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

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disABILITY AWAREness
Supporting Students in VET
Disability and VET

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

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

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

- Disability Action Plans
- Student, Equity and Disability Supports/Services
- Individual Learning Plans
  (Disability Access Plans, Learning Support Plans or Learning Access Plans)
- Inherent Requirements
- Reasonable Adjustments
- Universal Design for Learning
The Inclusion of People with Disability in VET
Cross Sector Project 2017

Skills and Knowledge Gaps...
• Limited understanding of disability
• Bias against inclusion
• Lack of flexibility
• Communication and Confidence
• Poor Implementation of Reasonable Adjustment
• Availability of Supports and Resources
Other Research...

• Vocational Education and Training (VET) Students with Mental Health 2017

• Review of the Disability Standards for Education 2015

• Supporting tertiary students with disabilities – individualised and institutional level approaches in practice 2015

• Unfinished Business: student perspectives on disclosure of mental illness and success in VET 2012
Findings...

- legislation/guiding documents known but not always used
  - challenging to apply - additional guidance required
  - prescribes minimum rather than aspirational expectations
  - focuses heavily on complaints mechanism for compliance
  - applied differently in each education sector
- need for more training and support for educators
- limited understanding of inherent requirements/ reasonable adjustments
- Learner Supports and Services not always available or known about
- disparity between educator and student perceptions/perspectives/expectations
- lack of clarity of roles, responsibilities, and capacity to provide support
- limited acknowledgement of interdependence
- disclosure and help-seeking skills minimal
Recommendations...

• nationally consistent tools
• clearer information about rights, obligations and complaints, inherent requirements, reasonable adjustments and supports available
• a range of exemplars of good practice
• increased training and guidance for VET educators
• Universal Design for Learning and inclusive teaching practice
• focus on recognising and responding to individuality
• scaffolded learning
• improved consultation practices with students or their associates
• consistency of funded supports in different educational settings
Suggested inclusions/considerations for the e-Training Modules

• Professional development for all VET Staff  
  • understanding of roles and responsibilities
• Universal Design for Learning
• Inherent Requirements  
  • determining inherent requirements
• Reasonable Adjustments  
  • determining reasonable adjustment  
  • maintaining Integrity of Courses  
  • implementing reasonable adjustments  
  • documenting reasonable adjustments
• Rights, Responsibilities and Resources
Activity:

Discussions in pairs

• One barrier for students with disability
• One thing educators are doing well to support students with disability
• One capability educators could develop to support students with disability better
VET Disability Awareness eTraining

Program 1: VET Staff

Module 1: Disability and Education
- Disability and Education
- Inclusive Education

Module 2: Responding to the Needs of Students with Disability
- Student Engagement, Supports & Services
- Inviting and Supporting Disclosure
- Language and Terminology
- Communication

Module 3: Access and Assistance
- Assistive Technology
- Accessibility
- Accessing External Supports

Program 2: VET Educators

Module 1: Universal Design for Learning
- UDL
- Inclusive Education
- Educational Design

Module 2: Individual Learning Plans, Inherent Requirements and Reasonable Adjustments
- Learning Access Plans
- Supporting Disclosure
- Inherent Requirements
- Reasonable Adjustment

Module 3: Rights and Responsibilities
- Legislative Framework
- Policy Frameworks
- Putting it into Practices

Resources: Getting further advice and information
Our progress

- Literature Review ✔
- Module Content ✔
- Interactivity and Accessibility ✔
- Building the Modules …

- Launch - December 3rd to coincide with the International Day of People with Disability.

Questions ???

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