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Applicable Standards	Standards for Registered Training Organisations 2025 State and Territory Funding Contracts Age Discrimination Act 2004 (Cth) Racial Discrimination Act 1975 (Cth) Disability Discrimination Act 1992 (Cth) Sex Discrimination Act 1984 (Cth) Australian Human Rights Commission Act 1986 (Cth) Charter of Human Rights and Responsibilities Act 2006 (VIC) Disability Act 2006 (VIC) The Equal Opportunity Act 2010 (VIC) Racial and Religious Tolerance Act 2001 (VIC) Human Rights Act 2019 (QLD) Anti-Discrimination Act 1991 (QLD) Higher Education Support Act 2003
Authorised by	General Manager – Quality, Education and Compliance
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Policy: Fair Treatment and Equal Opportunity

Overview

Builders Academy Australia (BAA) is committed to the principles of access and equity. We promote a fair and inclusive environment for prospective students, enrolled students, staff and other clients that values diversity, respects differences and supports a learning environment that is safe, healthy and free from discrimination, harassment and bullying.

BAA seeks to create a learning environment where students are respected and supported to achieve their full potential. Students are provided with fair and reasonable opportunities to access training and successfully complete their course.

BAA applies fair, transparent and merit-based processes when making decisions about student enrolment and participation in training and aims to remove barriers that may prevent individuals from accessing or participating in training services.

Commitment

BAA is committed to providing a fair, inclusive and respectful training environment for all students.

We recognise that students come from diverse backgrounds and may have different learning needs, personal circumstances and experiences. BAA aims to ensure that all students are treated fairly and are able to participate in training on an equitable basis.

This commitment is supported through the implementation of policies, procedures and support services that promote access, equity, cultural safety, student wellbeing and respectful behaviour across all training environments.

Purpose

The purpose of this policy is to outline how BAA ensures fair treatment and equal opportunity for students throughout the enrolment process and during training.

This policy explains how BAA promotes access and equity, supports students who may require additional assistance, and maintains a learning environment that is respectful, inclusive and free from discrimination.

This policy should be read in conjunction with the **Cultural Safety, Diversity and Inclusion Policy**, the **Student Support and Welfare Policy**, the **Student Code of Conduct**, the **Staff Code of Conduct** and the **Grievances, Complaints and Appeals Policy**.

Scope

This policy applies to BAA's delivery of training services and interactions with students throughout the student lifecycle, including enquiry, enrolment and participation in training.

The policy also supports the creation of a safe, respectful and inclusive learning environment for all students during training activities, including interactions between students.

BAA staff are responsible for applying the principles of this policy when delivering services and supporting students. Students are expected to behave in accordance with the **Student Code of Conduct**, which outlines the behavioural standards required to maintain a safe and respectful training environment.

Breaches of this policy by staff may also constitute a breach of the **Staff Code of Conduct** and may result in disciplinary action in accordance with that policy.

Breaches of this policy by students may also constitute a breach of the **Student Code of Conduct** and may result in disciplinary action in accordance with that policy.

Definitions

Antisemitism

Antisemitism refers to hostility, prejudice, discrimination or vilification directed towards Jewish people, Judaism or Jewish cultural identity.

This may include stereotypes, harassment, discrimination or behaviour that promotes hatred or exclusion of Jewish individuals or communities.

Discrimination

Discrimination occurs when a person is treated less favourably because of a personal characteristic such as race, religion, ethnicity, cultural background, gender, disability, age, sexual orientation or other protected attribute.

Harassment

Harassment refers to behaviour that is unwelcome, offensive, intimidating or humiliating and that creates a hostile or unsafe environment for another person.

Reasonable Adjustment

Reasonable adjustment refers to modifications or accommodations made to training or assessment arrangements to enable a student with a disability, health condition or other support need to participate in training on the same basis as other students, without compromising the integrity of the qualification.

Examples may include modified assessment methods, assistive technologies, additional learning support or flexible scheduling.

Religious Vilification

Religious vilification refers to behaviour that incites hatred, serious contempt or ridicule towards a person or group because of their religious belief or religious activity.

Vilification

Vilification refers to behaviour that incites hatred, serious contempt or severe ridicule towards a person or group because of their race, religion, ethnicity, nationality or other protected attribute.

Vilification may include spoken statements, written material, online content, symbols or actions that encourage hostility or discrimination against a person or group.

Access and Equity Principles

BAA applies the following principles to ensure fair treatment and equal opportunity for all students accessing training services.

Access and equity means ensuring that training services are available to all eligible students and delivered in a manner that is fair, inclusive and free from discrimination.

Training services should be developed and delivered on the basis of fair treatment and equal opportunity for all students.

Key access and equity principles include:

- equity for all people through fair and appropriate allocation of resources
- equality of opportunity without discrimination
- access to quality training and assessment services
- increased opportunity for people to participate in training

Groups that may require additional support

Some groups have traditionally been under-represented in vocational education and training and may require additional support to participate fully in training. These groups may include:

- people with a disability
- Aboriginal and Torres Strait Islander peoples
- women in non-traditional trades or occupations
- people from culturally and linguistically diverse backgrounds
- people living in rural or remote areas
- long-term unemployed people
- recent migrants or refugees
- other individuals who may be considered vulnerable or disadvantaged

Student Selection and Enrolment

BAA is committed to ensuring that decisions relating to student selection and enrolment are fair, transparent and based on clearly defined criteria.

Prospective students are assessed against the entry requirements of the relevant qualification. These requirements may include factors such as minimum age, prerequisite qualifications, language, literacy and numeracy levels, or physical requirements relevant to the training.

BAA does not discriminate against applicants based on race, religion, ethnicity, cultural background, gender, disability, age, sexual orientation or other personal characteristics.

Staff responsible for recruitment, enrolment and training delivery are expected to apply these principles consistently and fairly when assessing applications and providing information to prospective students. Staff must act in accordance with the **Staff Code of Conduct** when making decisions relating to student selection, enrolment and participation in training.

Gender

BAA recognises that many of the industries associated with our qualifications have traditionally been male dominated.

BAA collects gender information in accordance with government reporting requirements.

BAA does not discriminate on the basis of gender during the student selection process and encourages females, gender diverse students, intersex and transgender students to apply for courses.

Race, Culture, Religion

Students from all racial, cultural and religious backgrounds are welcome to apply.

BAA does not discriminate against students on the basis of race, culture or religion.

Students from Aboriginal and Torres Strait Islander backgrounds are encouraged to apply for courses.

BAA aims to provide an inclusive learning environment where cultural diversity is respected and valued.

Students with cultural or religious obligations that may affect training participation are encouraged to notify their trainer or student support staff so that reasonable adjustments can be considered where appropriate.

Minimum Entry Requirements

Each course offered by BAA has entry requirements designed to ensure that students have the capability to successfully participate in training and assessment.

Entry requirements vary depending on the qualification and may include:

- minimum age
- prerequisite units or qualifications
- language, literacy, numeracy and digital capability levels

- physical health requirements relevant to the training
- current employment status
- employment history.

Language, literacy, numeracy and digital capability requirements are assessed through BAA's Language, Literacy, Numeracy and Digital (LLND) assessment process, which is conducted prior to enrolment being accepted.

Further information about this assessment process is outlined in the **Language, Literacy, Numeracy and Digital (LLND) Skills Assessment Process Policy**.

Age Requirements

BAA courses have minimum age requirements depending on the qualification being undertaken. These requirements are typically either 16 or 18 years of age, consistent with vocational training requirements.

Applicants under the age of 18 must have their enrolment application signed by a parent or legal guardian.

BAA does not impose a maximum age requirement and does not discriminate on the basis of age, provided minimum age requirements are met.

Disability, Health and Medical Conditions

Students with a disability, health condition or medical condition are welcome to apply for BAA courses.

Some courses may have inherent physical requirements due to the vocational nature of the qualification. Where a student believes they may not meet these requirements, they are encouraged to discuss their circumstances with BAA prior to enrolment.

Where appropriate, BAA will consider reasonable adjustments to support students in accessing training and assessment.

If a student cannot meet the inherent requirements of the course even with reasonable adjustments, BAA will advise the student as soon as practical and may recommend alternative study pathways.

Staff considering reasonable adjustments must act in accordance with the **Staff Code of Conduct** and BAA support policies.

Further information regarding student support services including reasonable adjustment is available in the **Student Support and Welfare Policy**.

Language, Literacy, Numeracy and Digital Skills (LLND)

Each qualification delivered by BAA has recommended entry levels aligned with the Australian Core Skills Framework (ACSF) and the Australian Digital Capability Framework (ADCF).

The ACSF identifies five core skills required for successful participation in training and the workplace:

- Learning
- Reading
- Writing
- Oral Communication

- Numeracy

The ADCF identifies five areas of digital capability required to effectively participate in modern learning and work environments:

- Information and Data Literacy
- Communication and Collaboration
- Digital Content Creation
- Protection and Safety
- Technical Proficiency and Problem Solving

All prospective students undertake a Language, Literacy, Numeracy and Digital (LLND) assessment prior to enrolment being accepted. The LLND assessment process uses two tools:

- LLN Robot, which assesses language, literacy and numeracy skills aligned to the ACSF
- Digital Robot, which assesses digital literacy capability aligned to the ADCF

These assessments help determine whether a student:

- has the LLND skills required to successfully complete the program
- may require additional support to participate in the program
- may need to consider alternative training pathways.

If a student does not meet the recommended LLND level for a program, the Senior Training Coordinator – Student Learning Needs and Welfare will review the results and determine whether the student may still undertake the course with additional support.

Where appropriate, BAA may provide additional learning support or develop an Individual Learning Plan (ILP) to assist students in developing the required skills during their studies.

Students who believe they may require additional support are encouraged to inform the enrolment officer during the enrolment process so that appropriate support strategies can be considered.

Where LLND results indicate that additional support may be required, BAA will consider appropriate support strategies or reasonable adjustments to assist the student in participating successfully in training.

Further information regarding the LLND assessment process is available in the **Language, Literacy, Numeracy and Digital (LLND) Skills Assessment Process Policy**.

Cultural or Religious Requirements

Students may have cultural or religious obligations that affect their participation in training activities.

Students are encouraged to notify their trainer or student support staff if they have cultural or religious commitments that may affect their attendance, assessment schedules or participation in training activities.

Where appropriate, BAA will consider reasonable adjustments to support students in meeting these obligations while continuing their studies. This may include:

- flexibility in scheduling training sessions or assessments
- consideration of cultural or religious events, ceremonies or observances

- temporary adjustments to training activities where appropriate.

An inclusive learning environment is maintained where cultural and religious diversity is respected.

Further guidance on supporting culturally safe and inclusive learning environments is outlined in the **Cultural Safety, Diversity and Inclusion Policy**.

During Training

A safe, respectful and inclusive learning environment is maintained for all students throughout their training.

Students and staff share responsibility for maintaining an environment where individuals are treated with dignity and respect and where discrimination, harassment and unsafe behaviour are not tolerated.

Students are expected to behave in accordance with the **Student Code of Conduct**, which outlines the behavioural standards required to maintain a safe and respectful learning environment.

Staff must also uphold these principles when delivering training and interacting with students and must act in accordance with the **Staff Code of Conduct**.

Harassment

No form of harassment is tolerated at BAA.

Harassment includes behaviour such as:

- verbal, written or physical harassment
- unwanted sexual advances
- bullying
- violence
- vilification
- victimisation or ostracisation
- inappropriate comments in the classroom or on social media
- hazing.

Harassment may include behaviour directed towards individuals or groups based on race, ethnicity, religion, cultural background or belief. This includes antisemitism, Islamophobia and other forms of religious hatred.

Staff and students share responsibility for maintaining a learning environment that is free from harassment, discrimination and vilification.

Concerns relating to harassment, discrimination or unfair treatment may be raised through the **Grievances, Complaints and Appeals Policy**.

Staff of worksites who participate in harassment activities will be reported to the worksite supervisor.

Illegal Behaviour

Illegal behaviour of any kind is not tolerated.

Where unlawful conduct is suspected, the matter may be referred to the relevant authorities where appropriate.

Individuals involved in any investigation, including complainants and witnesses, are expected to maintain confidentiality and uphold the integrity of the investigation process.

If a support person attends any meetings relating to an investigation, that person is also expected to maintain confidentiality.

Illegal behaviour may also constitute a breach of the **Student Code of Conduct** or the **Staff Code of Conduct**, depending on who is involved.

Cultural or Religious Considerations During Training

Students may experience cultural or religious obligations that arise or change during the course of their training.

Students who need to observe cultural or religious practices during their course, such as attending ceremonies, religious observances, festivals or other significant events, are encouraged to notify their trainer or student support staff as soon as possible.

Where appropriate, BAA will consider reasonable adjustments to support students in continuing their training while meeting these obligations. Adjustments may include:

- rescheduling training sessions or assessments
- flexibility around attendance requirements where possible
- temporary adjustments to training activities.

Further guidance on supporting culturally safe and inclusive learning environments is outlined in the **Cultural Safety, Diversity and Inclusion Policy**.

Dietary Requirements

Where catering is provided for training activities or events, students will be asked to advise whether they have any dietary requirements.

Where possible, dietary needs will be accommodated to support an inclusive and respectful environment for all students.

Medical or Health Issues After Commencement

If a student develops a short-term or long-term medical or health issue after commencing training that may affect their ability to participate, they should notify their trainer as soon as possible.

BAA will consider appropriate support strategies where possible.

Trainers may involve student welfare staff where additional support strategies may benefit the student.

Staff responding to student health or wellbeing issues must act in accordance with the **Staff Code of Conduct** and the **Student Support and Welfare Policy**.

Confidentiality

Matters relating to access, equity, discrimination, harassment or student support may involve sensitive personal information.

Information provided by students regarding health conditions, disabilities, cultural background, religious practices or personal circumstances will be treated with respect and handled confidentially.

Such information will only be shared with relevant BAA staff on a need-to-know basis where this is necessary to provide appropriate support or to address a concern raised under this policy.

A student's consent will normally be sought before sharing personal information externally unless disclosure is required by law or necessary to protect the safety or wellbeing of the student or others.

Further information on how personal information is collected, stored and protected is outlined in the **Privacy Policy**.

Raising Concerns

Students are encouraged to raise concerns if they believe they have experienced discrimination, harassment, vilification or unfair treatment.

Concerns may be raised informally with a trainer, student support staff member, or another appropriate staff member. Students may also use the formal process outlined in the **Grievances, Complaints and Appeals Policy**.

Concerns will be reviewed in a fair, respectful and confidential manner and appropriate action will be taken where necessary. The organisation is committed to ensuring that individuals who raise concerns are not victimised or treated unfairly for doing so.

Students who require assistance in raising a concern may seek support from student services or another support person.

Further details on how to raise a concern or lodge a complaint are provided in the **Grievances, Complaints and Appeals Policy**.

Monitoring and Review

This policy will be reviewed periodically to ensure it remains consistent with legislative requirements, regulatory standards and organisational practices and continues to support fair and inclusive training environments.

Related Policies and Procedures

This policy should be read in conjunction with:

- Cultural Safety, Diversity and Inclusion Policy
- Student Support and Welfare Policy
- Student Code of Conduct
- Grievances, Complaints and Appeals Policy

The above policies can be found on our website: www.buildersacademy.edu.au under the 'Key Links and Documents' page.

Staff should also read the following Policy available on the staff intranet:

- Staff Code of Conduct