

Enhancing the experience — of students with disability through VET Disability Awareness eTraining

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disABILITY AWAREness
Supporting Students in VET



Disability and VET

- 4.0 million plus students enrolled in VET
- Approximately 5.0% (200,000) have reported having a disability
- VET students with disability report:
 - *low participation*
 - *poor experiences*
 - *limited educational outcomes*
- VET sector staff require training
- Limited training is available


VET Disability Awareness e-Training project

- **key research outcomes**
 - **how outcomes inform the project**
 - **critical aspects of the eTraining Modules.**
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Rights, Responsibilities and Obligations

- ❖ Convention on the Rights of Persons with Disability 2006
- ❖ Disability Discrimination Act 1992 (DDA)
- ❖ Disability Standards for Education 2005
- ❖ State and Territory Equal Opportunity Legislation
- ❖ Standards for RTOs 2015

RTOs have responsibilities and obligations to:

- ensure access and equity
 - have explicit and responsive policies and practices
 - ensure students are well informed about their rights and responsibilities
 - training and assessment strategies that meet diverse needs
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Key strategies for meeting obligations

- Disability Action Plans
- Student, Equity and Disability Services
- Individual Learning Plans, Disability Access Plans, Learning Support Plans or Learning Access Plans
- Informed Choices and Statements of Inherent Requirements
- Reasonable Adjustments
 - Determining, Implementing and Documenting
 - Maintaining Integrity of Courses
- Universal Design for Learning



The Inclusion of People with Disability in VET Cross Sector Project 2017

Skills and Knowledge Gaps...

- Understanding of disability
 - Bias against inclusion
 - Lack of flexibility
 - Communication and Confidence
 - Poor Implementation of Reasonable Adjustment
 - Availability of Supports and Resources
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The Inclusion of People with Disability in VET Cross Sector Project 2017

Recommendations:

- Enhancement of inclusive teaching practice skills and knowledge through the creation of new:
 - Units and Skill Set for VET practitioners wishing to build skills for, or specialising in, delivery and assessment to learners with disability
 - Cross sector units and recommended use of, or changes to, existing units to promote support for diversity in organisations, and inclusive hiring practice
 - Skill Set in delivering career pathways and development support for people with disability



The Inclusion of People with Disability in VET Cross Sector Project 2017


Vocation and Education Units

- TAEXDB401 - Plan and implement individual support plans for learners with disability
- TAEXDB402 - Plan and implement accessible training and assessment for learners with disability

Employment Units

- BSBXDB401 - Develop and implement recruitment processes that are inclusive of people with disability
- BSBXDB501 - Support staff members with disability in the workplace

Customer Service

- BSBXDB301- Respond to the service needs of customers and clients with disability
 - BSBXDB502 - Adapt organisations to enhance accessibility for people with disability
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Review of the Disability Standards for Education 2015


Key findings of the review indicated the Standards:

- known and used - not always
- challenging to apply
- prescribe minimum rather than aspirational expectations
- require additional guidance about the process and requirements
- focus too heavily on complaints mechanism for compliance
- applied differently in each education sector
- strengthen pre-service and post qualification training for educators



Review of the Disability Standards for Education 2015

Recommendations:


- information about rights, obligations and complaints
 - a range of exemplars of good practice
 - training and guidance for VET educators
 - nationally consistent tools for 'self-audits'
 - improve consultation practices with students or their associates
 - coordinated collection and analysis of relevant complaints data
 - nationally consistent monitoring and accreditation of compliance
 - improved continuity and consistency of adjustments
 - consistency of funded supports in different educational settings
 - strategies to increase accessible learning materials
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Vocational Education and Training (VET) Students with Mental Health 2017

Key Findings:

- a need for greater awareness
- disclosure and help-seeking
- appropriate skills, supervision and support for VET Staff
- clarity of role and responsibility

Recommendations:


- develop a coordinated policy response
 - support VET and community service partnerships
 - develop national guidance and resources
 - increase mental health awareness and literacy
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Supporting tertiary students with disabilities – individualised and institutional level approaches in practice 2015


Key Findings:

- A range of adjustment is needed
- Learner support / services
- Disclosure
- Disparity between Educator and Student perspectives/thoughts

Recommendations of best practice included:

- Universal Design for Learning
 - increased training and guidance for educators
 - recognising and responding to individuality
 - inclusive teaching practices
 - scaffold learning
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Unfinished Business: student perspectives on disclosure of mental illness and success in VET 2012

- Key Issues:
 - Disclosure
 - Interdependence
 - Gaps in expectations and capacity to provide support
 - Useful strategies of supports :
 - clearer information about reasonable adjustments a, accommodations and supports available.
 - closer monitoring of attendance, accountability, and performance.
 - clear instructions, expectations and timeframes about assessment tasks
 - provision of timely and constructive feedback
 - ability to apply for extensions with clear parameters
 - note takers or notes from sessions
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Recommended inclusions/considerations for the e-Training Modules

- individualised approaches
- policies and procedures
- understanding of roles and responsibilities
- professional development for all VET Staff
- Informed Choices/Statements of Inherent Requirements
- determining inherent requirements
- implementing reasonable adjustments
- documenting information about reasonable adjustments
- Universal Design for Learning

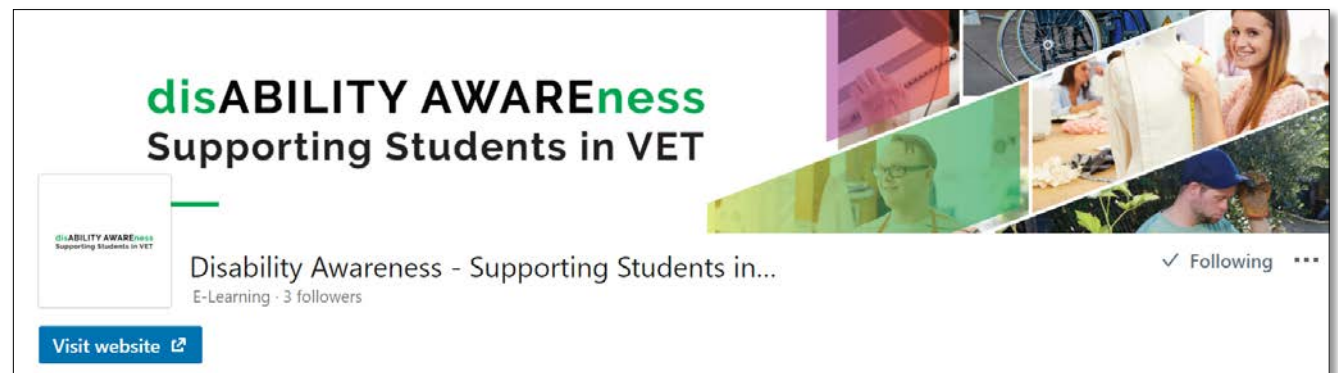


Challenges and Limitations

- Research :
 - Outcomes and Value of VET
 - Higher Education
 - VET Educator Capabilities
 - Sector Separation
- Limited Training and Capability Building Resources
- Training Packages/Companion Guides silent on the matters of inherent requirements and reasonable adjustments
- Reasonable adjustments at work vs in training
- VET not always well understood



Disability Awareness: <https://disabilityawareness.com.au/>




VET Disability Awareness eTraining

- **Module 1: VET Staff**

- Overview of Disability
- Disability and Education
- Responding to the Needs of Students with Disability
- Access and Assistance
- Rights, Responsibilities and Obligations

- **Module 2: VET Educators**

- Overview of Disability
 - Responding to the Needs of Students with Disability
 - Course Counselling
 - Learning Access Plans
 - Inherent Requirements and Reasonable Adjustments
 - Teaching and Learning
(including Universal Design for Learning)
 - Working with External Agencies
 - Rights, Responsibilities and Obligations
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Conclusion

- Literature Review ✓
 - Module Content ✓
 - Interactivity and Accessibility
 - Building the Modules
- ❖ Launch - December 3rd to coincide with the International Day of People with Disability.



Questions ???

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