

WORKING WITH DIVERSITY

A Guide to Equity and the AQTF



AUSTRALIAN
NATIONAL TRAINING
AUTHORITY

WORKING WITH DIVERSITY: A GUIDE TO EQUITY AND THE AQTF

Authors:

**Rachel Robertson & Maxinne Sclanders of Nexus Strategic Solutions
Jenna Zed of Burrany Bunitj and Heli Donaldson**

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Enquiries should be directed to:

Australian National Training Authority (ANTA)
Level 11, AMP Place
10 Eagle Street
Brisbane QLD 4000
Phone: 07 3246 2300
Fax: 07 3246 2490
Website: <http://www.anta.gov.au>

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Melbourne VIC 3000
Phone: 03 9655 0600
Fax: 03 9639 4684
Website: <http://www.atpl.net.au>

Preface

Access to relevant, quality, appropriate skill development opportunities is a practical and effective way for Australians to overcome disadvantage. Our national training system through the Australian Quality Training Framework (AQTF), sets standards that seek to support Registered Training Organisations (RTOs) in providing products and services that respond to the diverse needs of all clients, including those from disadvantaged groups such as people with a disability and Indigenous Australians.

This publication, *Working with Diversity: A Guide to Equity and the AQTF*, seeks to assist Registered Training Organisations and auditors to provide quality services to all learners, and meet their obligations under the AQTF.

This guide, together with *Working with Diversity: Quality training for Indigenous Australians*; *Working with Diversity: Quality training for people with a disability*; and accompanying resources will assist in achieving the goals in the Blueprint for implementation of *Partners in a Learning Culture* – Australia’s National Strategy for Aboriginal and Torres Strait Islander peoples in vocational education and training, and the Blueprint for implementation of *Bridging Pathways* – the National Strategy for increasing opportunities for people with a disability in vocational education and training.

You can also purchase a copy of this guide from the Australian Training Products website at <http://www.atpl.net.au/>, download a copy from the ANTA website at www.anta.gov.au/, or use the website form at www.westone.wa.gov.au/workingwithdiversity.

We invite you to use this guide and provide real opportunity for all your clients to fulfil their potential through VET.



Bill Wilson
AITAC Co-Chair



Mark Bagshaw
ADTAC Co-Chair

Acknowledgements

NATIONAL REFERENCE COMMITTEE

Sarojini Choy
Project Officer, Australian National Training Authority

Jenny Du Moulin
Director, Training Quality Regulation, Department of Employment and Training, Queensland

Lynn Hammond
Member, Australian Disability Training Advisory Council
Senior Executive Officer Equity, Equity, TAFE Queensland

Craig Harrison
General Manager, Employment and Training Services, Barkuma Incorporated, South Australia

Madeline Scully
Manager, Participation Initiatives, Office of Training and Tertiary Education, Victoria

Bill Wilson
Co-Chair, Australian Indigenous Training Advisory Council,
Project Officer, Department of Further Education, Employment, Science and Technology and Training, South Australia

STATE STEERING COMMITTEE

Sonia Bunic
Manager, Training Accreditation Council

Catherine Dunn
A/Manager Vocational Education and Training Access, Department of Education and Training, Western Australia

Helen Errington
Senior Project Officer – Disability, Department of Education and Training, Western Australia

Wendy Smith
Coordinator of Aboriginal Employment, Department of Education and Training, Western Australia

Russell Thom
Director, IndustryI, Western Australia

CONSULTANTS

Rachel Robertson
Director, Nexus Strategic Solutions, Western Australia

Maxine Sclanders
Director, Nexus Strategic Solutions, Western Australia

Heli Donaldson
Consultant, Western Australia

Jenna Zed
Consultant, Burrany Bunitj, Western Australia

PROJECT TEAM AT WESTERN AUSTRALIAN DEPARTMENT OF EDUCATION AND TRAINING

Kate Guthrie (Chair)
A/Manager Programs and Development, Vocational Education and
Training, Department of Education and Training, Western Australia

Cheryl Wiltshire (Executive Officer)
Senior Consultant, Vocational Education and Training, Department of
Education and Training, Western Australia

Sonia Chiem
Senior Consultant, Access and Equity, Department of Education and
Training, Western Australia

NATIONAL CONSULTATION

During the development of the project, stakeholders across Australia were consulted, including public, private and community RTOs, auditors, state training authorities, community organisations including disability groups and Indigenous communities and organisations, researchers and other interested parties.

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Introduction

As a Registered Training Organisation (RTO), how well do you meet your learners' needs?

As an Australian Quality Training Framework (AQTF) auditor, how well do you assess whether RTOs meet their learners' needs?

This Guide can help you review how you do these things and make improvements.

It provides useful information and trigger questions for reviewing what you currently do.

PURPOSE OF THIS GUIDE

This Guide is part of a suite of three resources on equity and the AQTF. The accompanying resources are:

- *Working with Diversity: Quality training for Indigenous Australians*
- *Working with Diversity: Quality training for People with a Disability.*

If you are an RTO, these resources will help you decide how you can:

- meet your equity obligations under the AQTF
- provide a quality service to a diverse range of learners
- become a training provider of choice for a broad cross-section of clients
- meet your legislative and national policy equity obligations.

If you are an AQTF auditor or working with an RTO, these resources will help you assist RTOs in these areas.

This Guide is **not** intended to show RTOs the requirements for compliance with the AQTF *Standards for Registered Training Organisations*: that is the role of the Standards themselves assisted by the AQTF *Evidence Guide for Registered Training Organisation and Auditors*. Instead this Guide focuses on how to better meet the needs of learners and on the continuous improvement aspect of the AQTF.

WHY IS THIS GUIDE NEEDED?

All RTOs are required to meet their equity and access obligations; research shows they do not share a common understanding of equity and access, and that AQTF auditors too have a range of understandings.

This Guide is designed to encourage a shared view and to achieve improved outcomes for all learners within the vocational education and training (VET) sector.

Each RTO's scope of registration and scale of operations will differ; their clients may be very different too and their approaches to delivery and assessment will vary as will their systems and evidence of compliance with AQTF requirements. Despite these variations the same access and equity obligations must be addressed by each RTO.

Training statistics show that a number of groups within our community are still not gaining the full benefits of the VET system. More needs to be done for these groups.

WHO SHOULD READ THIS?

This Guide and accompanying resources have been written for:

- RTOs, including managers, trainers and assessors, administrators and support staff
- organisations wanting to become RTOs
- AQTF auditors
- people working with RTOs and AQTF auditors, for example those providing professional development services
- interested community and industry groups and employers.

WHEN AND HOW SHOULD WE READ THIS?

These resources have been developed for 'just in time' use. That is, the resources are meant to be used as and when you need the information. They make use of links to ensure that you can get to the information you need quickly.

Figure 1 is a map of the three resources and their contents.

Working with Diversity: A Guide to Equity and the AQTF
<p>What do I need to know? Introduction to these resources Introduction to the AQTF Equity in summary Working with equity and the AQTF</p>
<p>What do I need to do? Equity and the AQTF Information for clients Enrolment Training delivery Fair assessments Employment and further study assistance Decision making</p>
<p>Where can I get help?</p>

Working with Diversity: Quality Training for People with a Disability
<p>What do I need to know? The diversity of people with a disability Bridging Pathways: the National Strategy[0] Australian Disability Training Advisory Council Whole-of-life approach Progress in VET for people with a disability Disability legislation What is discrimination? Reasonable adjustment Disability Discrimination Act Education Standards</p>
<p>What do I need to do? Disclosure issues Partnerships with disability agencies Working with Training Packages Learner-centered delivery and assessment Reasonable adjustment Fair assessments Learner support Staff development Assisting learners into employment</p>
<p>Where can I get help?</p>

Working with Diversity: Quality Training for Indigenous Australians
<p>What do I need to know? Key background information Partners in a Learning Culture Cultural issues</p>
<p>What do I need to do? Key issues Networking Diversity of Indigenous peoples and communities Community consultation and partnerships Cultural integrity Working with Training Packages Culturally appropriate training Culturally appropriate assessment Indigenous staff Staff training Language and literacy issues Support services Indigenous input to decision making Pathways to employment</p>
<p>Where can I get help?</p>

Figure 1: Content of the suite of Working with Diversity products

A number of icons will help you find your way through this Guide:



AQTF Standards—denotes the specific Standards of the AQTF *Standards for Registered Training Organisations* that relate to the issue



What others are doing—provides examples of what other RTOs are doing



Questions for RTOs—denotes key questions an RTO might ask and consider



Key issues—outlines key issues RTOs face and provides suggestions.



Essential links—provides links to relevant information on the topic.

If you are reading this on-line, use the links to navigate through the resource; if you are reading a printed version, use the page numbers instead.

WHICH PARTS OF THE RESOURCE WILL INTEREST ME MOST?

Focus on aspects that interest you, or start with the following areas.

- RTO Managers—try looking at ‘Questions for RTOs’.
- Trainers and assessors —try looking for ‘Key issues’ and ‘What others are doing’.
- Front line or client services RTO staff—try looking at ‘Key issues’.
- Auditors—try looking at ‘Questions for RTOs’.

A NOTE ON TERMINOLOGY

In this Guide and Resources, the term ‘learner’ is used to describe an individual learning or wishing to learn via the VET system. The term ‘learner’ is used to cover all learners, whether employed or not, whether undertaking full or part time training and regardless of the type of training being undertaken. We recognise that some RTOs call their individual learners ‘clients’, but we have used the term learner in most cases to avoid confusion with the term clients, which is also often used to describe employers or industry.

The focus of this Guide is on meeting the needs of individual learners.

The Australian Quality Training Framework (AQTF)—an Introduction

WHAT IS THE AQTF?

The AQTF refers to the nationally agreed quality arrangements for VET adopted by Ministers in June 2001. The Standards of the AQTF are in two parts. For copies go to:

<http://www.anta.gov.au/publication.asp?qsID=86>.

Standards for Registered Training Organisations

To obtain and maintain registration, RTOs must meet the *Standards for Registered Training Organisations*. Many of the Standards include equity requirements and this Guide will help you recognise these.

Standards for State and Territory Registering/Course Accrediting Bodies

States and Territories must comply with these Standards in registering and auditing RTOs and accrediting courses. While an important part of the AQTF, they are less relevant to most RTOs and therefore are rarely mentioned in this Guide. However, RTOs must meet Standards 27 and 28 when developing and accrediting courses and these include equity requirements.

The *Standards for State and Territory Registering/Course Accrediting Bodies* are supported by the *Guidelines for Course Developers*. Course developers must follow those Guidelines when developing and documenting VET courses for accreditation. A number of equity issues arise from course development and are addressed in this Guide.

WHAT STANDARDS FROM THE STANDARDS FOR REGISTERED TRAINING ORGANISATIONS RELATE TO EQUITY?

While many people are aware that Standard 6 'Access and equity and client service' refers to equity they may not be aware that RTOs must also consider equity issues in relation to compliance with other Standards.

For example, Standard 1 is about systems that provide for quality services; an equity policy or equity considerations integrated into other policies would typically be a component of this. Under Standard 2 all RTO staff must be aware of legislation, and this includes legislation about equity matters. To meet Standards 8 and 9 you will need to address a wide range

of equity issues relating to training delivery and fair assessments relevant to your context, your clients and their needs.

This Guide will help you to recognise how equity issues impact across the entire business of the RTO, and how it can be addressed with a whole-of-organisation approach.

WHICH ASPECT OF THE AQTF GUIDELINES FOR COURSE DEVELOPERS RELATES TO EQUITY?

While only one section of the Guidelines has a direct reference to access or equity in its heading (section 2.4 Access and Pathways), throughout the document it clarifies that equity issues must be considered in the course development process to promote access and pathways. Part 4 contains the *Guidelines for Customisation of Accredited Courses under the AQTF*.

WHAT ABOUT TRAINING PACKAGES?

A Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.

Training Packages do *not* prescribe the *way* an RTO delivers training; they specify the outcomes of training and the standards to ensure training meets workplace needs. In developing delivery and assessment strategies, RTOs can be flexible, creative and responsive to diverse industry and client needs as long as they meet the specific Training Package requirements.

RTOs can tailor Training Packages for their learners' needs and can deliver the training and assessment services in the way that best meets their learners' needs. The ANTA Training Package website has material on equity issues and Training Packages as well as information on how Training Packages can be tailored for specific groups.

See: www.anta.gov.au/pubBundle.asp?qsID=11

and

www.training.com.au/anta/cda/page/generalcontent/0,,a1534_b30649_f-tailoring-courses,00.html

THE AQTF AND CONTINUOUS IMPROVEMENT

Standard 1.10 of the *Standards for Registered Training Organisations* requires RTOs to develop and implement written procedures for continuous improvement of their systems.

This Guide provides support for RTOs attempting to improve their approach to equity and the outcomes for their learners. It includes examples of successful strategies, questions RTOs can ask themselves, and key issues to consider in thinking about equity.

The pace of organisational change can be slow. RTOs are diverse; they vary greatly in their size, scope, scale and place of operations and use a range of different approaches to delivery and assessment for diverse client groups. No one approach or solution is the best—auditors and RTOs must take into consideration the context when evaluating practices and evidence.

Equity in Summary

WHAT IS EQUITY?

The AQTF *Standards for Registered Training Organisations* provide the following nationally agreed definition of access and equity.

Access and equity means the policies and approaches that ensure that vocational education and training is responsive to the diverse needs of all clients. Through the implementation of these policies and approaches, the benefits of participating in vocational education and training are available to everyone on an equitable basis.....

While States and Territories may use a range of terms and definitions regarding equity, the goals of all VET policies on equity are the same nationally: to improve access to and outcomes from VET for all clients and potential clients.

ANTI-DISCRIMINATION LEGISLATION

RTOs must comply with the following Commonwealth anti-discrimination legislation:

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Human Rights and Equal Opportunity Act 1986
- Commonwealth Racial Discrimination Act 1975
- Commonwealth Sex Discrimination Act 1984.

RTOs must also comply with the anti-discrimination legislation that applies within their State or Territory of registration and operation. See www.hreoc.gov.au for more details.

IS EQUITY THE SAME AS EQUAL TREATMENT?

No. Equity is not treating everyone the same. It is about ensuring that all people and all groups of people participate, have the opportunity to reach their potential, make choices and receive responsive and appropriate products and services.

In other words, the destination for all learners is the same but the journey may be different. For example, some learners may gain qualifications through a Recognition of Prior Learning (RPL) process; others may complete training before being assessed; and some learners may need more time than others, because of family responsibilities or because they are returning to learning after a long interval.

RTOs can enhance equity by being flexible and responsive, avoiding a 'one size fits all' solution to training and assessment.

The AQTF *Standards for Registered Training Organisations* do not require evidence that you treat your learners the same; you are however required to show evidence how you identify and respond to individual learning needs.

THE TERMS ACCESS AND EQUITY

Access generally refers to the ability to enter training. Improving access might involve strategies such as improving physical access to a training venue; ensuring that selection criteria do not discriminate against learners; adapting marketing activities to encourage all learners. Access issues form a sub-set within equity issues.

Equity is a term used to cover issues relating to access to VET, participation in VET, and achievement of outcomes in VET. Equity issues cover a wide range of matters. Examples of equity strategies include providing a supportive learning environment; adjusting assessments to meet individual circumstances; implementing policies on fee reduction; developing and using inclusive training materials. Essentially, equity refers to the capacity for all learners to achieve results in training and to receive training in an inclusive environment with inclusive materials.

Inclusive environments and materials acknowledge and value the differences between people and cultures; they include rather than exclude.

WHAT IS DIVERSITY?

A useful definition of diversity is 'the quality of being different and unique at an individual or group level'¹ Diversity may be discussed in relation to ethnicity, culture, gender, race, age, functional diversity, personality and learning styles. Recognising and valuing diversity means creating and sustaining an environment in which everyone can achieve their full potential. This may include removing systemic barriers and creating new ways of doing business.

¹ Smith, Duncan, 1998, 'The Business Case for Diversity', *Monash Mt Eliza Business Review*, November, pp 72-76.

WHAT IS PRODUCTIVE DIVERSITY?

A number of organisations in business, in industry and in the VET sector are now moving towards what is called an integrated productive diversity model. Although the words sound complex, the ideas behind this are not.

A productive diversity approach aims to embed access and equity goals within an organisation's core business attempting to address the needs of individuals by changing the business approach in response to diverse client needs. For RTOs that use a productive diversity approach, meeting diverse learner needs becomes a central organising principle of the business. This approach builds on access and equity work already undertaken in the VET sector and integrates it into the quality assurance process.

As the key quality assurance framework, the *AQTF Standards for Registered Training Organisations* provide one mechanism by which an RTO can assess the extent to which its access and equity activities have been embedded into the mainstream organisational management processes. This Guide will assist you in assessing this, and in implementing positive changes.

One model of productive diversity which has recently been discussed within the VET sector is shown in Figure 2.

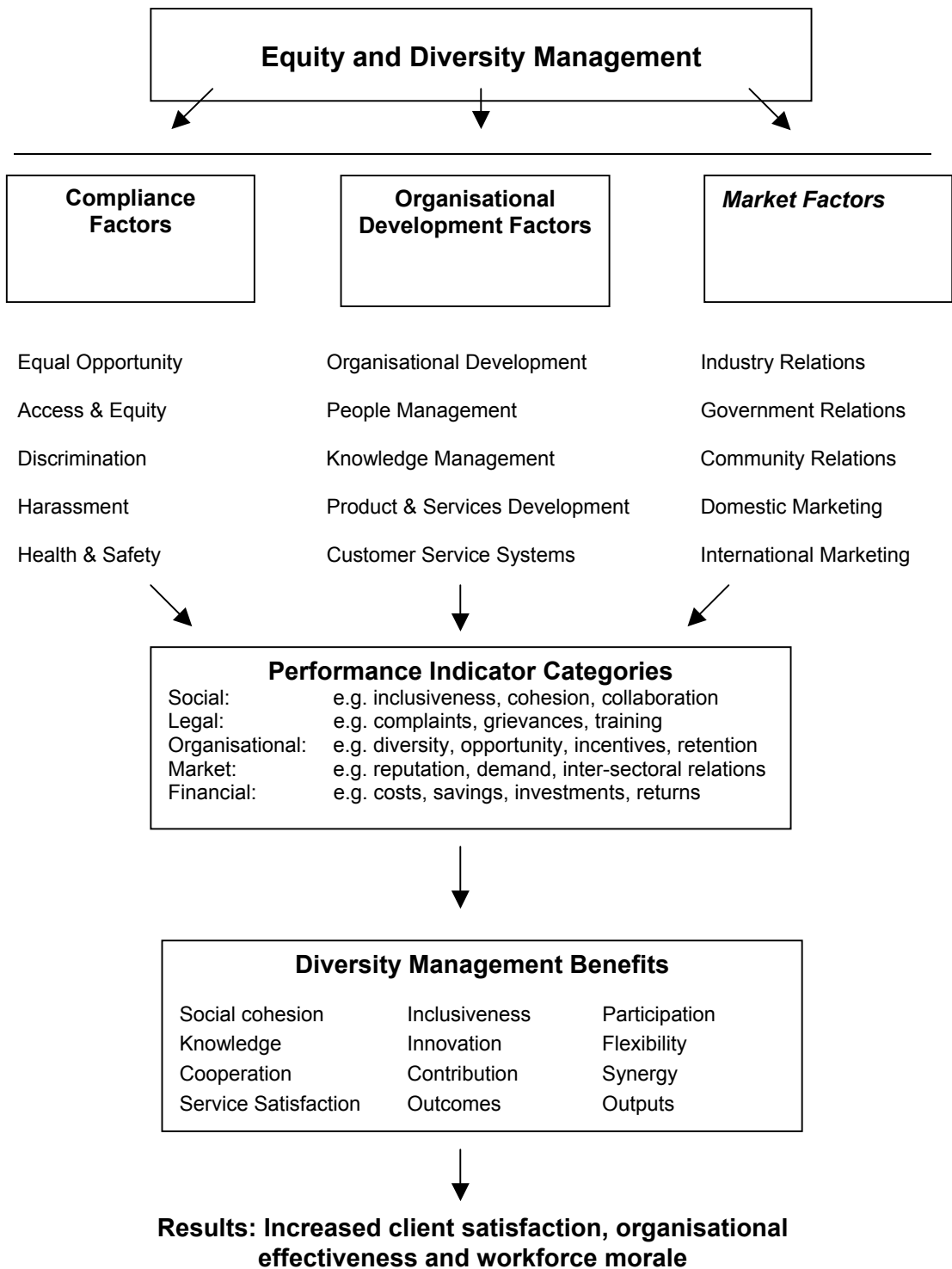


Figure 2: Model of Productive Diversity
(developed by Robert Bean, copyright ANTA)

WHY WORK ON PRODUCTIVE DIVERSITY?

Productive diversity makes good business sense. Australia now has a very diverse population and many businesses are recognising the benefits that arise from responding to this diversity.

Reasons for RTOs to improve their diversity include:

- winning more learners and clients—the training market is now more competitive with learners and other clients choosing RTOs based on the quality of services
- creating a competitive advantage—recent research has shown that for businesses wishing to become product or service innovators, an effective way to create a competitive advantage over rival businesses is to focus on diversity²
- meeting business and learner expectations—the Australian community is increasingly diverse with learners and businesses requiring flexible and responsive approaches to meet their individual needs
- preparing learners—by modelling good practice in equity and diversity management, RTOs prepare their learners to work more effectively in today’s diverse workplaces and communities
- meeting legal obligations—all employers and service providers are obliged to comply with national and state anti-discrimination legislation
- managing risk—you are less likely to receive a complaint of discrimination if you take active steps to comply with anti-discrimination legislation and use productive diversity approaches
- complying with policy requirements—all RTOs must comply with national and State and Territory policies on access and equity
- meeting the AQTF *Standards for Registered Training Organisations*—access and equity obligations are built into the AQTF, which all RTOs must meet to obtain and maintain their registration.

² Hay, Colin, 1996, *Managing Cultural Diversity*, AGP

MEETING NEEDS AND RECOGNISING BARRIERS

In meeting individual needs, past and present barriers to VET entry and success must be recognised and addressed. Some groups within the community have experienced more severe barriers than others and therefore continue to need assistance in accessing VET and achieving their goals.

Two groups who are recognised nationally as particularly under-represented in some areas of VET are:

- Indigenous peoples
- people with a disability.

Because of the ongoing inequities experienced by these two groups, National Strategies have been developed.

Other groups that may experience particular difficulties include:

- people with few financial resources
- people with low socio-economic status
- people with low literacy and numeracy skills
- people from culturally and linguistically diverse backgrounds
- women where they are under-represented
- mature aged people
- people from rural and remote regions
- offenders and ex-offenders.

Barriers experienced by individuals will depend on many factors, not just whether they fall into one or more of the above groups.

SHAPING OUR FUTURE

Shaping Our Future: National Strategy for vocational education and training 2004-2010 places equity at the forefront of the national training agenda.

Two of the four objectives of the National Strategy—objectives 2 and 4—focus on equity.

- Industry will have a highly skilled workforce to support strong performance in the global economy.
- Employers and individuals will be at the centre of vocational education and training.

- Communities and regions will be strengthened economically and socially through learning and employment.
- Indigenous Australians will have skills for viable jobs and their learning culture will be shared.

Five of the 12 strategies to achieve the vision and objectives of the National Strategy have a significant equity component, in particular Strategy 4 and its subsets shown below as dot points.

Strategy 4: Take positive steps to achieve equality of participation and achievement.

- A whole-of-life approach to disability issues (initiated in 2000 in the *Bridging Pathways* Blueprint) is implemented.
- A whole-of-life approach to Indigenous issues (initiated in 2000 in the *Partners in a Learning Culture* Blueprint) is implemented.
- The learning needs of people who face barriers due to age, gender, cultural difference, language, literacy, numeracy, cost, unemployment, imprisonment or isolation are addressed through an integrated diversity management approach.

Shaping Our Future clearly indicates that RTOs are expected to continue to improve their approach to equity and diversity issues.

WHOLE-OF-LIFE APPROACH

The term whole-of-life recognises that people do not learn or approach training in isolation. Other aspects of their lives influence their experience of learning and their employment situation. A whole-of-life approach recognises the range of issues in a person’s life—their work, relationships, training, leisure—over the whole course of their life.

An example of a whole-of-life approach to training is one taken by many Indigenous RTOs, who provide transport to the training venue, meals, support for family members of the learner, links into the community, use of community Elders as mentors and links with employers; this ensures that all aspects of learners’ lives contribute to supporting them in their learning and employment.

Another example of a whole-of-life approach is working with the parents of learners with a disability to support them while their children gain greater independence through learning—some parents may find the process of letting go of children with a disability very difficult even though they think it is in the best interests of their child.

BRIDGING PATHWAYS

Bridging Pathways is the national strategy for increasing opportunities for people with a disability in vocational education and training.

See <http://www.anta.gov.au/dapADTAC.asp>

PARTNERS IN A LEARNING CULTURE

Partners in a Learning Culture is the National Strategy for Indigenous peoples in vocational education and training.

See <http://www.anta.gov.au/dapAITAC.asp>

HOW DO EQUITY, THE AQTF AND SHAPING OUR FUTURE RELATE?

Figure 3 shows how this resource forms the intersection between equity issues, the AQTF and national VET policy.

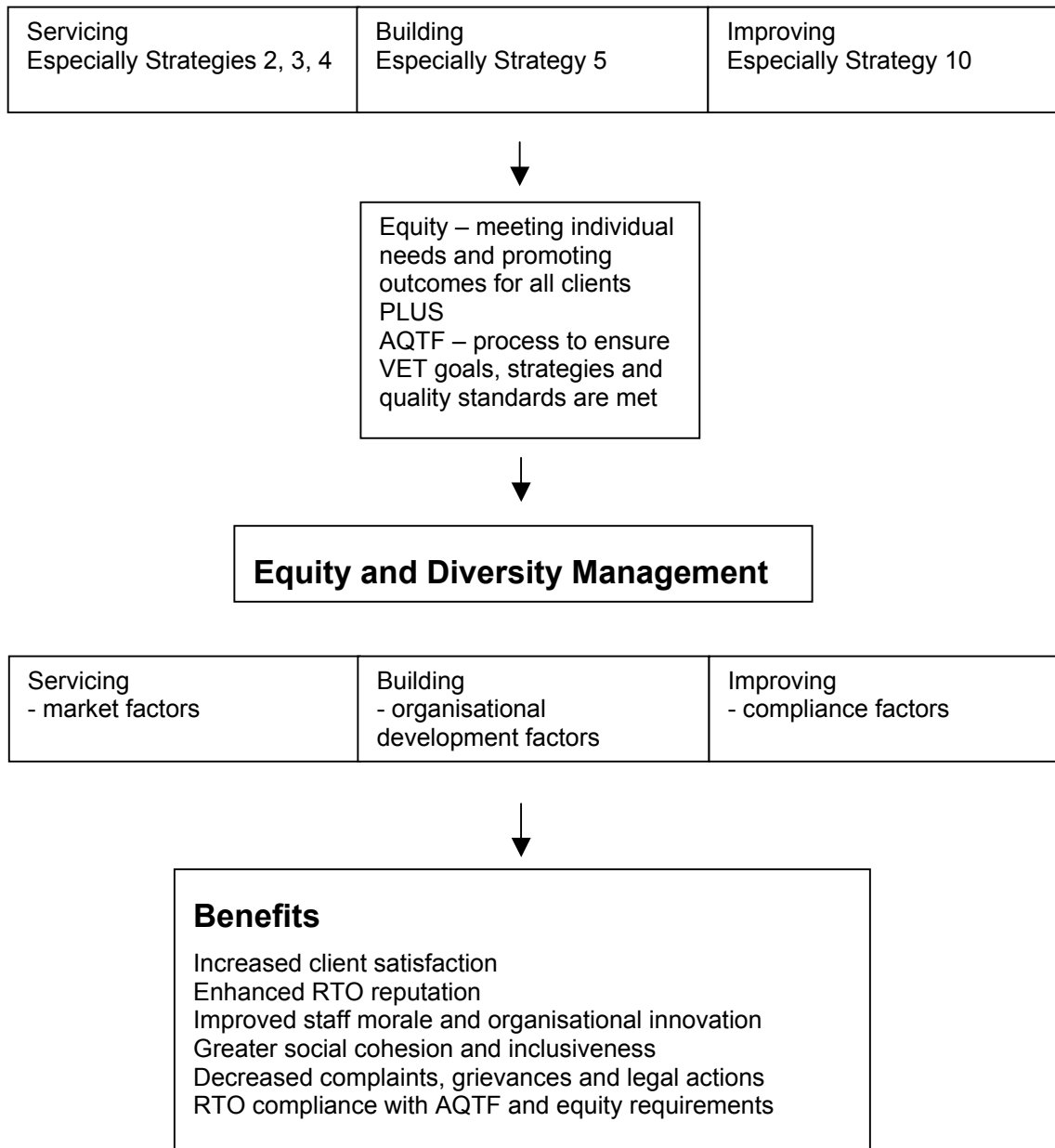


Figure 3: Relationship between Equity, AQTF and national VET Policy

Different learners, different journeys— working with equity and the AQTF

INTRODUCTION

This section aims to help RTOs and people working with RTOs review their operations to ensure that the needs of all learners are met.

As any educator or trainer knows, everyone is different and we all learn differently. We also have diverse personal characteristics, cultural backgrounds, levels of past education, family experiences, work and personal life experiences. These variations mean that training needs to be offered in flexible ways and with a range of support mechanisms.

In the past, we have sometimes described some people's needs as 'special' or 'additional'. However, we all have needs and no one person's needs are more special than, or additional to, another's. For example, in order to learn word-processing skills, one person may need a desk of a certain height and size, an ergonomic chair and an up-to-date computer. However, a person in a wheelchair will not need the chair at all, but will need a desk of a certain height and an up-to-date computer. These two learners have different needs; there is nothing special about either of them—they each have a specific learning need that an RTO can and should meet.

Every *special* service I ever came across was worse than the *normal* one. (Anonymous person with a disability from www.bbc.co.uk/ouch).

Special means not special. Special means second class. (Anonymous person with a disability from www.bbc.co.uk/ouch)

This section is not about providing answers or prescriptions for RTOs; it notes the key things you might have to consider in meeting the needs of all learners and in meeting the AQTF *Standards for Registered Training Organisations*.

Issues covered in this section include:

- information
- enrolment
- training delivery
- assessment
- employment and further study
- decision making.

INFORMATION

Learners and potential learners use a range of ways to find out about training opportunities in their community.



Information relates to the *AQTF Standards for Registered Training Organisations*: 5.2; 6.3; 8.2; 12.1; 12.3.

ANNA'S STORY

Anna is a 35 year old woman in a regional town who wants to return to part time employment in a year's time when her children are in full time schooling. She feels she needs to update her IT skills. She is wary about going into vocational education because she thinks it is mainly for school leavers and is worried about being older and slower to learn computing skills than other learners.

At her local Recreation Centre she sees a flier about part time study at the local RTO. The flier shows a picture of a mature aged woman learning desk top publishing skills. Anna wonders if she could use her experience with community organisations and her previous experience in office work to pursue a new career.

When she rings her local RTO to find out about her options, the staff member answering the phone suggests she come to their Open Day in a couple of weeks and tells her about the Recognition of Prior Learning (RPL) process. With the staff member's help, Anna follows up on this and the following semester, enrolls in a Women in Technology course.

Learners and potential learners need information that:

- is accurate and comprehensive
- is accessible
- is non-discriminatory
- outlines entry requirements in terms of qualifications or competencies
- shows the range of pathways to the qualification
- covers fees, charges, refunds and exemptions

- indicates available support services
- outlines learning options and flexible learning and assessment arrangements
- outlines the training including content and vocational outcomes from successful completion of nationally recognised training
- outlines the possible vocational demands of current workplaces
- covers information on the rights of learners and the responsibilities of the RTO towards their learners.



Key issues

- **Personal contact:** Many potential clients prefer to find out about a learning opportunity by discussing options and talking it through with someone at the RTO. If they have any concerns about being able to complete the training, they can raise and discuss these at that time.
- **Word of mouth:** Clients from diverse cultural backgrounds and Indigenous clients often rely on word of mouth marketing from within their community. If you build up a good reputation within a community, you are more likely to gain future clients from the community.
- **Stereotyping:** Despite the best intentions RTO staff might stereotype learners. For example, a learner from a non-English speaking background with a strong accent may be encouraged to enrol in an English language class but may already have very good English. Likewise, some people will tend to send Indigenous learners to a specific Indigenous unit when they may wish to undertake studies in a mainstream course.
- **Discrimination:** It is important not to discriminate against potential learners. For example, a statement such as 'people with speech impairment should not attempt this course' is discriminatory and in breach of anti-discrimination legislation. A more appropriate and accurate statement might be 'The vocational competencies in this course and most employment situations in retail require learners to be effective communicators'. Note that this example says 'most' employment situations not all; you cannot know all the potential employment options a learner may take up after training. You can inform learners of the industry situation as you see it currently, but you cannot know in advance the unique pathway for each learner.



Questions for RTOs

- How do you provide staff development for your front line staff on diversity issues?
- How do you review your client information to see that it is accurate and covers learner rights and RTO responsibilities?
- How do you ensure that all marketing is in plain English, provided in a range of formats and media and offered in community languages and alternative formats?
- How do you ensure that RTO marketing is inclusive and involves community outreach?
- How do equity considerations fit into your business planning and marketing?



Essential links

- Legitimate entry requirements
Building Diversity and the AQTF: A Guide to Access and Equity published by the WA Department of Education and Training, 2003, p7
<http://www.training.wa.gov.au/sub-sites/BD/access/content.htm>
- Safety issues and people with a disability
Building Diversity and the AQTF: A Guide to Access and Equity published by the WA Department of Education and Training, 2003, p8
<http://www.training.wa.gov.au/sub-sites/BD/access/content.htm>
- Providing clear information
Frequently asked questions about language, literacy, numeracy issues in the Australian Quality Training Framework, Australian National Training Authority, 2002, p13
<http://www.anta.gov.au/publication.asp?qsID=435>

- Information about language, literacy and numeracy assessments
Frequently asked questions about language, literacy, numeracy issues in the Australian Quality Training Framrwork, Australian National Training Authority, 2002, p14

<http://www.anta.gov.au/publication.asp?qsID=435>



What some RTOs have done about providing information

Ethnic outreach

One RTO has worked with key ethnic community members to provide them with information about training opportunities so they in turn can promote the RTO within their community. By using these key people the RTO has extended opportunities for access to training to a people who might otherwise be isolated from information.

Information on a website

A metropolitan based, small, private RTO, working in one industry area only, has an extensive website providing clear information to potential learners and links to related information. This RTO recognises the value of website materials that are well-managed, up-to-date and relevant to learners as well as using paper based brochures.

While the website seeks to provide extensive information about nationally recognised training, mutual recognition, RPL, flexible delivery options, intensive short course, workshops and catch-up programs, potential learners are also encouraged to take the next step and make personal contact using phone, fax or email.

ENROLMENT

The enrolment process, or sign-up time, is a good opportunity to find out about your learners' needs.

BEN'S STORY

Ben arrived to enrol at the RTO of his choice and waited in a queue for 20 minutes. When he reached the enrolment desk the Client Services Officer noticed Ben's wheelchair and pointed down the corridor saying, 'Oh, if you'd like to know about our services for disabled learners you need to go to the Disability Services Officer down the corridor'. Ben replied that he was simply there to enrol like all the other people in the queue. He completed his enrolment and later did go to see the Disability Services Officer who asked whether Ben might need any support or adjustments during his training.

In making assumptions about Ben because of his disability, the Client Services Officer behaved inappropriately. Ben's request for enrolment should have been treated the same as others. Further information about services for people with disabilities, and analysis of Ben's needs, could have then been provided as part of the enrolment process.

On enrolment learners need:

- an accessible process
- welcoming, aware and knowledgeable front line staff
- flexible fee payment options, if possible in your State or Territory
- clear information about RPL processes and costs
- the opportunity to disclose their needs
- a friendly and accessible environment.



Key issues

- **Disclosing needs.** Encourage learners to disclose if they have a disability or any particular learning needs, for example literacy needs. Make sure that learners know why you are asking them about their needs and what you will do with the information.
- **Staff development.** Make sure that all RTO staff, including front line or client service staff, are trained and competent in working with diverse learners.
- **RPL.** Research has shown that many RPL processes used by RTOs are cumbersome and time consuming. RPL is potentially very beneficial for people returning to work after a career break or moving into a different industry after redundancy, and for migrants and for older learners. But these very learners will be discouraged from applying for RPL if the processes are costly and time consuming RPL. This is wasteful for them and for you; regularly monitor and evaluate your RPL processes.
- **Accessibility.** Your training venue needs to be accessible. It is also needs to *remain* accessible; over time things happen, such as cupboards being placed into corridors and partitions and walls being rearranged.
- **Fees.** Fees and charges can act to exclude some learners; flexible payment options can make a significant difference.



Questions for RTOs

- How many of your learners disclose a disability, their ethnic background or learning needs? How could you increase disclosure? How do you use this information?
- How do you measure the results of your equity initiatives?
- When did you last do a check of your building's accessibility? Did you use the expertise of learners with a disability?
- If you have an on-line enrolment process, how do you ensure it is accessible, including to people with a visual impairment?
- Where the Training Package indicates that work placement is necessary for assessment in some units of competency do you assist unemployed learners to find such placement?

- How flexible is your scheduling? Some learners may not want to commit to a whole course of study; can they access one unit of competency at a time?
- When did you last consult your learners or the community over your fee payment options?
- Do you have spaces within your training venue for certain groups, for example a room for Indigenous learners, a room for women training in a non-traditional industry, a prayer room, or a space where youth at risk can meet? Have appropriate learners been consulted in the allocation and use of these spaces?



Essential links

- Specialised language, literacy and numeracy support
Frequently asked questions about language, literacy, numeracy issues in the Australian Quality Training Framework, Australian National Training Authority, 2002, p8-9
<http://www.anta.gov.au/publication.asp?qsID=435>
- Access to training venues
Frequently asked questions about language, literacy, numeracy issues in the Australian Quality Training Framework, Australian National Training Authority, 2002, p15-16
<http://www.anta.gov.au/publication.asp?qsID=435>
- On-line accessibility—see the Australian Flexible Learning Framework website for the on-line tutorial on access and equity in e-learning at www.flexiblelearning.net.au/accessequity/everyone_online/index.php and a number of guidelines for e-learning at www.flexiblelearning.net.au/accessequity/guidelines/guidelines.htm



What some RTOs have done about managing enrolments

Fee payment options

Some RTOs have negotiated with Centrelink for a direct-debit of VET fees from Centrelink payments when the learner has requested this facility.

Casual staff induction

One RTO uses casual staff for enrolment days each term. At their induction equity issues are raised and they are given a protocol for respectful liaison with learners. This includes referring any learners who need additional information to appropriate permanent client service staff.

Encouraging youth at risk to enrol

One RTO has located the youth programs centre next to the general reception area where large signs encourage young people to visit the youth centre.

Another RTO moved the classrooms in which they taught young people deemed at risk, and young people with low language and literacy skills, close to an area used by young people for skateboarding. Staff found that some of the young skateboarders became interested and then enrolled at the RTO. (From *Good Practice in equity and diversity in Victorian TAFEs*, Equity Research Centre, 2003, www.equityresearch.org.au/pub.htm)

Personalised sign-up process

A small private RTO conducts interviews with all potential learners thus allowing for clear identification of needs and the establishment of a relationship. In this way processes can be explained and expectations of both parties identified. Disclosure of specific learning needs is also encouraged through such a personal approach.

TRAINING DELIVERY

In the modern world of training, there are many options for training delivery and many ways to provide support for learners. Industry and individuals now expect and demand this level of flexibility and support.



Training delivery relates to the *AQTF Standards for Registered Training Organisations*: 1.1; 1.3; 5.1; 6.1; 6.2; 6.3; 9.1; 9.3; 9.4.

CATHY'S STORY

Cathy completed an access course for Indigenous women and began studying part time for a qualification in tourism with the goal of working in an Indigenous arts tourism venture. She found the new training very different from her previous experience and, as the only Indigenous person in the classroom, felt quite alienated at times and was concerned that the training material may not be relevant to her future career in Indigenous tourism.

Cathy wondered whether to withdraw from her course, but was reluctant to express her concerns to her teachers. Thinking about her time with the RTO and the support given to her by staff in the access course, she decided to contact them and discuss her concerns. She knew that the RTO has a policy of supporting learners who go on to further study and was confident that she would get good advice. Staff in the Access Unit talked through her concerns, encouraged her to talk with her Tourism teacher and one staff member offered to go with her to provide support. In this way the RTO helped to keep Cathy on track after she had completed access training.

Learners need training:

- that is delivered in a range of ways, for example by distance learning, alternative format material, self-paced learning, face to face learning, work-based learning, classroom-based learning, learning in simulated environments
- that is offered in a mixed mode format, by combining training options
- that is flexible in timing, for example by being accessible on evenings, weekends, weekdays, within school hours, part time
- that starts with a training and assessment plan developed in negotiation with the learner
- that meets their access needs
- with appropriate support services
- that is culturally appropriate
- using qualified and experienced trainers
- using collaborative arrangements with community agencies and employers.



Key issues

- **Quality training.** Research has shown that high quality teaching in VET can be characterised as having the following three distinct and interlinking features:
- a learner-centred approach—focussing on the needs and learning styles of learners with the teacher or trainer as facilitator
- workplace relevance—focussing on teachers and trainers with good industry links, knowledgeable about work practices and able to contextualise learning experiences regardless of the context of learning
- flexibility and innovation in translating Training Packages into learning experiences—focusing on customised and integrated learning and assessment strategies.³

Research on equity and access in VET demonstrates that these three features are even more important when working with learners who may experience barriers to learning.

³ ANTA, 2003, *Doing it well, doing it better, Teaching and Learning Strategies Scoping Project*, ANTA, Brisbane.

- **Training Packages.** Training Packages can be tailored for specific client groups and workplaces. See page xvi for information about customising Training Packages determine the outcomes of training but do not specify how the training is delivered. See ANTA website for more information on Training Packages, especially www.anta.gov.au/pubBundle.asp?qsID=11
- **Mixed mode delivery.** Research has also shown that learners from diverse backgrounds tend to succeed best in mixed mode delivery. Options that you may wish to consider include: face to face training sessions at a training facility or the workplace; practical demonstrations; computer-based learning at home or at a training facility; web-based training; or self-paced paper based or computer-based training. Combining two or more of these options is likely to be the most successful.
- **On-line delivery.** Many people believe that on-line learning will solve the problems of training in remote locations and where there are physical impediments to learner attendance. However, research shows that most learners prefer to have personal contact with their trainer as well, either through regular phone conversations, emails or occasional meetings or in person. Strategies to support on-line and distance learners include using local community members, employers or Elders as mentors or using buddy systems with other learners.
- **Cultural issues.** Training providers need to be aware of a range of cultural issues for people from culturally and linguistically diverse backgrounds and Indigenous peoples. These issues can be addressed through flexibility in training provision and by adopting specific measures to assist learners. Cultural issues to consider may include:
 - learning preferences
 - issues arising from English being a second or third language
 - gender and cultural sensitivities
 - the context of the community and availability of workplaces in more remote communities
 - issues related to trauma and displacement that migrants may experience
 - values and priorities, for example where there may be a focus on community development not individual achievement, or a higher emphasis on family commitments than training schedules.

- **Reasonable adjustment.** Trainers need to understand the concept of reasonable adjustment and how to ensure equity for learners with a disability. RTOs can make reasonable adjustment by:
 - making training materials and methods accessible
 - adapting the physical environment and equipment
 - making time related changes
 - providing additional support for the learner.
- **Partnerships.** Partnerships between RTOs and community agencies can support RTOs in resourcing learners with diverse needs. For example, if an RTO collaborates with an appropriate disability agency, learners could have access to the agency's trained staff for support and assistance. RTOs could also work with Indigenous communities and involve Elders.
- **Support.** Every learner has their own support needs; the important thing for RTOs is to ensure that these are identified early in their training and are met either by the RTO or by another organisation. The best way to find out what support a learner might require is to ask; make sure you have established an environment where the learner feels safe enough to respond honestly.
- **Staff development.** One of the key factors in providing a good service to all learners is staff development on equity issues. This can be accomplished by providing high quality and regular information, for example at induction, through on-going training for permanent, contract and casual staff and by ensuring access to a person who can provide equity expertise.
- **Diversity in employees.** Research has also shown that RTOs with staff from diverse backgrounds are successful in working with the full diversity of learners. In particular, the use of Indigenous staff has a significant benefit for Indigenous learner participation and completion rates.



Questions for RTOs

- What information do you collect and analyse on community demographics and how does your current client group compare with the wider community?
- How do you ensure that the full diversity of your community is involved in your industry or community consultation processes? How are community associations and groups involved?
- How do you ensure trainers identify the individual learning needs of all learners?
- How do you provide staff development on equity and diversity issues and have all staff attended training?
- How do you update and disseminate resources on equity issues?
- How can your trainers access equity expertise?
- How do you ensure that equity issues and learner diversity are considered in your formal reviews of delivery and assessment strategies?
- Have you analysed which delivery modes are used across your RTO and explored any barriers relating to these delivery options?
- How do you ensure all your training material is inclusive, free from bias and stereotyping and uses diverse images and examples?
- Is skill in working with diverse client groups one of your selection criteria for recruiting trainers?



Essential links

- Do I need in-house disability expertise?

Building Diversity and the AQTF: A Guide to Access and Equity published by the WA Department of Education and Training, 2003, p15

<http://www.training.wa.gov.au/sub-sites/BD/access/content.htm>

- What is reasonable adjustment?
Building Diversity and the AQTF: A Guide to Access and Equity published by the WA Department of Education and Training, 2003, p16-17
<http://www.training.wa.gov.au/sub-sites/BD/access/content.htm>
- Do I need in-house language and literacy expertise?
Building Diversity and the AQTF: A Guide to Access and Equity published by the WA Department of Education and Training, 2003, p13
<http://www.training.wa.gov.au/sub-sites/BD/access/content.htm>
- Why consider language issues in planning training?
Frequently asked questions about language, literacy, numeracy issues in the Australian Quality Training Framrwork, Australian National Training Authority, 2002, p10
<http://www.anta.gov.au/publication.asp?qsID=435>
- Providing language and literacy support
Frequently asked questions about language, literacy, numeracy issues in the Australian Quality Training Framrwork, Australian National Training Authority, 2002, p16
<http://www.anta.gov.au/publication.asp?qsID=435>
- Language and literacy in on-line learning
Frequently asked questions about language, literacy, numeracy issues in the Australian Quality Training Framrwork, Australian National Training Authority, 2002, p18
<http://www.anta.gov.au/publication.asp?qsID=435>
- Training strategies for people with a disability
Fair go in training for people with a disability: Meeting your Australian Quality Training Framework obligations, Queensland Deptment of Employment and Training, 2002
www.trainandemploy.qld.gov.au/partners/resources/aqtf/index.htm

- Australian Flexible Learning Framework website
www.flexiblelearning.net.au
- Access and equity and e-learning www.flexiblelearning.net.au and especially
www.flexiblelearning.net.au/accessequity/guidelines/guidelines.htm



What some RTOs have done in relation to training delivery and equity

Tools and matrices

Many RTOs have developed tools and processes to assist them in identifying and meeting learners' needs in training. Examples include: a checklist to help trainers identify needs; a matrix of training options with notations against those most suitable in certain situations; videos for people in remote areas; workplace demonstrations for people with cognitive impairments; electronic material scanned and turned into voice text for people with a visual impairment.

Systems and processes

RTOs can also develop standardised processes to support equity in learning. For example regular analysis of community demographics, consultations with community groups, regular training and seminars on equity issues and designating an individual in the RTO responsible for updating and disseminating equity related resources.

Individual support

At one RTO teachers conduct a personal interview with every learner at the end of each term to provide encouragement, guidance and motivation. The interview is also an opportunity to set goals for the learner for the coming term. (From *Good Practice in equity and diversity in Victorian TAFEs*, ATEC, 2003)

Cultural appropriateness

A community of practice between Victoria University, RMIT University and the Victorian Indigenous Committee for Aged Care and Disability was developed through a series of planning meetings, a two-day seminar, workplace learning strategies and cultural awareness training. This work aimed to ensure culturally appropriate structures, frameworks and protocols informed the development and implementation of assessment and training services for aged and disability workers in the Indigenous community. One desired outcome was better access to and appropriate and consistent use of the Community Services Training Package in the Indigenous community. (From *110 ways to implement the national training system*, ANTA 2002)

Staff development

Challenger TAFE has established an Access and Equity Network of lecturers from six campuses to share information and ideas about addressing the AQTF, moderating assessments, validating assessment tools and comparing ideas about content and delivery methods. The Network facilitator aims to overcome the physical distances between participants. (From *110 ways to implement the national training system*, ANTA 2002)

Learner-focused training for youth at risk

Holmesglen Institute of TAFE runs an innovative and continually improving program for 15-18 year old youth at risk, introducing them to a range of trade and technical areas. Learners are encouraged to go onto a Certificate I or Certificate II in an area of interest. Most of the participants have dropped out of school and are unemployed at the start of the program. The retention rate of the program is around 80per cent. (For more details, see *Emerging Futures: Innovation in Teaching and Learning in VET*, ANTA, 2003. Go to www.reframingthefuture.net and click on publications)

Supporting and motivating distance learners

TAFE NSW's Open Training and Education Network (OTEN) provides distance education to over 35,000 clients and has developed a comprehensive set of strategies to meet the challenges faced by distance learners. Some of these include:

- motivational emails to learners from staff
- comprehensive online information and individualised enrolment packs available online
- a gateway to other services and resources such as online assessments, TAFE NSW initiatives and online learning resources.

Using staff expertise

At Canberra Institute of Technology, trainers with experience and expertise in working with people from culturally and linguistically diverse backgrounds, such as teachers of English as a second language, are given training in relevant vocational areas and work jointly with vocational trainers to ensure an integrated approach. Their role is to support vocational trainers and provide specialist support to the learners from culturally and linguistically diverse backgrounds, for example literacy or language support and information on Australian cultural norms or workplace expectations. The learners benefit from both trainers' expertise and the trainers learn from one another.

Partnership between a community group and RTO

Ishar Multicultural Women's Health Centre in WA formed a partnership with a local RTO to deliver a computer skills program for women from culturally and linguistically diverse backgrounds. After a preliminary workshop hosted by the Women's Policy Office (WA Government), staff at Ishar worked on the program in consultation with the RTO and leased computers for one-on-one training. The RTO provided the infrastructure, training materials and trainer for the course, while Ishar provided a bi-lingual support worker.

Handling sporadic attendance

Abmusic, based in Western Australia, provides Certificate 1 to Certificate IV in Music for Indigenous peoples. A Reframing the Future project contributed to an overall increase of 20 per cent in retention rates during 2003 as well as a trend for learners to progress to higher qualifications.

The project used an action research approach whereby teaching and support staff developed practical strategies to resolve ongoing and everyday issues. They discovered that sporadic attendance impacted most on completion rates and affected participation as learners use class time catching up. A 'Catch up Class' was established and its effectiveness evaluated. When learner feedback indicated that shame was associated with going to a class with that name it was changed to 'Tutorial Support' and classes were opened up to all learners wanting some extra assistance or practice.

The action research process of developing, trialling, reviewing, modifying and evaluating worked well. This process included capturing suggestions in weekly staff meetings.

The project has enabled staff to develop an overall learner management plan to foster communication about the program for individual learners. Abmusic now plans to introduce a two-week orientation and learner evaluation period for each new intake. Learning gaps will be identified upfront so learners can be grouped appropriately into ensemble groups. This process will also take into account family connections. (From *Making the Connections: 48 ways to progress equity in the national vocational education and training system* at www.reframingthefuture.net)

Recognising learners' cultural needs

An RTO, also a Group Training Organisation, has a partnership arrangement with an Islamic Council to allow for culturally informed tailoring of training for learners from an Islamic background. Examples include not using pork in recipes in hospitality training and encouraging the creation of traditional garments in textiles training.

Another private RTO offers massage therapy courses and happily includes female learners from an Islamic background, however, adjustments are made relating to modesty and discretion, for example by the use of separate practice rooms, to meet cultural requirements and norms.

The number of learners from an Islamic background is increasing at both these RTOs as this flexibility and responsiveness is recognised within their communities.

ASSESSMENT

Flexible, fair and valid assessments form one of the central planks of the AQTF.



Assessment relates to the *AQTF Standards for Registered Training Organisations*: 1.5; 5.2; 6.1; 6.2; 6.3; 7.2; 7.3; 8.1; 8.2; 9.1; 9.2; 9.3; 9.4; 10.1.

DINALI'S STORY

Dinali is studying accounting at a private RTO. She has been in Australia only two years after emigrating from Malaysia and has not been in paid employment here. Because Dinali's spoken and written English is so excellent, her trainer did not imagine that he needed to adjust any assessments for her.

However, when undertaking an assessment activity around communication skills, he noticed that Dinali seemed to be struggling. The assessment activity involved a role play between an accountant and a customer and assessed a cluster of elements of competency. The trainer realised that Dinali was not comfortable with the idea of role play and didn't seem to get the point of it. He also noticed that she approached the communication very differently from Australian-born learners, for example, not making eye contact with the role play customer or smiling at them. The trainer realised that because of her cultural background, Dinali was unfamiliar with some Australian conventions and social norms and decided it was part of his role to teach her these. He also changed the assessment activity until Dinali was more comfortable with role plays.

Learners need assessments that:

- are based on the relevant Training Package or accredited course
- allow them to demonstrate their competence when they are ready to do so
- are valid, reliable, flexible and fair
- can be based on a cluster of competencies that reflect a real work task
- allow them to show a range of evidence
- are clearly outlined in some form of assessment plan
- are conducted fairly and adjusted according to their individual needs
- include feedback and information on reassessment opportunities and appeals processes
- are accompanied by a fair appeals process.



Key issues

- **Fairness.** Assessments are probably the biggest area of concern to RTOs in relation to fairness and equity. Some assessors wrongly believe that all learners should complete the same assessment tasks; they wrongly worry about advantaging learners by adjusting an assessment. In fact, to be fair, you usually need to provide for a variety of ways for learners to demonstrate competency over time.

It is important to remember that VET learners are not in competition with each other, as for example they might be in systems which use examinations to rank learners for entry. The concept of fairness in a competency-based system relates to individuals achieving competency rather than the *best* competency; in competency-based assessment learners are judged for their performance against the units of competency, not how their competency relates to the performance of others. This involves recognising that learners bring with them individual skills, knowledge and resources.

- **Adjusting assessment for fairness.** A standardised task applied to all learners in all contexts is likely to be unfair to some of those learners. Standardised tasks are particularly problematic when the following factors are involved:
 - Remote locations—for example, you can't assume all learners will be able to access exactly the same location and equipment.

- Custodial situations—for example, you can't assume everyone will have access to the internet or be able to move around freely to collect particular types of evidence.
- Cultural background—for example, you must consider sensitivities related to gender or religion. You can't assume certain knowledge in your assessment task such as an understanding of Anglo-Australian social conventions.
- Disabilities—for example, a learner with a learning disability may need additional time for assessment; a learner with a sensory impairment may need additional lighting, translation or adaptive technology; a learner with an intellectual disability may be uncomfortable being assessed in an unfamiliar environment.
- Language, literacy and numeracy—for example, assessment must not require language, literacy or numeracy skills beyond those outlined in the competencies being assessed.
- **Designing assessments.** There will always be more than one way to design an assessment—well designed assessment tools and processes will support learners to demonstrate competency and ensure assessments are valid and reliable. The concept of reasonable adjustment applies to assessment for learners with a disability; RTOs must ensure that they comply with this requirement.
 - As with training delivery, many RTOs have developed key tools to ensure that their assessors consider the range of diversity issues.
 - Processes can also support fairness in assessment, for example, discussions about adjusted assessments during staff meetings, validation meetings and moderation discussions.
 - A fair appeals process is an important part of any RTOs arrangements and is required by the AQTF. It is also an important part of continuous improvement to analyse appeals to see if a pattern is emerging and to analyse and respond to complaints, including those relating to assessments.



Questions for RTOs

- How do you ensure your assessors have considered the range of equity issues?
- How do you show-case examples of adjusted assessments in your RTO?
- How do you ensure that equity issues are considered in your formal reviews of learning and assessment strategies?
- How do you ensure that your assessments are non-discriminatory?
- How does your RTO inform learners about and encourage applications for RPL?
- What information do you collect on RPL applications and outcomes and how do you use that information?
- How do you utilise existing workplaces? Do you know if a learner has a workplace? Some learners have workplaces where authentic evidence could be easily gathered. Don't disadvantage these learners; make the most of their situations.
- How does your RTO record that an oral assessment has occurred in place of a written assessment?
- How do your validation and moderation processes consider access and equity issues?
- How do your moderation processes seek to maximise the flexibility of assessment tools and processes?
- How do your validation mechanisms seek input from persons from diverse backgrounds?
- How do you ensure that the issuing of Statements of Attainment or qualifications occurs in a timely manner to recognise learner achievement?



Essential links

- How can I conduct fair assessments?
Building Diversity and the AQTF: A Guide to Access and Equity published by the WA Department of Education and Training, 2003, p1013)
<http://www.training.wa.gov.au/sub-sites/BD/access/content.htm>
- Checklist for needs of candidates
Guidelines for competency based assessment for vocational education and training in Western Australia published by the Western Australian Department of Training, 2002, p83-84
<http://www.tac.wa.gov.au/Content/Section4/Publications/Guidelines-CBA.pdf>
- Guidelines for assessing distance learners
Guidelines for competency based assessment for vocational education and training in Western Australia published by the Western Australian Department of Training, 2002, p81-82
<http://www.tac.wa.gov.au/Content/Section4/Publications/Guidelines-CBA.pdf>
- Maximising confidence in assessment decision-making
"Maximising Confidence in assessment decision-making: resource kit for assessors by Robin Booth et al" NCVET, 2002
<http://www.ncver.edu.au/research/proj/nr9029.pdf>
- Literacy assessments
Frequently asked questions about language, literacy, numeracy issues in the Australian Quality Training Framework, Australian National Training Authority, 2002, p2425)
<http://www.anta.gov.au/publication.asp?qsID=435>



What some RTOs have done about assessment

Flexible mix of assessment methods

One RTO provides self-paced training to Indigenous learners and rural and remote learners. The RTO offers a mix of assessment methods for every learner, enabling learner choice between RPL assessments and work-based assessments, depending on which the learner believes is most appropriate. This RTO also provides learners with the opportunity to extend the time frame of their training in recognition of the many home, work and study responsibilities that adult learners must manage.

Internal processes

Another small RTO has introduced a policy that all assessment plans are discussed by at least two staff members prior to their use. They also use a checklist which provides information to help the RTO to: identify learners from nominated target groups; construct teaching and assessment strategies to meet individual needs; identify additional support needs; and identify where additional costs may be associated with providing a customised service.

Australian Red Cross

The Australian Red Cross provides vocational training for young people with an intellectual disability or learning disability; offering individual career plans and support as well as specially designed courses.

One of the Red Cross innovative ideas is the individual assessment logbook based on the recognition that employers need to know precisely what competencies a person has attained. Each student's logbook includes all the competencies achieved and lists any adjustments or accommodations provided in attaining these competencies. The logbook can be taken to employment agencies and employers to help incorporate any similar adjustments to job design at the workplace.

The Red Cross has also developed material for trainers and assessors on how to customise training and assessment for individual learners with a disability. For example training can be delivered using augmented communication such as digital photos, visual picture signs (COMPIC), graphics, key words and the use of colour; assessment can be customised by using specialised equipment or resources, through support from appropriately trained support persons, and by adjusting assessment times in relation to medication schedules.

Supporting assessors

Increasing demands for RPL from Centrelink employees undertaking qualifications in the Business Services and National Public Services Training Packages created a challenge for this enterprise RTO. Its response included: work-based learning strategies such as structured online discussion and workshops for assessors across Australia; a research portal to ANTA documents; a web page established for and by assessors with frequently asked questions and implementation strategies; and the opportunity to apply for recognition and work with experienced assessors to gather and validate evidence. (From *110 ways to implement the national training system*, ANTA 2002)

Recognition process for Indigenous sports development officers

Ideas for effective skills recognition processes for Indigenous Sports Development Officers were workshoped in 2003 in a community of practice sponsored by the Arts, Sport and Recreation Industry Training Council (ASRITC) in Western Australia. Some of the ideas discussed included mapping examples of evidence to qualifications, plain english information about skills recognition, an assessment process that takes account of orally-based cultures and the need for Indigenous assessors.

The work involved 11 Indigenous Sports Development Officers throughout WA, a training provider and government and community-based employers from the sport and recreation industry.

By developing knowledge about the national training system and recognition of current competencies the community of practice created Indigenous advocates for skills recognition. It is highly likely that outcomes from the relationships formed through this work and the knowledge held will be circulated through Indigenous networks. In addition, the non-Indigenous members learnt about Indigenous approaches and some of the inherent cultural and historical challenges that Indigenous people face when accessing training or assessment.

(From *Making the Connections: 48 ways to progress equity in the national vocational education and training system* at www.reframingthefuture.net)

EMPLOYMENT AND FURTHER STUDY

One of the reasons many people undertake vocational education is to improve their employment prospects. RTOs have a critical role in assisting learners into further study or employment.



Relevant *AQTF Standards for Registered Training Organisations*: 4.1(vi); 5.1; 5.2; 5.3; 8.2; 9.3 (vi); 9.3(vii); 9.3(viii).

EDMUND'S STORY

Edmund is a young man with an intellectual disability who was not expected to be able to undertake VET in Schools studies and was unsure of his career direction. He was able to join a school-to-work transition program for young people with a disability that was run in partnership by an RTO, a disability agency and a competitive employment agency.

While participating in that program Edmund commenced a Certificate I in Work Skills and undertook some work experience with a local employer. He received regular support and assistance throughout the program and developed an interest in working as a kitchen hand. Edmund now has a part time job and is continuing his part time study towards the Certificate. The partnership provided a flexible and supportive approach that could be adapted to meet Edmund's particular needs.

Learners need:

- to be able to relate their training to their workplace (if employed)
- to be assisted with pathways and information on entry to other courses or institutions
- assistance and support to find work placements and employment
- support in their work place if they are an apprentice or trainee.



Key issues

- **Addressing barriers.** Some people, because of their background and experience, may need more information and assistance than others in accessing employment or further study. For example, people who have moved from another State or country may have few contacts with local employers. Other groups can experience barriers to employment or further study; for example ex-offenders and people with a disability might be subjected to discrimination.
- **Community agencies.** Some community agencies provide support for people seeking work and for those who require support to remain in employment. It is useful to know your local community agencies and refer learners to them before they complete their training.
- **Industry links.** An RTO which has good industry links will be able to assist learners to gain work experience or even permanent work.



Questions for RTOs

- How do you work with local employers to promote linkages between them and your learners?
- With which community agencies do you collaborate to promote employment outcomes for your learners?
- How do you update and disseminate to staff details of community agencies and referral points?
- How do you assist learners to find work experience or work placements?
- How do you ensure information about your learners is not disclosed to a third party, without the learner's written consent?



What some RTOS have done about promoting pathways to employment and further study

Bendigo Regional Institute of TAFE

A one-year project conducted by Bendigo Regional Institute of TAFE provided training and support to 16 participants with a disability in the agriculture, mining, tourism, hospitality and community services industries. The project included significant case management input as well as a focus on confidence building strategies, job seeking skills, promoting learner independence, flexibility in training delivery and gradual transition to open employment.

For a fuller discussion, other case studies and stories see *Transition from VET to Employment for People with a Disability: Key success factors* (ATEC 2001) from www.equityresearch.org.au/pub.htm

Alcan and Yirrkala Business Enterprises

In a remote part of Arnhem Land, a partnership has been developed to help ensure future employment opportunities for Indigenous people in the region. The partnership involves Alcan a mining enterprise, Aboriginal company, Yirrkala Business Enterprises and the Northern Territory Government. Nationally recognised training in equipment operation, road construction, earthworks and mining is provided, as well as training in life skills, work routines and health and safety. All trainees are New Apprentices. Literacy and numeracy skills are integrated into the training and past learners are used as mentors to support current learners. In 2002, 20 of the 24 trainees who commenced the program completed it, and 15 graduates have moved into employment.

For the full case study, please refer to *Emerging Futures: Innovation in Teaching and Learning in VET* by Mitchell et al (2003) at www.reframingthefuture.net and go to publications.

Clarifying pathways and support systems for people with a disability in the call centre industry

This project, run by the Australian Teleservice Association, dealt with some practical immediate issues relating to the training, assessment and employment of people with a disability in the call or contact centre industry. It brought together employers, RTOs, human resource specialists, a disability agency and recruiters with the aim of improving training and employment pathways and opportunities for people with disabilities. They canvassed the drivers and barriers to training, recruiting

and employing people with disabilities. In addition, in order to update knowledge, work in this rapidly changing industry was directly observed in 121 centres.

A Workforce Diversity Forum examined various related issues including how the Disability Discrimination Act might enable rather than impede the employment and training of a person with a disability. The group found that standardised training and assessment processes might disadvantage some learners, that negotiated processes could be more effective, and that ongoing professional development for trainers was required.

This project led to the establishment of informed, ongoing networks to the benefit of the industry and individuals.

(From Making the Connections: 48 ways to progress equity in the national vocational education and training system at www.reframingthefuture.net)

Pathways to employment in manufacturing for people with a disability

Manufacturing Learning Victoria has brought together training providers and employers from the plastics industry to develop a management level network for mobilising VET pathways for people with disabilities.

A range of supported workplaces in regional Victoria and Melbourne participated including Central Access in Benalla, Merriwa Industries in Wangaratta, Brite Industries in Broadmeadows and Dual Ware in Footscray. Valuable input was also provided by Goulburn Ovens Institute of TAFE from the RTO perspective, and from JobsPlus, a New Apprenticeships Centre.

Those involved worked on identifying barriers to successful pathways to employment and then brainstorming solutions for these. They also drafted a guide to assessing people with an intellectual disability in the core competencies in Certificate 1 in Process Manufacturing from the Plastics, Rubber and Cablemaking Training Package—a common pathway into training for staff in supported workplaces.

(From Making the Connections: 48 ways to progress equity in the national vocational education and training system at www.reframingthefuture.net)

Assisting with work placements

Many RTOs delivering training assist learners to find short term work placements in order to allow for more effective skills acquisition and transfer to occur. These work placements can provide evidence to inform the assessment process and improve outcomes for learners. In addition, work placement can also provide employment outcomes as they allow enterprises to observe the learner in a work environment.

Industry /enterprise linkages

Flowers Design School, a small private provider, nurtures its linkages with employers and enterprises. Close industry rapport through regular industry meetings and visits assist the RTO to find short term work experience and work placements for their learners. At an enrolment interview learners wanting work placement sign a consent form allowing the RTO to provide workplaces with their details.

DECISION-MAKING

The AQTF *Standards for Registered Training Organisations* require RTOs to collect and analyse stakeholder and client feedback and use it to review practices and procedures. Feedback from users of products and services can aid decision making in the RTO.



Decision making relates to *AQTF Standards for Registered Training Organisations*: 1.5; 1.9; 1.10; 6.3(viii).

FERNANDO'S STORY

Fernando runs his own business and is active within his community as a spokesperson on ethnic matters. Several years ago he attended some weekend seminars on business management and accounting conducted by a large RTO in order to improve his own business practices. After the seminars, he sought out the RTO Business Services Manager and gave her some feedback about his experience and his views on how the seminars could be made more suitable for adult business owners with some experience. He also talked to her about the different business practices in other countries and how difficult it sometimes was for people from diverse cultural backgrounds to understand some Australian business practices. The manager took on board his comments and passed them on to the trainers.

Some time later, the RTO Managing Director mentioned to senior staff that there was a vacancy on the RTO Council. The Business Services Manager thought of Fernando and suggested that he be approached to join the Council.

Fernando is now on the RTO Council and is an active supporter of the RTO within the community. His activism has resulted in a greater number of enrolments at the RTO from clients from a range of different ethnic backgrounds.

Learners need:

- opportunities to provide feedback to the RTO and a belief it will be valued
- well promoted and effective complaints processes
- opportunities to make input to RTO decision making.



Key issues

- **Feedback.** Consider how you will gain feedback from groups who may be less confident in providing it. In some cultures making a complaint or providing anything other than positive feedback is not acceptable; RTOs may need to use another mechanism such as seeking input from a community leader who can consult your learners and clients on your behalf.
- **Complaints handling.** In other instances, learners may be afraid to raise an issue or concern because they fear victimisation. Confidential and effective complaints processes that respect and protect complainants are essential. In 2004, ANTA released the *National Code of Good Practice for Responding to Complaints about Vocational Education and Training Quality*. See www.anta.gov.au/publication.asp?qsID=601
- **Consultation.** Just as you would consult industry and employers, so too should you consult your wider community. Many clients of the training system are either not in employment or are self-employed, for example running a small business. These groups need to be included too.
- **Advisory groups.** Some RTOs have community advisory or management bodies; gaining the involvement of members of diverse communities through representative bodies is a very valuable way of gaining feedback from the wider community.



Questions for RTOs

- Who are your clients? Who are your stakeholders?
- How do you collect feedback from your clients and your stakeholders and how do you use that feedback once it is collected?
- Do you administer the same 'happy sheets' course after course, or do you target particular areas such as the enrolment or assessment processes for feedback and improvement? How do you seek that targeted feedback?
- How do you record improvements that have been made? What evidence of improvement could you show at audit?
- How do you collate, analyse and report on your complaints data?
- What changes have you made recently based on client feedback or complaints?
- How do you consult the community, including diverse groups within the community?
- How diverse is the membership of any advisory or management body you have?
- What changes have you made recently based on advice from community groups or your advisory body?



Essential links

- National Code of Good Practice for Responding to Complaints about Vocational Education and Training Quality from www.anta.gov.au/publication.asp?qsID=601
- Australian Standard on complaints handling AS-4269 1995 from www.standards.com.au



What some RTOs have done about decision-making

Indigenous Training Councils

Every TAFE College in Western Australia has an Aboriginal Education and Training Committee which provides advice to the College on how to improve access, participation and outcomes for Indigenous learners. The Council members are either Indigenous themselves or working in the field.

Disability Officer on Corporate Executive

One RTO has invited their Disability Officer to become a member of their senior decision making team, the Corporate Executive. The Disability Officer consults regularly with learners and staff and provides feedback on issues to the Corporate Executive. The Disability Officer also reviews new policies or procedures for implications for learners with a disability prior to their introduction.

Community and client focus groups

One RTO runs focus groups for community members and current and past learners every year enabling them to provide input into its policies and procedures. Independent facilitators host the focus groups to ensure that everyone's voice is heard and that participants feel free to speak. Any learner who wishes to make a complaint or grievance is referred to the appropriate RTO staff member. Ideas from the focus groups are then discussed by the RTO planning staff and initiatives implemented.

Equity Key Performance Indicators

TAFE NSW's Sydney Institute is the largest provider of VET in Australia. It is also culturally and socially diverse. Sydney Institute incorporates access and equity planning as a key part of its core business planning process. The Institute has developed a set of Key Performance Indicators for equity target groups as well as a set of benchmarks and targets. One target is to increase module completion rates of Aboriginal and Torres Strait Islander learners by 20 per cent on the 1998 benchmark.

The Institute has developed a number of broad strategies to promote equity and access as well as a number of targeted strategies to address specific issues and problems. The RTO monitors progress against the Key Performance Indicators through direct feedback from relevant communities, annual reviews of corporate plans, quarterly reviews of business plans and feedback from an Access and Equity Committee. (From a presentation to the 11th National NCVER Research Conference, July 2002)

Further help

NATIONAL POLICIES

Achieving Equitable Outcomes: A Supporting Paper to Australia's National Strategy for Vocational Education and Training 1998-2003 (ANTA)

<http://www.anta.gov.au/publication.asp?qsID=63>

Partners in a Learning Culture: Australia's National Aboriginal and Torres Strait Islander Strategy for vocational education and training 2000-2005 (ANTA) <http://www.anta.gov.au/publication.asp?qsID=61>

Partners in a Learning Culture: Blueprint for Implementation (ANTA) <http://www.anta.gov.au/publication.asp?qsID=62>

Bridging Pathways: the National Strategy for increasing opportunities for people with a disability in vocational education and training 2000-2005 (ANTA) <http://www.anta.gov.au/publication.asp?qsID=74>

Bridging Pathways: Blueprint for Implementation (ANTA) <http://www.anta.gov.au/publication.asp?qsID=57>

Shaping Our Future: National Strategy for VET 2004-2010 (ANTA, 2004) <http://www.anta.gov.au/publication.asp?qsID=488>

National Strategy for Vocational Education and Training for Adult Prisoners and Offenders in Australia (ANTA, 2002) <http://www.anta.gov.au/publication.asp?qsID=600>

Women: Shaping Our Future, supplement to Shaping Our Future (ANTA) <http://www.anta.gov.au/publication.asp?qsID=607>

AQTF Standards for Registered Training Organisations (ANTA) <http://www.anta.gov.au/publication.asp?qsID=86>

AQTF Evidence Guide for Registered Training Organisations and Auditors (ANTA) <http://www.anta.gov.au/publication.asp?qsID=237>

AQTF Guidelines for Course Developers (ANTA) <http://www.anta.gov.au/publication.asp?qsID=345>

KEY RESOURCES

Building Diversity and the AQTF: A guide to access and equity (Western Australian Department of Education and Training, 2003)

www.training.wa.gov.au/sub-sites/BD/access/content.htm

Contains summary of access and equity and diversity, FAQs on equity and the AQTF and a table of good practice examples of how access and equity may be integrated into each AQTF Standard.

Frequently asked questions on the language, literacy and numeracy requirements of the Australian Quality Training Framework (ANTA, 2002) <http://www.anta.gov.au/publication.asp?qsID=435>

Provides FAQs and answers on literacy and numeracy under eight headings with on-line links, further resources and useful contacts.

Fair go in training for people with a disability: Meeting your Australian Quality Training Framework obligations (Queensland Department of Employment and Training, 2002)

www.trainandemploy.qld.gov.au/partners/resources/aqtf/index.htm

Provides summary information under seven headings and detailed examples and further information in 21 appendices.

Access and Equity in On-line Learning, a series of reports and guidelines on range of client groups (Flexible Learning Framework, ANTA, 1999-2002) www.flexiblelearning.net.au

A comprehensive suite of products for enhancing access and equity in on-line learning. It includes guidelines for managers, practitioners and learners and has specific information on client groups, including learners with a disability and Indigenous learners.

Everyone On-line Guidelines and On-line Tutorial (Flexible Learning Framework, ANTA, 2002) www.flexiblelearning.net.au

Information for individuals developing on-line learning materials including legal issues and accessibility.

Guide to Good Practice in AQTF Auditing: A Guide for Auditors and Managers under the Australian Quality Training Framework (ANTA, 2002) www.anta.gov.au/publication.asp?qsID=85

Guide to Good Practice in AQTF Auditing – the on-line perspective, factsheet and induction kit (Flexible Learning Framework, ANTA, 2002) www.flexiblelearning.net.au

The Guide introduces auditors to key on-line issues and principles, while the Factsheet provides a summary of related on-line issues and the Induction Kit forms the basis of a workshop on the topic.

Making the Connections: 48 ways to progress equity in the national training system (Reframing the Future, ANTA, 2004)
www.reframingthefuture.net and go to publications

A write-up of 48 different projects for clients with a disability or Indigenous clients funded under Reframing the Future.

Equity in vocational education and training: Research readings (NCVER, 2003) – www.ncver.edu.au

A series of papers covering research on equity issues and equity client groups commissioned by the NCVER. The final chapter by Robert Bean presents the productive diversity model mentioned in this Guide and explains the model in more detail.

RESOURCES FOR LEARNERS WITH A DISABILITY

A Guide for TAFE Staff on Disability Discrimination (South Australian Department of Education, Training and Employment, n.d.)
www.training.sa.gov.au

Provides a summary of the Disability Discrimination Act, TAFE staff responsibilities, principles of learner selection, accessibility and resources.

A Guide for VET Providers about Disability Discrimination (ACT Department of Education and Community Services, 2001)
www.decs.act.gov.au

This Guide is adapted from South Australian Guide above.

A Guide for Students with a Disability (South Australian Department of Education, Training and Employment, n.d.) www.training.sa.gov.au

Specifically for learners at TAFE Institutes, outlining their responsibilities, resources available and complaints processes.

Inclusive teaching for students with disabilities (Victorian Department of Education, Employment and Training, 2001) www.otte.vic.gov.au

Designed to provide teachers with increased knowledge and skill when teaching learners with a disability. Video includes six learners talking about their experiences.

Access and Equity in On-line Learning: Report on Assistive Technologies for On-line Training Delivery (Flexible Learning Framework, ANTA, 2002) www.flexiblelearning.net.au

Information on inclusive design and on assistive technology for people with vision, hearing or physical impairments.

Key Success Factors in Placing and Supporting New Apprentices with Disabilities Through Group Training: A Best Practice Guide (ANTA, 2002) <http://www.anta.gov.au/publication.asp?qsID=363>

Summary of key success factors, including 20 steps for Group Training Organisations and 20 steps for Disability Employment Agencies to facilitate placement and outcomes and four case studies.

Creating Viable Pathways to Vocational Education and Employment for Students with a Disability: The ECEF Lighthouse Initiative Evaluation Report (ECEF, 2002)

www.ecef.com.au/web/ab_home.nsf/ECEF/ab_disability

Findings from Lighthouse initiatives, including some key lessons learnt.

Transitions: From VET to Employment for People with a Disability: Key Success Factors (Access Training and Employment Centre, 2001) www.equityresearch.org.au/pub.htm

A resource for staff outlining the key success factors for clients with a disability and case study examples.

Inclusive practice is good practice (University of Tasmania, 1999) www.tased.edu.au/tasonline/gateways/pubs/ipigp.htm

Comprehensive guide to inclusive practice with a focus on people with a disability.

Information should be visual: new and emerging technologies and their application in the VET sector for students who are deaf and hard of hearing (NCVER, 2001) www.ncver.edu.au

Covers the range of learning technologies and infrastructure requirements to support deaf and hearing impaired learners.

Mental health issues on campus: a resource kit for students and a resource kit for staff (NCVER, 1999) www.ncver.edu.au

Kit for staff and learners on maximising outcomes for learners with mental health issues.

Students with Disabilities: Code of Practice for Australian Tertiary Institutions, from the Queensland University website www.qut.edu.au

A code of practice for learners in universities; may be useful for RTOs.

DDA Action Plans: A Guide for the Tertiary Education Sector, from the HREOC website www.hreoc.gov.au

Guide for Universities; may be useful for RTOs.

Succeeding with a psychiatric disability in the university environment: information and advice for students and staff (Queensland University of Technology, n.d.) www.qut.edu.au/pubs/09other/tipd/tipdhome.html

Resource kit for teachers and learners including booklet and brochures with information and practical help; may be useful as a model for RTOs.

Australian Disability Clearinghouse on Education and Training (ADCET) website www.adcet.edu.au

The Australian Disability Clearinghouse on Education and Training aims to provide up to date and comprehensive information about inclusive teaching, learning and assessment strategies, accommodations and support services for people with disabilities in post secondary education and training. ADCET services primarily target teachers, disability practitioners, learning support staff, researchers and policy makers.

RESOURCES FOR INDIGENOUS LEARNERS

Nyeumba Unyi: Indigenous VET Navigator (QLD DET 2002)

www.det.qld.gov.au

Good overview on CD Rom of the VET system with respect to Indigenous involvement, including understanding the VET system, how to get training delivery in your community, training partnerships and how to become an RTO.

Partners in a Learning Culture: A Best Practice Guide for Employing Indigenous Australians through Group Training Arrangements (ANTA, 2002) www.anta.gov.au

Best practice examples of Group Training Organisations working with Indigenous learners, including a list of eight best practice features.

Developing Best Practice with Indigenous New Apprenticeships (DETYA, 1999)

Findings from research into best practice, including developing a model of good practice for Indigenous-specific traineeships.

Retaining Aboriginal Learners in Vocational Education and Training (Community Services), (NSW Department of Education and Training and TAFE NSW – Western Institute, 2002)

Outlines key features to retention including culturally appropriate learning, classroom practice and learner support needs.

Train Small Groups: A Guide for Indigenous Trainers (Western Australian Department of Training and Employment and Kimberley College of TAFE, 2000) www.det.wa.gov.au

Learning materials for Train Small Groups from Training Package for Assessment and Workplace Training.

What Works: Exploration in improving outcomes for Indigenous students (ACSA website) www.acsa.edu.au/indigenous/

Report on strategies and good practice that leads to improvements in educational achievement by Indigenous learners from pre-school to VET.

Djaringo Training Materials (Djaringo, 2003)

Variety of customised training materials including equity provisions for members of traditional Indigenous communities.

Batchelor College Training Materials (Batchelor, 2003)

Variety of customised training materials addressing needs of Indigenous learners for whom English is a second language.

I See – I Learn (Big Fat Productions, 2003)

Visual and kinetic training materials developed for training traditional Indigenous people in remote communities.

Community Based Collective Competencies (Nirrumbuk Aboriginal Corporation/Djaringo, 2003)

Access and equity for Indigenous peoples in VET.

Respect, Acknowledge, Listen (Community Cultural Development NSW/Australia Council)

Practical protocols for working with the Indigenous community of Western Sydney.

Some Cross-Cultural Considerations for Lecturers in the Kimberley (Kimberley College of TAFE)

Cross-cultural issues for lecturers to consider.

Professional Development Package for Trainers Working with Aboriginal People in Remote Rural Communities (ANTA 1997) www.anta.gov.au

Professional development package full of useful information; still considered useful by trainers in spite of being six years old.

Learning Together: Handbook and Resource Kit for Aboriginal Facilitators (WA Department of Training, 1997) www.det.wa.gov.au

Training material for a project on new opportunities for Aboriginal women; still considered useful by trainers in spite of being six years old.

RESOURCES FOR GENERAL ACCESS AND EQUITY OR OTHER CLIENT GROUPS

Good Practice in equity and diversity in Victorian TAFEs (Access Training and Employment Centre, 2003) www.equityresearch.org.au/new.htm

Provides good practice examples of how Victorian TAFEs have meet equity four objectives: holistic approach to learner support, working in partnership, an outcomes focus and new pathways.

Workable Solutions Final Report (ANTA, 1999) www.anta.gov.au

Strategies for RTOs to develop 'workable' training solutions for key equity groups, with case study examples.

Training Package Development Handbook, see Meeting the Needs of the Diversity of Learners—Chapter 1, Part 4 of the Handbook and Reasonable Adjustment for People with a Disability—Chapter 2, Part 4 of the Handbook, (ANTA) www.anta.gov.au

Information for Training Package Developers and those implementing Training Packages.

Equity Toolboxes (Flexible Learning Framework)—Online Literacy and Numeracy Resource Centre; World of Work; Horticulture for Indigenous Learners; Learning about Native Title; Truvision www.flexiblelearning.net.au

Assessment Generator (Flexible Learning Framework) www.flexiblelearning.net.au

Increasing vocational education and training participation and achievement of mature-aged workers – ideas paper (ANTA, 2003) www.anta.gov.au

BIBLIOGRAPHIES

Some Issues in Indigenous Health and Education Training: An Annotated Bibliography (University of Sydney – Koori Centre, n.d.)

www.koori.usyd.edu.au/centre/default.html

Access and Equity in Online Learning: Annotated Bibliography (Flexible Learning Framework, ANTA, 2002) www.flexiblelearning.net.au

An Annotated List of Equity and Diversity Resources (Equity Research Centre Inc, 2004) www.equityresearch.org.au/~atec/main.htm

USEFUL WEBSITES

Australian Disability Training Advisory Council

<http://www.anta.gov.au/dapADTAC.asp>

Australian Indigenous Training Advisory Council

<http://www.anta.gov.au/dapAITAC.asp>

National Centre for Vocational Educational Research www.ncver.edu.au

Australian National Training Authority www.anta.gov.au

Australian Vocational Education and Training Research Association

website www.avetra.org.au

Reframing the future www.reframingthefuture.net

Flexible Learning Framework www.flexiblelearning.net.au

LearnScope www.learnscope.anta.gov.au

Australian Technologies Products www.atpl.net.au

EdNA www.edna.edu.au

Training.com.au www.training.com.au

Human Rights and Equal Opportunity Commission www.hreoc.gov.au

Australian Council of Social Service (ACOSS) www.acoss.org.au

ACROD www.acrod.org.au

Equity Research Centre Inc (previously Access Training and Employment Centre or ATEC) www.equityresearch.org.au

Enterprise and Career Education Foundation (ECEP) www.ecef.com.au

Australian Disability Clearinghouse on Education and Training

www.adcet.edu.au

STATE/TERRITORY WEBSITES

WA – www.det.wa.edu.au/

SA – www.training.sa.gov.au

VIC – www.det.vic.gov.au/det/

TAS – www.education.tas.gov.au/

NSW – www.det.nsw.edu.au

ACT – www.decs.act.gov.au/

QLD – www.trainandemploy.qld.gov.au/index.htm

NT – www.deet.nt.gov.au/

Glossary of terms used

If you are unfamiliar with some of the terms used in this publication, look them up in the A-Z glossary on the ANTA website – www.anta.gov.au.

Acronyms

ACE Adult and Community Education

ACOSS Australian Council of Social Service

AIDS Acquired Immune Deficiency Syndrome

ADTAC Australian Disability Training Advisory Council

ADHD Attention Deficit Hyperactivity Disorder

AITAC Australian Indigenous Training Advisory Council

ANTA Australian National Training Authority

AQTF Australian Quality Training Framework

AUSLAN Australian Sign Language

ASRITC Arts, Sport and Recreation Industry Training Council

ATEC Access Training and Employment Centre

CDEP Community Development Employment Program

DEST Department of Education, Science and Training

FAQ Frequently Asked Questions

HIV Human Immuno-deficiency Virus

MS Multiple Sclerosis

NCVER National Centre for Vocational Education Research

QUT Queensland University of Technology

RTO Registered Training Organisation

RPL Recognition of Prior Learning

VET Vocational Education and Training

OTEN Open Training and Education Network

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