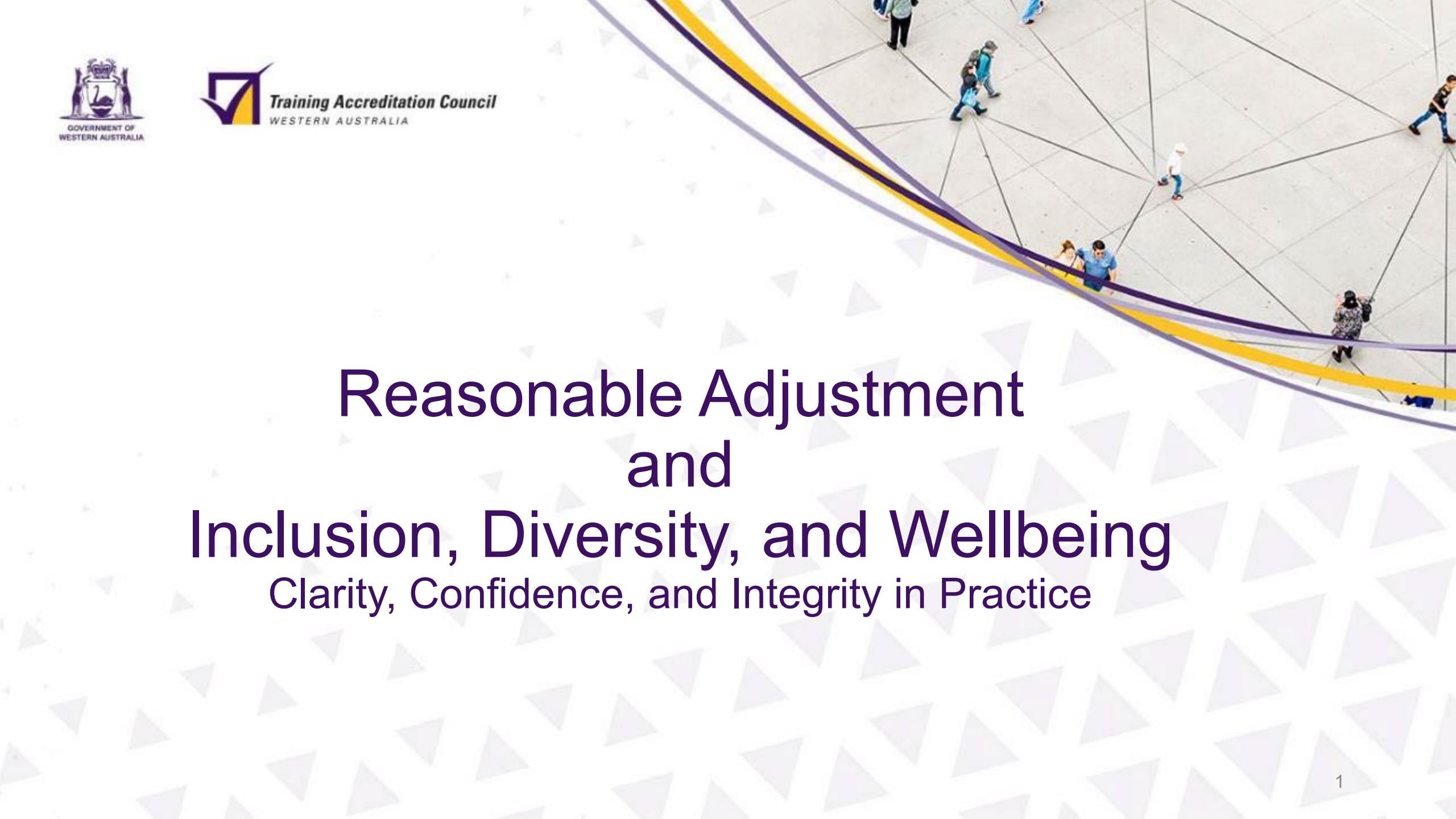




*Training Accreditation Council
WESTERN AUSTRALIA*



Reasonable Adjustment and Inclusion, Diversity, and Wellbeing

Clarity, Confidence, and Integrity in Practice

Why do these concepts get blurred in practice?



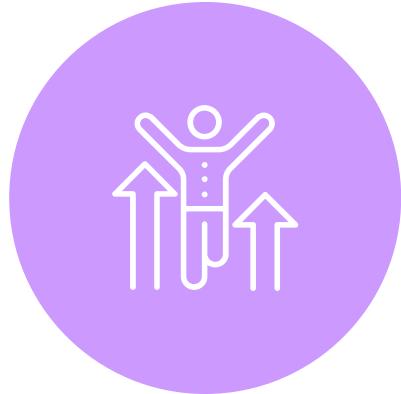
- Inclusive practice and reasonable adjustment are treated as the same thing
- Wellbeing support is assumed to meet legal obligations
- Equity is interpreted as treating all learners identically

Four concepts for four different purposes



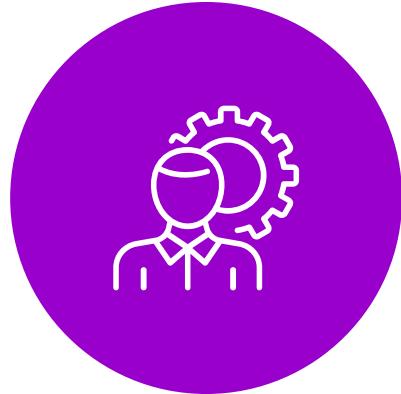
Inclusive Practice

Designing and delivering training and assessment to remove barriers and support all learners from the outset.



Wellbeing

Supporting learners' physical, mental, and emotional safety to enable engagement and participation.



Diversity

Recognising and valuing differences in backgrounds, experiences, and circumstances across learner cohorts.



Reasonable Adjustment

Individualised, lawful modifications that support access for learners with disabilities or ongoing ill health, without changing competency standards.

Inclusive practice applies to all learners

- Built into training and assessment design
- Removes unnecessary barriers
- Establishes equity across the cohort



Key principles for inclusive practice



Flexibility
and
Adaptability



Equal Access
and
Opportunities



Respect for
Diversity

Safe and
Supportive
Environment

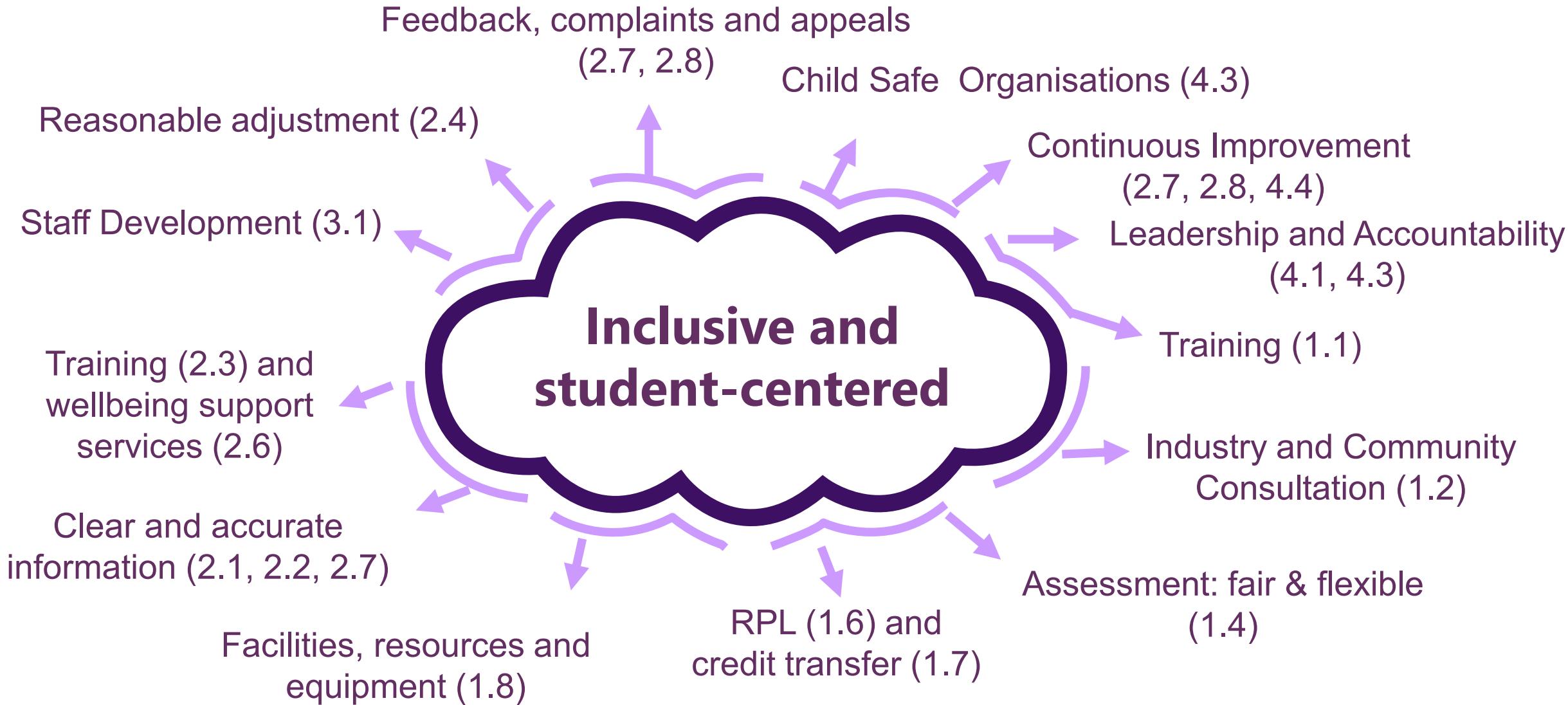


Removing
Barriers



Active
Participation
and Voice

An inclusive VET environment



Reasonable Adjustment



Disability Standards for Education 2005

I, PHILIP MAXWELL RUDDOCK, Attorney-General, formulate these Standards under paragraph 31 (1) (b) of the *Disability Discrimination Act 1992*.

Dated 17 March 2005



Disability Discrimination Act 1992

No. 135, 1992

Compilation No. 39



Western Australia

Equal Opportunity Act 1984

Reasonable Adjustment means...



Modifying the learning environment, delivery, or assessment method to support a learner with disability to access and participate in training and assessment on the same basis as other learners **while maintaining competency standards.**

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Outcome Standard 2.4

Reasonable adjustments are made to support VET students with disability to access and participate in training and assessment on an equal basis

Performance Indicators:

The registered training organisation demonstrates:

1. VET students are supported to disclose their disability, if the VET student wishes to do so;
2. reasonable adjustments are made for VET students with disability where appropriate; and
3. where reasonable adjustments are not appropriate or possible, the reasons why are communicated to the VET student as soon as reasonably practicable.

Defined disabilities

The Disability Discrimination Act (DDA) provides a broad definition of disability, including these eight types:

1. Physical disability: Impacts mobility or dexterity
2. Intellectual disability: Impacts the ability to learn or process information
3. Mental illness: Impacts thinking processes
4. Sensory disability: Impacts the ability to hear or see
5. Neurological disability: Impacts the brain and central nervous system
6. Learning disability: Impacts acquisition, organisation, retention, and understanding of information
7. Physical disfigurement: Impacts physical appearance
8. Immunological disability: Impact due to the presence of organisms causing disease in the body

Reasonable Adjustment | Training and Assessment

Understanding the Learner's Need

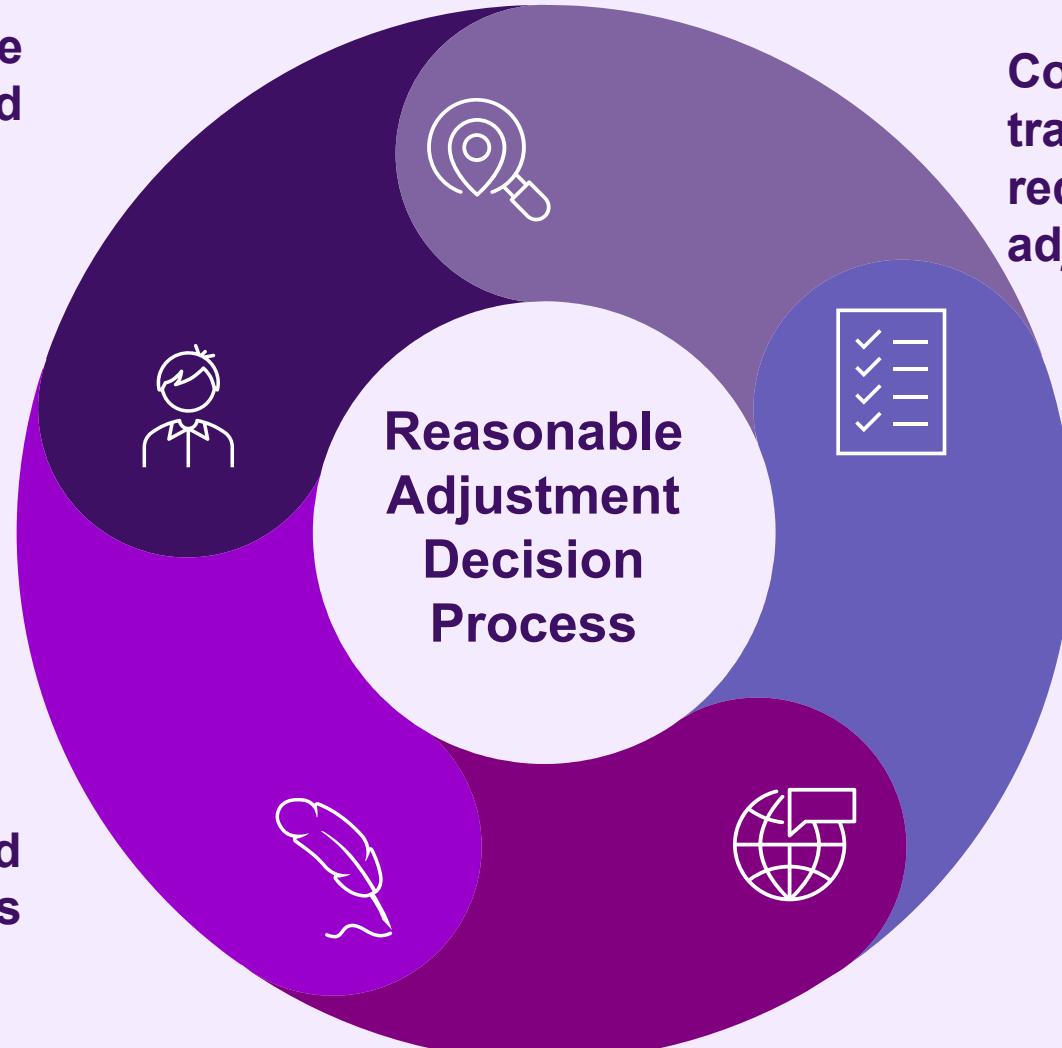
Consultation with the learner, their representative, and relevant staff occurs throughout the process

Agree and record the decisions

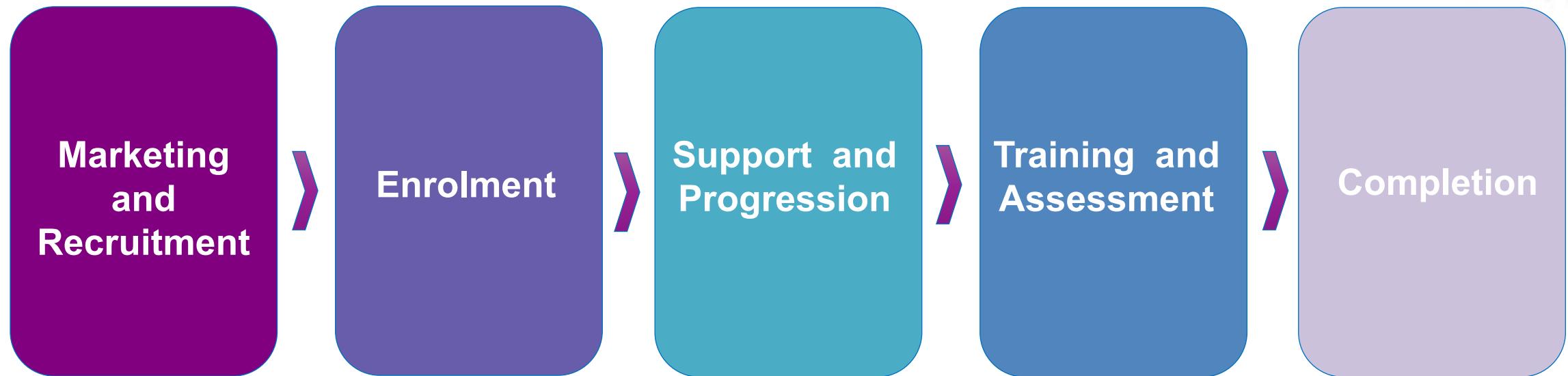
Considering the unit and training assessment requirements – is any adjustment required?

Determining what can be adjusted

Confirm the integrity of the outcomes



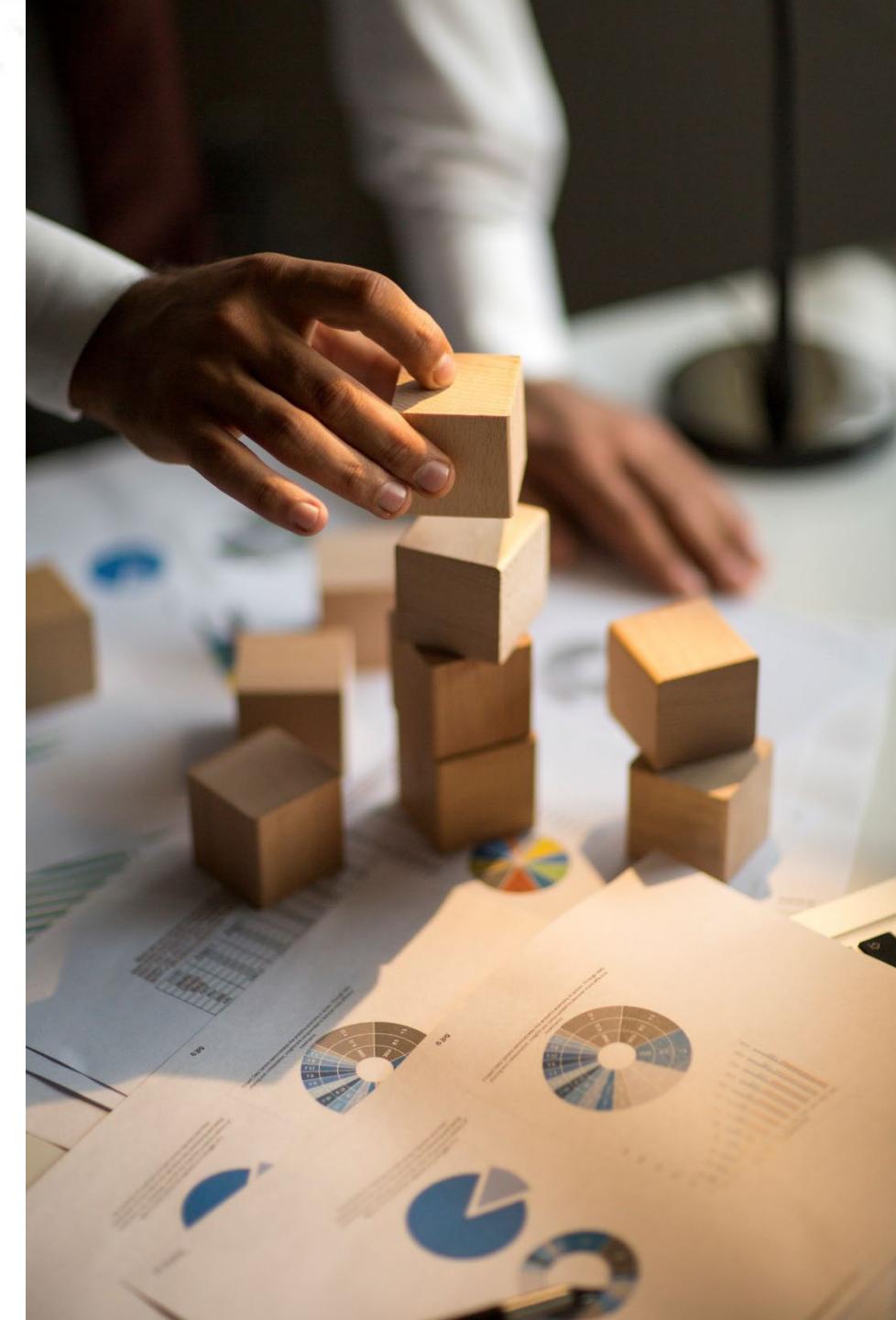
Adjustments throughout the student journey



Training and assessment responses

...could include changes to:

- choice of training product and elective units
- delivery mode and access
- content and equipment
- sequencing and pace
- scaffolding and support
- assessment strategies



Maintaining outcome integrity

What must not change

- Competency outcomes and performance standards
- Assessment requirements and evidence expectations
- Judgements of competence against the required standard

Integrity is protected through the adjustment process

Your legal obligations

- Reach a written agreement with the learner where a disability has been self-disclosed
- If an adjustment cannot be made, explain the reasons in writing
- Where adjustments are not possible, support the learner to consider alternative pathways
- Where adjustments are agreed, commit in writing and ensure resources, budget, and infrastructure are in place when needed



Documentation and recordkeeping

Demonstrating reasonable adjustment in practice

Evidence may include:

- documented decisions and rationale
- learner conversations and consultation records
- training and assessment plans showing adjustments
- assessor judgement and assessment records
- feedback from learners and staff
- monitoring effectiveness and follow-up

Evidence should show sound and considerate responses.



Diversity and wellbeing

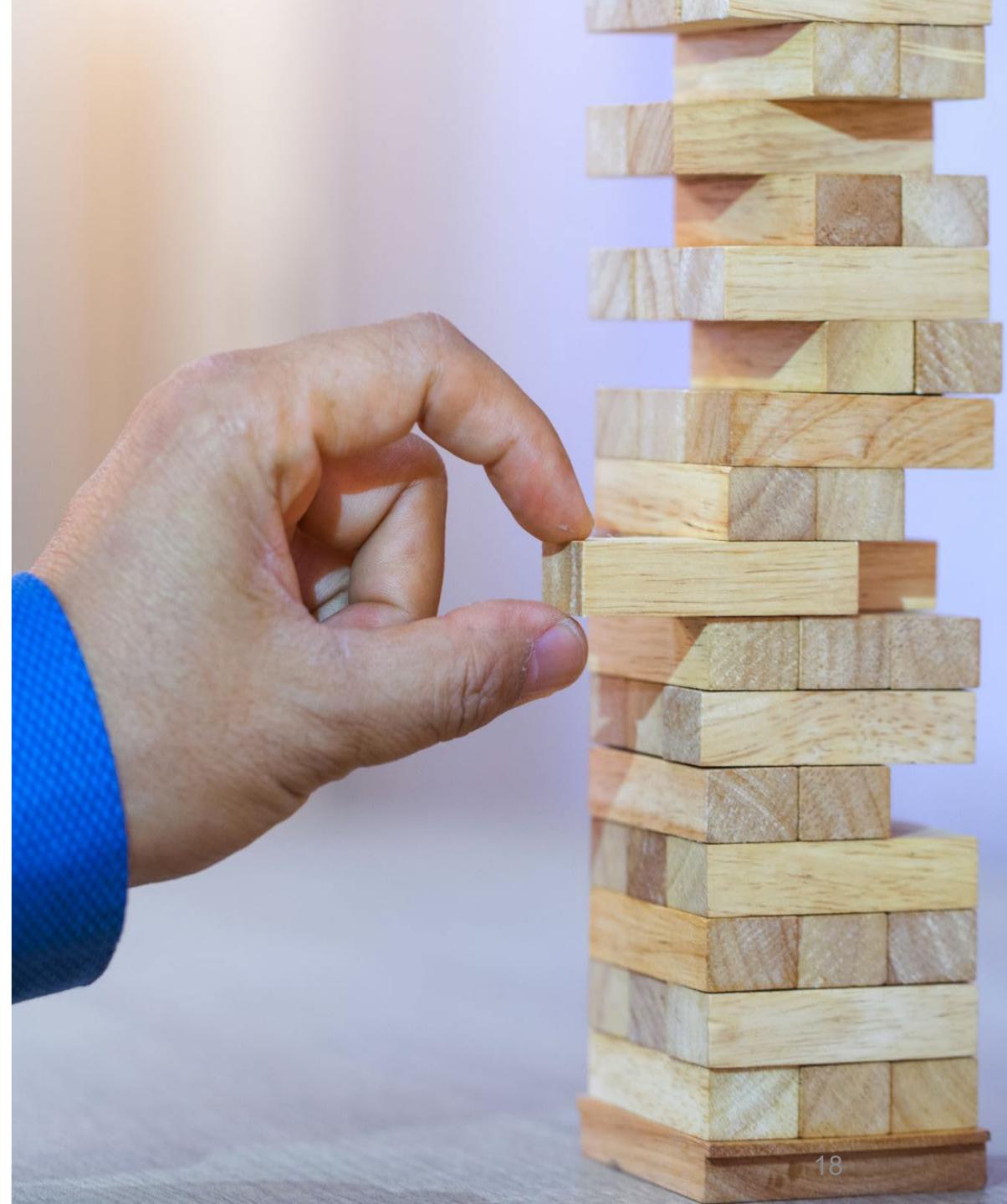
Diversity and wellbeing inform practice; they do not replace legal obligations

- Diversity recognises difference across learner cohorts; it describes who learners are
- Wellbeing supports participation and persistence
- Inclusive practice responds at the cohort level
- Reasonable adjustment responds at the individual level

Common areas of risk

Reasonable adjustment most often breaks down when...

- inclusive practice is used instead of a reasonable adjustment
- adjustments are agreed informally and not reviewed
- assessment integrity was unintentionally compromised
- decisions are inconsistent across trainers or sites
- there is limited evidence of monitoring and follow-up



Managing risk using clear practices

Risk is reduced when RTOs...

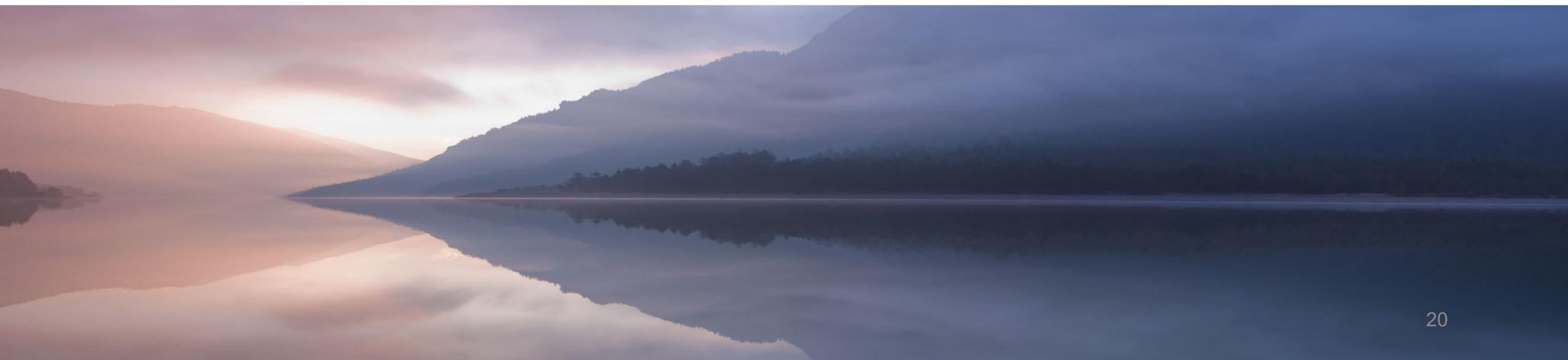
- use shared definitions and common language across the organisation
- apply inclusive practice and wellbeing support consistently at a cohort level
- use a structured, consultative process for reasonable adjustment decisions
- test proposed adjustments against unit and assessment requirements
- maintain clear boundaries between support and assessment decisions
- document decisions in a way that shows intent, process, and review
- monitor and review adjustments to confirm they remain effective and appropriate

Reflection Activity

- Consider your approach

Consider one area only

- Where is your approach to reasonable adjustment already clear and consistent?
- Where do you most often have to stop and think about what to do next?



Resources

- [**Reasonable Adjustment Decision and Review Tool**](#)
- Fact Sheet - [Reasonable Adjustment & Inclusive Practice](#)
- Fact Sheet - [Supporting Student Wellbeing, Diversity and Inclusion](#)
- Webinar - [Navigating Inclusive VET Environments](#)
- Webinar - [Reasonable Adjustment and Inclusive Practice](#)

Questions and Feedback



<https://forms.office.com/r/j45b7Mhzrt>

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