ACCESS AND EQUITY POLICY

In line with obligations under Commonwealth legislation and the *Standards for NVR Registered Training Organisations (RTOs) 2025*, MEGT Education & Training is committed to promoting a fair, equitable and inclusive environment for personnel and clients that is free from discrimination, harassment, and vilification.

Access and equity means 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.

Access and Equity principles include:

- Fostering a save and inclusive learning environment for all students
- 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;
- Increased opportunity for individuals to participate in training
- Fostering a cultural safe learning environment for First Nations people

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

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

In addition to providing a safe and inclusive learning environment for all students, MEGT Education & Training will pay particular attention to ensuring that the learning environment is culturally safe for First Nations people. Including but not limited to:

- acknowledging the unique experience of First Nations people in Australia
- recognising that First Nations peoples do not always have the same level of access to training as non-Indigenous Australians, nor the same positive experiences
- actively addressing unconscious bias, racism and discrimination, and supporting self-determination for First Nations people

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. MEGT Education & Training trainers ensure students feel connected, supported, and valued as individuals and as part of a community of students.

BEING INCLUSIVE IS EVERYONE'S RESPONSIBILITY

MEGT Education & Training 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

MEGT Education & Training 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. MEGT Education & Training 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	MEGT Education & Training 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. This includes the use of *pre-enrolment reviews* and guidance to students. All MEGT Education & Training trainers have access to information on student diversity.
Access skills and expertise in addressing difference	Introductory inclusive learning skills in embedded in MEGT Education & Training personnel induction programs and ongoing professional development on inclusive learning is supported.
Listen to the student	MEGT Education & Training ensures it is collecting the perspectives of students, considering Student views in the way courses are organised and support is provided.
Help students choose an appropriate learning pathway	MEGT Education & Training 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. All Students are provided with information and guidance on course requirements and outcomes prior to enrolment.
Develop the core skills of students	All MEGT Education & Training trainers have the basic knowledge they need to identify and respond to language, literacy, and numeracy needs. All trainers must hold the TAELLN411 Address adult language, literacy, and numeracy skills unit of competency and/or related competencies/qualifications.
First Nations people	MEGT Education & Training is committed to paying particular attention to ensuring that the learning environment is culturally safe for First Nations people by engaging with local First Nations groups and communities to help identify ways for understanding and improvement. Including professional development for all staff.

SUPPORT FOR STUDENTS WITH ADDITIONAL NEEDS

MEGT Education & Training 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).*

MEGT Education & Training 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

MEGT Education & Training strives to maximise opportunities for access, participation, and outcomes for all students within the vocational education, training, and employment system.

MEGT Education & Training undertakes to identify and, where possible, remove barriers that prevent individuals from accessing and participating in our services. MEGT Education & Training 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, with a training provider 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.

MEGT Education & Training 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 MEGT Education & Training 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*, MEGT Education & Training has regard to all the relevant circumstances and interests, including the following:

- The students disability
- The views of the student or the students 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 MEGT Education & Training, personnel and other students; and
- The costs and benefits of making the adjustment.

STUDENT RIGHTS AND MEGT EDUCATION & TRAINING RESPONSIBILITIES

Students' Rights	MEGT Education & Training Responsibilities
Enrolment	
• Right to seek admission and enrol on the same basis as prospective students without disability including the right to reasonable adjustments.	• 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	
• 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.	• 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	
• 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.	• 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	
• Right to access student support services provided by education institutions on the same basis as students without disability. Students with disability have	• Ensure that students with disability are able to use general support services.

Students' Rights	MEGT Education & Training Responsibilities
the right to specialised services needed to participate in the educational activities they are enrolled in.	• Ensure that students have access to specialised support services. • Facilitate the provision of specialised support services.
Harassment & Victimisation	
• Right to education and training in an environment that is free from discrimination caused by harassment and victimisation on the basis of their disability.	• 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.

PROCESS FOR CONSIDERING ADJUSTMENTS

MEGT Education & Training 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, MEGT Education & Training 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.

MEGT Education & Training 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 MEGT Education & Training 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 MEGT Education & Training, and in structured professional development on a regular basis (at least annually) in access and equity issues and resources.

MEGT Education & Training 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 or program in which the student is enrolled, or proposes to be enrolled, is reasonable, MEGT Education & Training 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.

Consulting the student

Before MEGT Education & Training 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.

Deciding on an adjustment to be made

In deciding whether to make a particular reasonable adjustment for a student, MEGT Education & Training:

- 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.

Assessing reasonable adjustments

In assessing whether a particular adjustment is reasonable for the student with a disability, MEGT Education & Training 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 programs and achieve learning outcome
- The effect of the proposed adjustment on anyone else affected, including MEGT Education & Training operations, personnel and other students; and
- The costs and benefits of making the adjustment.

In making a reasonable adjustment, MEGT Education & Training ensures that the integrity of the Training Product and assessment requirements and processes are maintained.

MEGT Education & Training 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, MEGT Education & Training may provide an alternative adjustment to the student's preferred form of adjustment, if the alternative is effective in achieving the desired purpose.

UNJUSTIFIABLE HARDSHIP

Once a reasonable adjustment has been determined, MEGT Education & Training management 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, MEGT Education & Training:

- 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, MEGT Education & Training has considered 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.

MEGT Education & Training 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 MEGT Education & Training 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.

IMPLEMENTING REASONABLE ADJUSTMENTS

MEGT Education & Training 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.

Reasonable Adjustments	
Student has difficulty with	**Example reasonable adjustments**
Concentration	• Breaking the assessment into appropriate components that can be undertaken separately • Providing rest breaks during lengthy assessment sessions

Reasonable Adjustments	
Student has difficulty with	**Example reasonable adjustments**
	• 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	• Allowing oral assessment • Providing a digital recorder, scribe • Providing a sign language interpreter; and • Providing additional time.
Spelling and/or grammar	• 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	• 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	• Allowing additional time • Providing written information or instructions to complement the spoken version • Providing a sign language interpreter • 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	• Providing a digital recorder or similar • Allowing oral assessment

Reasonable Adjustments	
Student has difficulty with	**Example reasonable adjustments**
length of time, or writing quickly	• 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	• 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	• 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	• 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

The following support services are available and accessible for all students studying with MEGT Education & Training. MEGT Education & Training will provide students with contact details to refer any matters that require further follow up with relevant professionals.

Referral Service Available
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.

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 https://kidshelpline.com.au/ 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).
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
Back2Work Phone: 1300 302 811 www.back2work.com.au Back to work deliver psychological and physical interventions to help participants move closer to work or sustain work. Delivering employability programs to ATSI, youth, matured aged, single parents, VLTUE, and people with a disability. Programs are delivered by Australian Health Practitioner Regulation Agency (AHPRA) registered health professionals.

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 individual, 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

MEGT Education & Training is committed to providing a workplace, learning environment and client services which are free from bullying, harassment, and unlawful discrimination. MEGT Education & Training 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.

MEGT Education & Training 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 MEGT Education & Training services.

MEGT Education & Training 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.

MEGT Education & Training 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 MEGT Education & Training'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 MEGT Education & Training is found to have breached these expectations, their contract stands to be terminated, or may not be renewed in the future.

EQUITY & BULLYING COMPLAINTS

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 below. Individuals who believe they have witnessed discriminatory or bullying behaviour by another individual in the workplace are also able to make complaints.

In the first instance, the aggrieved individual should, wherever practicable and if they feel comfortable doing so, attempt to amicably resolve the matter with the individual(s) who are alleged to have engaged in bullying. When confronting the issue, the individual should clearly state the offensive behaviour experienced, explain that the behaviour is unwelcome and offensive and ask that the behaviour does not continue. The person may not be aware that their behaviour or conduct was causing offense or was unwelcome.

This is not a compulsory part of the complaint procedure, and if an individual does not wish to confront the person directly, then this is not encouraged.

Where the alleged bullying involves the individual's direct manager or training personnel such as Trainer/Assessors and it is not practical for them to directly resolve the matter, they shall immediately notify the RTO Manager or Chief Executive Officer who, with the individual's approval will endeavour to investigate and resolve the matter on an informal basis in accordance with the procedure set out below.

Informal Complaint Procedure

An informal complaint procedure includes a range of alternatives which can be applied in a flexible manner in order to address different complaints in consideration of the relevant circumstances. The informal complaint procedure is intended to be used for less serious allegations of bullying and instances which generally do not warrant disciplinary action being taken. An individual who is unsure of whether or not to make a formal or informal complaint may make an informal compliant first and decide if they want to escalate the complaint to a formal complaint.

Different options for handling informal complaints may include, but are not limited to:

- MEGT Education & Training relevant manager having a conversation with the alleged bully about the behaviour complained of; and
- MEGT Education & Training relevant manager having a meeting with the individuals concerned in an attempt to reach a resolution.

Formal Complaint Procedure

Where an individual wishes to lodge a formal complaint, they will be required to do so by communicating this in writing to the RTO Manager and/or Chief Executive Officer.

A written complaint shall include the names of individuals concerned, details of the incident(s) and the names of any witnesses present.

Where a written complaint has been lodged, a formal investigation procedure will commence immediately. Formal investigations may be conducted by the RTO Manager, Chief Executive Officer or an external person who is appointed by MEGT Education & Training e.g. an independent mediator.

Regardless of whether the investigation is carried out by a MEGT Education & Training personnel member or by an independent body/person, the investigator will aim to follow the procedure set out below:

- Clarify details of what took place and ensure that all necessary information is obtained
- Identify the outcome the complainant is seeking
- Discuss with the complainant their legal rights, including lodging a formal complaint with the relevant state or federal tribunal
- Discuss the complaint made with the person/s accused of bullying; and
- Making a determination as to whether the alleged behaviour occurred and if it constituted bullying

If MEGT Education & Training feels it is appropriate in the interests of health and safety of individuals concerned, and/or the efficiency of the investigation process, individuals may be requested to refrain from attending work/course services for a period of time whilst the investigation is underway. Alternatively, individuals may be given different duties or work to perform while the investigation is being conducted. Employees who are requested to do either of these will be paid at their normal rate of pay during this period.

Where it becomes apparent that the complaint made relates to conduct which constitutes misconduct or otherwise warrants disciplinary action, the investigator is to refer to MEGT Education & Training's *Disciplinary Procedures* for further action and resolution.

Whilst the investigator will endeavour to preserve the confidentiality of the complainant and the person complained of, it may be necessary to speak with other workers or Individuals involved to determine what happened and to maintain the integrity of the investigation process.

Where potentially unlawful conduct has occurred, MEGT Education & Training will alert the appropriate authorities. Those Individuals who are involved in the complaint (including the complainant, witnesses etc.) are also under a duty to maintain confidentiality and display a commitment to uphold the integrity of the investigation process. If the complainant chooses to bring a support person with them to any meetings, they too are bound by confidentiality.

Gossiping and/or the spreading of rumours as a result of, or in connection with, a process followed under this policy will not be tolerated under any circumstances and may lead to further disciplinary action for those concerned.

OUTCOMES

The outcomes of a formal or informal complaint procedure will depend on the nature of the complaint, its severity and what is deemed appropriate in the relevant circumstances.

Where the results of an investigation procedure suggest that an individual is guilty of bullying, appropriate disciplinary procedures will be followed in line with the *Disciplinary Procedures*. The disciplinary action will depend on the nature and severity of the behaviour and may include termination of employment, which may be instant dismissal where serious misconduct is deemed to have occurred.

Where the complaint involves a contractor or agent of MEGT Education & Training and an investigation process reveals that a person has engaged in unlawful conduct or other behaviour which is prohibited by this policy, those concerned may face termination of their contracts immediately or will not be renewed in the future.

In addition to the remedies provided above, other action may be deemed necessary to resolve or remedy the behaviour complained of, including but not limited to:

- Providing training to employees concerned regarding bullying
- Requiring employees who have breached this policy to apologise to appropriate person(s)
- Adjusting working arrangements where appropriate
- Providing counselling to employees (complainant and the person complained of)
- Placing employees on performance improvement plans to ensure improved behaviour; and/or
- Providing coaching and mentoring.

APPEALS PROCEDURE

If any parties involved are unhappy with the outcome, or the way the complaint handling procedure was managed by MEGT Education & Training please contact the MEGT Education & Training RTO Manager to discuss your concerns.

Once notified the RTO Manager will conduct a review of the procedure followed, and the outcome issued, and make a final determination on the issue. Once this determination is made, the person who has made the appeal will be notified of the outcome and this determination will be final.

The following external bodies can also provide further information:

Jurisdiction	Contact Details
New South Wales	Anti-Discrimination Board of NSW 02 9268 5544 http://www.antidiscrimination.lawlink.nsw.gov.au
National	Australian Human Rights Commission 1800 620 241 https://www.humanrights.gov.au

RELEVANT LEGISLATION AND GUIDELINES

- The Standards for NVR Registered Training Organisations (RTOs) 2025
- Disability Discrimination Act 1992 (Cth)
- Anti-discrimination Act 1998 (Cth)
- Disability Standards for Education 2005 (Cth)
- Sex Discrimination Act 1984

Standards for NVR Registered Training Organisations (RTOs) 2025

Quality Area 2 – VET Student Support

VET students are treated fairly and properly informed, supported and protected

Standard 2.5 - The learning environment promotes and supports the diversity of VET students

a) It fosters a safe and inclusive learning environment for VET students, and

b) It fosters a culturally safe learning environment for First Nations people

RESPONSIBILITIES FOR THIS POLICY

It is the responsibility of the RTO Manager to oversee the implementation of the Access and Equity policy and procedures and all related documents.

RELATED DOCUMENTS

- Reasonable Adjustment Policy
- Student Support & Wellbeing Strategy
- Complaints and Appeals Policy
- Student Handbook
- Enrolment Form

REVIEW

This policy and procedure will be reviewed annually or amended following continuous improvement strategies implemented by MEGT Education & Training.