation, views or beliefs;
- Pregnancy or potential pregnancy;
- Race (including colour; descent; ethnic, ethno-religious or national origin, nationality; and immigration);
- Religious affiliation, views or beliefs;
- Responsibilities as a carer;
- Sex; sexual harassment;
- Transgender or trans-sexuality (anyone who lives, has lived, or wants to live as a member of the opposite gender to their birth gender including people who are assumed to be transgender);
- Actual or imputed characteristics of any of the attributes listed above;
- Association with a person identified by reference to any of the attributes listed above.

It is also unlawful to terminate employment on any of the grounds listed above, and also on the grounds of temporary absence from work because of injury or illness, membership or non-membership of a union, participation in union activities, and absence from work during maternity or other parental leave.

The grounds of unlawful vilification are:

- HIV/Aids
- Homosexuality



- Race
- Transgender (trans-sexuality)
- Bisexuality
- Breastfeeding
- Membership or non-membership of an association or organisation of employers or employees
- Profession, trade, occupation or calling
- Association (whether as a relative or otherwise) with a person identified by reference to one of the above attributes

NOTE:

Under the Federal Human Rights and Equal Opportunity Act there are a number of further grounds of discrimination in the area of employment or occupation:

- Criminal record
- Medical record
- National extraction or social origin
- Trade union activity

Discrimination on these grounds however is not made unlawful by the Act, and the grounds do not apply where the discrimination is necessary because of the inherent requirements of a particular job. The only avenue of redress for a complaint under this Act is conciliation.

The equity groups currently identified are:

- Aboriginal and Torres Strait Islander people
- People with disabilities
- People from culturally and linguistically diverse backgrounds
- Women

For students, in compliance with Federal Government policy as outlined in A Fair Chance for All, AGPS, 1990 and subsequent amendments as outlined by Department of Education (DE), the identified equity groups are:

- Aboriginal and Torres Strait Islander people
- People with disabilities
- People from socio-economically disadvantaged backgrounds
- People from rural and isolated areas
- People from non-English speaking backgrounds
- Women in non-traditional areas of study



5.0 Legislation

This policy reflects our commitment to the following legislation: (But not limited to)

- a) National Vocational Education and Training Regulator Act 2018 (NVR Act) Commonwealth
- b) Vocational Education and Training Act 1990
- c) Education and the Education and Training Reform Act 2006 (Victoria)
- d) Vocational Qualification Authority Act 2000 (Victoria)
- e) Education and Training Reform Act 2006
- f) Age Discrimination Act 2004 (Commonwealth)
- g) Disability Discrimination Act 1992 (Commonwealth)
- h) Racial Discrimination Act 1975 (Commonwealth)
- i) Sex Discrimination Act 1984 (Commonwealth)
- j) Equal Opportunity Act 2010 (Victoria)
- k) Fair work Act 2009
- l) Australian Human Rights Commission Act 1986
- m) Access and Equity Policy



6.0 LANGUAGE, LITERACY & NUMERACY (LLN) POLICY STATEMENT

The provision of Language, Literacy and Numeracy (LLN) in training and assessment is seen as an enabling activity, and therefore an integral pathway into vocational education and training.

International students are required to submit their IELTS certificate with a minimum score of 5.5 (or its equivalent) to get admission at CIC. In addition, they have to supply a copy of their certificate in

Vocational/Higher Education or at least year 12 or any secondary certificate equal to the Australian secondary school certificate.

However, any requirement for LLN support can be disclosed through the enrolment form during the application process.

Further to reinforce proper identification of students who might need LLN support, CIC administers LLN test to all students (domestic and international).

All relative CIC staff is responsible for ensuring:

- Identification of the level for each particular competency / course
- Review of Language, Literacy and Numeracy (LLN) is undertaken prior to commencement of course using the LLN test.

- Individual assessment evaluation is made and appropriate adjustment/s is made to training and assessment tools
- A Training Plan is developed reflecting any adjustments that need to be implemented

If the student cannot complete the LLN test satisfactorily then a Report will be completed which includes the proposed supports to be given to the student to assist him/her to complete the course.

The LLN Report has the provision to schedule and document monitoring of the LLN areas of concern and to assist in the evaluation that recommended support has been adequate for the student.

7.0 SPECIAL NEEDS / DISABILITY POLICY

For details on Special Needs / Disability support, please refer to 'Meeting Individual Learner Needs Policy & Procedure'.



8.0 STUDENT RECRUITMENT, SELECTION AND ENROLMENT PROCESS

Students must read this prospectus in full. Students are encouraged to contact the Institute at info@collins.vic.edu.au Ph.: **+61 411 356 306**. If you are unsure about any information included in this prospectus or have any questions. If you have an education agent, they may also be able to assist you with any enquiry.

Students are also encouraged to undertake research on living and studying in Australia prior to submitting an application.

Students must complete the student application form and send the completed form to the Institute along with the Application fee.

Completed student application forms will be processed by the Institute and the application assessed on the basis of the information supplied. The participants for each program offered by the Institute will be selected in a manner that reflects access and equity principles.

Student's applications will be assessed to ensure the course they are applying for is suitable in addressing their learning needs. A pre training review form will be completed by students and submitted with your form. CIC will review all the information you submit and communicate the outcome of the review to you.

Completion of the student application form does not imply that the Institute will make an offer to the prospective student. When prospective students apply to enter the Institute to study, the following procedure applies to the processing of applications:

Students who have enrolled or have COEs from another Australian provider will not be enrolled until they have completed the first six months of their principal course or have a letter of release from the Australian provider of the principal course. This will be checked for all onshore students before any offer is made by the Institute.

The Institute will assess the applicant's previous educational qualifications (either obtained in Australia or overseas) necessary for studying at the required level of the proposed qualification. The application is also assessed to determine whether the applicant meets the required entry level competencies for the particular qualification in which the applicant wants to enrol.

If the applicant's educational qualifications do not meet the Institute's admission requirements, other factors may be considered at the discretion of the Institute. Verified evidence of these other factors must be included with the application. These other factors may include:



- Mature age, and or proof of being 18 years or older at the proposed date of commencement
- Work experience,
- Attitude and aptitude,
- Previous academic results,
- Attendance rate and academic progress in a previous institute (if applicable),
- Ability and skills to function in an academic environment,
- Possibility to succeed in his/her academic endeavours.

Having arrived at an admission decision, the English language skills (language and literacy) will be assessed. If student has a satisfactory IELTS score or equivalent (listed under entry requirements), the applicant will be offered a place in the course.

An IELTS score of 5.5 (Academic) or ISLPR 2+, TOEFL 197 (CB) or 46 (IBT), PTE Academic Score of 42 (no communicative skill score less than 42), Cambridge English: Certificate in Advanced English (CAE)

of 47 or equivalent is required for entry into our courses. (Contact the Institute for information on equivalent English language qualifications).

If an applicant cannot produce a satisfactory IELTS score (or equivalent), and there are doubts about the English language skills to cope in an academic environment, the applicant will be advised to enrol in an English (ESL or ELICOS) course in Melbourne, at their own additional expense, for an appropriate duration until the student achieves an IELTS score of 5.5 (or equivalent). The cost of an additional English program is not included in the fees that have been quoted.

In a situation where the student can demonstrate that he or she can communicate in English but cannot produce any formal English qualification as described above, then the student will be required to complete an IELTS (or equivalent) test in Melbourne.

Please contact CIC for details of other alternative ways to demonstrate English language skills.

Successful applicants will be sent an offer letter, a written agreement and a request for payment by the Institute. Written agreements must be completed in full, signed by the applicant, dated and returned to the Institute.

Applicants wishing to accept the offer must pay the fee requested in the letter of offer complete the written agreement and send it to the Institute.



Once the completed written agreement and the fee is received (and cleared by the bank) **an Electronic Confirmation of Offer will be generated** and sent to the Australian Student Visa issuing centre to facilitate the issuing of a student visa.

Applicants must then **apply for a student visa** at their Australian Student Visa issuing centre and make travel arrangements to arrive in Australia in time to commence their course.

Students should contact CIC if they have any questions about any part of the enrolment process or studying at CIC prior to completing and submitting the written agreement.

Airport pick up

CIC can arrange for you to be met at the airport and taken to your accommodation. Students are requested to contact the Institute to confirm their arrival date/ time if accommodation or airport pick up has been arranged. A member of CIC staff or agent will meet you at Melbourne airport and take you to your accommodation.

Unique Student Identifier

From the 1st January 2015 it is a regulatory requirement that **every person undertaking a nationally accredited course at any RTO must secure a Unique Student Identifier (USI)**.

The Institute collects Unique Student Identifier (USI) data from each enrolled student to ensure compliance with this requirement.

Students are requested to supply their USI at enrolment. Students may instruct the Institute to collect the USI on their behalf by completing the relevant section on the enrolment form.

Students may source a USI from the following website www.usi.gov.au if they do not already have one at enrolment. Instructions on this website are to be followed. Evidence of identification will be requested during this process.

Certificates and statements of attainment cannot be issued unless a USI has been sourced and verified (unless an exemption applies under the Student Identifiers Act 2014).

Where an exemption described above applies, the RTO informs the student prior to either the completion of the enrolment or commencement of training and assessment, whichever occurs first, that the results of the training will not be accessible through the Commonwealth and will not appear on any authenticated VET transcript prepared by the Registrar.

Language literacy and numeracy requirements

Students require language, literacy and numeracy capacity equivalent to the descriptions below in order to cope with course demands.



Qualification level	Reading	Writing	Maths	Oral communication
Diploma and Advanced Diploma	Read and understand texts with some complex ideas and non-routine vocabulary. For example, reading a workplace report recommending a change or read a memo providing new instructions on workplace health and safety.	Write texts which convey ideas beyond everyday concepts. For example, writing the minutes for a workplace meeting or write a memo to colleagues to inform them of a temporary change to the workplace routine.	Use a range of algebraic formulae and calculating tools to solve work based problems. For example, applying formulae to measure heights, 2 and 3 dimensional spaces or use memory/square root functions on calculator to solve multi-step problems.	Participate in oral exchanges that require control of non-routine language and structures. For example, delivering a presentation about a new workplace practice to a group of colleagues or listen to a complicated customer complaint and be able to summarize the customer's concerns.

Entry requirements

Selection for enrolment in our courses will be approved for applicants who meet the qualification selection criteria. Please refer to the student handbook.

English language entry requirements (for accredited courses only)

An IELTS score of 5.5 (Academic) or ISLPR 2+, TOEFL 197 (CB) or 46 (IBT), PTE Academic Score of 42 (no communicative skill score less than 42), Cambridge English: Certificate in Advanced English (CAE)

of 47 is required to satisfy the English language entry requirements for our courses. (Contact the Institute for information on equivalent English language qualifications)

If a Student **cannot produce a satisfactory IELTS** score (or equivalent), and there are doubts about English language skills to cope in an academic environment, the Student is **advised to enrol in an English (ELICOS)** course at approved provider for an appropriate duration until the Student achieves an IELTS score of 5.5 (Academic) or equivalent.

Credit transfer

Access & Equity Policy & Procedure



The Institute recognises qualifications and statements of attainment issued by other Registered Training Organisations. Applicants who have successfully completed whole units of competency in one of our courses with another Australian RTO can apply for credit transfer.

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Credit transfer allows the candidate to reduce the time, cost and study load associated with achieving a qualification. There is no charge for processing Credit Transfer applications. There is a pro-rata reduction in course fees if Credit Transfer is applied for and granted.

Students may apply for Credit Transfer by submitting a Credit Transfer application form along with original certificates (with Record of results) / statements of attainment to the Institute. The CT application form is available on request from the Institute. Further information on the RPL/ CT process can be accessed by contacting the Institute.

Please note that Credit Transfer applications can only be considered for whole units of competency.

Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) is a process designed to recognise previous formal or informal learning, work and life experiences that the student may have had to the extent that they are relevant to the course outcomes.

The RPL process allows students to receive recognition under these circumstances and therefore enable them to focus more on areas they need to achieve competencies in order to gain their qualifications. Students who believe they already have some of the competencies in the course may apply for Recognition of Prior Learning (RPL). Please note that RPL applications can only be considered for whole units of competency.

An essential requirement of RPL is that you can prove that you **currently** have the required competencies in the unit applied for. An RPL application may only be made after enrolment and payment of fees and must be made using the Institute RPL application form that will be available during orientation.

RPL in a unit will only be granted after students have completed the institute RPL assessment requirements for that unit. Students must attach verified copies of all relevant documents to the RPL application form. There is a fee charged for each RPL application made based on the number of units applied for.

The RPL fee listed in the fee schedule section of the Student Prospectus and is non-refundable irrespective of the outcome of the RPL application. There is also a pro-rata reduction in course fees if RPL is applied for and granted. RPL can only be assessed after a student has commenced their course. It is recommended that students seek advice from the Institute before commencing an RPL application.

Course demands

Students are encouraged to pay particular attention to the course information.

Access & Equity Policy & Procedure

ESOS legislative framework

The Education Services for Overseas Students Act 2000, or ESOS Act, establishes legislative requirements and standards for the quality assurance of education and training institutions offering

courses to international students who are in Australia on a student visa. ESOS also provides tuition fee protection for international students.

ESOS Act

Australia provides rigorous protection for international students through the Education Services for Overseas Students Act 2000 (ESOS Act) and related legislation, which protects and enhances Australia's reputation for quality education, provides tuition protection and supports the integrity of the student visa program.

For further information, please visit the below website

<https://internationaleducation.gov.au/Regulatory-Information/Pages/Regulatoryinformation.aspx>

Relevant Documents

- Language Literacy and Numeracy (LLN) Policy & Procedure
- Enrolment Process Policy & Procedure
- Credit Transfer and RPL Policy & Procedure
- Enrolment and RPL Form

Other Relevant Documents

- Student Prospectus
- Pre- Training Review Form