

Practice Illustration

Participation – Training Location Accessibility

Practice scenario

A new group of students is commencing the Interior Design course. During the break, a student identifies that they have some physical access requirements to help them take part in the course. They inform the trainer and assessor that, on occasion, they will have a support worker with them.

The trainer and assessor arranges to meet the student after class. This will allow them to discuss the student's requirements in private.

Better practice response

In the meeting, the student explains that they would like an orientation to the building, including the classrooms and common areas. This will help them identify efficient ways to access the facilities. It will also cut travel time and effort between classes and workshop areas, especially if there is access to automatic/easy access doors, ramps and lifts. They would like to be able to go to the student areas so they can socialise with their peers.

They ask that the layout of the classrooms, studios and workshops is arranged to ensure accessible pathways. Having adjustable chairs and benches available will also be helpful.

The student would like to know if all classes can be held on the ground floor. They explain that there is only one small lift in the building, and this is difficult for them to access.

The student has also asked about receiving notifications when the lift is out of action. If they know this, they can plan to bring their wheelchair on that day if required.

The student would also like to explore whether there are potential barriers in the training and assessment. For example, are there learning or assessment activities that may need adjusting? In some instances, the student can engage a support worker through their National Disability Insurance Scheme (NDIS) plan. The support worker can assist them with physical tasks. This might include gathering heavy items or setting up their studio area.

The trainer and assessor take note of the student's requests and asks whether there are other impacts on their learning.

The student says they are confident that their key issues relate to physical access to the classrooms, studios, workshops and facilities. From their experience, many of the accessible lifts, ramps and bathrooms are a long way from where the learning takes place.

The trainer and assessor ask the student to explain more about how having a support worker on-site works. What does this entail? How will the support worker operate? The registered training organisation (RTO) has a policy for external support workers to adhere to while on-site and the student is informed of this. They explain that they will need to complete a short online orientation course, then sign an agreement. The trainer and assessor provide some information about this process and the requirements for support workers.

The trainer and assessor confirm that it is possible to schedule most classes on the ground floor and near to the student area. However, there are a couple of studios upstairs that have specific non-movable equipment. These are necessary for certain classes. The trainer and assessor agree to consider how to optimise access to these. For example, studio sessions could be rescheduled to full days rather than half days.

The student is happy with these arrangements. The plan is to meet each fortnight for the first term to check how things are going. The trainer and assessor will contact the student once the reallocation of classes has occurred. They also agree to email a detailed map identifying the accessible facilities and services.

The trainer and assessor follows up with the classroom allocations and arranges for adjustable furniture in the classrooms, studios and workshops. They also ask reception to contact the student by phone if there are any issues with the lift or ramp access. They inform the other relevant trainers and assessors about the agreements, document them, as well as details of the adjustments made to date.

They arrange to meet with the student. They provide an orientation to the training site based on the student's allocated learning spaces. The student is happy with the agreement and arrangements. The trainer and assessor and student sign the agreement which outlines the agreed upon adjustments and supports. With permission from the student they email a copy of the signed agreement to the student, and the other relevant trainers and assessors.

Action and Evidence

The RTO has taken all reasonable steps to ensure that the student is able to participate, on the same basis as a student without disability, without experiencing discrimination. This includes access to the curriculum, facilities, services and supports. The RTO can strengthen its approach by ensuring policy and procedures address similar issues to those raised by the student. For example, by having:

- adjustable-height furniture in each learning space
- accessibility requirements in procurement processes
- access to information on the RTO website about the online and physical training locations
- a process to notify students and staff when there are physical access issues
- a downloadable map identifying accessible services and facilities.

Please note: Every student's particular circumstance will be unique, and the illustration of practice is indicative and offered as guidance only.

Links to the relevant legislation and standards to meet RTO obligations

[*Disability Standards for Education 2005 \(Cth\) \(DSE\)*](#)

Standards for Participation – Part 5: The education provider must take reasonable steps to ensure that the student is able to participate in the course or program provided by the educational institution, and use the facilities and services provided by it, on the same basis as a student without disability, and without experiencing discrimination.

Standards for Student Support Services – Part 7: The education provider must take reasonable steps to ensure that the student is able to use support services used by the students of the institution in general on the same basis as a student without disability, and without experiencing discrimination. This includes having available internal and external services and supports, informing students of what is available, and providing access to specialised services and supports as necessary.

2025 Standards for Registered Training Organisations (RTOs):

[*National Vocational Education and Training Regulator \(Outcomes Standards for NVR Registered Training Organisations\) Instrument 2025*](#)

Outcome 1: Quality training and assessment engages VET students and enables them to attain nationally recognised, industry relevant competencies.

Outcome Standard 1.8: Facilities, resources and equipment for each training product are fit-for-purpose, safe, accessible and sufficient.

Outcome 2: VET students are treated fairly and properly informed, supported and protected.

Outcome Standard 2.1: VET students have access to clear and accurate information concerning the organisation, the relevant training product, and students are made aware of any changes that may affect them.

Outcome Standard 2.2: VET students are advised, prior to enrolment, about the suitability of the training product for them, taking into account the student's skills and competencies.

Outcome Standard 2.3: VET students have access to support services, trainers and assessors and other staff to support their progress throughout the training product.

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.

Outcome Standard 2.5: The learning environment promotes and supports the diversity of VET students.

Outcome Standard 2.6: The wellbeing needs of the VET student cohort are identified and strategies are put in place to support those needs.

Please note: RTOs registered by the *Victorian Registration and Qualifications Authority* or the *Training Accreditation Council Western Australia* may refer to the following websites for requirements specific to you.

[Victorian Registration and Qualifications Authority](#)

[Training Accreditation Council Western Australia](#)

Disclaimer

The 'supporting students with disability resources' provide guidance on legislation and policy for Registered Training Organisations (RTOs) regarding vocational education and training for students with disability, but they should not be considered legal advice or impose additional legal obligations. RTOs should seek tailored legal advice to understand their specific obligations.

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