

Kaplan Professional Access and Equity Policy

Vocational Education



Scope

This policy is applicable to Kaplan Education Pty Ltd trading as Kaplan Professional (referred to as 'Kaplan Professional'). The policy applies to all Kaplan Professional students, and to staff, contractors, and others involved in the provision of education and Training Products, or related services to students and clients on behalf of Kaplan Professional.

Purpose

The purpose of this policy is to provide a framework to support that:

- students have equal access to learning and assessment opportunities and resources 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.
- enrolments into courses and programs are conducted in an ethical and responsible manner, ensuring fairness and compliance with discrimination and equal opportunity legislation.
- training and assessment policies and procedures incorporate Access and Equity principles.
- as far as is reasonably possible, students' individual needs are identified during the enrolment process.
- learning and assessment materials, tools and processes are adapted, wherever possible, to meet students' individual needs, without compromising the quality and integrity of training and assessment.
- students have access to a learning and assessment environment that is free from discrimination, harassment, bullying and vilification.

Policy Statement

Diversity, Inclusion and Equity are important considerations in supporting the continued success of Kaplan Professional.

Kaplan Professional values Diversity of knowledge, thought and experience and believes that a collaborative and inclusive culture is important for learning, teaching and research, and facilitates a positive staff and student experience.

Equity with regard to representation of socio-economic status, gender, cultural Diversity, Indigenous Australians, Disability and sexual preference are important to a fair and just Kaplan Professional community and a broader just society.

Definitions

Access and Equity

means policies and approaches aimed at ensuring responsiveness to the individual needs of students whose age, gender, cultural or ethnic background, Disability, sexuality, language skills, literacy or numeracy level, unemployment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

Cultural Safety

means creating an environment that is safe for First Nations people. This means there is no challenge or denial of their identity and experience. The concept of cultural safety also applies to people from a diverse range of cultural backgrounds.

Disability	<p>as defined in the Disability Discrimination Act 1992 (Cth), in relation to a person, means:</p> <ul style="list-style-type: none"> (a) total or partial loss of the person's bodily or mental functions; or (b) total or partial loss of a part of the body; or (c) the presence in the body of organisms causing disease or illness; or (d) the presence in <i>the body of organisms capable of causing disease or illness</i>; or (e) <i>the malfunction, malformation or disfigurement of a part of the person's body</i>; or (f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or (g) a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour; <p>and includes a disability that:</p> <ul style="list-style-type: none"> (h) presently exists; or (i) previously existed but no longer exists; or (j) may exist in the future (including because of a genetic predisposition to that disability); or (k) is imputed to a person. <p>To avoid doubt, a Disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.</p>
Diversity	<p>means the sum of the ways that people are both alike and different. The dimensions of Diversity include race, ethnicity, gender, sexual preference, language, culture, religion, mental and physical ability, class, and immigration status.</p>
Equity	<p>in education, means that personal or social circumstances may be obstacles to achieving educational potential (fairness) and that all individuals reach at least a basic minimum level of skills. Equity groups may include but are not limited to:</p> <ul style="list-style-type: none"> • Low socio-economic status • Students identifying as Aboriginal or Torres Strait Islander • Regional and remote students • Students with Disabilities • Students from non-English speaking backgrounds • Women in non-traditional areas of study.
Inclusion	<p>allows opportunities for all students to learn.</p>
Indigenous	<p>means Aboriginal or Torres Strait Islander origin (or both)</p>
Reasonable Adjustment	<p>means an adjustment to be made by Kaplan unless the adjustment would impose an unjustifiable hardship on Kaplan, as set out in section 4(1) of the Disability Standards for Education 2005 Act.</p>
Standards for RTOs 2025	<p>means the standards made under subsection 185(1) of the National Vocational Education and Training Regulator Act 2011 (Cth). From 1 July 2025 compliance with the following three parts are required by all VET providers:</p> <ul style="list-style-type: none"> • Outcome Standards for RTOs 2025 • Compliance Standards for NVR Registered Training Organisations and Fit and Proper Person Requirements 2025 • Credential Policy.

Training Product

means AQF qualification, skill set, unit of competency, accredited short course and module.

VET

means vocational education and training.

Policy Principles

The Diversity, Inclusion and Equity principles outlined in this policy aim to:

1. **Affirm Kaplan Professional 's Commitment**
Reflect Kaplan Professional's commitment to social justice and human rights.
2. **Embed Inclusive Practices**
Support the development of policies, practices, and teaching and learning approaches that accommodate student diversity — including addressing the under-representation and disadvantage experienced by identified groups — and promote equitable opportunities for academic success, regardless of background.
3. **Clarify Staff and Contractor Responsibilities**
Reinforce that all staff and contractors are expected to understand and meet their responsibilities to prevent and address discrimination, harassment (including sexual harassment), bullying, violence, victimisation, and vilification in accordance with Kaplan Professional's principles and policies.
4. **Empower Staff and Students**
Support all members of the Kaplan Professional community to exercise their rights and responsibilities in relation to diversity, inclusion, and equity.
5. **Foster Respectful Engagement**
Promote a culture where staff and students engage respectfully with diverse perspectives and seek to understand the evidence that informs alternative views.
6. **Strengthen Inclusive Leadership**
Require staff and students in leadership and management roles — with the support of their teams — to identify and act on opportunities for the continuous improvement of teaching, learning, and student support strategies.
7. **Advance Aboriginal and Torres Strait Islander Participation**
Ensure specific consideration is given to the recruitment , participation, and completion of Aboriginal and Torres Strait Islander peoples, with a focus on fostering cultural safety.
8. **Monitor Equity Group Outcomes**
Monitor the participation, progress, and completion of identified equity groups, using findings to inform processes and improve teaching, learning, and support strategies.
9. **Promote Development Opportunities**
Provide opportunities for personal and professional development for enrolled students, and promote diversity, inclusion, and equity values in external partnerships and interactions.
10. **Equitable Opportunities**
Provide equitable opportunities and respond to individual needs regardless of gender, age, ethnicity, religion, culture, language, location, socio-economic background, disability, sexual orientation, family responsibilities, or political beliefs.
11. **Identify Support Needs Early**
Encourage prospective students, prior to enrolment, to disclose any personal needs or

circumstances that may affect their learning, so that appropriate support can be considered.

12. Create a Respectful Learning Environment

Foster an inclusive learning environment in which all students are respected and supported to reach their full potential.

13. Assure Fair Access to Training and Assessment

Ensure that all students have fair and reasonable opportunities to engage in training and assessment, regardless of individual needs or circumstances.

14. Support Staff Development

Ensure staff have equitable access to relevant education and development opportunities, and receive the resources necessary to fulfil their diversity, inclusion, and equity responsibilities.

15. Encourage Reporting of Misconduct

Encourage students and staff to report perceived harassment, bullying, victimisation, or unfair treatment. The Complaints and Appeals Policy is available for this purpose.

16. Respond to Policy Breaches

Investigate any perceived breaches or deficiencies in the content or implementation of this policy. Where a breach or deficiency is identified, appropriate amendments will be made to address the impact and rectify the issue. The nature and extent of student support services will be responsive to the specific needs of student cohorts, including mental health, disability, safety, and wellbeing.

17. Accommodate Student Diversity

Accommodate diversity in student backgrounds and characteristics through measures such as:

- Raising staff awareness of legal obligations relating to diversity and inclusion.
- Carefully targeting and marketing courses to prospective students.
- Ensuring that prospective students are informed of course requirements, including any that may present challenges for students with a disability.
- Ensuring student data systems effectively capture information on participation, progression, and completion.

18. Uphold Disability Rights

Kaplan Professional will not directly or indirectly discriminate against any person on the basis of disability.

19. Make Reasonable Adjustments

Kaplan Professional must take reasonable steps to enable students with a Disability to apply for and participate in programs on the same basis as other students. This includes making Reasonable Adjustments to support enrolment, course participation, and use of facilities and services.

Guiding procedures

Recruitment, prospective students and enrolment

- The student recruitment process and process with prospective students is bias-free and non-discriminatory. The process is the same for all applicants and is based solely on the applicant meeting published entry criteria, and the availability of places.
- Applicants will be provided with adequate information and appropriate advice to enable them to select the most suitable course for their needs, including any prerequisite requirements and the level of support they may expect.

- Kaplan Professional staff will, to the best of their ability, confirm that the course into which a student wishes to enrol is suitable for their needs and is likely to be within their capacity to complete.
- Any special needs of students will be identified at the enrolment stage or, if that is not feasible, as early as possible after the commencement of the course.
- Provide students with timely responses to their queries about additional learning support and adjustments.
- If Kaplan Professional is unable to provide the level of support required by a learner, every reasonable attempt will be made to refer the prospective student to an alternative provider capable of supporting the prospective student appropriately.

Learning and assessment support

- Specific student needs may be identified by the student or Kaplan Professional staff at any time during the enrolment or learning and assessment process. If needs are identified, students will be consulted regarding their online study and assessment requirements and the options available, including any necessary adjustments to the online learning environment, course material, third party support and assessment completion. Any adjustments made will not compromise the integrity of the learning or assessment process.
- If during the learning and assessment process, needs not previously notified or identified become apparent, and these needs cannot be met by Kaplan Professional, thereby preventing successful completion of the course, a plan will be put in place to facilitate exit from the course with maximum permissible credit.
- Complaints and appeals are addressed in accordance with Kaplan Professional's Grievances, Complaints and Appeals Policy.

Reasonable Adjustments for assessment

Reasonable Adjustments are an adjustment to be made by Kaplan unless the adjustment would impose an unjustifiable hardship on Kaplan, as set out in section 4(1) of the Disability Standards for Education 2005 Act. Reasonable Adjustment for assessment refers to changes that can be made to the way in which evidence of the student's performance can be collected for assessment in the case of Disability (Outcome Standards for RTOs 2025, standard 2.4).

Kaplan Professional will review all requests for Reasonable Adjustments by consulting with the student about their Disability. Kaplan Professional will aim to:

- **Encourage disclosure:** Supporting students to disclose their disability if they choose to do so.
- **Implement reasonable adjustments:** Making necessary and appropriate adjustments for students with disabilities where feasible.
- **Communicate:** If certain adjustments are not possible, promptly informing the student of the reasons why.

Current or future students with a disability who believe they will require any reasonable adjustments are encouraged to disclose the nature of their disability to Kaplan Professional at the earliest opportunity. Appropriate supporting documentation about the impact of their disability on their learning and recommendations from a health professional on the nature of the reasonable adjustment required, will need to accompany the completed 'Reasonable Adjustment Form' located on the Kaplan Professional website.

While Kaplan Professional is committed to providing Reasonable Adjustments in line with both regulatory obligations and its own Diversity, Inclusion and Equity principles, such adjustments must also operate within the boundaries set by regulatory requirements. The adjustments must not compromise the integrity of the overall assessment, and assessors must meet the requirements of the units of competency, the Rules of Evidence and Principles of Assessment are met (Outcome Standards for RTOs 2025 2.4).

Kaplan Professional will keep records of:

- the grounds for eligibility for Reasonable Adjustment decisions
- evidence to support this decision
- the Reasonable Adjustment details and implementation plan
- grounds for denial of a reasonable adjustment request
- advice given to the student.

Examples of Reasonable Adjustment include, but are not limited to, the following:

- flexibility and customising resources or activities within a training package and assessment activities within a training package or accredited course
- modifying a presentation medium
- providing reasonable additional support
- approving the use of assistive or adaptive technologies
- extending or modifying time frames for assessment with flexible scheduling
- modifying the type of assessment task with a reasonable alternative
- presenting information in various formats such as PDFs to enhance accessibility
- offering choice in assessment format where appropriate such as using oral assessments (presentations, recorded responses, and telephone interviews) as alternatives to written tasks
- ensuring the language of assessment instruments does not create barriers (e.g., use of plain English).

Kaplan Professional is an online provider with no classrooms, so there are no accessibility limits in terms of a physical location for participation.

Any student who considers they may need Reasonable Adjustment to assessments for any reason should contact the Student Resolutions team at studentadviser@kaplan.edu.au.

Curriculum Design

- Course design will be flexible to provide multiple entry and exit points or pathways through the course, including recognition of current competency and assessment only pathways. Various learning and assessment methods will be used to cater for students' different learning styles.
- The curriculum and course design will be flexible and inclusive of a range of student needs and avoid non inclusive and discriminatory language and examples.
- Every effort will be made so that the assessment process is fair, valid, reliable and consistent in relation to recognition and progression through the subject or course. All students will be provided with adequate information on the course and subject assessment prior to enrolment in the course. If there are valid grounds, Students have the right to appeal an assessment decision (including a recognition of prior learning decision).



Complaints and Appeals

Any complaint or appeal in relation to the implementation of this policy will be managed in accordance with the Grievances, Complaints and Appeals Policy.

Relevant legislation

As a registered education provider, Kaplan operates under strict legislation and regulations. Policies and procedures are in place to ensure compliance with the legislative instruments referenced below.

- Age Discrimination Act 2004
- Australian Human Rights Commission Act 1986
- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Disability Standards for Education 2005 Guidelines
- Fair Work Act 2009
- Outcome Standards for RTOs 2025 –2.1-2.2, 2.4-2.5
- Privacy Act 1988
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984.
- Work Health and Safety Act 2011 (Cth)
- Workplace Gender Equality Act 2012

Related Policies

This policy should be read in conjunction with the following Kaplan policies and documents:

- Academic Integrity and Misconduct Policy
- Assessment Policy
- Child Safe Code of Conduct
- Grievances, Complaints and Appeals Policy
- Enrolment Policy
- Online Content Recording Storage and Use Policy
- Prevention of Harassment and Bullying Policy
- Privacy Policy
- Sexual Misconduct Prevention and Response Policy
- Support for Students Policy
- WHS Policy.



Version Control and Accountable Officers

It is the joint responsibility of the Implementation Officer and Responsible Officers to ensure compliance with this policy.

Policy Category	Student Support			
Responsible Officers	General Manager, Academic Content Development Head of Student Experience			
Implementation Officers	Head of Operations Head of Academic Operations and Engagement Manager Academic Content (Financial Services and International) Manager Academic Content (Financial Planning)			
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Approved by				
Policy Committee				
Version	Authored by	Brief Description of the changes	Date Approved	Effective Date
2.1	Head of Student Experience	Special consideration criteria updated to include increased workload.	10.05.2019	13.05.2019
2.2	Quality Regulations and Standards team	Immaterial change to job titles and business name on cover	26.08.2021	2.09.2021
3.0	Quality Regulation and Standards team	Updated with Standards for RTOs 2025	3/07.2025	14.07.2025