



Guidelines for making reasonable adjustment for learners with a disability

Noted by: General Manager, Information Technology and Product Services and the Products, Customers and Markets Advisory Group.

References: *Disability Discrimination Act 1992*
Disability Standards for Education 2005
Australian Quality Training Framework: Essential Standards for Registration, DEST, 2007, (AQTF)

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Modifications history

Version	Release Date	Authorisation	Modifications	Reason
.01	January 2007	S Matley	1st version	
.02	June 2007	L Jones	Footer updated	Copyright attributed to Product Services instead of QLD Gov
.03	August 2007	M Lawrence	Information relating to AQTF	AQTF 2007

These guidelines will be reviewed regularly for any necessary changes and/or additions. This responsibility resides with the person authorised above.

Acknowledgements

The information in this resource is based on Ensuring Appropriate Accommodations for Learners with Disabilities, developed by: Mary Pat Gilbert, Winnie Dunn and Kathy Parker of the University of Kansas Medical Center, OT Education Department.

Internet site: <http://das.kucrl.org/iam/Ensuring.html>

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1. Reasonable adjustment for learners with a disability in vocational education and training

1.1 Introduction

These guidelines provide advice to staff at registered training organisations (RTOs) in Queensland to provide reasonable adjustment for learners with a disability under the requirements of the *Disability Standards for Education 2005*.

They have been designed to assist decision-making when determining whether reasonable adjustment will be required in the learning environment and how the adjustments will be applied.

1.2 The purpose of reasonable adjustment

The purpose of reasonable adjustment is to provide learners with a disability with the same learning opportunities as learners without a disability. It cannot be used to bridge the gap between the learner's aspirations or career goals and their current level of underpinning knowledge and skills. In this situation, learners should be advised promptly and where possible directed into alternative programs.

For the purpose of this document reasonable adjustment only applies to learners with difficulties resulting directly from a disability. The Human Rights and Equal Opportunity Commission recognise that in the event of a claim of discrimination this distinction is important:

'In particular, literacy problems and behavioural problems will not automatically be accepted as constituting or resulting from a disability'
http://www.humanrights.gov.au/disability_rights/faq/Education/education_faq.html#Acknowledgment%20of%20disability

Reasonable adjustment does not negate the requirement for learners to comply with the organisations student rules.

Failure to provide reasonable adjustment, resulting in the prevention of learners with a disability equally benefiting from their learning experience, can be dealt with under the Commonwealth *Disability Discrimination Act (1992)*, (DDA).

Reasonable adjustment leads to increased opportunities for learners to successfully participate in vocational training and achieve vocational outcomes.

1.3 What is a reasonable adjustment?

Appendix 1 is an information sheet that can be provided to learners. It provides advice to learners about reasonable adjustment and how it is applied in the training environment.

A reasonable adjustment is a measure or action taken in the areas of enrolment, participation, facilities or services, to assist a learner with a disability to participate on the same basis as learners without a disability. 'On the same basis' is a tenet of the *Disability Standards for Education 2005* and means that:

- educational providers make decisions about admission or enrolment on the basis that reasonable adjustments will be provided as required
- a person with a disability has choices and opportunities that are comparable with those offered to people without a disability in admission or enrolment, courses or programs and the use of facilities and services.

Examples of reasonable adjustment include:

- additional time for assessments
- use of a sign language interpreter, notetaker, scribe, mentor
- part time enrolment in a full time course
- use of access technology e.g. screen reader, magnifier
- provision of learning materials in alternative formats.

Adjustments should not help learners gain an advantage over others. They exist to provide learners with a disability with the opportunity to access learning and participate on the same basis as other learners. Adjustments do not guarantee success.

Reasonable adjustments can cost very little and are often a matter of flexibility and developing a more creative approach to learning. They should ensure that learning and assessment strategies are accessible, appropriate and adjusted to meet individual needs.

An adjustment is reasonable if it is based on the individual's needs and abilities and is balanced with the interests of all parties affected (*Disability Standards for Education 2005, 3.4*). This includes the interests of:

- the learner with the disability
- associate(s) of the learner
- the training provider
- staff
- other learners.

While the DDA deals with discrimination in provision of educational services, it does not require education providers to deliver services they are not in the business of providing. For example it is not possible to supply every learner with a disability with a laptop computer to enable them to do work at home.

Unjustifiable hardship

Negotiation is the key to balance the interests of all parties and to ensure that adjustments are reasonable, timely and cost effective. A provider should take into account all the financial and other resources that are reasonably available for the purpose of making any necessary adjustments for the learner, and the impact of those adjustments on their capacity to provide education of a high quality to all learners while remaining financially viable.

The provider should consider direct and indirect costs and benefits for the provider and others including:

- costs associated with staffing, special resources, modifying curriculum
- the adverse impact on learning and social outcomes for the learner, other learners and teachers
- benefits to all deriving from the learner's participation.

If the provider decides to rely on the unjustifiable hardship provision, they should:

- ensure the process for seeking the adjustment is accessible and transparent
- notify the learner regarding the decision and the reasons for the decision as soon as practicable after the decision is made.

(Reference: Disability Standards for Education 2005 Fact Sheets, Office of Industry and Community Development, 2006

http://www.trainandemploy.qld.gov.au/partners/fact_sheets_and_resources/factsheets/disability_standards/index.html).

1.4 Background

Providing reasonable adjustment for learners is based in legislative and regulatory requirements as well as in the purpose of the organisation providing vocational education and training.

Despite legislation mandating accessibility, learners with a disability remain underrepresented in a continuum of participation in vocational education and training and course completion leading to employment. It is therefore essential that support services are relevant, inviting and inclusive.

1.4.1 Legislation

The DDA is the principle legislative measure through which the rights of people with a disability are protected and advanced in Australia. It requires educational institutions to put in place actions to ensure equal access to education for people with a disability. This may include for example, the provision of adaptive or assistive equipment, personal support personnel, additional time for assessment. These actions are commonly referred to as 'reasonable adjustment'.

The *Disability Standards for Education 2005* (Standards) are subordinate legislation to the DDA and clarify and elaborate on the legal obligations of RTOs. They clearly identify rights and responsibilities to assist people to understand and comply with their obligations. The Standards cover the areas of enrolment, participation, curriculum development accreditation and delivery, student support services and harassment and victimisation.

The opportunity to apply reasonable adjustment can be identified in the *Australian Quality Training Framework: Essential Standards for Registration, DEST, 2007*, (AQTF) in a number of the standards for example Standard 2 which states that:

'The RTO adheres to principles of access and equity and maximises outcomes for its clients.

Compliance with AQTF does not necessarily mean that a registered training organisation is compliant with anti-discrimination legislation.

Working With Diversity: Quality Training for People with a Disability, ANTA 2004 details actions that constitute reasonable adjustment. These include:

- Making training and assessment materials and methods accessible – presenting information through various media.
- Adapting the physical environment and equipment – through the use of innovative equipment e.g. audio-visual aids, specific furniture. Refer also to information on the Principles of Universal Design, which aim to ensure the environment and products can be used by more people, and most people can use them easily.
- Providing additional support for the learner – e.g. sign language interpreters, tutorial support.
- Making time related changes – extending or otherwise altering timeframes for training and assessment.

1.4.2 Program integrity

Following are references from various sources regarding the expectation that program integrity will be maintained.

The *Disability Standards for Education 2005* do not require education providers to make changes to courses which would undermine the academic integrity of the course:

‘In providing for learners with disabilities, a provider may continue to ensure the integrity of its courses or programs and assessment requirements and processes’ (Section 3.4(3)).

AQTF Element 1.5 requires that:

‘Assessment, including Recognition of Prior Learning (RPL):
a) meets the requirements of the relevant Training Package or accredited course.’

The Human Rights and Equal Opportunity Commission states that:

‘Some adjustments - such as provision of course materials in alternative formats - would not appear to raise any issues of academic standards. Others, however - such as being excused from performing a practical task - could well call into question whether the student has mastered and demonstrated the skills which the course is designed to teach and test...’

(http://www.humanrights.gov.au/disability_rights/faq/Education/education_faq.html#Acknowledgment%20of%20disability)

‘If a person with a disability meets the essential entry requirements, then educators must make changes or "reasonable adjustments" if that person needs them to perform essential course work, provided that making reasonable adjustments will not cause major difficulty or unreasonable costs to the institution.’

(http://www.hreoc.gov.au/youthchallenge/unit2/stage2/resource_law.html)

AQTF Users’ Guide to the Essential Standards for Registration Element 2.2 makes recommendations to providing sufficient and clear information.

‘Selection and enrolment of learners. Where there is clear information about selection, prospective learners can assess whether they will meet the requirements of a course. There will also be less likelihood of clients complaining that they have been unfairly excluded or that, after the course begins, it is inappropriate for them.’

‘Legislative and occupational licensing requirements. These could include prerequisites and conditions related to training and assessment, such as the requirement to be employed in the industry.’

1.4.3 Disclosure

Disclosure of a disability is voluntary and presents a number of challenges and choices for people with a disability. Some learners may not disclose their disability for fear of discrimination or perhaps because they are able to manage their workload and do not need assistance. However, situations can change for a variety of reasons. It is therefore essential to provide an environment where they can disclose at any time, in safety.

‘Choosing your Path – Disclosure: It’s a Personal Decision’, provides more information on disclosure and is referenced in the Resources section.

Training organisations are obligated to make reasonable adjustments if they know an adjustment is required. Failure to provide adjustments because the disability was not recognised when reasonably it should have been can be dealt with under the DDA. (http://www.humanrights.gov.au/disability_rights/faq/Education/education_faq.html#Acknowledgment%20of%20disability)

1.4.4 The information you may gather

Under the DDA, RTOs are able to request evidence of a learner’s disability and to investigate needs and eligibility for adjustments. This documentation may be referred to as ‘evidence of need’ statements and/or documentation.

‘Actions which are reasonably intended to provide equal opportunity to people with a disability or to persons with a particular disability are permitted by the DDA (section 45). In the Commission's view this provision clearly applies to inquiries, examinations or actions which are reasonably intended for the purpose of determining need and eligibility for, nature of and possibility of making any reasonable adjustment required.’

(http://www.humanrights.gov.au/disability_rights/faq/Education/education_faq.html#Evidence%20of%20disability)

In deciding on whether an adjustment will be necessary, RTOs can seek professional assistance including an assessment of the nature of the learner’s disability and learning strategies that may be appropriate. This assessment may be conducted by an independent expert such as a psychologist or occupational therapist. The Vocational Education and Training Disability Support Service (VDSS) may be able to assist with this need.

2. Suggested process to identify learner difficulties

2.1 Overview

Disclosure of a disability is the choice of the learner and whilst encouraged, is not a requirement for participation in a course or program.

Learner needs due to a disability may be identified from several sources: the learner, teacher, tutor, administrative staff or a disability officer. Where learner difficulties are identified those difficulties should be further explored. Failure to provide adjustments because the disability was not recognised when reasonably it should have been can be dealt with under the DDA.

(http://www.humanrights.gov.au/disability_rights/faq/Education/education_faq.html#Acknowledgment%20of%20disability).

The following information provides strategies that assist in this process.

2.2 Providing disability services

RTOs need to have a first point of contact for matters relating to the support of learners with a disability. This enables learners with a disability to make early contact so that adjustments can be discussed and provided in a timely manner.

The provision of disability services can be complex and therefore advice should be sought from a specialist in the disability field. Activities may include:

- Negotiating with learners
- Assisting staff to apply reasonable adjustments
- Provision of information to staff about the learner and the nature of the learners disability
- Applying for funding to support learners with a disability
- Sourcing adaptive and assistive technologies, personal support services (e.g. sign language interpreters) and teaching resources
- Management of human resources employed to provide support to learners with a disability
- Monitoring the benefits of reasonable adjustments.

2.3 Course information

Course expectations need to be explicit and should include details of course structure, delivery modes and inherent requirements of the course, industry licences etc. Information should be provided on relevant legislation, Occupational Health and Safety requirements for the industry area and literacy levels. Only then can learners make informed decisions about whether they can or want to undertake a program of study. Learner understanding of this information is critical to course participation and

successful completion. Training organisations will also be able to determine the reasonableness of accommodations based on course requirements.

Course information needs to be accessible to each learner to enable them to make an informed choice. For example, the information needs to be supplied in various formats so that every learner can use it (e.g. electronic, large print).

In the case of distance and e-learning delivery learners need information about the facilities and resources that they will need to put in place to participate in a course. The information provided should include:

- computer facilities / capacity requirements
- approximate time a learner will need to spend each day to complete each competency
- nature of activity during course or study time (e.g. sitting at the computer, reading, physical activity).

This information prior to enrolment provides the learner with the opportunity to adequately prepare themselves and their home or work environment to meet the demands of a course.

More information about how to determine inherent requirements and prepare information is available from the Australian Disability Clearinghouse on Education and Training (ADCET) and is referenced in the Resources section.

The *Disability Standards for Education 2005, Part 4* provide details on the information to be supplied.

2.4 Whole of life issues

Focussing on vocational education and training issues only may fail to meet the needs of the learner. For example, if classes are scheduled early in the morning:

- transport issues may be an issue
- some medication may affect the learner's ability to participate.

Whole-of-life issues need to be identified and addressed to ensure the learner with a disability has the opportunity to participate on the same basis as learners without a disability. This does not mean that the training organisation is responsible for, for example, making adjustments to the learners' home or organising transport. Staff members should however take reasonable steps to:

- facilitate the provision of a specialised service that is needed by the learner (e.g. arranging their access to the training environment)
- consider strategies that accommodate whole-of-life needs in relation to training provision (e.g. a part time workload).

2.5 Identification of difficulties by a teacher or tutor

During participation in a course or program of study, a teacher or tutor may identify learner difficulties due to a disability. It may be possible for the teacher or tutor to negotiate reasonable adjustments immediately with the learner. Where the impacts of the difficulties are more complex the teacher or tutor may need to seek further advice from a disability specialist.

In order to identify whether reasonable adjustment is required, the teacher or tutor can:

- discuss difficulties directly with the learner and/or associate of the learner
- engage a disability specialist.

Note: the negotiation and implementation of reasonable adjustment requires comprehensive consultation. (*Disability Standards for Education 2005, section 3.5*).

Note: the consent of the learner is required prior to the release of any personal information to other parties.

Refer to section 3 for further information about determining reasonable adjustment.

3. Determining reasonable adjustment

3.1 The initial interview - overview

The initial interview is essential to determine a learner's area(s) of difficulty. Assumptions should not be made about what a person can or cannot do.

The aim of the initial interview is to gain sufficient information about the learner to be able to plan for any reasonable adjustment. Collaboration with other stakeholders, seeking professional assessments and contingency strategies may be part of this planning.

The initial interview is to develop trust and rapport with the learner and therefore the number of participants should be limited. Other than the teacher or disability specialist and the learner, stakeholders at this meeting could include associates of the learner. (*Disability Standards for Education 2005, section 1.4*).

It is most important that all options and avenues are thoroughly explored to enable individualised and relevant support.

3.2 Preparing for the initial interview

Knowledge of course structure, delivery modes and inherent requirements of the course (industry licences, literacy levels, relevant legislation and Occupational Health and Safety requirements for the industry area) are imperative to informed decision making. Training organisations will also be able to determine the reasonableness of accommodations based on course requirements.

In the case of distance and e-learning delivery knowledge about the facilities and resources a learner will require is also essential. This may include:

- computer facilities / capacity requirements
- approximate time a learner will need to spend each day to complete each competency
- nature of activity during course or study time (e.g. sitting at the computer, reading, physical activity).

These facts can be gathered prior to the initial interview if sufficient learner information is available beforehand.

3.3 Conducting the interview

Interview questions should elicit information about learner concerns regarding successful functioning in areas of difficulty. Questions should also consider adjustments or other interventions used previously, regardless of outcome, as they may be applicable in a new environment.

The following information will assist the interview to run effectively.

3.3.1 Interview location

Learners may feel intimidated about discussing their disability. Therefore, interviews should occur in a location that protects learner rights, ensures confidentiality and provides safety for all participants.

3.3.2 Building rapport with the learner

The following points may assist in the development of positive rapport:

- Introduction of all participants.
- Use of non judgemental and inclusive language, i.e. avoidance of words that perpetuate or reinforce negative stereotypes based on for example race, gender, ethnicity or age. 'A Way With Words' provides examples of inclusive language and is referenced in the Resources section.
- Use of plain English in both verbal and written communication. Plain English communicates points as simply and effectively as possible with a focus on the recipient. It is not a childish or simplistic form of English. Refer to the Resources section for more information.
- Avoidance of jargon.
- Paying attention to body language. Refer to the Resources section for more information.
- Explanation of the process for and purpose of the interview.

At this stage of the interview, the learner should be advised of the following:

- The purpose of vocational education and training and reasonable adjustment
- Privacy policy / service confidentiality
- Methods for ongoing communication
- Process for monitoring progress and suitability of reasonable adjustments
- Process and timeframes for the implementation of adjustments
- Documentation required (e.g. doctor's report, consent to disclose information form).

3.3.3 Opening up discussion with the learner

The aim of the interview is to engage the learner in discussion regarding their strengths and area(s) of difficulty and the methods used to address these in the past.

The learner should not be led to a particular answer or conclusion.

Clarification should be sought if responses are unclear or ambiguous.

The following points are provided to guide conversation.

- a) Determination of learner goals / study objectives. Ensure the learner has access to information and understanding of the structure and inherent requirements of the course or program of study. This is essential for learner participation and outcome.
- b) Discussion of previous experiences (education, work experience, employment etc.).
- c) Identification of previous adjustments. Information about how difficulties were addressed in the past may assist in determining the most effective type of support. It should include identification of the learners' skill in using adaptive and assistive technologies. So that the use of a software application can be fully considered, note the availability of a suitably capable computer and learner computing ability. For example, will the learner need to be trained in the use of a software package? How much training will be needed? Does the learner have access to a computer at home where the software can be installed (if required)?
- d) Reviewing the relevance / effectiveness of previous adjustments for the learner in relation to the current program of study. The interview may need to focus on one or more of the following:
 - Writing
 - paying attention / staying on track
 - remembering / retention
 - reading
 - dealing with frustration
 - hearing
 - talking to the trainer or getting ideas across
 - moving around the learning environment
 - sitting for long periods
 - moving or manipulating objects.

- e) Identification of whole-of-life issues. Focussing on vocational education and training issues only may fail to meet the needs of the learner. The interview may need to focus on one or more of the following examples:
- transport
 - the impact of medication
 - time of day that classes are scheduled
 - work experience and any current employment
 - need of a specialised service.

This does not mean that the training organisation is responsible for, for example, making adjustments to the learners' home or organising transport. Staff members should however take reasonable steps to:

- facilitate the provision of a specialised service that is needed by the learner (e.g. arranging their access to the learning environment)
- consider strategies that accommodate whole-of-life needs in relation to training provision (e.g. a part time workload).

3.3.4 Determining reasonable adjustment

The following considerations should be applied in the determination of reasonable adjustment:

Individualised

- The purpose of reasonable adjustment is to ensure that a learner with a disability is able to enrol and participate in education and training, and use the services and facilities provided, on the same basis as a learner without a disability. Adjustments should provide equal opportunities, but do not guarantee success.
- Reasonable adjustments can only be made on an individual basis. 'Different types of disabilities will call for different alternative assessment strategies. Even within the same type of disability there are variations between the specific strategies that individual learners will require.' (Australian Clearinghouse on Education and Training, Oct 2005). An individualised service approach optimises the effectiveness of adjustments.
- Adjustments need to consider the learners ability to achieve outcomes, ability to participate, and independence. (Disability Standards for Education 2005, 3.4(c)).
- Whole of life issues should be considered when determining reasonable adjustments.

Integrity

- Reasonable adjustment does not mean that all learner requests will be granted. An adjustment is 'reasonable in relation to a learner with a disability if it balances the interests of all parties affected.' (Disability Standards for Education 2005, 3.4(1)).
- Adjustments must be negotiated with all stakeholders before any agreement is either suggested or reached.
- The learner should be made aware that commitment to an adjustment cannot be suggested or made until the interests of all parties are met.
- 'The fact that a student's preferred form of adjustment is impracticable does not relieve an education provider of the responsibility to seek another effective form of adjustment if possible.'
(http://www.humanrights.gov.au/disability_rights/faq/Education/education_faq.html#Acknowledgment%20of%20disability).
- The integrity of a course or program should not be jeopardised by an adjustment. (Disability Standards for Education 2005 3.4(3)).

Application

- Learner independence is encouraged to prepare them for less supportive workplace environments. Dependent on learner needs, structuring a tiered approach may assist. For example:
 - many assistive technologies enable the learner to complete tasks by themselves
 - initial intensive support to orientate a learner could be gradually reduced pending monitoring and review.
- It is necessary to assess whether there are any other adjustments that would be 'less disruptive and intrusive and no less beneficial for the learner.'
(Disability Standards for Education 2005, 3.6).
- Immediate or quick fix adjustments are not always the most beneficial and should be carefully considered.
- Multiple accommodations may be necessary to meet learner needs. E.g. learners who require sign language interpreters may also need a notetaker since watching an interpreter precludes taking detailed notes.
- Monitoring and ascertaining the continuing relevance of adjustments is essential as learner needs may change over time. (*Disability Standards for Education 2005*).

Scope

- Adjustments may be required for activities that are not conducted in classrooms, including 'extra-curricular activities or activities that are part of the

broader educational program ..' (Disability Standards for Education 2005, 5.3(f)). For example, access to library resources, participation in field trips, vocational placement and attendance at organisation approved student activities need to be considered.

- A specialised support service of a kind that is not provided by the education provider should be facilitated by the provider. (Disability Standards for Education 2005, 7.2(3)). Collaboration with external service providers and associates of the learner may be required.

3.3.5 Closing the interview and verifying details

In some instances, reasonable adjustment may be agreed upon at the initial interview. Confirmation of the support to be provided and timeframe for implementation should be confirmed.

If reasonable adjustment can not be determined and additional consultation and consideration of unjustifiable hardship is required, clarification of the process to be followed should be provided and a timeframe for a second meeting suggested.

In either circumstance, confirm with the learner:

- how communication should continue
- communication frequency
- monitoring process – learner needs may change over time making it essential to review adjustments.

The following information should be confirmed or requested as required:

- Learner contact details and general information
- Evidence of need documentation (e.g. doctors report, school report)
- Signed consent for the release of personal information. Scope of the communication required for the ongoing monitoring and review of the suitability of adjustments and learner progress should be considered at the time of signing this form.

3.4 Monitoring adjustments and progress

Learner needs may change over time. It is essential to monitor and ascertain the relevance of adjustments to ensure they are:

- suitable to varied course delivery
- responsive to any changes in learner needs (new information becoming available about a learner's disability, changes in learner goals)

- being used for the intended purpose.

Monitoring may include ongoing meetings with the learner and gaining feedback from teachers, tutors and personal support personnel. This can only be done with the consent of the learner. Refer to point 3.3.5.

Monitoring the suitability of adjustments to allow for the changing needs of learners over time is a requirement of the *Disability Standards for Education (2005)*.

4. Resources

Legislation and guidelines

- Disability Discrimination Act 1992:
<http://scaleplus.law.gov.au/html/pasteact/0/311/top.htm>
- Disability Standards for Education 2005:
http://www.dest.gov.au/sectors/school_education/programmes_funding/forms_guidelines/disability_standards_for_education.htm

Queensland Government - Disability standards for education 2005 fact sheets:
http://www.trainandemploy.qld.gov.au/partners/fact_sheets_and_resources/factsheets/disability_standards/index.html
- Human Rights and Equal Opportunity Commission – disability rights:
http://www.hreoc.gov.au/disability_rights/index.html
- Australian Quality Training Framework (AQTF):
AQTF 2007 Essential Standards for Registration
AQTF 2007 Users' Guide to the Essential Standards for Registration
AQTF information is available from
<http://www.training.com.au/aqtf2007/>
- VET in Schools – the AQTF in VET
http://cms.curriculum.edu.au/the_cms/tools/new-display.asp?seq=6564
- Working with diversity, ANTA 2004:
This resource is available in TAFE Institutes and from
<http://www.westone.wa.gov.au/workingwithdiversity/index.html>

Design of materials

- Universal Design
DETA website:
http://www.trainandemploy.qld.gov.au/partners/fact_sheets_and_resources/training_support/accessible_resources/universal_design.html

DET resource - Universal Design: creating accessible learning resources, 2004
This resource is available as a CD Rom through the Centre for Training Materials
<http://shop.trainandemploy.qld.gov.au/cgi-bin/catalogue>

Centre for Universal Design:
http://www.design.ncsu.edu:8120/cud/univ_design/princ_overview.htm

- World Wide Web Consortium (W3C)
W3C: <http://www.w3.org/>

W3C compliance made simple, Australian Flexible Learning Framework:
http://www.flexiblelearning.net.au/community/TechnologiesforLearning/content/article_6958.htm

Disclosure

- Choosing your Path – Disclosure: It's a Personal Decision, National Network of Regional Disability Liaison Officers & Disability Coordination Officers, 2003
<http://sites.uws.edu.au/rdlo/disclosure/index.htm>
- Queensland University of Technology (QUT) resource for learners
<http://www.counselling.qut.edu.au/selfhelp/psych/succeed.jsp>

Inclusive language

- Plain English
DEST:
http://www.dest.gov.au/sectors/training_skills/publications_resources/plain_english_at_work/

NILS: http://www.nils.org.au/ais/print/resources/plain_english.html
- A Way With Words – guidelines for the portrayal of people with a disability, Disability Services Queensland
<http://www.disability.qld.gov.au/publications/waywithwords.pdf>

Body language

- Queensland Government information about body language and courtesy:
http://www.premiers.qld.gov.au/About_the_department/publications/multicultural/Australian_South_Sea_Islander_Training_Package/Cross-cultural_communication/voice/courtesy/body/

Reasonable adjustments

- DET resource - Disability Resource Kit, 2004.
This resource is available through the Centre for Training Materials
<http://shop.trainandemploy.qld.gov.au/cgi-bin/catalogue>
- DET resource - Assistive Technology: dynamic learning tools, 2005
This resource is available through the Centre for Training Materials
<http://shop.trainandemploy.qld.gov.au/cgi-bin/catalogue>
- Australian Disability Clearing house on Education and Training (ADCET):
<http://www.adcet.edu.au/>

- A fair go in training for people with a disability – meeting your Australian Quality Training Framework obligations, ANTA, 2002
http://www.trainandemploy.qld.gov.au/resources/registration_audit/pdf/fairgo.pdf
- Making Assessment Work For Everyone – the AQTF, meeting diverse client needs and you, DET, 2002
This resource is available through the Centre for Training Materials
<http://shop.trainandemploy.qld.gov.au/cgi-bin/catalogue>
- Working with diversity, ANTA, 2004
This resource is available in TAFE Institutes and from
<http://www.westone.wa.gov.au/workingwithdiversity/index.html>

5. Appendix 1

Reasonable Adjustment – information for students with a disability

Reasonable adjustment is available to students with a disability participating in vocational education and training. This information will assist you to understand how reasonable adjustment works.

What is 'reasonable adjustment'?

Reasonable adjustment means modifications or changes that give you the same opportunities in training as a person without a disability.

Adjustments need to be 'reasonable'. That is, they need to consider the needs of everyone involved so that no one is disadvantaged. This includes you, other students, your teachers and the impact on your training organisation.

Reasonable adjustment **does not**:

- Give you an advantage over others
- Mean that course standards or outcomes will be changed for you – you still need the basic knowledge and skills to do the course and will need to show competency in all tasks
- Mean that you do not have to follow the student rules
- Guarantee success – you still need to do the work!

The type of reasonable adjustment used will be discussed with you and will consider:

- Your needs, abilities and independence
- Your course/program
- The types of reasonable adjustment and resources available.

Some examples of reasonable adjustment are:

- Books in an alternative format e.g. audio, electronic, Braille
- Access to specialised software
- Assistance from a support person e.g. a notetaker or sign language interpreter
- Extra time to complete assessments.

What you need to do

1. Make sure you understand the theory and practical requirements of the course before you enrol. This includes any professional association registration or licences that you will need for a job.
2. Make sure you have the pre-requisite knowledge and skills for the course you want to do.
3. Be aware that reasonable adjustment can take a significant time to organise and may need several meetings. It is your responsibility to make contact and request support. The earlier you make contact to discuss your needs the better.
4. Discuss your needs with your teacher and/or the disability specialist in your training organisation.

Disclosure

It is a difficult choice whether to tell someone about or disclose how your disability affects you. The main benefit of disclosing is that the teacher/disability specialist can then discuss with you whether reasonable adjustment can help you in your course.

The information you disclose will be treated confidentially. It will not be passed on to others without your permission, unless it is requested by law or to prevent harm/injury.

You will be asked to sign a consent to release information form. By signing this form you are agreeing to have your details passed on to only the people who need it.

5. You can take someone with you when you meet with the teacher/disability specialist. This could be a family member or case worker who can help to explain your needs.
6. Be prepared to give details and evidence about the nature and impact of your disability. A medical and/or school report could be appropriate.
7. Support you have used in the past may not work in this training environment. Discuss other supports and try new things so that the reasonable adjustment works for you.
8. Remember that reasonable adjustment is only reasonable if it considers the needs of everyone involved. The type and amount of support will be negotiated with you.
9. Keep in contact with the teacher/disability specialist. Your needs may change over time so your reasonable adjustment may need to be altered.