

Purpose

The purpose of this Policy is to ensure that Vative Healthcare has mechanisms in place to support the welfare of students from indigenous and culturally diverse backgrounds. To have in place adequate guidance and assistance measures to ensure all students are given the support required to achieve the learning goals and outcomes of their chosen qualification.

Standards and Conditions

The following table represents areas which this policy and procedure relates to in accordance with Federal and State contract guidelines.

ASQA: Standards	Delegate Requirements	HESG: VET Funding Contract
Standard 1.3 (b)	R4.1	Clause 5.2 (b, j)
Standard 1.7		Schedule 1, Clause 5.10 (a)
Standard 5.1		
Standard 5.2 (b)		

Responsible Parties

The Registered Training Organisation (RTO) Manager is responsible for ensuring that all personnel representing Vative Healthcare adhere to this policy.

Policy Outline

Vative Healthcare apply the principles that underpin the Aboriginal and Torres Strait Islander Education Strategy 2015:

- **Achieve potential:** High expectations are held for, and by, Aboriginal and Torres Strait Islander children and young people
- **Equity:** Aboriginal and Torres Strait Islander children and young people can access the same educational opportunities and achieve the same education outcomes as other Australians
- **Accountability:** Education systems and educators are accountable, transparent and responsive

Version Control	Date of Release	Approved By	Scheduled Review
3.0	1 October 2022	Carmie Walker	1 November 2024

- Cultural recognition: Aboriginal and Torres Strait Islander people's histories, values, languages, and cultures are acknowledged and respected
- Relationships: Meaningful relationships value community cultural knowledge, wisdom, and expertise, and demonstrate trust and respect
- Partnerships: Aboriginal and Torres Strait Islander people are engaged in decision making, planning, delivery and evaluation of early childhood, schooling, and higher education services at local, sector and national levels
- Local approaches: educational outcomes for Aboriginal and Torres Strait Islander children and young people are accelerated through local approaches for unique and diverse communities
- Quality: Policies, practices, programs, and partnerships are inclusive of the needs of Aboriginal and Torres Strait Islander children, young people and their families, and are informed by knowledge, evidence and research.

Vative Healthcare offers student support services to assist learners in achieving their education and developmental potential through the provision of specialised professional aid and reasonable adjustment. Student support services are established to assist students with additional needs or at risk of disengagement to strengthen the capacity of the education system.

Vative Healthcare can direct students to services such as psychologists, guidance officers, language, literacy & numeracy (LLN) program specialists, speech pathologists, interpreters, social workers, Aboriginal and Torres Strait elders, Cultural leaders, and other related professionals.

Students who undertake training and assessment with Vative Healthcare receive every opportunity to successfully complete their chosen course. It is a requirement that all Vative Healthcare staff members do their utmost to meet the needs of students in accordance with this policy. Where a student's need is outside the scope or skill of Vative Healthcare they will be referred to an appropriate service.

Version Control	Date of Release	Approved By	Scheduled Review
3.0	1 October 2022	Carmie Walker	1 November 2024

Procedure Outline

Vative Healthcare has an extensive induction program, designed to invite students to disclose whether they require any adjustments to successfully complete their course.

Students are asked to identify their preferred method of learning and any issues that may potentially impact on their learning journey on the pre-training review.

Students are requested to include information in their enrolment form that might be prohibitive in the progression of their training and assessment (for example, anything related to disability, impairment, long-term condition, or cultural background).

Language, Literacy & Numeracy (LLN) evaluations are conducted on the student's pre-training review and enrolment form which is designed to address the student's capacity to engage with learning materials.

During this process educators observe the students and personally ask them whether they believe they may require adjustments to assist their learning program.

Based on the results of the enrolment process and discussions with the student, the educator will assess the suitability and appropriateness of the selected qualification for the student. At this point the educator may,

- a) suggest a different qualification level/stream
- b) recommend reasonable adjustments to the training program/material
- c) refer students to language literacy and numeracy programs
- d) recommend the use of trained support staff and interpreters
- e) factor in extra time or extensions for assessments
- f) make provisions for materials in accessible formats / provide learning aids
- g) any other services that are considered necessary to support learners achieve competency

If the educator assesses that a student requires support beyond their capacity, they will contact the RTO Manager who will coordinate (or delegate) external support services in collaboration with the student in need. The information provided to the student will vary depending on the individual needs.

Version Control	Date of Release	Approved By	Scheduled Review
3.0	1 October 2022	Carmie Walker	1 November 2024

Vative Healthcare encourage students with a disability to commence a qualification and to access government funded subsidised training where applicable. The definition of a disability under the Disability Discrimination Act 2015 includes:

- Physical disabilities,
- Intellectual disabilities,
- Psychiatric disabilities,
- Sensory disabilities,
- Neurological disabilities,
- Learning disabilities,
- Physical disfigurement, and
- The presence in the body of disease-causing organisms

RTO Support Staff

The below listed staff members are available for any additional support they may need:

Job Title	Support
RTO Manager	Student records & portal update/access, USI, Student surveys, certificates, complaints, and anomalies
Quality Officer	Student records & portal update/access, USI, certificates, anomalies

Reasonable Adjustment

All adjustments made are to meet the needs of the student without impacting too much on other students. When determining if an adjustment is reasonable, Vative Healthcare will consider:

- a) The barriers, needs or challenges that face a student
- b) The views of the student
- c) Whether an adjustment will impact on the academic standards or requirements of the course
- d) What advantages or disadvantages the adjustments may create for the people affected by it
- e) The costs of making the adjustment

Version Control	Date of Release	Approved By	Scheduled Review
3.0	1 October 2022	Carmie Walker	1 November 2024

Additional Support:

Personal support

Lifeline: 13 11 14 www.lifeline.org.au

Beyond Blue: 1300 224636 www.beyondblue.org.au

Language literacy and numeracy support

Reading writing hotline: 1300 655 506 <http://www.readingwritinghotline.edu.au>

The Aboriginal and Torres Strait Islander Education Strategy 2015

[National Aboriginal and Torres Strait Islander Education Strategy 2015 - Department of Education, Skills and Employment, Australian Government](#)

Update copies from -NATSI – Education strategy – V3 20(1).pdf – Sept 2022

Version Control	Date of Release	Approved By	Scheduled Review
3.0	1 October 2022	Carmie Walker	1 November 2024