

Access Plans for VET Educators

Quick Reference Guide

Australian Disability Clearinghouse on Education and Training (ADCET)

ADCET provides comprehensive information, advice and resources to disability practitioners, academics, teachers and students on inclusive practices within the post-secondary education sector.

<https://www.adcet.edu.au/>

Supporting Students with Disability in VET

These eLearning resources focus on how VET Staff and Educators can communicate, interact and respond to the needs of individuals with disability to positively influence their experience and educational outcomes. Additionally, it explores how development, delivery and assessment practices can also have a significant impact. It promotes accessibility and inclusion and the reduction of barriers in vocational education and training. The training is divided into two programs:

Program One: VET Staff Supporting Students with Disability – designed for all staff who work in the VET Sector and focuses on promoting awareness about the rights of students with disability, the needs and requirements of students, and responsibilities of registered training organisations (45 minutes)

Program Two: VET Educators Supporting Students with Disability – focuses on promoting a range of educational practices such as universal design for learning and reasonable adjustments, to support the development and implementation of inclusive delivery and assessment strategies, responsive to the needs and requirements of students with disability (90 minutes).

The project was funded by Skills TAS, Training and Work Pathways Program 2019 and the Commonwealth Department of Education, Training Product Development Program. These training programs aim to build further understanding and confidence in supporting students with disability to be successful in completing studies in vocational education and training (VET).

<https://disabilityawareness.com.au/elearning/vet-sector/>

Reasonable adjustment in teaching, learning and assessment for learners with disability: A guide for VET practitioners

The guide provides information and practical strategies on how reasonable adjustment can be applied in teaching, learning and assessment. It also discusses system-based actions, such as providing information on courses as well as rights and responsibilities, to pave the way for effective implementation of reasonable adjustment.

https://desbt.qld.gov.au/_data/assets/pdf_file/0028/8299/reasonable-adjustment-for-web.pdf

Training and Education Training Package - TAE V3.1 - Implementation Guide

The Access and Equity Considerations and Reasonable Adjustments Sections (Pages 13-15) provide excellent guidance.

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Your right to an education: a guide for educators and people with disability (Disability Standards for Education website and e-booklet)

The Disability Discrimination Act (DDA) and Education Standards became federal law in August 2005. This booklet has been produced to provide information to students and their families about how the Standards may affect them.

<http://www.ddaedustandards.info/dda-edu/about.htm>

<http://www.ddaedustandards.info/dda-edu/resources.htm>

ASQA fact sheet: Providing quality training and assessment services to students with disabilities

https://www.asqa.gov.au/sites/default/files/FACT_SHEET_Providing_quality_training_and_assessment_services_to_students_with_disabilities.pdf?v=1508135481

An Inclusive VET System

This statement outlines the beliefs and approaches promoted in Queensland in vocational education and training to deliver better outcomes to all students.

https://desbt.qld.gov.au/data/assets/pdf_file/0018/8091/inclusion-statement.pdf

Universal Design for Learning

Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. This website provides a range of information and resources for applying the framework.

<http://www.cast.org/impact/universal-design-for-learning-udl>

Supporting students with disability or mental illness – good practice guide

This good practice guide is designed to assist tertiary teaching staff and disability services staff to offer individualised or institution-level adjustments in teaching, learning and assessment methods to support students with disabilities or ongoing ill health. The adoption of these principles aims to improve the educational experience and rate of course completions for these students. It is based on the following reports:

- *Unfinished business: student perspectives on disclosure of mental illness and success in VET*, by Annie Venville and Annette Street, 2012
- *Supporting tertiary students with disabilities: individualised and institution-level approaches in practice*, by Ellie Fossey, Lisa Chaffey, Annie Venville, Priscilla Ennals, Jacinta Douglas and Christine Bigby, 2015

<https://www.ncver.edu.au/research-and-statistics/publications/all-publications/supporting-tertiary-students-with-a-disability-or-mental-illness-good-practice-guide>

Dyslexia resource guide

This resource aims to assist practitioners working in disability services within the tertiary sector who are responsible for planning and implementing reasonable adjustments for students with dyslexia, including assistive technology.

<https://www.adcet.edu.au/resource/9471/dyslexia-resource-guide/>

Opening all options: specific learning disability resource

This resource provides advice and tips for disability practitioners, teachers and academics on how best to support post-secondary education students with a specific learning disability (SLD) to achieve success in their studies. It includes information on pre-screening, reasonable adjustments, teaching strategies, study skills, assistive technology and Universal Design solutions to assist you address the learning barriers faced by students with an SLD.

<https://www.adcet.edu.au/ooo/>

Staying the course: a guide to working with students with mental illness, 2nd edition (2012) and Staying the course: a guide to working with students with mental illness – facilitator guide, 2nd edition (2012)

This guide and companion guide have been written to help staff in RTOs work effectively with learners who are living with mental illness. It provides VET staff with information to support learners to achieve their goals in education and training—and complete their course of study in particular. It has been developed for all staff working in RTOs (state training providers, private providers and community providers) throughout Western Australia, including administration staff, support staff, client service officers, trainers, assessors, lecturers, teachers, tutors and managers.

<https://www.dtwd.wa.gov.au/sites/default/files/uploads/vetres-staying-the-course-facilitator-2012.pdf>