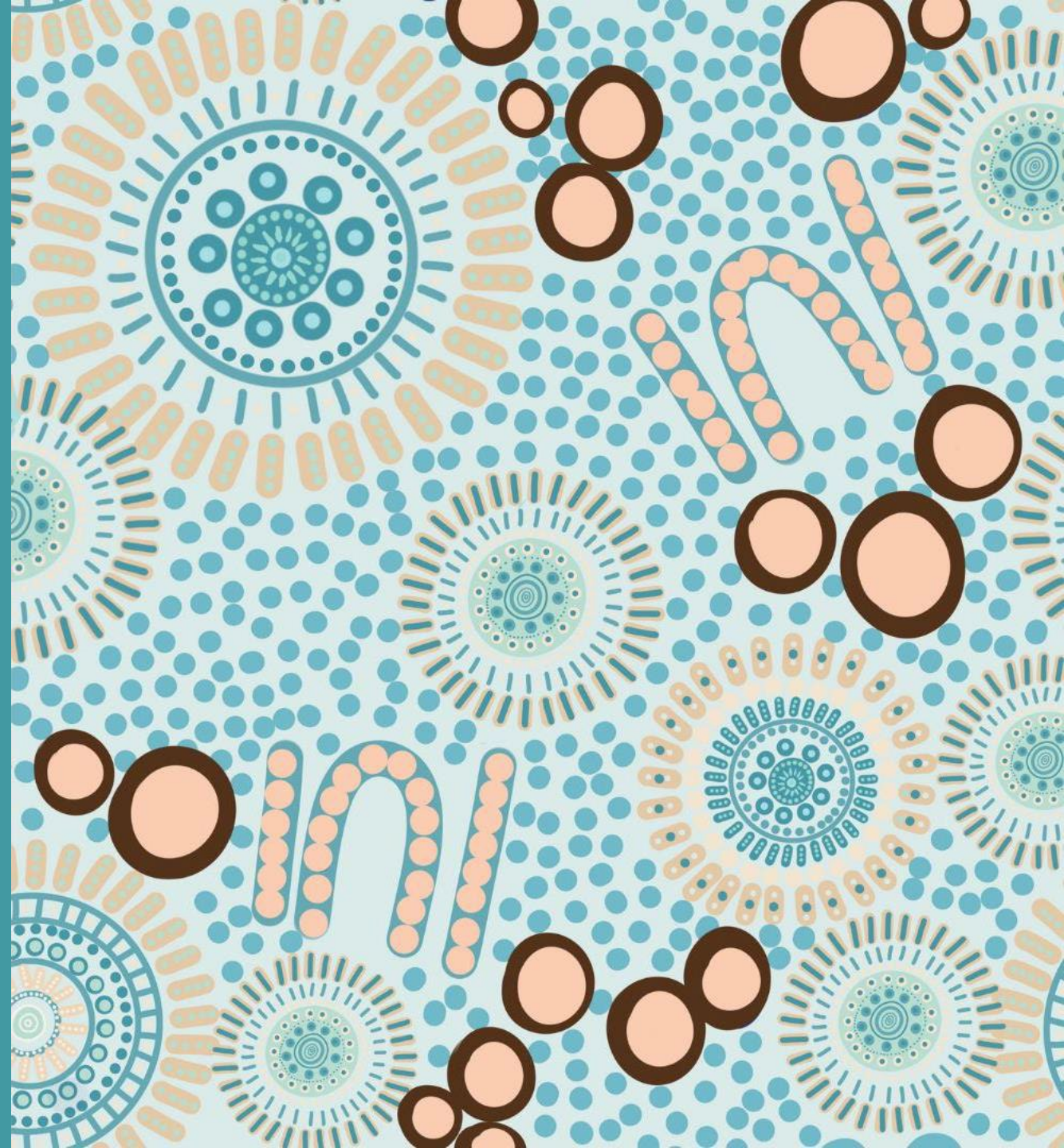


Navigating Inclusive VET Environments

We wish to acknowledge the
Traditional Custodians of the
lands we meet on today, the
Whadjuk Noongar people and
recognise their continuing
connection to the land, waters
and community

We pay our respects to Elders
past and present and extend
that respect to all Aboriginal
and Torres Strait Islander
peoples.

artwork by Bigi Nagala



Session outline

- An overview of the revised Standards 2025
- Inclusive VET Environments and the revised Standards
- Learning environments that promote and support diversity
- Identifying the wellbeing needs of the VET student cohort
- Strategies to support VET students
- Additional Considerations: Child Safe Organisations and Reasonable Adjustment
- Questions

Access Mentimeter

Go to:

<https://www.menti.com/al3ffaykbequ>

Go to

www.menti.com

Enter the code

7741 8570



Or use QR code

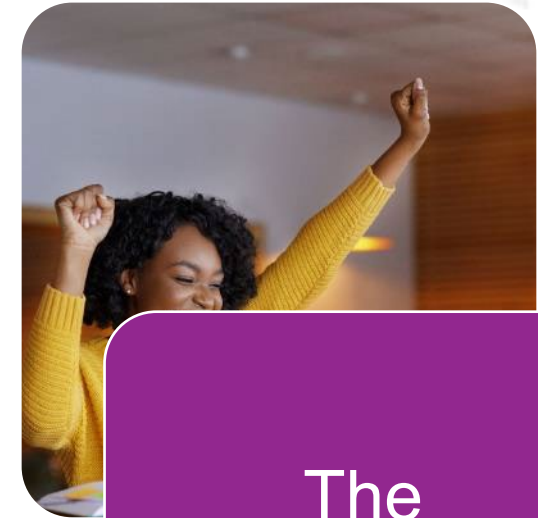
The revised Standards



The Outcome
Standards

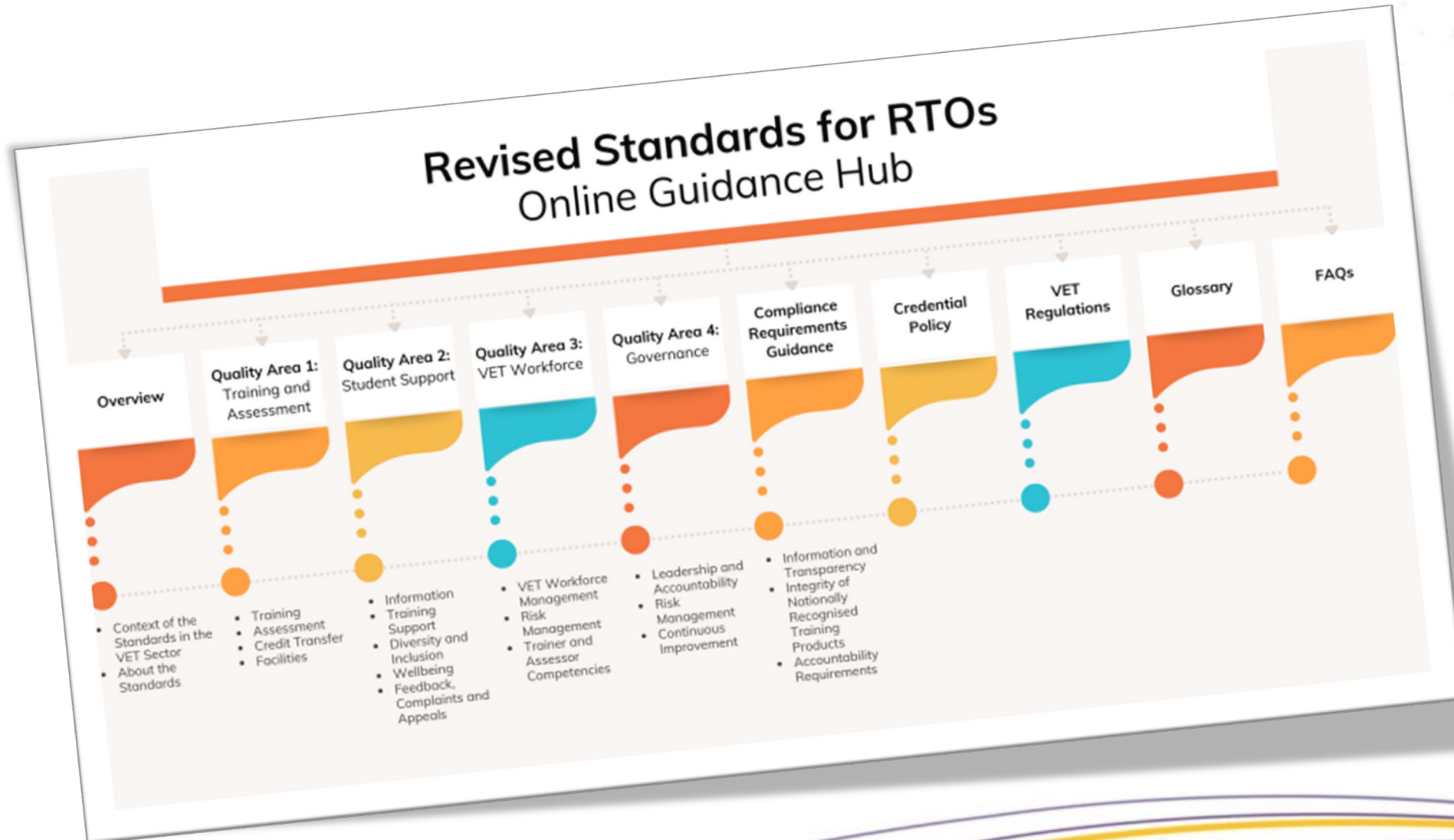


The
Compliance
Requirements



The
Credential
Policy

Guidance from TAC





Our Focus Today

Standard 2.5

Promoting and supporting the diversity of VET students in the learning environment, which should be safe, inclusive, and culturally safe.

Standard 2.6

The wellbeing needs of the VET student cohort are identified, and strategies are put in place to support these needs.

Standard 2.5

The learning environment promotes and supports the diversity of VET students.

Performance Indicators:

The registered training organisation demonstrates:

- 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.

What could contribute to student needs?

Educational Needs

- Current skills and knowledge
- Previous experiences
- Language, Literacy and Numeracy levels
- Educational goals
- Job Requirements

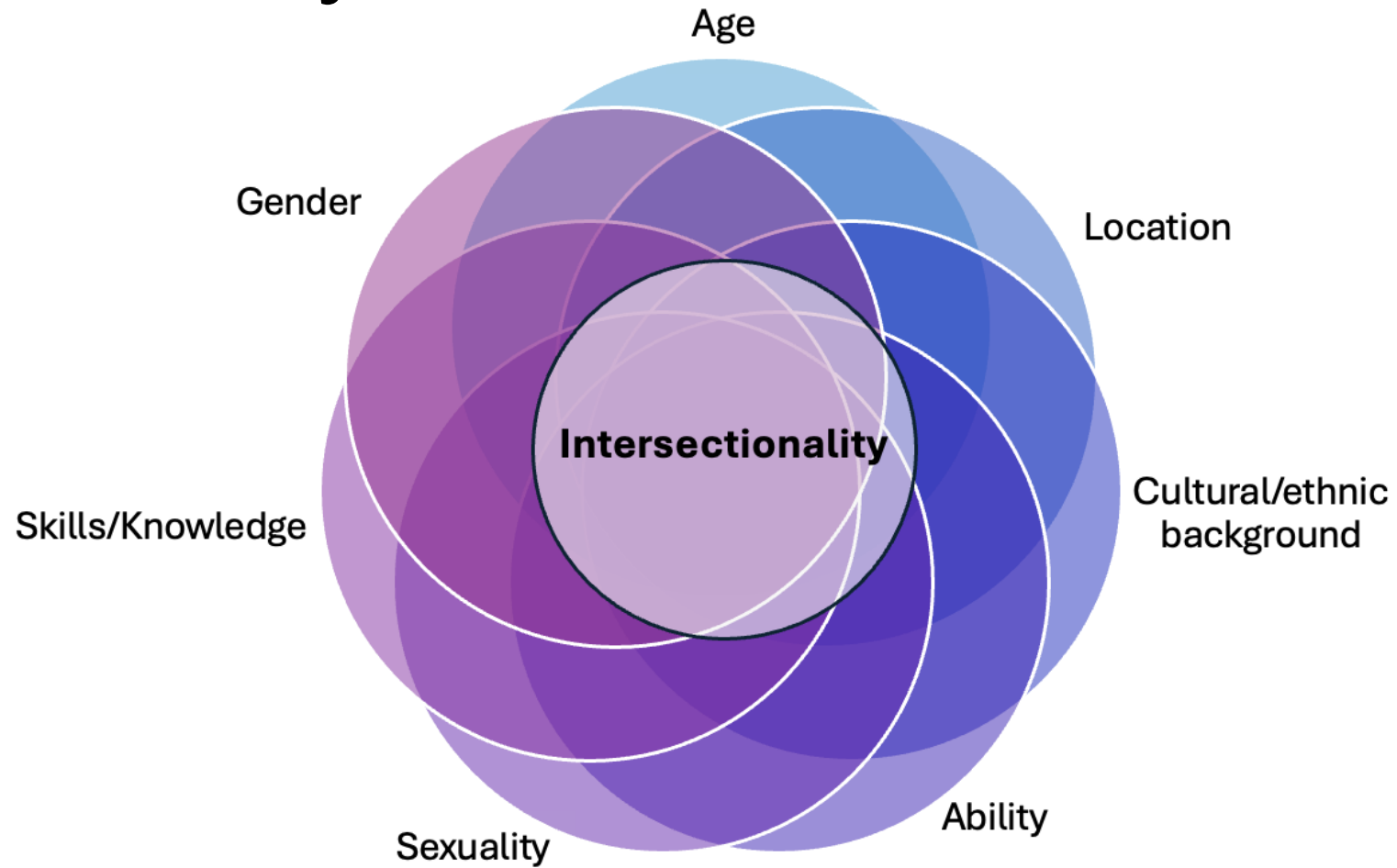
Wellbeing Needs

- Physical
- Emotional
- Mental
- Financial
- Social Environmental

Diversity Needs

- Age
- Gender
- Remote Location
- Cultural and ethnic background
- Disability
- Sexuality.

Intersectionality



Which of these approaches do you use to identify student's needs:

- 1st | Questions on an enrolment form
Student Interviews
- 2nd |
- 3rd | Testing - LLN
- 4th | Self Assessments
- 5th | Collecting & analysing feed
- 6th | LMS Data
- 7th | Community/ Industry consultation



What could this look like in different RTOs?



Summit TAFE

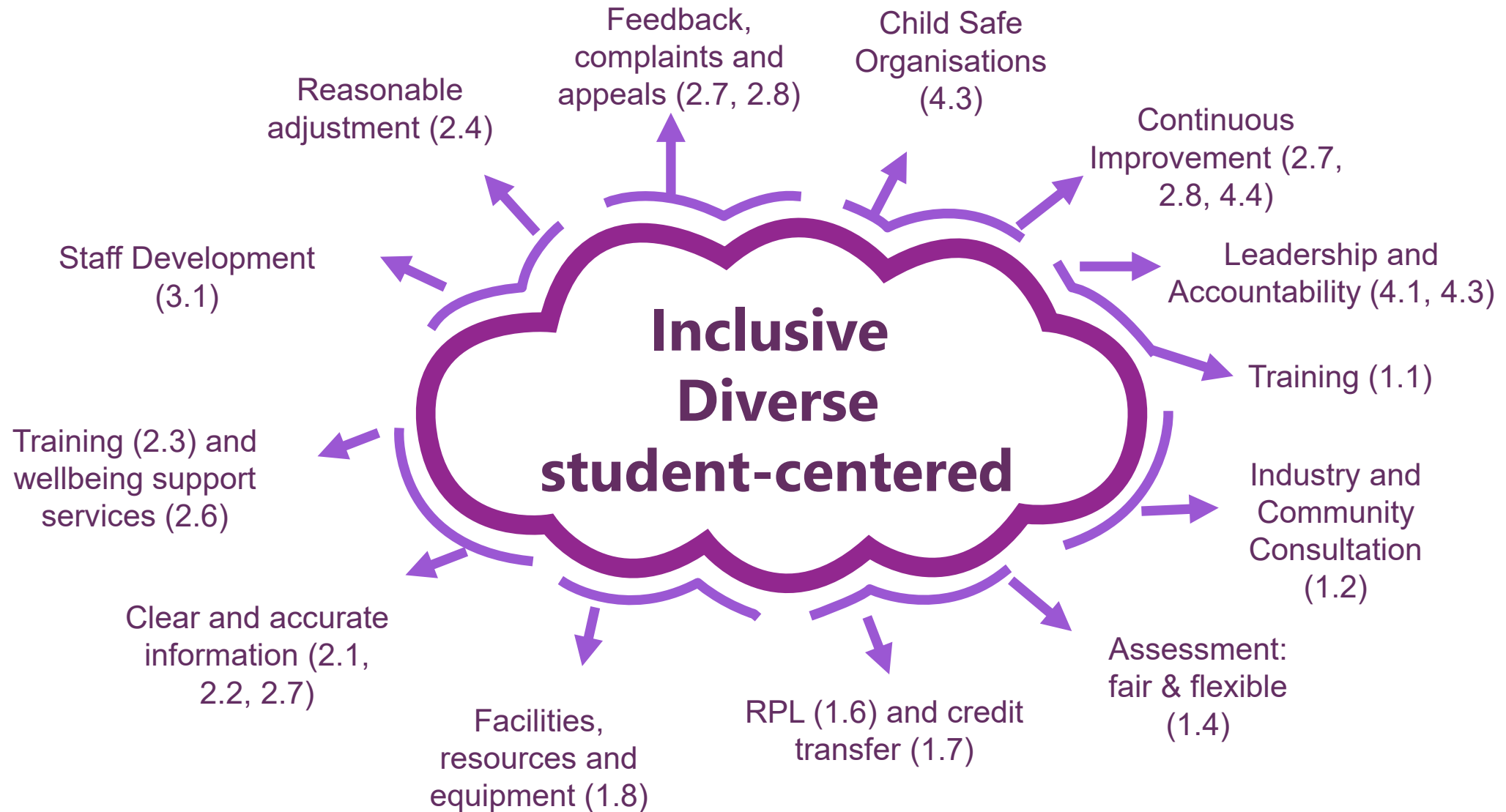


Riverland Skills Training

Key Principles for Inclusive Practice



An Inclusive VET Environment



What actions could you take in your RTO to ensure an inclusive learning environment for all students?

focus leader
creative
bold fast inspiration
transpiration



How might you ensure that the needs of Aboriginal and Torres Strait Islander peoples are met?

transpiration
leader bold
creative
inspiration
focus fast



What policies or staff training programs could help reinforce these practices?

bold leader
creative
fast focus inspiration
transpiration

Standard 2.6

The wellbeing needs of the VET student cohort are identified and strategies are put in place to support these needs

Performance Indicators:

The registered training organisation demonstrates:

- a) it identifies the wellbeing needs of the VET student cohort, as relevant to the training content, and appropriate wellbeing support services
- b) it advises VET students of the actions they can take, the staff they may contact and the wellbeing support services that are available.

Domains of Wellbeing



Wellbeing is a shared responsibility

Individuals

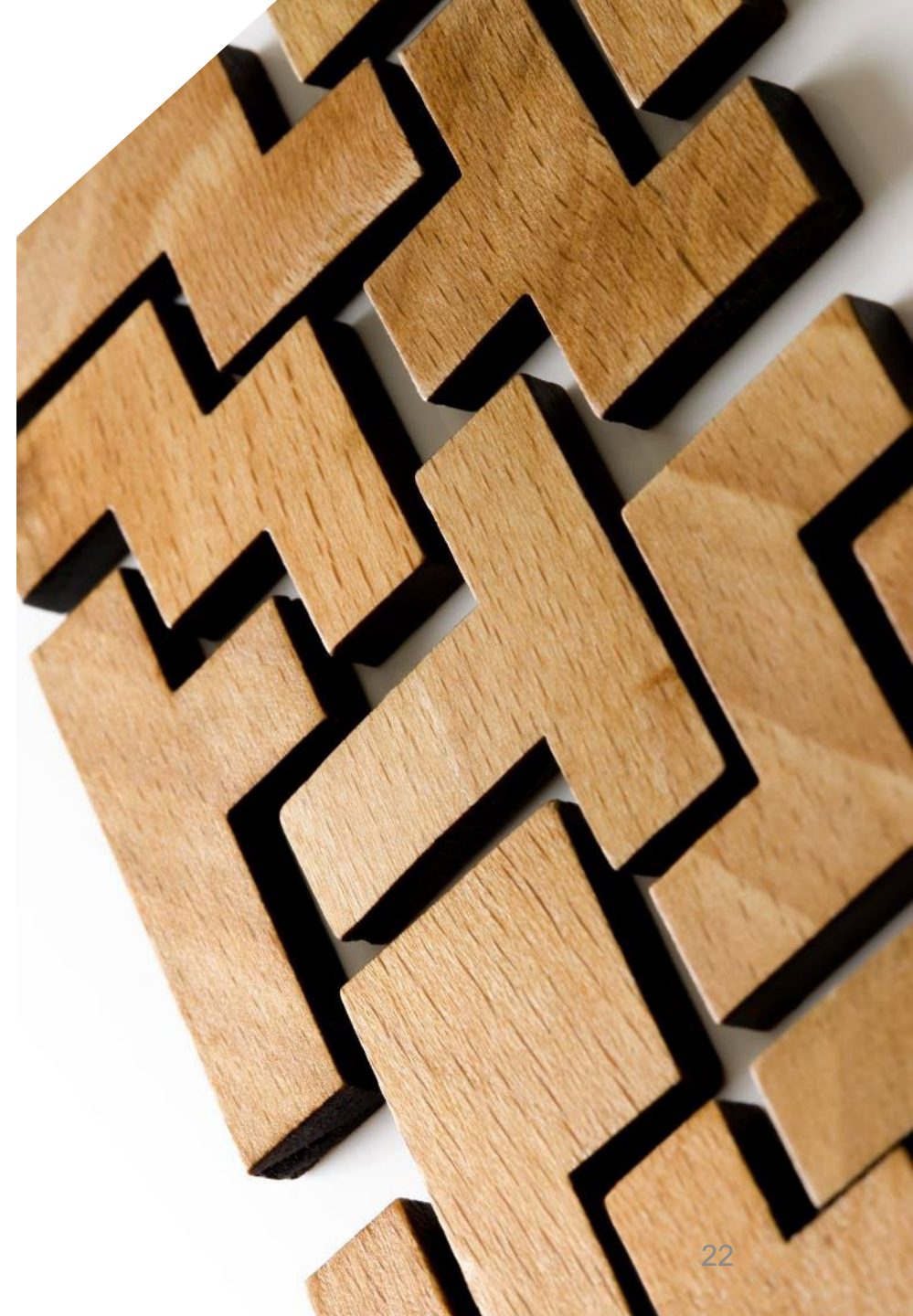
- Practising Self-Care
- Managing Stress
- Seeking Help
- Balancing Responsibilities
- Engaging in Positive Social Interactions

RTOs

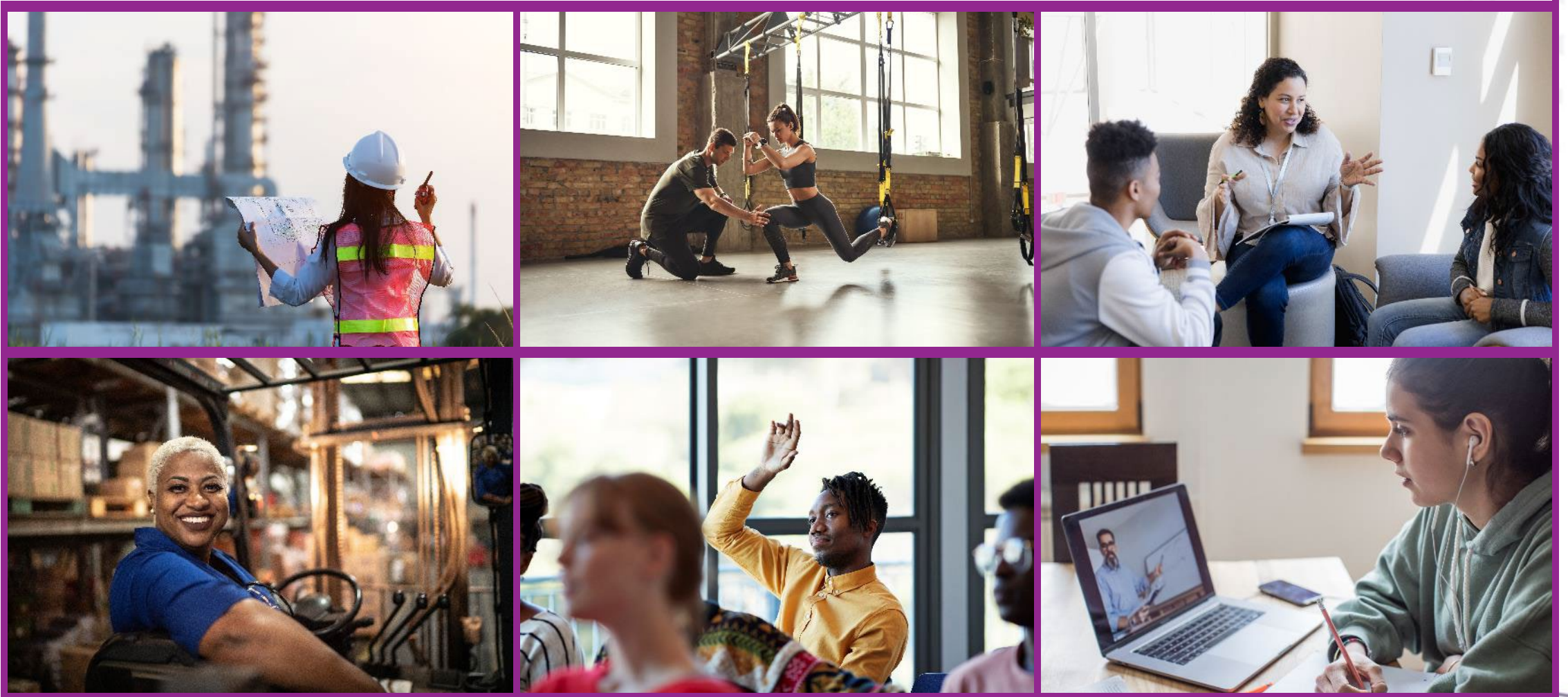
- Providing Resources
- Creating a Safe Environment
- Encouraging Healthy Habits
- Fostering Connections
- Identifying Needs

The Interplay between individual actions and organisational support

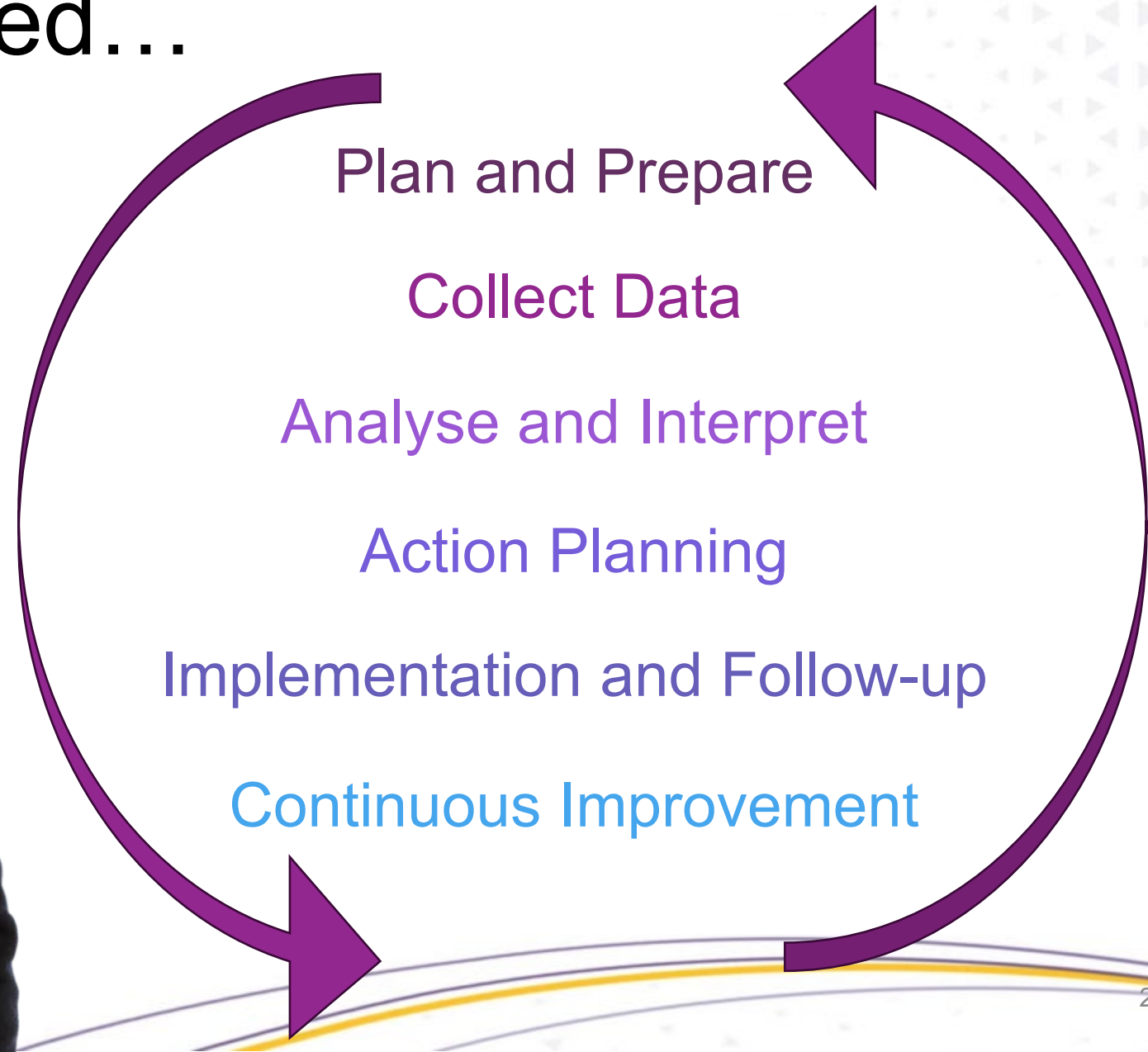
- Empowerment through resources
- Reinforcing good habits
- Bridging gaps
- Tailored support



The impact of the Training Product



How to get started...



Child Safe Organisations

- Create a Safe Environment
- Interaction with children under 18
- Focus is on the prevention of harm
- Legal obligation
 - WWCC
 - Mandatory Reporting Obligations
 - National principles

Further information and resources:

- Child-safe Webinar
- Online Guidance Hub – 4.3 Risk Management



1 Child safety and wellbeing is embedded in organisational **leadership, governance and culture**.



2 Children and young people are informed about their **rights, participate** in decisions affecting them and are taken seriously.



3 Families and communities are **informed and involved** in promoting child safety and wellbeing.



4 **Equity** is upheld and **diverse needs** respected in policy and practice.



5 People working with children and young people are suitable and **supported** to reflect child safety and wellbeing values in practice.



6 Processes to respond to **complaints and concerns** are child focused.



7 **Staff and volunteers** are equipped with the knowledge, skills and awareness to keep children and young people safe through **ongoing education and training**.



8 **Physical and online environments** promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.



9 Implementation of the national child safe principles is **regularly reviewed and improved**.



10 **Policies and procedures** document how the organisation is safe for children and young people.

Reasonable Adjustment

- Inclusive Practice is for EVERY student- it establishes equity
- Reasonable adjustment is a specific legal obligation for students with a disability or ongoing ill health.
- Inclusive Practice is the guiding principle underlying the concept of reasonable adjustment.

Further information and resources:

Factsheet: Inclusive Practice and Reasonable Adjustment

Reasonable Adjustment Webinar



People with disability or ongoing ill health (including mental health issues) can experience significant disadvantage and disruption to their educational attainment and employment prospects, potentially creating lifelong social and economic disadvantage.

As part of the RTO's compliance obligations with Clause 8.5 of the *Standards for Registered Training Organisations (RTOs) 2015*, RTOs must meet the requirements of the Commonwealth Government's *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* (DSE) which require education providers to ensure learners with disability or ongoing ill health are able to access and participate in education and training. Section 4(1) of the *Disability Discrimination Act 1992* defines reasonable adjustment as 'an adjustment to be made by a person is a reasonable adjustment unless making the adjustment would impose an unjustifiable hardship on the person'.

This Fact Sheet aims to assist RTO trainers, assessors and managers to understand and manage **reasonable adjustment** in teaching, learning and assessment.

Reasonable adjustment

Reasonable adjustment is a term used in the education, employment and VET sectors to refer to any modification made to the learning environment, training delivery or assessment method to help learners with disability or ongoing ill health to access and participate in education and training on the same basis as those without disability or ongoing ill health.

This includes:

- ensuring that course activities are sufficiently flexible;
- providing additional support where necessary; and
- offering a reasonable substitute within the context of the course where a learner cannot participate.

Reasonable adjustment is not designed to give a learner with disability or ongoing ill health an advantage over other learners, to change course standards or outcome, or to guarantee success.

In assessing whether a particular adjustment for a learner is reasonable, relevant circumstances and interests need to be considered including the:

- a) learner's disability or ongoing ill health;



Document Title	Version	Date Created	File Number
Fact Sheet - Registration - Reasonable Adjustment and Inclusive Practice	V01-01	09/11/2021	TAC/001/1237638

What further resources will you be able to access?



- The [revised Standards](#)
- DEWR Publication – [Policy Guidance](#)
- [Fact Sheets](#)
- [Webinar Series](#)
- Ongoing communication - [TAC Updates](#)
- Visit the [TAC Online Guidance Hub](#)



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Code: 7741 8570

Questions



In Summary

- Overview of revised Standards
- Key Principles for Inclusive Practice and how they apply in an RTO
- Cultural Safety for Aboriginal and Torres Strait Islander peoples
- The domains of wellbeing
- Shared responsibility for wellbeing
- Practical steps for RTOs
- Special Considerations – Child Safe Organisations and Reasonable Adjustment
- Accessing further Resources

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Upcoming Events

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