


Training Accreditation Council
WESTERN AUSTRALIA

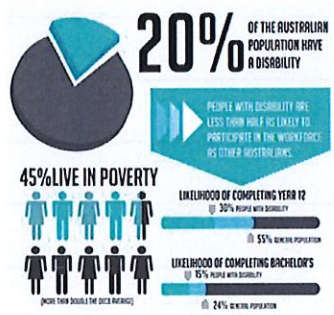
Reasonable Adjustment and Inclusive Practice

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Disability Snapshot



20% OF THE AUSTRALIAN POPULATION HAVE A DISABILITY

PEOPLE WITH DISABILITY ARE LESS THAN HALF AS LIKELY TO PARTICIPATE IN THE WORKFORCE AS OTHER AUSTRALIANS.

45% LIVE IN POVERTY
(MORE THAN DOUBLE THE RATE AMONGST OTHER AUSTRALIANS)

LIKELIHOOD OF COMPLETING YEAR 12
20% PEOPLE WITH DISABILITY vs 55% GENERAL POPULATION

LIKELIHOOD OF COMPLETING BACHELORS
15% PEOPLE WITH DISABILITY vs 24% GENERAL POPULATION

Source: The Able Movement – based on data from the Australian Institute of Health and Welfare



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Objectives

The purpose of today's workshop is to improve our understanding of reasonable adjustment and inclusive practice. The key areas of focus will be:

- The meaning and reasons for reasonable adjustment and inclusive practice
- The legislation and regulation that informs our practice
- Reasonable adjustment throughout the learners journey with the RTO
- Maintaining integrity of outcome standards
- Keeping records of reasonable adjustment processes



Reasonable Adjustment




Any modification made to the:

- learning environment
- certification requirements
- training delivery or
- assessment method

to help learners with disability or ongoing ill health access and participate in education and training on the same basis as those without disability or ongoing ill health.

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What is inclusive practice?

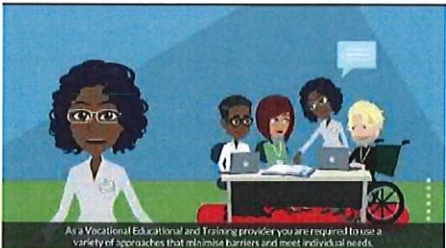


Inclusive practice is an approach to teaching that recognises the diversity of learners, enabling all learners to access course content, fully participate in learning activities and demonstrate their knowledge and strengths at assessment.

Inclusive practice values the diversity of a learner group as a resource that enhances the learning experience.


Source: www.ecs.ac.uk/typical/typical-and-for-academics-factsheets

Reasonable adjustment in RTOs



As a Vocational Educational and Training provider you are required to use a variety of approaches that minimise barriers and meet individual needs.



<https://www.youtube.com/watch?v=L3DXwFmPYA>




Legislative Requirements

- *Disability Discrimination Act 1992*
- *Disability Standards for Education 2005:*
Clauses: 3.3, 3.4, 3.6, 3.7 and 6.3
- *Equal Opportunity Act 1984 [WA]*
- Standards for RTOs





Challenges to supporting learners and providing reasonable adjustment





Activity 1 - What challenges have you experienced in your RTO with regard to supporting learners and providing reasonable adjustments?

Why do you think these happened?

Record your answers in column one and two of your handout.

5 minutes



The Learner's Journey


Marketing and Recruitment



Enrolment

Support and Progression

Training and Assessment


Completion



Marketing and Recruitment



Standard 4 - Accurate and accessible information about an RTO, its services and performance is available to inform prospective and current learners and clients.



Key actions to support learner decision:

- Educate staff
- Understand the requirements of the training products you offer and the workplace requirements
- Make information available in a range of formats
- Consult with disability services and advocates to determine how to present information in alternative formats
- Be clear about what services you can and cannot provide... and be open to considering other options

How To Make Information Accessible
A guide to making any text accessible
Source: <http://www.changepeople.org>



First aid training

Activity 2 - For each of the 5 examples provided in your handout what are the:

- positives
- negatives
- what changes would you make?


Record your answers in the table in Activity 2 of your handout.

5 minutes

Enrolment

Standard 5 - Each learner is properly informed and protected.



- Disclosure is not a requirement.
- What might encourage learners to share the impact of their disability or ongoing ill health?

Support and Progression

Clause 1.7 - Learner needs are assessed by the RTO and the RTO considers appropriate support services to enable the learner's progression.

VET Sector (Staff and Educators) Courses

Program 1 - VET Staff Supporting Students with Disability

Program 2 - VET Educators Supporting Students with Disability

EFFECTIVE CONSULTATION:
Improving outcomes for students with disability

Background
The Disability Standards for Education 2005 (DSE) require education providers to ensure that the student and their associates have the opportunity to participate in education on the same basis as other learners. The standards require education providers to ensure that students and parents have a right to all subjects to consult with their educational providers.

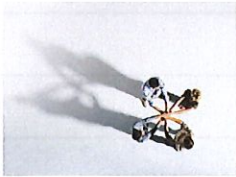
Key principles
Effective consultation is based on the following key principles:

Student Involvement
Agreement between a school about the best interests of the student and other stakeholders to ensure that consultation activities. Other stakeholders involved in the process are:


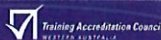
What questions should the consultation process answer?

- Are the adjustments necessary?
- Will the adjustments enable the learner to enrol, participate, or access services on the same basis as other learners?
- Do the adjustments respond to the learner's needs, abilities and interests?
- Will the adjustments maintain the integrity of the qualification and be transferable to the workplace?
- Is further advice required?
- Do the adjustments balance the interests of all parties, including the RTO?
- Are there other adjustments that would be as beneficial for the learner but less disruptive or intrusive for others?
- When will the impact of the adjustments be reviewed?

Who should I consult with?




- Learner and/or associate
- Trainers/assessors
- Support people
- Disability practitioners
- External experts
- Industry






Training and Assessment

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 (Clauses 1.1, 1.2, 1.3 and 1.8).



<https://www.youtube.com/watch?v=WrbFO-Volg>






Exploring Reasonable Adjustments

Activity 3

Exploring Reasonable Adjustments

National Unit Code and Title:				
Summary of the Intent of the Unit:				
Elements/Performance Criteria	Assessment requirements, evidence and conditions	Inherent requirements	Assessment Tasks	Potential Reasonable Adjustments
Comments				

Janine

Activity 4 - Read the case study on page 6 of your handout.

Pages 7 and 8 of the handout list a range of possible strategies that could be used to assist Janine.

- Select 5 that you feel are most appropriate and explain why in the table's reason column
- Now, put the numbers for your choices in the chat box and explain why, for one strategy chosen (chat box example below)

1, 2, 5, 12, 23. Strategy 3 would provide Janine with extra time to think about her responses and address her memory issues.

B I U G **Send**

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Completion

Learners who are assessed as meeting the course or training package requirements are issued with AQF certification (Clauses 1.8 and 3.1)




Australian Qualifications Framework

In the process of reasonable adjustment, RTOs have to balance meeting the needs of the learner with this principle of integrity. The RTO must ensure that in the issuance of AQF testamurs, all requirements have been met.





Record Keeping


RTO records for learners with disability or ongoing ill health should include:



- The grounds for eligibility for reasonable adjustment decision
- Evidence used to determine eligibility and reasonable adjustments
- Consultation undertaken with the learner or an associate of the learner
- The reasonable adjustment(s) available to the learner
- The subjects and assessment task(s) for which adjustments are provided.
- The reasons why requested adjustments are not provided.



How could I address my challenges?



Think back to activity one.

Given our discussion, what possible actions could you take in your RTO to address some of the challenges that you identified?

3 minutes



The *magic* in Reasonable Adjustments



...are the **opportunities** that they provide for us all to perform at our best.





Questions





References and Resources

- *Disability Discrimination Act 1992*
- *Disability Standards for Education 2005*:
Clauses: 3.3, 3.4, 3.6, 3.7, 6.3
- *Equal Opportunity Act 1984 [WA]*
- Standards for RTOs
- TAC Fact Sheet – Reasonable Adjustment and Inclusive Practice
- www.disabilityawareness.com.au
- www.adcet.edu.au/inclusive-teaching/access-plans-for-vet-educators



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