

Navigating Inclusive VET Environments – Webinar Handout

Identifying Learner Needs

Scenario 1

At Summit TAFE, a structured approach ensures that all prospective students can make informed choices about their training and receive the support they need. The marketing materials, including videos, written guides, and easy-to-read versions, provide clear job role descriptions to help learners understand career pathways before enrolling. A self-assessment checklist, available in multiple formats, encourages prospective students to reflect on their learning preferences, interests, and accessibility needs with questions such as “Do you enjoy hands-on learning?” or “Would you like support with digital tools?”.

The centralised online enrolment process includes a dedicated section for students to indicate any support needs, such as language assistance, learning support, or disability accommodations. Alternative non-digital enrolment options (such as phone or in-person assistance) are also available to ensure full accessibility.

Once enrolled, the initial sessions focus on clearly explaining course requirements and the range of flexible support services available at any stage of study. Throughout the program, targeted student feedback mechanisms, including anonymous and accessible options, gather insights into the training experience, ensuring that all voices are heard.

The TAFE also analyses enrolment, feedback, and support request data to identify patterns and emerging needs. If consistent themes arise, such as students needing language support, digital literacy training, or additional study skills assistance, the TAFE implements broader support strategies, such as introductory digital skills workshops, communication training, or peer mentoring programs. This proactive and inclusive approach ensures all learners have equal opportunities to succeed in their studies.

Scenario 2

At Riverland Skills Training, a personalised approach ensures that each student receives the support they need to succeed. As a small regional provider, Riverland Skills Training values face-to-face interactions and builds strong relationships with students from the very beginning.

Before enrolment, every student participates in a one-on-one interview with the trainer. This conversation helps the provider understand the student’s interests, goals, and any support needs, such as literacy assistance, disability support, or flexible learning options. Instead of using complex data systems, the trainer and the single administration officer keep informal records of student needs and adjust training delivery accordingly.

Marketing information about courses is simple and practical, focusing on realistic job expectations through conversations, local employer insights, and printed materials. If needed, students can complete a short self-check to reflect on whether the course is a good fit, using prompts like “Do you enjoy working outdoors?” or “Would you like extra reading support?”.

TAC Education Workshop – Navigating Inclusive VET Environments

Once enrolled, students benefit from a close-knit learning environment where trainers are easily accessible for ongoing discussions. Initial sessions focus on clear explanations of course expectations and the types of support available. Since the provider does not have a sophisticated data system, feedback is gathered through regular informal chats, occasional written surveys, and direct check-ins with students.

If multiple students share similar challenges, such as struggling with computer use or workplace communication, the provider adjusts its teaching approach or offers small group support sessions. This flexible and personalised method ensures that every student feels welcomed, supported, and equipped to succeed in their learning journey.

Resources and Videos

Beyond Blue

<https://www.youtube.com/@beyondblue/videos>

[20 - Beyond Blue - Stop Think React - 1m26s](#)

<https://www.beyondblue.org.au/mental-health/wellbeing-action-tool>

Cultural Awareness Videos / tools

[Journey of health and wellbeing](#)

[Charlie's Story link](#)

[15 - CNN Black Doll White Doll-9m11s](#)

[16 - Blue Eyes Brown Eyes - 14m36s](#)

<https://www.dffh.vic.gov.au/aboriginal-and-torres-strait-islander-cultural-safety-framework-cultural-safety-continuum>

Black Dog Institute

[Changing lives with your support](#)

[Working Towards Wellbeing: Talking About What Really Matters](#)