

BUILDING CONFIDENCE IN ENROLLING LEARNERS WITH DISABILITY

for Providers of Education and Training



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Published in 2015 by ACPET and NDCO, Adelaide South Australia

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joy.deleo@acpet.edu.au National Library of Australia Cataloguing-in-Publication

entry (ebook):

Contributors: ACPET and NDCO
Title: Building Confidence in Enrolling Learners with Disability for Providers of Education and Training/ACPET, NDCO
ISBN: ISBN 978-0-9941853-2-7 (ebook)
Subjects: People with disabilities--Services for--Australia.
Teachers of learners with disabilities—Training of--Australia.
People with disabilities--Education--Australia.
People with disabilities--Employment--Australia.
Other Creators/Contributors:
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Dewey Number: 370.7

Acknowledgements:

National Disability Coordination Officer Program (NDCO) staff nationally, but especially Jennifer Cousins (SA) for writing the document with input from Bernard Sobiesiak and Vera Laptev (NSW).

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Building Confidence in Enrolling Learners with Disability for Providers of Education and Training

Navigation Page

Equity, Access and Inclusion:

Access, inclusion, and equity aim to ensure services are free from discrimination and available to everyone who is entitled to them. Students with disability and medical conditions are entitled to, and want to participate in, education and training. As training providers, we have an obligation to ensure access and inclusion strategies are in place for students with a disability, learning difficulty or medical condition, in keeping with the Disability Discrimination Act 1992 (DDA) and Education Standards (2005).

Small to medium education and training providers who deliver Vocational Education and Training as well as Higher Education qualifications, can use this resource to assist them in building capability and confidence among their staff in supporting students with disability.

What is a disability?

A disability covers a range of impairments, activity limitations, and participation restrictions. Section 4 of the Australian Disability Discrimination Act 1992 (DDA), defines disability. It includes a disability that a person presently has, previously had, may exist in the future, or imputed to a person.

Disability Discrimination Act 1992 (DDA)

The Disability Discrimination Act makes it unlawful to discriminate against a person on the basis of their disability. This means service providers need to ensure people with disability can access and participate on an equal basis. Providers must make whatever adjustments are necessary and reasonable to allow students with disability to access those services to the same extent as others.

Disability Standards for Education 2005 (formalised under the DDA 1992)

The Education Standards aim to highlight the obligations of education and training providers in relation to current and prospective students with disability in the areas of Enrolment, Participation, Curriculum, Student support services as well as the elimination of harassment and victimisation.

An education provider cannot use the cost of flexible teaching, learning, and assessment as a reason to discriminate against a student who has a disability.

Equal Opportunity

Each Australian State and Territory has Equal Opportunity legislation, which makes it unlawful to discriminate in the area of education on the basis of disability or impairment.

Standards for Registration

In addition to the legislative framework, regulatory obligations also apply. The National Standards for Registered Training Organisations (RTOs) 2015 provide guidance about individualised learning in terms of access and equity.

Implications for Policy and Processes

Each training organisation should have explicit and responsive policies, procedures, and practices to address the differing needs of students, to inform individuals of their rights and responsibilities, and develop training and assessment strategies that meet the diverse needs of students.

Education and training providers should also develop and lodge a Disability Action Plan with the Australian Human Rights Commission.

Resources

A list of useful resources with links to relevant websites.

Introduction

Access, inclusion, and equity are about services being available to everyone who is entitled to them, and for these services to be free of any form of discrimination. This means services should be developed and delivered on the basis of fair treatment for clients who are eligible to receive them.

In a training and education setting this is best achieved through inclusive teaching and learning practices. This includes:

- making course information accessible;
- identifying the inherent requirements of training and making this information available;
- developing easy to use and complete enrolment processes;
- thinking about how we can support students on vocational placement; and
- transitioning them into work when they have completed their training.

This guide is for small to medium education and training providers who deliver both Vocational Education and Training as well as Higher Education qualifications. It aims to assist training providers to feel more confident in supporting students with disability through the determination of training pathways, course selection, enrolment, and individual education planning.

This guide encourages providers to review all relevant policies and procedures within regulatory requirements, with a view to adapting or embedding key practices across the organisation. It is not the intent to create additional work, but to provide focus on better practice and highlight the need to allocate resources and responsibilities to addressing the needs of students with disability or medical conditions.

The key aim is to provide small to medium education and training providers, access to an online quick reference resource, focusing on how to support students with disability specifically through the selection and enrolment process.

It is hoped that this will provide an opportunity to:

- Build capability and confidence in supporting students with disability;
- Increase awareness and responsiveness to diversity;
- Enable students to engage appropriate and effective support during their study journey;
- Assist in achieving positive and quality outcomes for all;
- Minimise complex problems or disputes;
- Increase access to resources.

Mary is deaf and wants to study Certificate III in Business Services. At her enrolment interview the training provider makes an assumption that she will not be able to work effectively as a receptionist and advises her that she will not meet the requirements of the course or get a job. Mary has already completed a Certificate II and has a part time job at the local school entering student information data.

The RTO should have commenced a discussion with Mary about what she is able to do and what strategies and technologies she intends to use to successfully complete her studies.

The RTO could have identified what accommodations/adjustments would be made during her course and discuss how she may be able to have some of her competencies assessed in the workplace.

Students with Disability - Definitions

Disability is a broad term used to describe a whole range of conditions. 'Section 4 of the Australian Disability Discrimination Act 1992 (DDA), defines disability as:

- Total or partial loss of a person's bodily or mental functions; or
- Total or partial loss of a part of the body; or
- The presence in the body of organisms capable of causing disease or illness; or
- The malfunction, malformation or disfigurement of part of a person's body; or
- A disorder or malfunction that results in a person learning differently from a person without the disorder or malfunction; or
- A disorder, illness, or disease that affects a person's thought processes, perception of reality, emotions or judgement or that results in disturbed behaviour.

It includes a disability that:

- Presently exists; or
- Previously existed but no longer exists; or
- May exist in the future; or
- Is imputed to a person.

While you may not be able to see a disability, it may still impair or impact upon how a person participates or contributes, unless reasonable accommodation and adjustments are made.

Disability in this context, which can impact on a person's ability to participate in training, might include:

- Colour blindness
- Anxiety
- Cancer Treatment
- Reading and Writing disorders
- Broken Bones
- Back Injury
- Autism
- Attention deficit
- Depression

While there are accepted definitions of disability there are other individual characteristics that interact and impact on an individual and the way their disability presents. It is important to recognise that cultural competence is a key strategy in responding effectively to a range of diversity issues in an education setting.

For information about disability in community languages please go to:
<http://pubsites.uws.edu.au/ndco/links/communitylanguage.html>

For some students, acknowledging their disability and the impact it has on their learning can also be difficult. Some individuals may over or under-estimate their capabilities to complete a course or demonstrate competency. In some instances, a student may not be aware that they have a disability and may not have the same cultural, language or understanding of these concepts.

By employing good practices around student engagement at the course selection stage, can assist in recognition of any barriers to participation and provide an opportunity to facilitate effective access and inclusion.

Equity, Access and Inclusion

Students with disability and medical conditions are entitled to, and want to participate in, training and education. As training providers, we have an obligation to do whatever is reasonably necessary to ensure that we are not creating barriers for people with disability.

Many students who have a disability or medical condition have completed their education in mainstream schools and settings and they have an expectation that post school training and education providers will be well equipped to respond to their individual needs, expectations, and will have an ability to tailor services.

Training providers have an obligation to ensure access and inclusion strategies are in place for students with a disability, learning difficulty or medical condition in keeping with the Disability Discrimination Act 1992 (DDA) and Education Standards (2005).

Each training organisation should have explicit and responsive policies and practices to address the differing needs of students and ensure people are well informed about their rights and responsibilities. They should also have training and assessment strategies that meet the diverse needs of students with disability.

Disability Discrimination Act (DDA) 1992

The Disability Discrimination Act makes it unlawful to discriminate against a person on the basis of their disability. This means service providers and organisations need to ensure people with disability can access and participate on an equal basis. Employers and service providers must make whatever adjustments are necessary and reasonable to allow people with disabilities to use those services to the same extent as others.

Disability Standards for Education 2005 (formalised under the DDA 1992)

The Education Standards have set out obligations and rights for education and training providers and for current and prospective students. However, the Education Standards are due to cease operation as a legal instrument on 1 April 2015 but will maintain a persuasive value in guiding practice.

Under section 22 of the Act, it is unlawful for an educational authority to discriminate against a person on the ground of the person's disability or a disability of any associates of that person:

- by refusing or failing to accept the person's application for admission as a student; or
- in the terms or conditions on which it is prepared to admit the person; or
- by denying or limiting the student's access to any benefit provided by the institution; or
- by expelling, or subjecting the student to any other detriment.

Section 22 does not render it unlawful to refuse or fail to accept a person's application for admission as a student where the person would require services or facilities that are not required by students who do not have a disability and the provision of which would cause unjustifiable hardship on the institution.

The Disability Standards for Education address the following areas:

- Enrolment;
- Participation in the course for which the student is enrolled;
- Curriculum development, accreditation and delivery;
- Student support services;
- Elimination of harassment and victimisation.

Disability Standards for Education 2005

4.2 Enrolment standards

(1) The education provider must take reasonable steps to ensure that the prospective student is able to seek admission to, or apply for enrolment in, the institution on the same basis as a prospective student without a disability, and without experiencing discrimination.

(2) The provider must ensure that, in making the decision whether or not to offer the prospective student a place in the institution, or in a particular course or program applied for by the prospective student, the prospective student is treated on the same basis as a prospective student without a disability, and without experiencing discrimination.

(3) The provider must:

(a) consult the prospective student, or an associate of the prospective student, about whether the disability affects the prospective student's ability to seek admission to, or apply for enrolment in, the institution; and

(b) in the light of the consultation, decide whether it is necessary to make an adjustment to ensure that the prospective student is able to seek admission to, or apply for enrolment in the institution, on the same basis as a prospective student without a disability; and

(c) if:

(i) an adjustment is necessary to achieve the aim mentioned in paragraph (b); and

(ii) a reasonable adjustment can be identified in relation to that aim;

make a reasonable adjustment for the student in accordance with

Part 3.

(4) For this section, the provider has taken reasonable steps to comply with subsection (1) if the provider has complied with subsection (3).

Note: See Part 10 for exceptions to the legal obligations set out in the standards. These include a provision that it is not unlawful for a provider to fail to comply with a standard if, and to the extent that, compliance would impose unjustifiable hardship on the provider (section 10.2).

4.3 Measures for compliance with standards

Measures that the education provider may implement to enable the prospective student to seek admission to, or apply for enrolment in, the institution on the same basis as a prospective student without a disability include measures ensuring that:

(a) information about the enrolment processes:

(i) addresses the needs of students with disabilities; and

(ii) is accessible to the student and his or her associates; and

(iii) is made available in a range of formats depending on the resources and purposes of the provider and within a reasonable timeframe; and

(b) enrolment procedures are designed so that the student, or an associate of the student, can complete them without undue difficulty; and

(c) information about entry requirements, the choice of courses or programs, progression through those courses or programs and the educational settings for those courses or programs is accessible to the student and his or her associates in a way that enables the student, or associates, to make informed choices.

See: <http://education.gov.au/disability-standards-education>

In terms of enrolment, the Disability Standards for Education cover the following areas:

REQUIREMENTS	<ul style="list-style-type: none"> • Course Information • Interviews / Auditions • Registration/Enrolment Forms • Collection of Information • Documentation • Meetings • Individual Learning Plan • Disability Access Plan
POLICY & PROCEDURE	<ul style="list-style-type: none"> • Access and Equity • Admissions and Enrolment • Participation • Student Code of Conduct • Delivery & Assessment • Harassment and Bullying • Complaints • Privacy and Confidentiality
PRACTICE	<ul style="list-style-type: none"> • Course Information and statement of inherent requirements • Information Sessions • Pre Enrolment Information Brochure • Enrolment Interview Checklists • Individual Learning Plan Template • Code of Student Conduct • Orientation Sessions • Networks with Specialist Disability Organisations that can advise and assist in providing accommodations

A student who wants to enrol in a Stenography course, phones the RTO where he would like to complete his course, and asks if there are any inherent requirements in the course? The RTO staff member says she does not think so.

The student proceeds with an online enrolment.

The student discovers there is a core requirement to be able to type 50 words per minute in order to meet one of the competencies, and become registered as a qualified stenographer.

The student is unable to meet this requirement because they have a repetitive strain injury in their wrist.

The student talks to the lecturer who suggests they alter their enrolment to another course.

The student makes a complaint about the RTO to an external authority.

This situation could have been avoided in a number of ways:

- Clear course information highlighting core or inherent requirements so the student can make an informed decision
- Having a pre-enrolment interview to confirm the enrolment choices and process to ensure people cannot enrol without these discussions taking place
- Once the student disclosed their disability, a meeting could have taken place to explore whether any reasonable adjustments could be made or whether an alternative combination of competencies was possible
- Articulated Policies and Procedures about enrolment and admissions
- Training for all RTO staff to ensure accurate and consistent information

The Disability Standards for Education do not support:

- Lowering of standards;
- Ignoring the inherent competency requirements; or
- Ignoring workplace health and safety.

While there may be some accommodations that may be considered an unreasonable adjustment due to unjustifiable hardship placed on the education or training provider (such as major building modifications for a small provider), an education provider cannot use the cost of flexible teaching, learning and assessment as a reason to discriminate against a student who has a disability.

For more information about the DDA and the Disability Standards for Education go to:

www.humanrights.gov.au/disability_rights/index.html and <http://education.gov.au/disability-standards-education>

Equal Opportunity

Each State and Territory in Australia has Equal Opportunity legislation which makes it unlawful to discriminate in the area of education on the basis of disability or impairment. You are encouraged to explore and understand the requirements of your state and other states where you are a national provider.

The following are the Acts in each State or Territory, which contain protections from disability discrimination in education:

SA - Equal Opportunity Act 1984

<http://www.legislation.sa.gov.au/LZ/C/A/EQUAL%20OPPORTUNITY%20ACT%201984.aspx>

NSW – Anti Discrimination Act 1977

http://www.austlii.edu.au/au/legis/nsw/consol_act/aa1977204/

Victoria – Equal Opportunity Act 2010

<http://www.humanrightscommission.vic.gov.au/index.php/the-law/equal-opportunity-act>

Queensland – Anti Discrimination Act 1991

<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/A/AntiDiscrimA91.pdf>

ACT – Discrimination Act 1991

<http://www.legislation.act.gov.au/a/1991-81/current/pdf/1991-81.pdf>

WA – Equal Opportunity Act 1984

<http://www.eoc.wa.gov.au/AboutUs/TheEqualOpportunityAct.aspx>

Tasmania – Anti Discrimination Act 1998

http://www.austlii.edu.au/au/legis/tas/consol_act/aa1998204/

NT – Anti Discrimination Act 1996

<http://notes.nt.gov.au/dcm/legislat/legislat.nsf/linkreference/Anti-Discrimination%20Act?opendocument>

Summary Guide to Anti Discrimination laws around the States and Territories:

<https://www.humanrights.gov.au/guide-australias-anti-discrimination-laws#summary>

It is essential for education and training providers to take positive steps to eliminate unlawful discrimination on the basis of disability.

Standards for Registration

In addition to the Disability Standards for Education and the legislative framework, there are also of course regulatory obligations that RTOs are required to uphold as part of training provider registration. The National Standards for Registered Training Organisations (RTOs) 2015 provide guidance about individualised learning in terms of access and equity.

According to the standards, access and equity means policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

The relevant National Standards for RTOs (2015) are as follows:

- Standard 1** The RTO's training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses.
Clause 1.7 - Support learners:
The RTO determines the support needs of individual learners and provides access to the educational and support services necessary for the individual learner to meet the requirements of the training product as specified in training packages or VET accredited courses.
- Standard 4** Accurate and accessible information about an RTO, its services and performance is available to inform prospective and current learners and clients.
- Standard 5** Each learner is properly informed and protected.
- Standard 8** The RTO cooperates with the VET Regulator and is legally compliant at all times.

Additionally the National Standards for Registered Training Organisations (RTOs) 2015 highlight that educational and support services may include, but are not limited to:

- a) pre-enrolment materials;
- b) study support and study skills programs;
- c) language, literacy and numeracy (LLN) programs or referrals to these programs;
- d) equipment, resources and/or programs to increase access for learners with disabilities and other learners in accordance with access and equity;
- e) learning resource centres;
- f) mediation services or referrals to these services;
- g) flexible scheduling and delivery of training and assessment;
- h) counselling services or referrals to these services;
- i) information and communications technology (ICT) support;
- j) learning materials in alternative formats, for example, in large print;
- k) learning and assessment programs contextualised to the workplace; and
- l) any other services that the RTO considers necessary to support learners to achieve competency.

Recommended Resource: Users Guide to the Standards for RTOs 2015 - <http://www.asqa.gov.au/users-guide-to-the-standards-for-rtos-2015/users-guide-to-the-standards-for-registered-training-organisations-2015.html>

Convention on the Rights of Persons with Disability

The Convention on the Rights of Persons with Disability recognises that disability is an evolving concept and that disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others. It also acknowledges the diversity of persons with disabilities.

Article 24: Recognises a person's right to lifelong education and a realisation of this right without discrimination.

Recommended Resource: United Nations Convention on the Rights of Persons with Disabilities, 2007 - <http://www.un.org/disabilities/convention/conventionfull.shtml>

Skills Reforms

As part of the COAG reforms of the VET sector in Australia, there are various approaches to providing a student entitlement in each State and Territory. It is important for RTOs to keep up to date with these and to explore whether there are additional supports or opportunities for funding subsidies available to support students with disability. Relevant information may be found on the website for each respective State or Territory training authority.

Implications for Policy and Processes

The requirements listed in this publication should be reflected in policies and procedures, and subsequently embedded into practice consistently across your organisation. It is recommended that you regularly undertake organisational reviews of policies, procedures and practices using a continuous improvement matrix of requirements, covering each step in the cycle of the student enrolment and participation process, highlighting key intervention or decision points, as well as persons responsible and implications for professional development.

Education and training providers are advised to have a Disability Action Plan lodged with the Australian Human Rights Commission and should have policies and procedures in place for supporting students with a disability.

Disclosure

Transitions often require individuals to disclose a disability, or diversity issues. Disclosure is a personal decision that needs to be considered in each individual context. For many students disclosure about a disability, learning disorder or medical condition during training, education or employment can be very challenging.

Overcoming student reluctance to disclose a disability on enrolment can be improved by having planned student engagement processes regarding enrolment, and opportunities to identify individualised learning needs. Training provider staff can provide encouragement to disclose, but may need relevant professional development to understand the key impacts for students with disability, utilise consistent and appropriate language, and generate an environment of trust.

A positive response to engaging and supporting students with disability occurs when:

- the focus is on learning needs rather than on disability;
- ramifications in the learning and work environment are addressed;
- provisions and principles of privacy and confidentiality are upheld;
- the implications of non-disclosure are recognised; and
- Access Plans are actively developed.

Recommended Resource: Choosing your path. Disclosure: It's a personal decision

- <http://pubsites.uws.edu.au/ndco/disclosure/>

This resource addresses the challenges associated with disclosing disability. It provides information about options and pathways that people with disabilities can use in disclosing their disability. The website also explains the role and responsibilities of employers and educators.

Providers should ensure that they are aware of the National Privacy Principles in the Privacy Act 1988, in relation to student disclosure and use of personal information provided.

Recommended Resource:

<http://www.oaic.gov.au/privacy/privacy-resources/privacy-fact-sheets/other/privacy-fact-sheet-2-national-privacy-principles>

Implications for student course selection practice

Developing effective student engagement practices involves being aware of the needs of diverse student cohorts (i.e. apprentices, international students recruited overseas and existing workers in the workplace), and having the ability to respond to their needs, including those of culturally diverse students (e.g. having cultural competence).

The selection decision requires a sound knowledge and understanding of course, employment, industry and licensing requirements. Ensuring you provide accurate and clear student information that outlines course, training and industry requirements upholds the principles of informed choice. This also assists the student to make an informed choice himself or herself as to whether this is an appropriate career choice for them.

KEY MESSAGES

- These requirements must be considered in the context of all other policies, procedures and legal obligations e.g. Workplace Health and Safety or Student Conduct.
- Places are not specifically reserved in courses or programs for people with disability.
- Courses, qualifications and programs are not specifically devised for students with a disability.
- Students with a disability need to be able to meet the inherent or core requirements of a course.
- There is no entitlement package attached to particular disabilities. Supports are negotiated individually and are designed to meet the unique needs of each student.

There may be situations in which it is appropriate and necessary to support a student to seek additional supports and services to assist them in being successful in their chosen course. This may include referral to external disability, medical and social services or encouraging the individual to identify a key person in their own life who can support them to resolve issues. In some instances, it may be necessary to support this referral and make a direct connection with the services in collaboration with the student.

In other circumstances, it may be appropriate and necessary for referral either to a different course choice or to another well-equipped, appropriate provider. This is a sensitive and challenging decision and how to handle it appropriately will be best served by good policies and processes and documented protocols.

Most States and Territories have online Community Service directories where you can access information about available support services a student may be able to access e.g. financial counselling, community mental health services or training to improve computer skills.

It is important to become familiar with relevant services near your organisation where you may be able to refer a student.

Disability Access Plans

Disability Access Plans provide information about the impact of a student's disability, mental health or medical condition on their studies, and identify agreed services and reasonable adjustments that will be provided by the education and training organisation. A Disability Access Plan provides information to educational and support staff so they can adapt services to meet individual support needs.

Each organisation should have a clear process for how they will work with students to identify individual learning needs, reasonable adjustments or learning support. There should also be clear documentation about what has been agreed. It is helpful for each organisation to clearly identify the processes and procedures they will follow in regards to this.

The focus of a Disability Access Plan relates to the functional impact of the disability and any adjustments that need to be provided in order to overcome the impact of the disability. This process is strictly confidential, and only relevant and necessary information should be provided to lecturers. It should be up to the student how much, if any, additional information is given to their lecturers and fellow students.

What Evidence is required for Reasonable Adjustment

Section 3.7 of the Education Standards (2005) highlights that when considering an adjustment for a student with a disability, a provider is entitled to information about the student's disability and individual requirements if the information assists in:

- clarifying the student's ability to comply with any non-discriminatory requirements of a course or training program; and
- assessing the nature and extent of the adjustment needed and assessing the provider's capacity to provide the adjustment.

Any confidential information provided to education providers for the purposes of making adjustments should not be disclosed except for the purposes of the adjustment, or in accordance with a lawful requirement.

A student made an appointment with an RTO prior to the enrolment period to discuss possible reasonable accommodations. The RTO staff member discussed the nature of the course, explained key requirements, and identified some areas in which students experience difficulties. The student identified that they felt confident they would be able to manage the learning and assessments but they were concerned that their mental health may impact upon their ability to attend all scheduled sessions. The lecturer asked the student to supply some evidence of this impact of their disability so it could be written into an Access Plan. The student provided a letter from their treating doctor outlining the impact. The RTO staff member was able to establish strategies for how the student would inform staff of her absences, how lecturers would ensure the student received the learning materials from any missed sessions and established protocols for having extensions for assessment tasks, where reasonable and necessary. Once drafted and agreed, a copy of the plan was placed with the student's Individual Learning Plan on their student file and the student took copies to give to her lecturers at the commencement of each competency where there was a new lecturer.

Implications for teaching and learning

The aim of reasonable accommodations and adjustments is to provide accessible learning opportunities on the same basis as for learners without a disability or medical condition. Sometimes it is best achieved through inclusive teaching practice and universal design.

Reasonable accommodations should be made in all training delivery and assessment strategies to meet the diverse needs of learners. These might include:

- extended time to complete a task or assessment;
- copies of notes or PowerPoint slides prior to the presentation; and
- electronic versions of resources.

Reasonable adjustments under the Disability Discrimination Act are actions taken to help a student to participate in an education program on the same basis as other students. An adjustment is reasonable if it meets the needs of the student with a disability, without impacting too much on other people.

Inclusive practice is about lecturers using a range of teaching strategies to meet individual needs, and provide learning experiences that:

- take into account differing learning styles or preferences;
- recognise the differences among learners; and
- maximise inclusion and participation.

Universal Design means designing delivery and assessment strategies, instructional materials and learning activities to be accessible and useable by learners with widely different backgrounds and abilities.

A student who is visually impaired asked the lecturer if assessments in the course could be assessed in oral format and whether it was possible to use a laptop. The lecturer indicated that all assessments were written tasks and could therefore not be adjusted. The student arranged a meeting with her disability advocate who explained that it was reasonable to conduct some of the assessments in oral format where flexible assessment conditions were cited. He also stated that the use of a computer was reasonable if the student were given the same amount of time and questions as her fellow students. These discussions led to the lecturer altering several of the assessment tasks to be completed flexibly using a variety of modes. This ultimately benefitted all students

Staff Professional Development

Ongoing professional development is a key way in which staff can raise awareness, change attitudes and stereotypes, overcome fears and build confidence in handling difficult and sensitive issues and conversations.

Recommended Resources:

ACPET Professional Development Calendar: www.acpet.edu.au

National Disability Coordination Officer Programme

<http://education.gov.au/ndcoprogramme>

Helpful Hints

- Be honest and upfront
- Apply policies, procedures and protocols effectively and consistently
- Know your training product and how it can be adjusted
- Have valid alternative assessment procedures
- Be fair but equitable
- Improve practice
- Allocate resources

Resources:

Regulatory Standards for Education and Training Providers

Standards for Registered Training Organisations (RTOs) 2015 - F2014L01377

<http://www.comlaw.gov.au/Details/F2014L01377>

Users Guide to the Standards for RTOs 2015 -

<http://www.asqa.gov.au/users-guide-to-the-standards-for-rtos-2015/users-guide-to-the-standards-for-registered-training-organisations-2015.html>

ASQA Fact Sheet - Choosing a training provider

http://www.asqa.gov.au/verve/_resources/FACT_SHEET_Choosing_a_training_or_education_provider.doc

ASQA Fact sheet—Health and safety requirements for educational premises

<http://www.asqa.gov.au/media-and-publications/health-and-safety-requirements-for-educational-premises.html>

Disability Standards for Education (2005)

<http://education.gov.au/disability-standards-education>

NSSC VET Standards and Policies

http://www.nssc.natase.gov.au/training_packages/standards_and_policies

TEQSA - Selected resources to guide good practice

<http://www.teqsa.gov.au/sites/default/files/GoodPracticeResources.pdf>

Standards for Training Packages

http://www.nssc.natase.gov.au/data/assets/pdf_file/0014/71510/NSSC_-_Standards_for_Training_Packages_v1.0.pdf

Relevant International Instruments, National and State Legislation

United Nations Convention on the Rights of Persons with Disabilities - 2007

<http://www.un.org/disabilities/convention/conventionfull.shtml>

Australian Human Rights Commission (Disability Rights)

http://www.humanrights.gov.au/disability_rights/index.html

SA - Equal Opportunity Act 1984

<http://www.legislation.sa.gov.au/LZ/C/A/EQUAL%20OPPORTUNITY%20ACT%201984.aspx>

NSW – Anti Discrimination Act 1977

http://www.austlii.edu.au/au/legis/nsw/consol_act/aa1977204/

Victoria – Equal Opportunity Act 2010

<http://www.humanrightscommission.vic.gov.au/index.php/the-law/equal-opportunity-act>

Queensland – Anti Discrimination Act 1991

<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/A/AntiDiscrimA91.pdf>

ACT – Discrimination Act 1991

<http://www.legislation.act.gov.au/a/1991-81/current/pdf/1991-81.pdf>

WA – Equal Opportunity Act 1984

<http://www.eoc.wa.gov.au/AboutUs/TheEqualOpportunityAct.aspx>

Tasmania – Anti Discrimination Act 1998

http://www.austlii.edu.au/au/legis/tas/consol_act/aa1998204/

NT – Anti Discrimination Act 1996

<http://notes.nt.gov.au/dcm/legislat/legislat.nsf/linkreference/Anti-Discrimination%20Act?opendocument>

Summary Guide to Anti Discrimination laws around the States and Territories

<https://www.humanrights.gov.au/guide-australias-anti-discrimination-laws#summary>

Education and Disability

<https://www.humanrights.gov.au/education-and-disability>

National Privacy Principles

<http://www.oaic.gov.au/privacy/privacy-resources/privacy-fact-sheets/other/privacy-fact-sheet-2-national-privacy-principles>

Guides relating to Education and Disability

Training Students with Disability

<http://www.skills.sa.gov.au/for-training-providers/knowledge-centre/training-students-with-disability>

National Disability Coordination Officer Programme

<http://education.gov.au/ndcoprogramme>

ADCET (Australian Disability Clearinghouse of Education & Training)

www.adcet.edu.au

Choosing your path. Disclosure: It's a personal decision

<http://pubsites.uws.edu.au/ndco/disclosure/>

Access to Jobs, Traineeships and Apprenticeships

JobAccess

<http://www.jobaccess.gov.au/>

Australian Traineeships and Apprenticeships Information Service

<http://www.australianapprenticeships.gov.au/publications/support-australian-apprentices-disability>

Skill Reforms – National and State/Territory information

COAG Skills Reforms - https://www.coag.gov.au/skills_and_training

ACT - http://www.det.act.gov.au/training/funded_training_initiatives/skilled-capital

NSW - <http://www.training.nsw.gov.au/smartandskilled/index.html>

NT - <http://www.dob.nt.gov.au/training/skills-reforms/specific-reforms/Pages/default.aspx>

SA - <http://www.skills.sa.gov.au/>

Tas - <http://www.skills.tas.gov.au/providers/rtos/endorsedrtosystem>

Vic - <http://www.education.vic.gov.au/victorianskillsgateway/Pages/providers.aspx>

WA - <http://www.futureskillswa.wa.gov.au/Pages/default.aspx>

Professional Development and Awards

ACPET Professional Development

<http://www.acpet.edu.au/services/professional-development/>

National Disability Coordination Officer (NDCO)

<http://www.education.gov.au/NationalDisabilityCoordinationOfficerProgram/Pages/default.aspx>

Australian Training Awards

<http://www.australiantrainingawards.gov.au/home>