DARLENE MCLENNAN: Thank you, everybody, for joining us today. Firstly, I'd like to start by acknowledging and paying respects to the traditional and continuing custodians, the palawa people, on the land on which I'm meeting today and I'd also like to acknowledge the elders past, present and emerging. Thank you to Sharni Burstin from Skills Australia for coming and joining us today to talk about the outcomes of the project, The Inclusion of People with Disability in VET. This project I was on the reference group for. It's fantastic to be able to continually hear about what the outcomes were and for us to reflect in the sector on how we can ensure that we continually work to improve the outcomes of people with disability in VET. Just on some technical things before we start, the captioning can be found at the bottom or top of your screen. If you'd like to expand those captions, you can click on the arrow, there’s a little arrow in the box, which enables it to expand and be seen as bigger. But hopefully you received that in an email. Hopefully the technology is working for you but if you do have any problems or difficulties throughout the Webinar, you can contact us at admin dot ADCET dot edu dot au. The presentation will, hopefully, will run around 40 or 50 minutes. At the end we will be -- I will be able to ask some questions. So throughout the presentation please feel free to add your questions to either the question pod or the chat pod which you should be able to find either at the bottom or top of your screen and I'll ask those to Sharni at the end. Alright, so now over to you, Sharni. Thank you.

SHARNI BURSTIN: Great. Thanks, Darlene. We did have a lot of involvement from ADCET on this project so it's a pleasure to have the opportunity to come back and present to you all and thanks to everyone who has dialled in and joined us today. So just to briefly introduce myself, my name is Sharni Burstin and I was a part of the PwC’s Skills for Australia team for close to a year leading the Inclusion of People with Disability in VET cross-sector project. This is one of many different projects that the Skills Australia team undertakes. Just moving on to the next slide. I'll just give you a bit of an overview of who we are and what we do. You'll be able to see also the agenda for today and we will have some time, as Darlene mentioned, for questions at the end. So PwC’s Skills for Australia is a skills service organisation and essentially we are funded by the Australian Government to support industry to oversee current training packages for all registered Vocational Education and Training to ensure that it is up-to-date and meeting the needs of current industry. What we do is we work with industry reference committees which are groups of industry experts to look at the current and future state of industry and what job and skills needs reflect the changing state of Australian work and we support them to make recommendations to government, in terms of updates to ensure that training continues to meet the needs of the workforce now and into the future. So the changes that we put forward to the government are reflected in the industry training packages, which involves skill sets, training products and qualifications which can then be undertaken nationally through Registered Training Organisations. As a skill service organisation we oversee nine of the industry sectors and we’ve also undertaken four cross-sector training projects of which inclusion of people with a disability in VET was one of them. The different thing about these cross sector projects is that they're not looking at one specific industry. They're actually looking across industry for common skill and knowledge gaps and issues that can be addressed in multiple sectors. So with the training developed that we are talking about today, it’s not training that was exclusive to the community services sector and the qualifications from that training package but actually looking at the things that can be implemented across all the different things. So I'll move forward to give a bit of an overview of the project. Basically in terms of inception, we were commissioned by the Australian Industry and Skills Committee and they're the governing body that was set up by the Council of Australian Governments to help make sure that industry had a formal way of having input into Australia's training sector. With this project we were looking at barriers to inclusion of people with disability and their opportunities across three contexts and those three were vocational, education and training. So that means their ability to undertake and successfully complete qualifications, skill sets and units. Employment: so their opportunities in terms of seeking and receiving jobs and the ability for those employing them to support them and meet their needs as employees. And thirdly, customer service, so for them being able to achieve equal access to the service opportunities that the rest of the population of Australia enjoys. So we had three objectives for this project. The first was to see how we could use training products as a tool to address barriers for inclusion. So being able to use training as a way to upskill people in Australia to break down those barriers. There was also to promote equal access to our training and employment opportunities. Thirdly, to improve efficiency within the development of training packages. So something that the AISC has been looking at is how we can improve the way in which training is developed and implemented across industry. So in terms of these cross sector projects, a key focus is looking at where the same training product can be implemented across many training packages and qualifications, the reduced implication of similar content. In terms of the outcomes for this project, the outcomes were to develop new training that could be implemented across training packages with this training focusing on addressing identified skill and knowledge gaps that we had found throughout the course of the project which in turn would help to break down some of the barriers to inclusion and equal access that we had identified. The main focus with this training wasn't to develop training to develop the skills of people with disability per se but it was more focusing on those supporting them. So for someone who is the trainer of an individual with disability, an employer or a customer service provider to them, making sure that they understand how to have the conversations with an individual with disability about their support needs and be able to provide them with what they need so that they can successfully undertake that opportunity that they're seeking whether that’s an education opportunity, an employment opportunity or just seeking out a customer service. So, moving forward, now that we've covered the scope of the projects and what we're trying to do, what I'll now cover is our consultation process. So in order to identify all of these barriers and identify what that meant in terms of training products that we needed to implement and introduce, there was a huge consultation process that we undertook, looking across Australia at a huge variety of stakeholder groups to ensure that we were getting all the perspectives we needed to truly identify the right challenges to be solved. So the total number of stakeholders, as you can see that big number there, 279, so we’re pretty happy with the broad scope of consultation that we undertook. One of the key aspects of our consultation was our project reference group, as Darlene alluded to before that she was a member of. So this was a group of a broad variety of people with a link to this area of work. So a lot of disability subject matter experts, specialist support providers, peak body representatives and education providers. A lot of which had personal experience and understanding of disability and the challenges that can arise in terms of seeking out education and employment opportunities as a person with a disability. We looked for people that would represent the breadth of industry and the different skills that are needed to support equal access to inclusion and we essentially gathered these individuals on an ongoing basis throughout the life of the project. Holding focus groups with them, as well as sharing all our reports and all our recommendations and training products with them as a first point of call for their feedback to make sure that we were tracking towards the goals we were hoping to achieve for this project. So beyond the project reference group, we did have extensive consultations with the broader Australian public and this was throughout four key stages. The first which was undertaken in November of 2017 was focusing around our environmental scan and what this was, was a current state assessment of inclusion of people with disability across the three aspects of the project. So what were the key challenges currently within education, employment and customer service? That was a lot of desktop research looking at previous reports that had been released and some preliminary interviews with some key stakeholders as well. Moving on to the second part of our consultation process, this was the first phase of our broad public stakeholder consultation. What this was, was we held open forums in every capital city around Australia to provide an opportunity for people to come together representing different stakeholder groups face-to-face to discuss with us what are the barriers to inclusion that they see across those three contexts. So across employment, education and customer service and what do they think other key skills and knowledge that are causing those barriers? So what is it that the broader Australian public lacks awareness of? What are the skills and the conversations that maybe employers or training providers are struggling to have? How are those contributing to a lack of opportunities that we are seeing for people with a disability? So the key outcome for that was identifying our key barriers that needed to be addressed and then moving from that into our phase two. This was our more detailed consultation phase, which was then looking at what are the opportunities to solve these barriers and what might that look in terms of new training product solutions. So these were a lot more targeted with a lot of 1 on 1 interviews, small focus groups as well as a massive nationwide online survey to make sure that we could capture as many insights as possible from Australia. So this was translating the challenges that we've identified into, okay, what could that actually look like in terms of new training that could be disseminated across Australia so that we could fill those skill and knowledge gaps that we had identified. Moving on from that, so we've identified the skill and knowledge gaps, we've identified what solutions we need to address those. The next stage was then for us to go and draft what that training could look like and then there was a multi-faceted approach to having that training reviewed. We had our project reference group as the first point looking at it to give us feedback on whether it was hitting the mark in terms of the new training that needed to be developed. We also had an opportunity for the wider public to view the drafted training and give us feedback. Then we also had a number of subject matter experts in the training area giving us feedback. So the state and territory training authorities all gave us a comprehensive review and we also had a quality assurance process undertaken on that training. But before it's even presented to the Australian Industry and Skills Committee as a recommendation, it's gone through multiple processes of review to make sure that we can put it forward with confidence saying that this is quality training that is going to address a key gap in education for Australia. So just to cover off a little bit of the findings that came out of this extensive consultation process. The six orange circles were the six key barriers that we identified, in terms of those skill and knowledge gaps that were underlying the reasons why people with disability were finding that they weren't able to access education, employment and customer service as easily as other members of society. So just to cover off these at a high level. Understanding of disability. So something that we heard was that often times it was a lack of understanding of what disability means. What it can look like and what are the capabilities of a person with disability and not making assumptions about what an individual can and cannot do. Another barrier was bias against inclusion, so a lot of ingrained bias, again assumptions around the capabilities of people with disability. A lack of understanding about the importance of inclusive practice and the positives that can be found from having people with disability accessing education opportunities involved as members of your organisation, as employees and also as customers of your organisation from a service perspective. A lack of flexibility. So what this really referenced was around an organisation's ability to adapt. So whether that's providing adjustments, people with a disability, changing the ways in which they communicate or operate, physically changing their structures. Maybe changing the way in which information can be accessed so that it is more accessible and that any of those barriers can be removed. Also in terms of the principles of universal design. This was something that we also heard a lot about. And looking at how those principles might need to be implemented across different organisational factors and make sure that they are as accessible as possible to the population as a whole. The fourth barrier we found was a lot about communication and confidence. So learning how to have those open respectful conversations with individuals with disability around what their challenges are, what their capabilities are and what support they might require in order to achieve their objectives and fulfil their requirements as an employee. Also access what they are hoping to get out of a service opportunity. Number five, poor implementation of reasonable adjustment. So across the board, particularly in education and in employment context, we found that people didn't really understand what reasonable adjustment meant, what their legal obligations were and what reasonable adjustment could actually look like in practice. A lot of the times there was an assumption that it would be a lot more complex than it actually needed to be and that simplifying understanding of reasonable adjustment would help with it being implemented better in practice. And finally, availability of support and resources. So something that was echoed quite universally across all of our consultations was that often times people just didn't know what was out there for them. So whether you're an educator, whether you're an employer or a service provider, you didn't know where to turn to find out and learn more about how to be accessible. You didn't know what might be there, in terms of government support or funding to help implement changes. It was really a case of you don't know where to turn to get that support that you can improve what you're doing and in turn provide a better experience for an individual with a disability. There really was a need to close that gap so people knew what resources were available to them. So down the bottom with these three pink boxes sort of tracks the process we went through. As mentioned we identified those skill and knowledge gaps. We developed the training products and then the eventual goal of implementing those training products would be to break down those barriers to inclusion that we identified earlier so that we can start to see more positive outcomes in society for people with disability. So I know that was a lot of information about all of the different factors that we assessed and the challenges that we identified for people with disability. Now I'll just take this to talk about what was the actual outcome. So what was the actual training that we developed and then put forward to the Australian Industry and Skills Committee to be implemented as national training for Australia. So we did propose training across the three different aspects of the project, so across vocational education and training, across employment and across customer service. So in terms of the training that was targeted towards the skill and knowledge gaps for educators we had two units of competency that we developed and proposed. The first was around developing and planning individual support plans for learners with disability. So what this really focused on was an educator sitting down with a learner that was going to be undertaking training in their organisation and determining what their objectives were for undertaking that training, what challenges they may have in undertaking that training, what support might that need, whether that’s reasonable adjustments, whether it's a change in how the training is delivered, whether it's small changes or just ongoing support and having someone to go to, to discuss how things are tracking so that that person can successfully complete their training. The second training product was looking at planning and implementing accessible training and assessment as a whole. So where the first unit was more around sitting down with an individual learner and talking about the support they need as an individual. The second unit was more about looking at how you're designing your training, how you’re structuring your processes as a whole and checking if that in itself is accessible. So making sure that if you're developing resources, if they are screen reader accessible, for example, seeing if you have different options for assessments to cater for different needs. If there are people that may struggle with presenting verbally in front of a group, that there are alternatives that will enable them to still demonstrate competency in their training without being disadvantaged because a certain style of assessment doesn't suit their needs. So these training products were proposed to be put within the training and education training package which is the training package that has the qualifications that all individuals who then go on to be registered VET trainers and assessors have to undertake. So we propose that this training would be incorporated into the Certificate IV of Training and Education as electives for future trainers and assessors to undertake. In terms of the second stream, so employment, again there were two new training products that we developed and recommended. The first was focusing on recruitment processes that are inclusive of people with disability. Looking end to end, from how you write a job description, how you advertise for a new position to how you interview and assess your candidates to then choosing your candidates. Looking across that entire process to identify if there are any barriers, if there are any underlying biases or even anything below the surface that may be somewhat discriminatory that an individual might not be aware of. For example, the channels through which they're advertising the employment opportunity and the way in which they’re writing their job description and what is and is not inherent requirement, making sure that they're opening up that whole process so that it's not exclusive of individuals with disability. And then, the second unit we proposed was about supporting staff members with disability in the workplace. So, when you've actually hired an individual with a disability, how you as a manager of that person can have a conversation with them to determine what they might need day-to-day, if there are any reasonable adjustments that they might require so that they can successfully complete the job they've been tasked with and be a productive and supportive and amazing member of your workforce. Then finally the third stream of training products that we developed for those around customer service. So the first one was looking at training for the frontline service providers who would be would be interacting with a customer or a client with disability. So an example that we could give is someone who’s working in a bank and making sure that they are able to have a successful interaction with an individual with a disability, that they are able to understand through what means that person might communicate and if there are any changes that they might need to make in the way that they operate to make sure that all people can get access to that service and can meet the objective they have out of that service interaction. And then the second unit that we proposed was a little bit different and that was looking at organisational accessibility as a whole. So looking at all facets of your organisation, whether that's your physical premises, whether that's your online presence, whether it's your information systems and your contact systems and assessing them for accessibility, where there may be barriers and where those might need to be addressed. That could be anything from making sure that your premises is wheelchair accessible to making sure that your website is screen reader friendly, making sure that you have different contact options that might suit someone who may prefer to use a computer versus someone who may use a mobile phone versus someone who may prefer to come in, in person, and speak to someone at your premises. So overall that paints a picture of the six training products that we propose. With those last four, we did suggest that they be housed in the business services training package. So what essentially we took into consideration with determining where these training products would be housed is where it made the most logical fit, made the most sense for them to sit within the spectrum of training but also keeping in mind that that’s not the only place that they would be implemented. So really the nature of cross sector training products is that you should be able to pick and drop them from a different training package into another one. So even though these units, for example, the second one in employment for supporting staff members with disability in the workplace, even though that's sitting in the Business Services training package for someone with a, perhaps a management qualification to undertake, that doesn't mean that someone who’s undertaking a Certificate in Hairdressing or a Certificate in Floristry couldn't also pick up that unit because it would also be relevant to them working in a management context in their industry. We really did have to give consideration to where it made more sense for them to be housed but also feeding back to the Australian Industry and Skills Committee so that it can be disseminated to Registered Training Organisations that that's not the only place that that training would be implemented and that it could be taken up as an elective in many different industries and in many different qualifications. The last little call out at the bottom of this slide, so in addition to existing units of competency to be leveraged. Throughout the whole process of this project we weren't just looking at developing new training, we were also looking at where there was existing training that could also be tackling these barriers to inclusion that we've identified but perhaps haven't been given enough light and not enough awareness to them that could actually, by raising their profile, also address these issues. So we did call out a number of units of competency within the community services training package that we believed could also be better utilised to also address these barriers. So going forward, that was something that we also put to the Australian Industry and Skills Committee for them to consider how that training could be better utilised to also address some of these challenges. So what's next? So the training that we developed was put to the Australian Industry and Skills Committee in a number of cases for endorsement which is essentially the business case that we put forward to the AISC which is endorsed by the industry reference committees and our project reference group for them to then approve and determine if it will be implemented into updates for training packages. So having put forward that recommendation for that new training, it was endorsed which was a fantastic outcome for us which would mean that it has now been uploaded online. So I think on training.gov.au you should be able to view the new training and it is something that can now be implemented into the curriculum across Registered Training Organisations nationally and now be undertaken as actual training within the VET sector, which is really exciting. So currently these products do sit within these exiting BSE and TAE training packages with the intention that they'll be pulled in as electives more broadly. Something that we are considering though, or that the AISC will be considering, is whether that housing makes the most sense into the future. There were a lot of discussions around what cross sector training products might mean in terms of a change for how the training sector is structured and whether instead of putting in an existing training package, there might be new training packages separate from industry specific ones to talk about cross sector skills. But in terms of any structural changes, that is something for the AISC to decide in the future. Going forward, in this sector there were a few broader considerations that we also identified throughout the scope of this project. We did go beyond the scope of what we were funded to do but that we did want to raise awareness about that there were areas that should be looked into further within the sector, possibly by the AISC or by other organisations. So a few of these called out were the funding and incentive of undertaking this training. So something that we received feedback on is that training like this is great, but we need to make sure there are the resources for the right people to undertake this training so that the skill and knowledge gaps can be addressed. Something else that was also raised to us was annual reporting for Registered Training Organisations. So ensuring that they're actually reporting on their outcomes for learners with disability to make sure that they're implementing better practice to support inclusion and to not be unnecessarily creating blockers or barriers for learners who want to undertake these training opportunities. Just a call out, one of the other ones in this list, also further guidance on inherent course and industry requirements. So something that was a big topic of conversation throughout this project was the notion of what actually is an inherent requirement, what is something that a student would be required to demonstrate to meet an industry need and to successfully complete a job requirement and what is something around which they can have a reasonable adjustment so that they can still demonstrate that requirement and that capability but in a different way. Something going forward that was identified was a need to better understand what is an inherent requirement in industry and what isn't and to align your inherent requirements in your courses, your qualifications and your unit descriptions, to make sure that is all standard practice and that students aren't necessarily being held back from undertaking training because of a definition of inherent requirements that may have been a miscommunication or a misalignment with what is actually an inherent requirement. So at that point, I know I've just thrown a lot of information at you, but that concludes the formal aspect of this presentation. Thank you all for listening and at this time would open to questions. We’ve also got a bit of information here so if anyone who is listening to this presentation is interested to learn more about Skills for Australia or learn more about this project or future projects then definitely feel free to visit our website, email us or contact us and stay up to date with anything else that we are doing as an organisation. Thank you.

DARLENE: Great, thanks Sharni. That was great. It was good to hear what some of the outcomes have been. We've got a couple of questions if people haven’t seen but you can certainly write your questions in the question pod or the chat pod and I will ask them for Sharni. We had two questions come in before the Webinar which I think you've received. So how will the qualification for those delivering the training products be decided? I suppose you've kind of answered that anyway.

SHARNI: Yep. So essentially at this point the people delivering this training will have needed to undertake the Certificate IV or the Diploma in the TAE. We did have some guidance that we included in the implementation guide for these new releases, which was essentially recommending that ideal practice would be for someone delivering this training to have a lived experience or more specialised knowledge of disability. That isn't something that's being mandated but it's being highly recommended as the better practice. Just we think that for an understanding perspective and an inclusion perspective it makes the most sense that the people delivering this training would be people who have a more personal experience of disability and the kind of support that an individual with a disability would want and need.

DARLENE: That's great. Will this include traineeships and if so, will this affect their funding to be able to participate in -- so I don't know if you actually -- the School Leaver's Employment Support Program. I don't know if when you received that question did you look -- you're probably not quite familiar with SLES at all, are you?

SHARNI: So we do have a bit of an awareness of SLES. I think in the case that this question was more around individuals with disability undertaking this training. As mentioned before, this training can definitely be undertaken by learners with disability but it's more focused on those people who are supporting someone with a disability. Knowing that that support provider could be someone with or without a disability. Absolutely I think someone participating in SLES undertaking training could undertake this training. In terms of funding arrangements, any funding arrangement relevant to this training is something that will have to be decided by the AISC or the Federal Department of Education and Training so we can't really comment on any funding implications at this time.

DARLENE: Okay. Someone has just raised the issue around the fact that most of the units are either level four and five and feel that, like especially with the BSB units, that it may have been better and more accessible to have lower levels. What was the thinking around putting them around four and five?

SHARNI: Yep, so we did go back and forward a lot on which level would be the appropriate level to pitch these units at. In the end because of the sensitive nature of this training and to make sure someone would really be able to come out with a positive outcome and really be able to implement it in practice, we did determine that the level four, in line with the skill demonstration, did make the most sense. And that was after a lot of consultation with state and territory training authorities and our quality assurance panellists to make sure that we were pitching these units at the right level. Noting, of course, that just because a unit is pitched or recommended at a certain level doesn't mean that they can't be pulled into a qualification at a different level. There can be a bit of flexibility in these units possibly being implemented into some Certificate III, some Certificate IV, and some Diploma. It really depends around how that training is actually structured and how that qualification is built within the context of the Registered Training Organisation.

DARLENE: Okay. A couple of people have tried to search the training.gov.au website for the packages and haven’t been able to find them. Are they definitely up there, or are you still...?

SHARNI: Yeah. My understanding is that they have been uploaded to VETNet but since I have stepped aside from the team since this project, I wasn't the actual one who went through that technical process. So definitely what I would recommend in that case, it's something I can follow up with and also to email info@skillsforaustralia.com so that someone who is more involved in that side of actually the upload can confirm for you where that training can be accessed and viewed. It could also be that with the timing of the staging of new training package releases, that I've jumped the gun and that perhaps it is planning to be coming out later this year. It is dependent on when they are introducing broader changes within the TAE training package and the BSB training package. So apologies if perhaps I have mismanaged that timing.

DARLENE: Okay. And what about the implementation guide? Where can people find that?

SHARNI: Yep, so I think similarly that should also be released at the same time that the training package updates are released. So I think it would also be the same need to follow up on that timing.

DARLENE: Someone says also, the TAE units are not in the Victorian purchasing guide as well. Will that happen?

SHARNI: So, again, that's something I would have to follow up with the board of Skills for Australia team just because the Victorian purchasing guide wasn't something that I was especially focused on.

DARLENE: Okay. So, that will be followed up or...?

SHARNI: Yep. It's something I can follow up. For those individuals who, in particular, are interested in that, I would strongly encourage you to shoot an email to info@skillsforaustralia.com just so we make sure that we can disseminate that information to the right individuals who are wanting to get those answers. Thank you.

DARLENE: Excellent. Now there is a question that’s probably more for me to answer, is there a list of accessible computer programs aids anywhere for people with disability. So, I'll do a plug for ADCET, the Australian Disability Clearing House for Education and Training. On that website, which is www dot ADCET dot edu dot au, there is an area called inclusive technologies and all there you can actually find disability types and all the different technologies that can be used for the different disability types. That should assist in that question. There's another question here. The feeling amongst specialist staff in some institutions is that these qualifications will be used to replace specialist disability support positions. Is this training intended to make disability supports everyone’s business so that there is no need to provide disability professionals?

SHARNI: Absolutely not. This is something -- when undertaking this training we had so many disability support specialists involved in these conversations, so many teacher consultants at big TAFEs and something that was very clear to us, and we feel strongly about, is that this training is not intended to replace the specialist role. The specialist role has a really important place and that's something that someone would want to undertake years of training and experience to be able to fulfil. The gap that the training is intended to fulfil is that middle man. The way we pitch it is, it’s your everyday training provider or employer or service provider who wants to take that next level in their understanding so that they can help to also provide support and improve inclusive practice. Especially noting perhaps for smaller RTOs where they may have less of a resource base, it can be something where if they don't have as many specialists, then they have people taking that opportunity to undertake more of that support role. But absolutely not, we do think there is still a strong, important role for that specialist support provider and that is something that we definitely communicated in all of our cases for endorsement and all of our reports back to the AISC when putting forward this training.

DARLENE: Okay. Now, is there any way that you can track how many people undertake each of those units? Is there a way to kind of see the level of engagement once they are out there?

SHARNI: Yep, absolutely. Definitely within training.gov.au they do track and have yearly outcomes, in terms of uptake of certain training, enrolments, completions and all of that. That does come out on a yearly basis. I think later this year that is projected to come out. So at this point we don't have any stats on how this training is tracking but it's definitely something that we will be looking into once those stats do become available to us.

DARLENE: Yep. That's great. Any other questions? I think we've gone through all the questions. Thank you to a couple of people for putting up the ADCET inclusive technology link. That's fantastic. Just, I suppose, a bit of a plug why people are thinking, if they want to question. One of the other outcomes being a part of the project reference group was feeling there may need to be a step prior to people undertaking the units of competency. So a colleague in South Australia TAFE and I are currently working on, and I've noticed a couple of our reference group members are online today, on developing an eLearning resource that will be on a web base but we're also looking at making the packages available for training providers separately to go on their own management system. That will probably be the first step around understanding disability. So it will actually be looking at inherent requirements, looking at reasonable adjustments and so forth. So more undertaking training prior to doing the units of competency. So as a first step. Which PwC have financially supported and the Tasmanian government to help us kind of... I think anything we can do in this space to improve the outcomes of people with a disability in VET is a positive step and I think most, well all probably, disability practitioners certainly may see a little bit of a threat but also see it will make their job a lot easier and also enable greater opportunities for more people with disability.

SHARNI: Absolutely. I think something that was really highly raised during this whole process was that developing this training is great but there's such a big scope of different work that needs to be done. So I'm really excited there are offshoots of different activities and projects coming off of this and we really do hope that we will continue to build and grow on this work and be able to support and see more and more opportunities and more and more initiatives coming through.

DARLENE: Yeah. So just probably one last question is someone is wondering if the new apprenticeship traineeship board will be able to disseminate this information to potential employers, especially small business. I suppose, once again, how do we promote this?

SHARNI: Yep, and in terms of promoting of this training, absolutely it's a very important question. I think it will be something for the AISC, for PwC and I think really for every organisation in this space to consider. Obviously it's great to have these opportunities, these initiatives, this new training but it's really about getting awareness out there so the right people can be taking it up. I don't have all the answers as yet. All I can say is that I definitely agree with you. Getting it out there is important and we'll definitely will be considering. We definitely have a lot of channels through Skills for Australia, through our social medias that we use to promote what we're doing and the training out there but it really is something that the broader industry does need to get behind to push to make sure that we can get awareness in broader society so that these training products can be uptaken and utilised.

DARLENE: Yep, that’s good. So are RTOs able to put these on their scope as soon as training.gov announces the changes?

SHARNI: From my understanding, yes. But as I'm not someone who has worked in an RTO, I would have that with the caveat of I assume each RTO has its own processes in terms of how they update their curriculum. Obviously resources need to be designed when they are putting through new units and uptaking them. There might be a bit of time from identifying these new units to actually preparing the curriculum and how those will be put forward and how they will also be assessed, so there might be a bit of a lag. But what we're hoping is that as soon as they're out there, there will be a push for RTOs to start to think about how they can include them into their curriculum.

DARLENE: That's great. Just going back to the inclusive technology question that someone asked, I'll give a quick plug for next week; our Webinar is actually with Microsoft, Troy Weller from Microsoft, which is going to look at the free inbuilt accessibility of Microsoft so any TAFEs or RTOs that use Microsoft, there's a whole heap of tools within Microsoft that you can actually turn on and use without actually needing to purchase anything separately. So if you are interested in how to make your classroom more inclusive or how to support students with disability in further education and wondering what's out there I really highly recommend the Webinar, which is on next -- on the 12th June next week. We do offer Webinars probably every 2 to 3 weeks. This week we've got one this week and next week so we're jamming them in. Hopefully people will find that quite useful. Just one more question which I haven't read. BSB units are in the training package so as long as you have courses on scope you can use it unless doing a skill set, someone has written. Yep. Very good. All right, well that's all the questions and we're getting close to time. So thank you so much, Sharni. It's great to hear where the project has come to and what's out there and hopefully people are more informed. If people want to know more around the eLearning resource that we're putting in place, please feel free to -- and would like to get involved even, please send an email to the ADCET email address that we gave at the beginning because, yeah, we're really wanting to get real life case studies. We're wanting to talk to people currently working in the sector. We've done a call out on a number of list serves but if you haven't heard about the project and want more information, you can contact us and we'll provide it. Thank you, Sharni. It's absolutely brilliant to see and talk to you again. I look forward to catching up with you again and thank you everybody for joining us. Hopefully you can join us next week for the Microsoft Webinar.

SHARNI: Thank you, Darlene. Thanks for the opportunity to present today and thank you for everyone who attended.