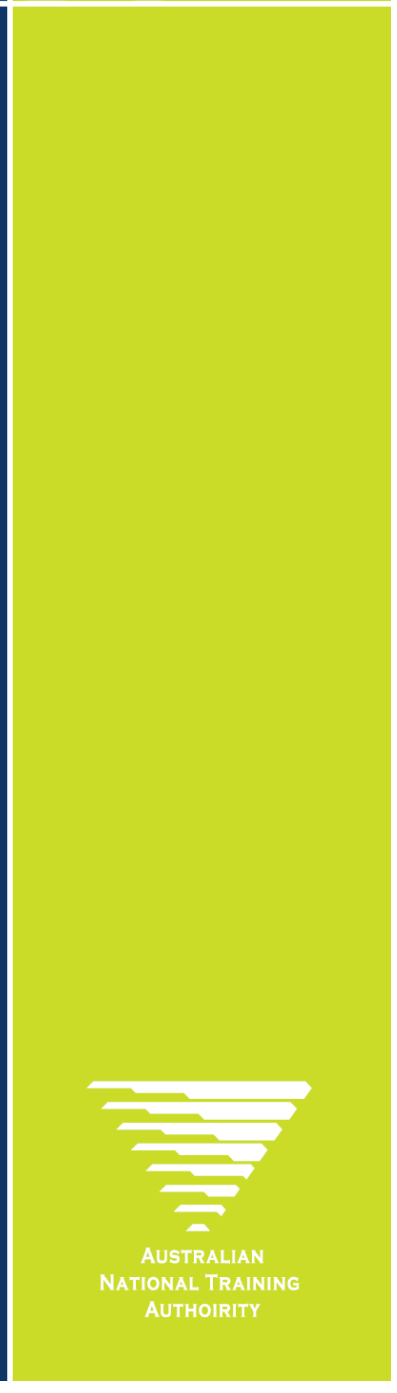
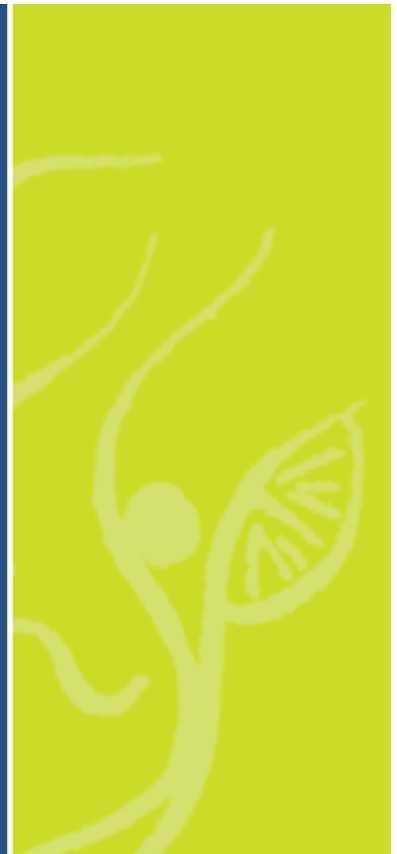


# WORKING WITH DIVERSITY

Quality training for people with a disability





# **WORKING WITH DIVERSITY: QUALITY TRAINING FOR PEOPLE WITH A DISABILITY**

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This series of publications is available for purchase through:

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Website: <http://www.atpl.net.au>

## Preface

This document is designed to help you, the practitioner, contribute to supporting Australians with a disability in gaining skills and participating more actively in the economic and social life of Australia.

Australians with a disability do not participate as actively in vocational education and training, and do not gain the same employment successes from VET, as Australians generally. Resources like this guide are part of a national strategy, *Bridging Pathways*, to address this imbalance.

As part of the national strategy to improve opportunities and attainment for Australians with a disability, the Australian Quality Training Framework places requirements on Registered Training Organisations (RTOs) and the practitioners. This document will support practitioners and RTOs in meeting those requirements, and support auditors in auditing RTOs in relation to equity and the AQTF.

*Working with Diversity: Quality training for people with a disability* should be read in conjunction with the Blueprint for implementation of *Bridging Pathways*, the National Strategy for increasing opportunities for people with a disability in vocational education and training, and other related resources. The content is intended as a guide only and may be modified to suit different contexts of training and service delivery to Australians with a disability.

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/](http://www.anta.gov.au/), or use the website form at [www.westone.wa.gov.au/workingwithdiversity](http://www.westone.wa.gov.au/workingwithdiversity).

I encourage all practitioners to use this guide and accompanying resources to help Australians with a disability fulfill their potential to contribute to Australia's social and economic life.



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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 the needs of your learners with a disability?

As an Australian Quality Training Framework (AQTF) auditor, how well do you assess whether RTOs meet the needs of their learners with a disability?

This Resource 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 RESOURCE

The purpose of this Resource is to help RTOs:

- meet the needs of learners with a disability
- access further information and support for staff working with learners with a disability.

### OTHER RESOURCES

This Resource is part of a suite of three resources on equity and the AQTF.

The other resources are:

- *Working with Diversity: A Guide to Equity and the Australian Quality Training Framework*
- *Working with Diversity: Quality training for Indigenous Australians.*

Figure 1 outlines the content of the three resources.

**Working with Diversity: A Guide to Equity and the AQTF**

**What do I need to know?**  
 Introduction to these resources  
 Introduction to the AQTF  
 Equity in summary  
 Working with equity and the AQTF

**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

**Where can I get help?**

**Working with Diversity: Quality Training for People with a Disability**

**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

**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

**Where can I get help?**

**Working with Diversity: Quality Training for Indigenous Australians**

**What do I need to know?**  
 Key background information  
 Partners in a Learning Culture  
 Cultural issues

**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

**Where can I get help?**

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

## WHO SHOULD READ THIS?

This Resource has 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?

This Resource has been developed for 'just in time' use. That is, it is meant to be used as and when you need the information. It uses links to ensure that you can get to the information you need quickly.

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



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.*

# Learners with a Disability—Key Background Information

I encourage every business, every employer, to look at the benefits they are missing out on by not employing people with a disability. (IBM Chief Executive Officer Phil Bullock, quoted at [www.emad.asn.au](http://www.emad.asn.au))

## THE DIVERSITY OF PEOPLE WITH A DISABILITY

Around 17 per cent of Australians aged between 15 and 64 have a disability.<sup>1</sup>

Learners with a disability are like all learners; they are diverse with a wide range of skills, knowledge and needs.

A disability may be defined as any physical, sensory, neurological, intellectual, cognitive or psychiatric condition that can impair a person's ability to perform an activity in the manner considered to be within the normal range for a person.

Most people are affected by a disability at some stage in their lives. For some, the disability will be genetically determined and can start before birth. For others their disability will arise from environmental causes, such as an accident, an illness or ageing. There are also people for whom the cause of their disability will be unknown.

Disabilities may be short or long term and some are episodic. They may affect a person's capacity to communicate, interact with others and to learn or function independently. Disabilities may be temporary or permanent.

There is a very broad range of disabilities and there are varying degrees of severity within different disabilities.

Some of the types of disabilities that learners may have include:

- sensory impairment, involving vision, hearing or speech
- physical or mobility impairment
- psychological or psychiatric impairment (or mental illness)
- disabilities that may result in multiple impairment, such as cerebral palsy or head injury
- cognitive or intellectual disability

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<sup>1</sup> Australian Bureau of Statistics 1998, *Disability, Ageing and Carers*, ABS, Canberra

- learning disabilities including Attention Deficit Hyperactivity Disorder (ADHD)
- medical conditions and other disabilities.

See Appendix 1 for more information.

Registered Training Organisations (RTOs) providing services to a learner with a disability do *not* need to have an expert in that disability; the learner is the expert. Each person is an individual, with his or her own experiences, needs and perspectives on life.

Further information on working with people with a disability and information on agencies providing support for people with disabilities can be obtained from the following national web sites which have excellent links to State and Territory organisations.

ACOSS: [www.acoss.org.au/](http://www.acoss.org.au/)

ACROD: [www.acrod.org.au/](http://www.acrod.org.au/)

## **BRIDGING PATHWAYS: THE NATIONAL STRATEGY**

*Bridging Pathways* is the national strategy for increasing opportunities for people with a disability in vocational education and training (VET), from 2000 until 2005. Its four goals and areas of action are:

- opening the door (access)
- improving the learning experience (participation and attainment)
- achieving employment and lifelong learning outcomes (outcomes in employment and learning)
- creating an accountable system (accountability).

The *Bridging Pathways Blueprint* was released soon after the strategy to support its implementation and funds were made available for RTOs and other organisations to undertake projects to meet the goals of the strategy.

## THE AUSTRALIAN DISABILITY TRAINING ADVISORY COUNCIL

The Australian Disability Training Advisory Council (ADTAC) provides advice to the Australian National Training Authority (ANTA) on how to improve employment and training outcomes for people with a disability. See <http://www.anta.gov.au/dapADTAC.asp> for information on ADTAC.

## WHOLE-OF-LIFE APPROACH

In 2000, ANTA adopted a 'whole of life, all of life' approach to disability. This approach recognises that people do not learn or approach training in isolation; other aspects of their lives influence their employment prospects and experience of education and training.

The whole-of-life approach is one that recognises the range of issues in a person's life—their work, relationships, training, leisure—over the whole course of their life. The approach aims to bring government and business together on disability issues and has three goals: raising community expectations of people with a disability; removing infrastructure barriers; and empowering individuals with a disability.

For an RTO, the whole-of-life approach is a reminder that learners with a disability have lives outside the training environment that might impact on their capacity to succeed in learning. Many people without disabilities do not realise the demands that an 'ordinary' life task may place on someone with a disability. For example, someone with a physical impairment may require a personal carer to assist them to get up in the morning, may take several hours to get ready to leave the house, and then may rely on a taxi to reach a training venue. Given this, if you make any last minute changes to the training schedule or venue these will have a disproportionate effect on a learner with a physical impairment.

## PROGRESS IN VET FOR PEOPLE WITH A DISABILITY

A mid-term review of the *Bridging Pathways Blueprint* was undertaken in 2003. It found that there is now an increased awareness of disability issues in the VET sector and that there has been a significant increase in collaboration and partnerships between the disability and training sectors. However, improved outcomes for learners with a disability have not yet flowed through the system.

The key barriers to the improved participation of people with disabilities relate to attitudes; resources; knowledge and skills; and systemic matters (such as the lack of appropriate cross-sectoral policies).<sup>2</sup> This Resource aims to assist in addressing these barriers.

## DISABILITY LEGISLATION

Major legislative changes have occurred throughout Australia over the last decade or so aimed at improving certain aspects of public life for people with disabilities.

The *Commonwealth Disability Discrimination Act 1992* is the principal legislative measure through which the rights of people with a disability are protected and advanced in Australia.

The objects of the Act are to:

- eliminate, as far as possible, discrimination against persons on the ground of disability in the areas of:
- work, accommodation, education, access to premises, clubs and sport
- the provision of goods, services, and facilities
- the administration of Commonwealth laws and programs
- ensure, as far as practicable, that persons with a disability have the same rights to equality before the law as the rest of the community
- promote recognition and acceptance within the community of the principle that persons with a disability have the same fundamental rights as the rest of the community.

The Act makes it unlawful for an employer, training provider or other service provider to discriminate against someone with a disability.

It is also unlawful to ask questions about a person's disability for the purposes of discriminating against them, and for an employer to allow harassment of a person with a disability in relation to their work, for example by allowing unwelcome derogatory comments or jokes about their disability.

The Disability Discrimination Act includes a very broad definition of disability, including illness or disease, past disability, present disability and assumed disability. This definition encompasses a wide range of disabilities and conditions, including temporary disabilities.

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<sup>2</sup> Barnett, Kate, 2003, *VET-ability: The capacity of the Australian VET system to be inclusive for people with a disability*, NCVER, Adelaide.

## WHAT IS DISCRIMINATION?

Discrimination occurs when you treat a person with a disability less favourably in the same or similar circumstance than you would treat a person without that disability. Discrimination can be direct or indirect.

Some examples of direct discrimination might include when a person with a disability is:

- denied entry to training despite meeting all the selection requirements
- asked questions about their disability and that information is used to deny them access to services, for example access to excursions, a student common room or computer terminal
- required to pay higher fees than other learners
- unable to access a training venue because of a mobility disability and no alternative arrangement is made.

Indirect discrimination is where a condition or requirement is imposed which may appear the same for everyone but which unfairly excludes or disadvantages someone with a disability, and is unreasonable in the circumstances.

Some examples of indirect discrimination might include when an RTO:

- imposes a time limit on assessment, where the disability imposes a slower working rate and the performance criteria do not include time limitations
- requires all learners to undertake a written assessment when writing is not a requirement of the unit of competency, thus disadvantaging those people who cannot write because of their disability.

## REASONABLE ADJUSTMENT

The Disability Discrimination Act uses the principle of reasonable adjustment, sometimes called reasonable accommodation, to ensure equity of treatment for people with disabilities. This means that, wherever possible, 'reasonable' adjustments must be made to meet the individual needs of a person with a disability.

Reasonable adjustments should be based upon the individual's needs and abilities. They should ensure that learning and assessment strategies are accessible, appropriate and adjusted to meet individual needs. Examples of reasonable adjustments include: providing interpreters, readers or scribes; ensuring a learner has access to an adjustable desk; providing ramps for wheelchair access.

Adjustments are considered reasonable if they do not impose an unjustifiable hardship upon an RTO or employer. In determining whether an adjustment would impose unjustifiable hardship, the following factors are taken into account:

- the nature of the benefit or detriment likely to be experienced by the person concerned
- the effect of the disability on the person concerned
- the financial circumstances and the estimated amount of expenditure required to be made by the organisation claiming unjustifiable hardship.

That is, the expectations on small employers or RTOs and much larger ones might be quite different. For more information, see [www.hreoc.gov.au](http://www.hreoc.gov.au)

It is now common for the term reasonable adjustment to be used in VET in relation to adjusting training delivery or assessment for learners other than those with a disability, for example for Indigenous learners. However, in this resource, the term is used solely in relation to learners with a disability, and other terms, such as adjustments or alternative assessments, are used in relation to other learners. Reasonable adjustment for people with disabilities in training has a legislative basis.

## **DISABILITY DISCRIMINATION ACT EDUCATION STANDARDS**

In July 2003, the Commonwealth Government announced that the *Disability Standards for Education 2003* of the Disability Discrimination Act will in time be introduced to the Commonwealth Parliament to become law. The Standards provide clarification of the obligations of education providers, including RTOs, to ensure that learners with a disability are treated on the same basis as other learners.

Once introduced, the Standards may help RTOs by clarifying rights and responsibilities implied in the Disability Discrimination Act. They cover:

- enrolment
- participation
- curriculum development, accreditation and delivery
- student support services
- elimination of harassment and victimisation.

Each of these areas includes rights of students with disabilities; obligations of providers of training; and measures by which compliance with the standards can be evidenced. For more information on the forthcoming Standards, see the Human Rights and Equal Opportunity Commission website [www.hreoc.gov.au/disability\\_rights/index.html](http://www.hreoc.gov.au/disability_rights/index.html) and follow the links.

# Key Issues for Learners with a Disability

## DISCLOSING A DISABILITY



Disclosure relates to the AQTF *Standards for Registered Training Organisations*: 2.1; 2.2; 4.1(vi); 6.1; 6.3; 8.1(vii); 9.3(vi); 9.4.

Some disabilities are visible, but many are not. It is usually best for both the learner and the RTO if learners with a disability discuss this with the RTO and any needs they may have. However, experiences of stigma and discrimination may discourage learners from disclosing their disability.

By providing a positive, supportive message to all your potential learners you are more likely to gain their trust and they are more likely to discuss their needs openly. Simply placing an item on the enrolment form asking learners if they have a disability is not enough; you need to explain why you are asking, how you will use the information and who will see it.

Staff development is also essential to support disclosure; staff may feel uncomfortable when dealing with someone with a disability simply because they are uninformed.

Many RTOs have specialist disability officers on staff or have access to someone with expertise in this area to assist trainers in working with learners with a disability; this also supports people in discussing their needs.

## HELEN'S STORY

Helen's background included many years working in child care. After some difficult events in her life, she became stressed, unable to cope and eventually needed a brief period of hospitalisation. For a few years after this she was unemployed but later did some casual retail work. Helen had always loved cooking and this remained her passion—she decided to start a home-based catering business and enrolled in a small business course. Initially, the study went really well but at assessment time Helen became very anxious, experienced panic attacks and felt she could not continue. She began to miss classes and sought help from a counsellor.

Helen's trainer did not know about her background of mental health problems and assumed her missed classes were simply because she couldn't be bothered. Helen felt unable to talk to the trainer and was about to withdraw from the course, when her counsellor offered to ring the trainer to arrange a meeting. Helen, her counsellor and the trainer met; Helen was able to explain her concerns and the trainer was clear on the situation.

Between them they agreed upon a number of solutions to enable Helen to continue with her study. These included using peer and self-assessment tools, giving more time for assessment, regularly checking that Helen's needs were met and introducing her to a learner now running her own small business. At the meeting the trainer also found out about Helen's experience in child care and invited her to apply for Recognition of Prior Learning. So, while the outcome was positive, if Helen had felt encouraged to disclose her background of mental health problems earlier she may have experienced less distress.



## Question for RTOs

- How many of your learners disclose a disability, either on enrolment or at a later date?
- How could you increase disclosure?
- How do you use the information disclosed to enhance the teaching and learning process?
- What information have you provided to staff to assist them to encourage disclosure?



## How QUT has helped learners disclose their disabilities

The Queensland University of Technology (QUT) has provided a kit for students and staff *Succeeding with a psychiatric disability in the university environment*. It aims to:

- highlight common issues confronted by students with a psychiatric disability
- assist students to achieve their full academic potential
- offer practical guidelines to assist students with a psychiatric disability.

The kit covers the issue of disclosure, discussing possible benefits for students in disclosing their disability and ways staff might approach students if they have concerns. For information or copies see:

- Tertiary initiatives for people with disabilities at [www.qut.edu.au/pubs/09other/tipd/tipdhome.html](http://www.qut.edu.au/pubs/09other/tipd/tipdhome.html)

## PARTNERSHIPS WITH DISABILITY AGENCIES



Partnerships relate to the AQTF *Standards for Registered Training Organisations*: 1.6; 4.1(vi); 6.1; 6.2; 6.3; 8.1(vii); 9.3(vi).

Research shows that the most successful outcomes for learners with a disability can be achieved through collaborations between RTOs and disability agencies, especially specialist Disability Employment Agencies.

In such partnerships the RTO can provide the educational expertise and the disability agency can provide support to learners and information and resources on matters such as reasonable adjustment. Disability Employment Agencies can assist learners to gain work or work experience. If an employer is also involved, outcomes improve even more, as the employer can provide work experience and a venue for workplace assessments.

### Collaboration Checklist

At a talk about the value of collaborative approaches to increasing participation and outcomes of people with a disability in VET, Craig Harrison, Director of Barkuma Incorporated, suggested that the following checklist provides a good starting point for building a collaborative project (Pathways 5 Conference, 2000).

- Do stakeholders have the level of knowledge, skills and values for the task?
- Have internal and external networks been identified?
- Is there a capacity for building shared experiences and identity?
- What are the protocols to facilitate communication?
- Who has responsibility for maintaining the network and how will this be achieved?
- What are the benefits for all stakeholders?
- How will ownership by all stakeholders be facilitated?
- What are the strategies for resolving conflict?

## Partnerships resource

- *Partnership Success: Steps to setting up successful training partnerships*, a useful checklist produced by the ANTA Board's Enterprise and Training Provider Working Group. You can find it at [www.anta.gov.au](http://www.anta.gov.au)



### How some RTOs have collaborated with other organisations

For good examples of how RTOs have set up successful collaborations see:

- Enterprise and Career Education Foundation Lighthouse Disability Initiative projects at [www.ecef.com.au/web/ab\\_home.nsf/ECEF/ab\\_disability](http://www.ecef.com.au/web/ab_home.nsf/ECEF/ab_disability)
- *Transition from VET to Employment for People with a Disability: Key success factors* (ATEC 2001) from [www.equityresearch.org.au/pub.htm](http://www.equityresearch.org.au/pub.htm)
- Key success factors in placing and supporting new apprentices with disabilities through group training: a best practice guide by Dr Greg Lewis (ANTA, 2002) from <http://www.anta.gov.au/publication.asp?qsID=363>
- *Making the Connections: 48 ways to progress equity in the national vocational education and training system* (ANTA, 2004) go to [www.reframingthefuture.net](http://www.reframingthefuture.net) and follow the link to publications.



### Question for RTOs

- How have you explored and developed partnership arrangements with local agencies?
- In what ways have these partnerships assisted your organisation, the local agency and your learners?
- What protocols do you use to ensure that partnerships are successful and comply with AQTF requirements?

## WORKING WITH TRAINING PACKAGES



Working with Training Packages relates to the *AQTF Standards for Registered Training Organisations*: 2.1; 2.2; 6.1; 6.2; 6.3; 8.1; 8.1(vii); 9.1b; 9.3(iv); 9.3(vi).

Training Packages include units of competency, assessment guidelines and the qualifications and their packaging rules. RTOs are required to use these endorsed components to develop delivery and assessment strategies which best meet the needs of individuals and client target groups. Ensure that your trainers and assessors are aware of how to optimise flexibility within the Training Package or accredited course rules.

The most flexible Training Packages allow:

- enterprises to customise units of competency
- substitution of alternative competencies
- modification of assessments within the parameters of the set guidelines.

### Checklist for working with a Training Package

In tailoring a Training Package for a particular client group or enterprise, trainers may consider the following questions.

- Do any of the units of competency pose a particular problem for a learner with a disability? If so, can an alternative unit be substituted?
- Can appropriate assessment for this learner or group be provided within the Training Package assessment guidelines?
- Can the qualifications be packaged in a flexible way? In general, the more flexibility in the packaging of units of competency, the less likely the process will disadvantage learners with a disability. Flexible packaging involves: use of elective units; limited prerequisite units; inclusion of specialist units as electives; a full range of qualification levels; and importation of units from other Training Packages.
- Are the qualifications packaged so that elective units can be substituted? Many people with a disability have a high level of knowledge and skill in particular specialty areas, for example, in the human services, arts or communications industries. Specialist units can enable recognition of these currently held competencies.
- Are there Certificates I and II as well as higher level qualifications? Training Packages without Certificate I may not be appropriate for some learners, for example some people with an intellectual disability.

- Learners who are unable to obtain a full qualification may still be able to complete units of competency and obtain a Statement of Attainment. Under the AQTF RTOs must recognise units already held so don't forget to check whether the client already has achieved some relevant units at another RTO—under the packaging rules you may be able to constitute a whole qualification.
- If you have difficulties tailoring the Training Package for your client group, contact the relevant Industry Skills Council.

## REASONABLE ADJUSTMENT IN TRAINING DELIVERY AND ASSESSMENT



Reasonable adjustment relates to the AQTF *Standards for Registered Training Organisations*: 2.1; 2.2; 6.1; 6.2; 6.3; 7.4; 8.1; 8.2; 9.1; 9.3; 9.4.

The word *special*—it gives a false sense, lower expectations, and bigoted baggage that comes with it. I wouldn't be special if things around me were sorted out. (Anonymous person with a disability quoted at [www.bbc.co.uk/ouch](http://www.bbc.co.uk/ouch))

The Disability Discrimination Act uses the principle of reasonable adjustment, sometimes called reasonable accommodation, to ensure equity of treatment for people with disabilities. This means that, wherever possible, 'reasonable' adjustments must be made to meet the individual needs of a person with a disability.

Opportunities for RTOs to make reasonable adjustments include:

- making training and assessment materials and methods accessible  
Training and assessment methods that suit most learners may hinder access for some learners with a disability. Presenting information through a range of methods is important for all learners and helps you cater more easily to learners with a disability.

Recent technological advances can overcome many hurdles, for example for people with vision or hearing impairments.

See also the information provided in Learner-centred Delivery and Fair Assessments below.

- adapting the physical environment and equipment  
To ensure accessibility to venues and equipment RTOs might need to undertake some forward planning and this is best done by involving the learner with a disability. RTOs should undertake a disability access audit of their training sites (for information about this see [www.hreoc.gov.au](http://www.hreoc.gov.au)).

Much innovative equipment has now become readily available for workplace and vocational training applications. Examples of aids and equipment for assisting learning include audio-visual aids, specific furniture, computer hardware and software. Requirements should be identified and negotiated between the learner and RTO on enrolment.

There is now a growing body of international literature on the concept of 'universal design'. It aims to integrate people with disabilities into the mainstream by ensuring the design of the environment and products is usable by all people as far as possible without the need for adaptation or specialised design. As interest in universal design grows, it is likely that more and more equipment and buildings will be designed to accommodate all people's needs. In the meantime however, much of our existing equipment and facilities create barriers for users with a disability as well as for older users and others and may need to be adapted for some. For more information on universal design, see the links from [www.hreoc.gov.au/links/index.html](http://www.hreoc.gov.au/links/index.html)

- providing additional support for the learner

Some learners with a disability require specific support to be able to access and successfully complete their training. Such support services act to overcome barriers inherent in the training situation based on more 'typical' needs. For example, interpreters can overcome communication barriers between a trainer who does not have sign language and a learner without hearing. Extra tutorial support and longer learning times for learners with an intellectual or cognitive disability could overcome barriers created by training developed for a different target group.

Personal support may include interpreters for deaf people, personal assistants for people with limited mobility, and readers and scribes for people with vision impairments. Assistance is appropriate in assessment where the skill being performed by another person, for example writing by a scribe, is not an inherent part of the vocational competency itself. In such cases the vocational competency gained by the learner with a disability is as valid as that gained by any other learner.

See also the information provided in Support Services below.

- making time related changes

Extending or otherwise altering time frames for training and assessment is a simple and highly effective means of adjusting training to meet learner needs.

Learners with a disability often experience considerable hardship in dealing with everyday aspects of living with a disability. Like other learners, they also have family, work and community commitments. Time flexibility may involve part time options, extensions of time to gain competencies and flexible assessment timing.

See also the information provided in Fair Assessments.



## Question for RTOs

- How have you provided staff development to your staff on reasonable adjustment?
- How many staff have attended such staff development over the past two years?
- What links do you have with other agencies and organisations to assist you in providing appropriate reasonable adjustments for learners who need them?
- How do you ensure you have the budgetary arrangements in place to cover any reasonable adjustment costs?

## LEARNER-CENTRED DELIVERY



Learner-centred delivery relates to the *AQTF Standards for Registered Training Organisations*: 2.1; 2.2; 6.1; 6.2; 6.3; 7.4; 8.1; 8.2; 9.1; 9.3.

The ‘one size fits all’ approach to training is outdated. When RTOs offer a range of modes and methods of training, learners can select the combination that meets their particular needs. This applies to learners with a disability too; their needs are not *special* or *different* although they may be less familiar to you because of past practices of exclusion and discrimination.

The key to providing learner-centred training is to talk to your learners about their needs and preferences. Some RTOs use a matrix of training options with notations against those that may be more suitable in certain situations; this can help learners in making choices, for example:

- workplace demonstrations can work well for people with cognitive impairments
- electronic material could be scanned and turned into a voice text for people with a vision impairment
- a learner with a reading difficulty may prefer to attend face to face sessions
- a learner with a hearing impairment may want paper based materials in advance of face to face sessions, plus an interpreter where necessary
- workplace training may be enhanced for a learner in a wheelchair if the workplace has appropriately adjusted equipment
- a learner with chronic fatigue syndrome may choose part time study in a self paced mode to allow for periods of illness while still accessing on-site delivery on occasion.



### Question for RTOs

- How do you ensure that your trainers identify the individual learning needs of all learners and any barriers learners may experience due to a disability?
- Have you analysed which delivery modes are used across your RTO and explored any barriers relating to these delivery options?
- How do you ensure that disability issues are considered in your formal reviews of delivery and assessment strategies?

- How do you ensure that all your training material is inclusive, free from bias and stereotyping and uses diverse images and examples?
- Do you have a policy or approach that embeds the 'whole-of-life' approach in your training delivery?



## How some RTOs have promoted learner-centred delivery

### Goodwill Industries

Goodwill Industries is a light manufacturing business owned by the Cerebral Palsy Association of Western Australia employing over 50 people with a range of disabilities. Working with the West Coast College of TAFE, Goodwill Industries implemented an innovative approach to structured training and assessment. Outcomes included:

- improved employee communication skills
- greater employee acceptance of change
- growth in employee self esteem
- an increase in employee's ability to change position and employer.

For the full case study, please refer to *Emerging Futures: Innovation in Teaching and Learning in VET* by Mitchell et al (2003) and *Making the Connections* (2004) at [www.reframingthefuture.net](http://www.reframingthefuture.net) and go to publications.

### RTOs using the whole-of-life approach

People with a disability may experience stigma or labelling in their daily life and in their training and employment experiences. Some RTOs have worked to deconstruct these labels and empower learners with a disability. This is very much in line with the 'Whole of life, all of life' approach recommended by ADTAC.

One RTO working to de-mystify labels for people with a disability and those experiencing long term unemployment found considerable overlap; people with a disability often experience long periods of unemployment and people with a background of long term unemployment often have, or develop, degrees of depression, anxiety and other types of disability. For participants in this activity the opportunity to share common experiences became a valuable learning outcome.

For full details of this case study, 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](http://www.equityresearch.org.au/pub.htm).

### **Inclusive practices for students with a psychiatric disability**

TAFE NSW – Sydney Institute undertook a Reframing the Future project to develop staff skills and knowledge and to be more strategic in supporting students with a psychiatric disability in pre-enrolment, enrolment, learning and work placements.

Participants found that a work-based action learning approach allowed them to devise real solutions to real problems. Using students with a psychiatric disability as guest speakers also helped to ground the experience and provide meaning. Reflective practice for example through journals was one of the work-based learning methods allowing teachers to gain and reflect on new knowledge, reconsider their thinking and review their practice. The project successfully utilised the Reframing the Future web forum facilities to disseminate information, create discussion and keep participants in the loop.

For full details see *Making the Connections: 48 ways to progress equity in the national vocational education and training system* from [www.reframingthefuture.net](http://www.reframingthefuture.net)

### **Helping prisoners with intellectual disabilities**

With the assistance of funding from Reframing the Future, the South Australian Department for Correctional Services set out to redress barriers to participation in training by prisoners with intellectual disabilities by providing prison education officers with staff development. Professional development for these officers is rare, as most are employed as hourly paid instructors.

The project achieved two outcomes. Firstly, the participants learnt about learning difficulties, learning disabilities and mental illness and associated training issues and strategies. Secondly, they applied this knowledge with a particular learner trialling new ways to engage them in and facilitate learning.

Participants in the project used flexible learning resources such as ANTA toolboxes, which they critiqued for their suitability for learners with intellectual disabilities. This project led to suggestions to increase access to IT systems within the prison system for both learners and educators.

For full details see *Making the Connections: 48 ways to progress equity in the national vocational education and training system* from [www.reframingthefuture.net](http://www.reframingthefuture.net))

## Teaching strategies for learners with a disability

Useful strategies for learners with a disability are contained in *Fair go in training for people with a disability*. See the following sections for strategies for learners with:

- an intellectual impairment, Appendix L page 38
- a vision impairment, Appendix M page 39
- a hearing impairment, Appendix N page 40-41
- a physical impairment, Appendix O page 42-43.

*Fair go in training for people with a disability* is available from the Queensland Department of Employment Training website at [www.trainandemploy.qld.gov.au/partners/resources/aqtf/index.htm](http://www.trainandemploy.qld.gov.au/partners/resources/aqtf/index.htm)

## FAIR ASSESSMENT



Fair assessment relates to the AQTF *Standards for Registered Training Organisations*: 2.1; 2.2; 6.1; 6.2; 6.3; 7.4; 8.1; 8.2; 9.1; 9.2; 9.3; 9.4.

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 worry about advantaging learners by adjusting an assessment. In fact, to be fair, you usually need to provide a variety of ways to demonstrate competency.

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 students for entry. The concept of fairness in a competency-based system relates to achieving competency rather than achieving 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.

A single standardised assessment task applied to all learners in all contexts is likely to be unfair to many learners with a disability; it will also be contrary to the notion of reasonable adjustment.

Some examples of how you can adjust assessments for learners with a disability include the following.

- A learner with a **learning disability** may need additional time for some types of assessments. Unless speed is an essential element of competence, there should be no concern over extended time frames.
- 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. Because the workplace norm will involve workers completing their tasks at their normal place of work, it is appropriate for the assessment to occur where the learner is familiar, either at their workplace or their usual training venue.
- A learner with **mental health issues** may experience overwhelming distress in assessment or 'test' situations. This can be alleviated by providing opportunities for self-assessment or peer assessment in advance of the formal assessment situation. Using peer assessment as evidence is another good approach. An extended time frame for the assessment may also help. In many cases, assessment can and should

be integrated into the learning process, thus countering the traditional notion that we learn first and are then 'tested'.

- A learner with **autism** may be unable to understand complex social mores or imaginary situations. An assessment using role plays or hypothetical scenarios may confuse them so that they do not understand what is expected of them. Adapting the assessment task is therefore appropriate unless the competency required is a social one. A visual picture of a situation with some cartoon language and then a series of questions will be a more appropriate assessment task.
- A learner with a **physical impairment** may not be able to physically undertake a certain activity but they may be able to direct someone else to do so. In some cases this will meet the requirements of the unit of competency, for example where supervisors need to know how to do something but do not have to physically do it.



### Question for RTOs

- How do you ensure that your trainers and assessors identify any barriers or issues around assessment that learners may experience due to a disability?
- How do you show-case examples of adjusted assessments in your RTO?
- How do you ensure that disability issues are considered in your formal reviews of delivery and assessment strategies?
- How do your validation and moderation processes consider disability issues?



### What some RTOs have done about assessment

#### Goodwill Industries

Goodwill Industries is a light manufacturing business owned by the Cerebral Palsy Association of Western Australia and employing over 50 people with a range of disabilities.

Working with the West Coast College of TAFE, Goodwill Industries developed a training and assessment system which met the AQTF while also taking into account a work environment and job structures modified to accommodate the needs of workers with a disability. For example, some workers are unable to speak and communicate with nods and in other ways; other workers have limited mobility or sensory impairments.

For the full case study, please refer to *Emerging Futures: Innovation in Teaching and Learning in VET* by Mitchell et al (2003) and *Making the Connections* (2004) at [www.reframingthefuture.net](http://www.reframingthefuture.net)

### **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.

### **Isolated RTOs focus on assessment**

RTOs and their staff in three isolated regions of Queensland—Mt Isa, Townsville and Rockhampton—were given an opportunity to form a network in order to moderate and improve their assessment tools and procedures to ensure inclusive practices for students with a disability and compliance with the AQTF.

Two workshops were held in each region and in between these participants trialled new knowledge in the workplace, communicated by email and were provided with resources and information to stimulate thinking. People in isolated regions do not often get the opportunity to experience such activities; some participants travelled more than 500 kilometres to the workshops.

By the end of the project, RTOs and assessors had a process by which they could confidently develop learning and assessment strategies in compliance with Standard 9 of the AQTF *Standards for Registered Training*

*Organisations.* They also developed action plans to improve the quality and consistency of assessment for all clients especially those with a disability; workshopped methods to increase attendance of people with a disability; examined a variety of assessment tools and processes; and tailored a moderation checklist. Workshop participants developed a better understanding of reasonable adjustment and terminology related to assessment.

Participants established a network in each region so that various RTOs, enterprises, assessors and disability experts could continue to share information on relevant issues.

For full details see *Making the Connections: 48 ways to progress equity in the national vocational education and training system* from [www.reframingthefuture.net](http://www.reframingthefuture.net)

### **Skills recognition process project**

Participants in this Reframing the Future funded project came from Barkuma Incorporated, a multifaceted agency providing support for people with an intellectual disability in South Australia, and from Interwork, a peer specialist employment agency and RTO. They set out to find current national and international research and information about assessment recognition processes for people with an intellectual disability in the VET system—to evaluate it and use it to develop models of assessment for their clients and employees.

The resulting process for skills recognition centred on a partnership between the worker with a disability and their advocates, the employer, disability employment agencies and RTOs.

For full details see *Making the Connections: 48 ways to progress equity in the national vocational education and training system* from [www.reframingthefuture.net](http://www.reframingthefuture.net)

## SUPPORT SERVICES



Support services relates to the AQTF *Standards for Registered Training Organisations*: 2.1; 2.2; 6.1; 6.2; 6.3; 8.1; 8.2; 9.1; 9.3; 9.4.

There are five key aspects in providing support services to learners with a disability.

- Talk to the learner about what they may need and develop a support plan; the learner will probably know more about how to support them than anyone else and of course some learners with a disability will not need any support.
- Work with disability and other community agencies; often these agencies can provide a wealth of information and expertise and even some services and equipment.
- Be aware of funding, equipment and support available to your learners; local agencies, your State or Territory Training Authority and relevant Commonwealth Government departments might assist.
- Provide professional development for your staff.
- Include funding for support for learners with a disability in your budget.

All training incurs costs and all costs must be budgeted for by the RTO. If a learner with a disability requires a service or adjustment that has a cost the RTO may be required to provide it—however there are supports within the wider community that RTOs may be able to tap into. If the RTO is required to make a costly adjustment and believes it cannot do so, then it can claim unjustifiable hardship under the Disability Discrimination Act.



### Question for RTOs

- What links do you have with other agencies and organisations to assist you in providing appropriate support services for learners?
- How do you ensure you have the budgetary arrangements in place to cover the cost of support services?
- How do you inform your learners of the support services available to them?



## What some RTOs have done about providing support services

### Staff development on reasonable adjustment—an example

A Reframing the Future project at Brisbane North Institute of TAFE focused on developing assessment strategies, processes and tools which recognise and incorporate reasonable adjustment. Teachers with varying levels of experience from six campuses participated and worked in their own Training Package areas to increase relevance to existing practice.

Before this project many participants were unaware of equity and disability policies and legislation, or confident about the validity of adjusted assessment strategies. Moreover, they were unsure about available student support services.

An action learning process including face-to-face workshops and trial and review of new strategies was used. A reasonable adjustment document was produced which pulled together the new knowledge and experiences.

Through this project participants gained a better understanding of equity principles and reasonable adjustment methods as well as a willingness to implement it. In addition they developed specialist and peer networks to provide information and support for themselves and their work teams.

For full details see *Making the Connections: 48 ways to progress equity in the national vocational education and training system* from [www.reframingthefuture.net](http://www.reframingthefuture.net)

### TAFE NSW Hunter Institute

Hunter Institute undertook a Reframing the Future project to assist in enhancing consistency in developing and maintaining Individual Education Plans—learning and assessment strategies—for students with physical disabilities.

The project concentrated on improving communication between the team providing support for the student—teacher-consultants, student support officers, note-takers, carers and tutors—and representatives of external agencies supporting students with disabilities.

The project enabled team members to gain a clear understanding of the production and monitoring of learning and assessment strategies and increased their ability to develop strategic alliances and partnerships with

other stakeholders, and to work together towards the common goal of supporting the learner in the VET environment.

For more details see *110 ways to implement the national training system* (ANTA, 2002) from [www.anta.gov.au](http://www.anta.gov.au)

## **Brite Industries**

Brite Industries commenced operations in 1976 as a sheltered workshop and from its inception catered for school leavers with a disability, with the philosophy that people learn through doing underpinning all activities. Thus, the focus for Brite Industries is on integrating education and training with workplace operations; getting people to 'grow' their competencies while on the job and aiming to get people into open employment.

The workplace program is designed to support the decision-making capabilities of their workers with work carefully designed to allow individuals to undertake tasks of increasing complexity. Supervisors offer on-going support for workers.

Brite Industries established an early relationship with Kangan Batman Institute of TAFE which delivers courses at Brite's on-site classroom.

## **Support services for learners with a psychiatric disability**

The disabilities associated with psychiatric illness, its episodic nature, and the impacts on adult learning and VET participation are not generally well understood in the VET sector.

A Challenger TAFE Reframing the Future funded community of practice set out to work out better ways of catering for students with this disability. It included TAFE staff and staff from psychiatric illness support and therapeutic organisations. The group was assisted to develop a collaborative working style by identifying their cultural differences and skill gaps up front; they could then concentrate on similarities and common concerns. Ultimately, mutual trust became more important than differences in organisational culture.

The greatest benefit to the VET individuals and organisations involved was the identification of supports for people with a mental illness. The members of the community of practice learnt about relevant organisations, how to contact them, how to cross-refer, and how to maximise support that already exists. One of the challenges for the facilitator was the sheer amount of information generated, deciding what to pursue, what to keep

and how to document it. In return, non-VET members got a realistic picture about how VET works.

Most importantly, members of this Reframing the Future community of practice want to continue to work together to develop appropriate pathways and processes which will enable students contending with psychiatric disabilities to more easily access and achieve success in VET programs.

For full details see *Making the Connections: 48 ways to progress equity in the national vocational education and training system* from [www.reframingthefuture.net](http://www.reframingthefuture.net)

## STAFF DEVELOPMENT



Staff development relates to the AQTF *Standards for Registered Training Organisations*: 2.1; 2.2; 6.1; 6.2; 6.3; 7.1; 7.2; 9.3(vi).

Research shows that if staff are made aware of disability issues and provided with related training this results, not only in better outcomes for learners with a disability, but also in improved staff job satisfaction.

Education is about sharing knowledge and developing individuals; the value of a highly motivated, positive and skilled teacher is huge. Learners with a disability may encounter ignorance and stigma often in their life—it is important that they don't encounter it in vocational training.

While it is useful for an RTO to have a designated Disability Officer to work with learners and staff, this is not enough. Every trainer and assessor also needs to be aware of issues for learners with a disability and understand how to include and support all learners by making adjustments as required. Administrative staff and client service officers should also be aware of issues relating to learners with a disability.



### What some RTOs have done about staff development

#### **Nine adult community education providers collaborate on staff development**

This two-tiered project involved the nine Adult and Community Education (ACE) college campuses in the Mid-North Coast Cluster of New South Wales. They pooled resources for a professional development program involving managers, administrative and VET delivery staff and implemented a parallel program for disability access plans for each site. The project was coordinated by Taree Adult Education, one of the cluster members.

Given the wide geographic base of the cluster, the opportunity to meet and workshop common concerns and find common solutions was valued. Participants shared a wide range of practice in their workshops as each college was at a different stage of experience with students with a disability. Networking was aided by a cluster website for posting resources and teaching ideas.

The opportunity to transfer workshop knowledge into practice in the workplace benefited all colleges and participants. Benefits also accrued for participants across a range of job roles: administration staff developed

strategies to cater for the needs of people with a disability at first point of contact; managers were assisted with policy and resourcing issues around the AQTF and legislation; and trainers developed inclusive teaching strategies. In addition, a resource network was developed with key local disability groups to provide advice and support as required.

For full details see *Making the Connections: 48 ways to progress equity in the national vocational education and training system* from [www.reframingthefuture.net](http://www.reframingthefuture.net)

### **Storytelling approach to reasonable adjustment**

A Reframing the Future project team, the Reasonable Adjustment Action Group, was formed by a range of delivery teams across the Cooloola Sunshine Institute of TAFE to address the issue of reasonable adjustment for students with a disability. Participants used storytelling to relate issues from different vocational areas and look at generic, systemic alternatives rather than compartmentalising ‘problems’ to individual staff members.

The Project used a work-based learning process starting out with awareness raising sessions about the concept of reasonable adjustment and AQTF implications for teachers. Using formal meetings and informal opportunities, participants engaged in professional conversations to identify and work through multiple solutions to challenges focussing on the learner and Training Package requirements.

Cooloola Sunshine Institute of TAFE now has a network of individuals dispersed through delivery teams with specific knowledge and practical understanding of reasonable adjustment. The project team identified three systemic solutions to recommend to the Academic Board. A working party has formed to develop and modify equitable and clear processes for people with a disability who need flexibility in their training or assessment.

The storytelling approach also produced a range of case studies outlining training and assessment issues and actions that could be used with students with varying abilities.

For full details see *Making the Connections: 48 ways to progress equity in the national vocational education and training system* from [www.reframingthefuture.net](http://www.reframingthefuture.net)

## **Staff development on reasonable adjustment in small private RTO**

KAL Multimedia Training, a small private RTO, undertook a project in 2003 to provide staff with information about diverse training and assessment approaches to assist people with disabilities to gain skills and qualifications in four industry areas—IT, Children’s Services, Floristry and Screen.

The RTO combined face-to-face presentations from guest speakers on disability and industry requirements with team-based work activities and trials of new processes, tools and resources. Staff sourced resources through the ANTA and DEST websites to adapt to their students’ needs, training contexts and levels and researched disabilities such as dyslexia and attention deficit disorder. They explored practical strategies to adjust training and assessment to fit individual student’s needs, taking into account Training Package and industry requirements.

New strategies included changing how learning material and assessment tasks were presented to students and negotiating additional time for learning or assessment with the student. Staff shared their experiences and learning with each other at meetings.

For full details see *Making the Connections: 48 ways to progress equity in the national vocational education and training system* from [www.reframingthefuture.net](http://www.reframingthefuture.net)

## **Work-based staff development in private RTO**

Martin College, a private RTO in Queensland, wanted to improve the quality of its practice in relation to requirements under the AQTF by involving all staff in work-based staff development about including people with disabilities in training. The project was designed to augment the skills and knowledge of administrative and teaching staff.

A three phase approach was used. The first phase introduced work-based learning principles, the AQTF *Standards for Registered Training Organisations* and issues around disability. Participants engaged in discussion, questioning and constructive feedback, and guest speakers gave insights into the requirements of people with particular disabilities.

In the second phase of the project, participants reflected on what they had learned and applied this to their work. The third phase involved a workshop in which participants reviewed, consolidated and discussed their understandings, practices and experiences.

The project highlighted the need to establish more effective processes for student enrolment and induction at Martin College to encourage students to disclose any disability that could impact on their learning.

For full details see *Making the Connections: 48 ways to progress equity in the national vocational education and training system* from [www.reframingthefuture.net](http://www.reframingthefuture.net)



### **Question for RTOs**

- How do you provide staff development on disability issues?
- How many of your staff have attended such staff development over the past two years?
- How do you update and disseminate resources and information on disability issues to staff?
- How can your trainers access disability expertise?

## PATHWAYS TO EMPLOYMENT



Pathways to employment relate to the AQTF *Standards for Registered Training Organisations*: 2.1; 2.2; 6.1; 6.2; 6.3; 12.3.

Vocational graduates with a disability are less likely than their non-disabled peers to gain employment on completion of their training; assisting learners with a disability to find employment is especially important.

RTOs with effective links with disability agencies, especially disability employment agencies, and local employers are well placed to assist their learners to find employment.

In addition, RTOs can take an active role in placing and supporting trainees and apprentices into a traineeship or apprenticeship.



### Question for RTOs

- What links do you have with other agencies and organisations to assist learners to gain employment?
- How do you maintain your links with local employers and work with them to assist learners to employment?



### What some RTOs have done to promote pathways to employment

#### Inform Well

Delivery of a Certificate 1 preparatory course by the Southbank Institute of TAFE was tailored to meet the needs of people with a disability. Staff recognised the role of good collaboration with employment agencies in developing strong and effective pathways to successful employment for people with a disability.

A research project was implemented with Directions Australia to identify strategies to enhance links between training providers and disability employment services. The outcomes of this project included the development of a personal pathways information tool designed to give employment agencies, employers and training organisations meaningful information about individual learners upon which to base decisions about further training and employment.

(From *Equal Access? Report on six action projects*, Queensland Department of Education and Training, 2001 available at [www.trainandemploy.qld.gov.au/client/resources/about/research\\_publications/reports\\_research/pdf/equalaccesscover.pdf](http://www.trainandemploy.qld.gov.au/client/resources/about/research_publications/reports_research/pdf/equalaccesscover.pdf)).

### **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](http://www.equityresearch.org.au/pub.htm)

### **Riverina Group Training Organisation**

Riverina Group Training Organisation is a small organisation covering a very large geographic region. In 2001, it recruited an employment consultant from a local disability employment agency not only bringing in specialist expertise but also strengthening relationship between the two agencies. They continue to work closely together, taking joint marketing initiatives to employers and working closely with the local New Apprenticeship Centre and TAFE Institute. The result is an effective, efficient and well co-ordinated network which has been a key success factor in delivering successful apprenticeship and trainee outcomes for people with a disability.

For a fuller discussion, other case studies and 20 steps for Group Training Organisations and disability employment agencies, see *Key success factors in placing and supporting new apprentices with disabilities through group training: a best practice guide* by Dr Greg Lewis (ANTA, 2002) from [www.anta.gov.au](http://www.anta.gov.au)

# APPENDIX 1

## Types of disabilities – a starting point

Below are just a few examples of the many disabilities that have a significant impact on the lives of people and which may affect their ability to undertake training or access employment.

### What is a sensory impairment?

A sensory impairment may involve vision, hearing or speech.

Vision impairment refers to a loss of vision not corrected by glasses and includes conditions described as total blindness, legal blindness, and low vision. A person with less than 10 per cent vision is classified as legally blind.<sup>3</sup> Causes of vision loss include glaucoma, diabetes, cataracts, or trauma to the eye through accident, injury or disease. Also, as people age they are more likely to develop vision impairments. Access to visual aids and adaptive technology could be considered for vision impaired learners.

People who have a hearing impairment or who are deaf can have hearing loss ranging from very mild through to profound. They may use lip reading and speech, or may communicate only by sign language. Most people with hearing impairments have only mild hearing impairments and communicate effectively using oral language, but for some speech is difficult which means that they will use other forms of communication, such as sign language (AUSLAN) and writing. Access to audio aids and other adaptive technology could be considered for hearing impaired learners.

Speech impairments include stutters, word slurring or loss of speech. People with speech impairments may require additional time and patience from trainers and peers and sometimes technology is required for electronic communication.

### What are physical or mobility impairments?

Physical or mobility impairments may be the result of spinal cord injury, accident, acquired disease such as polio, or developmental damage.

Two forms of mobility impairment are paraplegia and quadriplegia. Both conditions result from injury or disease involving the spinal cord and

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<sup>3</sup> You can make a difference to customer relations for people with disabilities, WA Disability Services Commission, 1999

resulting in muscle paralysis and sensory loss. Injury to the spinal cord may occur at different levels and this determines the severity of the condition; higher lesions are associated with more severe disability. The most common causes of injury are falls, diving and traffic accidents. Most people with these conditions experience problems with mobility and may use a wheelchair. Access issues and the design of workspace areas are key considerations for people with mobility impairments.

### **What is mental illness (psychological and psychiatric impairments)?**

Psychological and psychiatric impairments, sometimes called mental illness, include a range of conditions and situations. Psychiatric disabilities, such as schizophrenia, are mental illnesses generally treated through medication. Psychological disabilities such as eating disorders are also mental illnesses but relate more to behavioural issues and are more likely to be addressed through counselling.

Psychological and psychiatric disabilities are generally hidden disabilities, so disclosure will often be an issue for these learners. In addition, the general community has a very limited understanding of these types of disabilities leading to fear of people with psychiatric or psychological disabilities. The treatment of both types of disability is generally very effective now, so the adverse effects of the conditions are limited and most learners will function normally in training and in the workplace.

A common, but often misunderstood psychiatric disability is schizophrenia. It is a serious mental illness interfering with the mental functioning of a person, sometimes causing personality changes in the longer term. The symptoms of schizophrenia include delusions, hallucinations, thought disorder, loss of drive, blunted emotions, social withdrawal and lack of insight. It usually starts in adolescence or early adulthood, but can sometimes develop in older people. Like many mental illnesses, there is a stigma attached to schizophrenia. Often people with schizophrenia are thought to be violent, but this view is unfounded and is often based on an erroneous view that schizophrenics have 'split' personalities. People with schizophrenia may wish to avoid stressful, dangerous jobs and choose to work or study part time. They also often prefer structured, ordered jobs with clear role definition.

Depression is another type of psychiatric disability, and one which is common among long term unemployed people. The term depression is often used to describe the feelings of sadness and grief which most people experience at some time, but it is also a clinical term used to describe

forms of mental illness. The two major forms of depressive illness are endogenous depression and bipolar disorder.

Endogenous depression, or major psychotic depression, is severe and believed to be associated with a chemical imbalance in the brain. People with this form of depression are generally low-spirited, lose their enjoyment of life and suffer disturbed sleep patterns. They may lose their appetite, have reduced energy levels, lack concentration and suffer from feelings of guilt. People with bipolar disorder, previously called manic depression, suffer recurrent episodes of mania and depression. Common symptoms of mania include elevated mood, increased energy and over-activity, reduced need for sleep, irritability, rapid thinking and speech, lack of inhibitions, grandiose plans and beliefs, and lack of insight.

Some refugees and migrants from diverse cultural and linguistic backgrounds may develop mental illness because of traumatic events they have experienced and the huge changes associated with resettlement. They may also have limited family or community networks. In some cultures, mental illness is either stigmatised or never discussed; people from these cultures may not wish to discuss their illness or seek help. Approaches to disability and the ways people with disabilities are viewed vary from country to country and trainers need to be sensitive to this.

### **What does multiple impairment mean?**

Some disabilities such as cerebral palsy, multiple sclerosis and acquired brain injuries can result in multiple impairment.

Cerebral palsy is a neurological disorder; it is a broad term used to describe a wide range of physical disabilities caused by damage to the brain during its development at any time from conception to early childhood. The major symptoms of cerebral palsy are abnormalities of movement and posture. Intellectual disability, epilepsy, blindness, deafness and communication problems may also be present. The degree of disability can range from severe to minimal.

Multiple Sclerosis (MS) is a chronic neurological disorder that affects the central nervous system, interfering with the transmission of nerve impulses throughout the brain and nerve pathways. It is an unpredictable disease; episodes can occur at varying time intervals and affect different areas of the central nervous system. It can cause subtle sensory changes, feelings of tiredness, pins and needles, numbness or blurred vision and can affect mobility, muscle coordination, bladder control, speech, balance, concentration and memory. People with MS who are seeking employment

may wish to avoid stressful work, high-rise work, work that requires a highly developed sense of balance, or work where they will be exposed to high temperatures. They may also have some ergonomic design requirements for their workspaces.

Acquired brain or head injuries refer to all types of brain damage occurring after birth through trauma or illness. The brain can be damaged from a stroke, alcohol or drug abuse, tumour, poisoning, infection and disease, near drowning, AIDS, a number of other disorders such as MS and Alzheimer's disease, and traumatic brain injury. Traumatic brain injury is brain damage caused by a blow to the head or by the head being forced to move rapidly forwards and backwards. This may occur through a motor vehicle crash, falling, an assault, or sports accident. Brain injury is not the same as intellectual disability. People with brain injuries may have difficulty controlling, coordinating and communicating their thoughts and actions; their memory may be affected as well as their ability to concentrate, plan and solve problems. It may also make them tire easily, lack motivation, become self-centred, and can impact on their thinking, senses, body and personality. People with brain injuries can take a long time to recover and might need a phased in period of part time study and work.

### **What are intellectual or cognitive disabilities?**

People with an intellectual disability have difficulties with thought processes, learning, communicating, remembering information and using it appropriately, making judgements, and problem solving.

Intellectual disability can have varying degrees of severity, so each person's abilities will differ accordingly. In many cases, the cause of intellectual disability is not known, but for some it is well understood. One of the more common forms of intellectual disability is Down Syndrome. Many people with intellectual disabilities are in the paid workforce. Key issues for people with an intellectual disability relate to their ability to perform tasks competently, and the workplace environment; people with intellectual disabilities generally work best in predictable and familiar environments and where they can learn through repeated on-the-job activities.

## **What are learning disabilities?**

A learning disability is one of a group of conditions that cause significant difficulties in perceiving or processing auditory, visual or spatial information. People with learning disabilities may have trouble acquiring knowledge, remembering things and learning from their experiences. The range of disabilities is large and the causes vary. For some, the causes are physical, for others psychological. People with learning disabilities do not have an intellectual disability; it is information processing that they find difficult.

Attention Deficit Hyperactive Disorder (ADHD) is a neuro-biological condition in children and adults characterised by developmentally inappropriate attention inconsistency and or hyperactivity and impulsivity. Some of the more common behaviours of people with ADHD include forgetfulness, inability to get organised, difficulty getting started and staying on task, acting before thinking, an ability to read but not to put thoughts on paper, chronic lateness, mood swings and a tendency not to reach their potential.

## **Do medical conditions result in disabilities?**

Many medical conditions such as AIDS or HIV, cancer, arthritis or chronic fatigue syndrome may result in disabilities. Some medical conditions may be hidden, for example AIDS or HIV, or may occur intermittently. Medications may also affect some people.

Back and neck injuries can sometimes affect people's lives to the point where they can no longer perform everyday functions normally. These injuries are often caused by an irritation of a nerve root, due to compression by a disc, a degenerative joint disease, or narrowing of the spinal canal. People with back and neck injuries may suffer from pain, tingling, muscle weakness and numbness.

Further information on disabilities and information on agencies providing support for people with disabilities can be obtained from the following national web sites, both of which have excellent links that will direct you to State and Territory organisations.

ACOSS at [www.acoss.org.au/](http://www.acoss.org.au/)

ACROD at [www.acrod.org.au/](http://www.acrod.org.au/)

## 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) –

<http://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 about language, literacy and numeracy in the Australian Quality Training Framework (ANTA, 2002) –

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

*Addresses FAQs on literacy and numeracy under eight different headings and provides 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) –

<http://www.trainandemploy.qld.gov.au/partners/resources/aqtf/index.htm>

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

Access and Equity in On-line Learning – Series of Reports and Guidelines on range of client groups (Flexible Learning Framework, ANTA, 1999-2002) – [www.flexiblelearning.net.au](http://www.flexiblelearning.net.au)

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

Everyone On-line Guidelines and On-line Tutorial (Flexible Learning Framework, ANTA, 2002) – [www.flexiblelearning.net.au](http://www.flexiblelearning.net.au)

*Information for individuals starting to develop on-line learning materials on legal issues and accessibility.*

Guide to Good Practice in AQTF Auditing – the on-line perspective, Factsheet and Induction Kit (Flexible Learning Framework, ANTA, 2002) – [www.flexiblelearning.net.au](http://www.flexiblelearning.net.au)

*The Guide introduces auditors to key on-line issues and principles, while the Factsheet provides a summary of the 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](http://www.reframingthefuture.net) and go to publications

*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](http://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, nd) – [www.training.sa.gov.au](http://www.training.sa.gov.au)

*Provides a summary of the Disability Discrimination Act, TAFE staff responsibilities, principles of student 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](http://www.decs.act.gov.au)

*Adapted from South Australian Guide above.*

A Guide for Students with a Disability (South Australian Department of Education, Training and Employment, nd) – [www.training.sa.gov.au](http://www.training.sa.gov.au)

*Specifically for students 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](http://www.otte.vic.gov.au)

*Designed to provide teachers with increased knowledge and skill when teaching students with a disability – video includes six students 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](http://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) – [www.anta.gov.au](http://www.anta.gov.au)

*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](http://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](http://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](http://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](http://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](http://www.ncver.edu.au)

*Kits for staff and students on maximising outcomes for students with a mental health problem.*

Students with Disabilities: Code of Practice for Australian Tertiary Institutions (Queensland University website) – [www.qut.edu.au](http://www.qut.edu.au)

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

DDA Action Plans: A Guide for the Tertiary Education Sector (HREOC website) – [www.hreoc.gov.au](http://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, nd) – [www.qut.edu.au/pubs/09other/tipd/tipdhome.html](http://www.qut.edu.au/pubs/09other/tipd/tipdhome.html)

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

New Australian Disability Clearinghouse on Education and Training  
(ADCET) website – [www.adcet.edu.au](http://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](http://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](http://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 student 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](http://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/](http://www.acsa.edu.au/indigenous/)

*Report on strategies and good practice that leads to improvements in educational achievement by Indigenous students 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 students 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 Aboriginals 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](http://www.anta.gov.au)

*PD 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](http://www.det.wa.gov.au)

*Training material for a special New Opportunities for Aboriginal Women project; 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](http://www.equityresearch.org.au/new.htm)

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

Workable Solutions Final Report (ANTA, 1999) – [www.anta.gov.au](http://www.anta.gov.au)

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

Training Package Developers Handbook – Access and Equity Guidelines and Reasonable Adjustment Guidelines (ANTA) – [www.anta.gov.au](http://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](http://www.flexiblelearning.net.au)

Assessment Generator (Flexible Learning Framework) – [www.flexiblelearning.net.au](http://www.flexiblelearning.net.au)

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

## **BIBLIOGRAPHIES**

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

[www.koori.usyd.edu.au/centre/default.html](http://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](http://www.flexiblelearning.net.au)

An Annotated List of Equity and Diversity Resources (Equity Research Centre Inc, 2004) – [www.equityresearch.org.au/~atec/main.htm](http://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](http://www.ncver.edu.au)
- Australian National Training Authority – [www.anta.gov.au](http://www.anta.gov.au)
- Australian Vocational Education and Training Research Association website – [www.avetra.org.au](http://www.avetra.org.au)
- Reframing the future – <http://reframingthefuture.net>
- Flexible Learning Framework – [www.flexiblelearning.net.au](http://www.flexiblelearning.net.au)
- LearnScope – [www.learnscope.anta.gov.au](http://www.learnscope.anta.gov.au)
- Australian Technologies Products – [www.atpl.net.au](http://www.atpl.net.au)
- EdNA – [www.edna.edu.au](http://www.edna.edu.au)
- Training.com.au – [www.training.com.au](http://www.training.com.au)
- Human Rights and Equal Opportunity Commission – [www.hreoc.gov.au](http://www.hreoc.gov.au)
- Australian Council of Social Service (ACOSS) – [www.acoss.org.au](http://www.acoss.org.au)
- ACROD – [www.acrod.org.au](http://www.acrod.org.au)
- Equity Research Centre Inc (previously Access Training and Employment Centre or ATEC) – [www.equityresearch.org.au](http://www.equityresearch.org.au)
- Enterprise and Career Education Foundation (ECEf) – [www.ecef.com.au](http://www.ecef.com.au)
- Australian Disability Clearinghouse on Education and Training – [www.adcet.edu.au](http://www.adcet.edu.au)

## Acknowledgement

This Resource drew on material from *Fair go in training for people with a disability*, Queensland Department of Employment and Training, 2002 available at

[www.trainandemploy.qld.gov.au/partners/resources/aqtf/index.htm](http://www.trainandemploy.qld.gov.au/partners/resources/aqtf/index.htm)

## STATE/TERRITORY WEBSITES

WA – [www.det.wa.edu.au/](http://www.det.wa.edu.au/)

SA – [www.training.sa.gov.au](http://www.training.sa.gov.au)

VIC – [www.det.vic.gov.au/det/](http://www.det.vic.gov.au/det/)

TAS – [www.education.tas.gov.au/](http://www.education.tas.gov.au/)

NSW – [www.det.nsw.edu.au](http://www.det.nsw.edu.au)

ACT – [www.decs.act.gov.au/](http://www.decs.act.gov.au/)

QLD – [www.trainandemploy.qld.gov.au/index.htm](http://www.trainandemploy.qld.gov.au/index.htm)

NT – [www.deet.nt.gov.au/](http://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](http://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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