*accessible island: tasmania’s disability framework for action 2018-2021*

disability aCtion plan 2018-2021

TasTAFE

MAY 2018

version 0.1

Table of Contents

[Table of Contents 2](#_Toc505258489)

[Foreword 3](#_Toc505258490)

[Background and objective of the Disability Action Plan 4](#_Toc505258491)

[Organisational context 5](#_Toc505258492)

[Key Outcome Areas 5](#_Toc505258493)

[Consultation 6](#_Toc505258494)

[Monitoring and Reporting 6](#_Toc505258495)

[Evaluation 6](#_Toc505258496)

[Outcome area 1: Inclusive and accessible communities 7](#_Toc505258497)

[Outcome area 2: Rights protection, justice and legislation 1](#_Toc505258498)2

[Outcome area 3: Economic security](#_Toc505258499) 13

[Outcome area 4: Personal and community support](#_Toc505258500) 17

[Outcome area 5: Learning and skills](#_Toc505258501) 19

[Outcome area 6: Health and wellbeing](#_Toc505258502) 21

[More Information](#_Toc505258503) 23

[Accountabilities](#_Toc505258504) 23

# Foreword

**Foreword**

On behalf of the TasTAFE Executive, I have much pleasure in endorsing TasTAFE’s Disability Action Plan 2018-2021.

At TasTAFE we pride ourselves on providing vocational education and training that prepares students for work, meets employers’ needs and provides a high-quality learning experience for everyone, regardless of their circumstances.

One of our strengths as a public training provider is the extra support that we offer to our students. Our client services team, student counsellors, disability liaison officers and international student advisors are available on-campus to provide advice and support.

We encourage and embrace diversity in both our staff and student populations and recognise our responsibility to ensure that students, staff or visitors experiencing disability have access to all of our services and facilities.

There has been extensive consultation across the organisation in the development of this plan, with all support areas and teaching divisions consulted and our Disability Liaison Officers playing a key role in its development.

The updated plan is part of a wider whole of government approach and will support TasTAFE in its role as leading the development of Tasmania’s skilled workforce by providing vocational educational and training opportunities for all people.

**Jenny Dodd**

**CEO, TasTAFE**

# 

# Background and objective of the [AGENCY] Disability Action Plan

*Accessible Island* is Tasmania’s third Disability Framework for Action (DFA) and has four-year coverage from 2018 to 2021. The DFA is a whole-of-government approach to policy and planning, service delivery and evaluation that seeks to remove barriers and enable people with disability to enjoy the same rights and opportunities as other Tasmanians.

Each Government agency is required, as part of its strategic and business planning, to prepare a Disability Action Plan (DAP) 2018-2021 that documents the way in which the commitments specified in *Accessible Island* will be met.

The DAP has six outcome areas. These align with the *National Disability Strategy* *2010-2020* (NDS) and to *Accessible Island.*

# Organisational context

TasTAFE is committed to the provision of quality education for students from diverse backgrounds and with a variety of needs. TasTAFE acknowledges its obligations under the *Disability Discrimination Act 1992* in relation to its role as:

* An educational institution,
* An employer,
* A provider of accommodation, goods, services and
* The owner of premises used by the public.

TasTAFE recognises its legal responsibility to ensure that students, staff or visitors experiencing disability have equal access to all services and facilities in relation to enrolment, participation in education and training, curriculum development, accreditation and delivery, student support services and elimination of harassment and victimisation. TasTAFE recognises that the *Act* places an onus on it to be aware of, and responsive to, the rights of people experiencing disability in each of these areas in ways that are consistent with wider social standards.

*[Provide information about the Agency.*

*This can include, but is not limited to, information about:*

* *Services the Agency provides*
* *Stakeholders with whom the Agency engages*
* *Agency values and principles]*

# Key Outcome Areas

This Action Plan covers the following NDS outcome areas:

* Inclusive and accessible communities
* Rights protection, justice and legislation
* Economic security
* Personal and community support
* Learning and skills
* Health and wellbeing

# [Consultation](file:///E:/disability%202013/DAPs/new%20dap%20wk/disability%20action%20plan%20template%202013.doc#_Consultation)

### Within the agency

There has been extensive consultation across the organisation. TasTAFE is a Registered Training Organisation whose primary business is the provision of Vocational Education and Training. Supporting TasTAFE’s primary function are numerous support areas such as Employee Relations, Marketing, Finance and Assets – to name a few. All support areas and teaching divisions were consulted.

*[Include information about how the Agency has consulted internally to help inform decision-making on accessibility issues.]*

### With people with a disability

The Disability Liaison Officers (DLOs) and greater student support team are the interface between students and the organisation. The DLOs were consulted on behalf of the student body.

*[Include information about how the Agency has consulted with people with disability to help inform decision-making on accessibility issues, including employees, the community and/or PDAC.]*

# Monitoring and Reporting

The progress against initiatives in this Plan is monitored by the Executive Director Students and Education and TasTAFE Managers at Executive level throughout the year.

Accountabilities detailed in this plan will be monitored as part of TasTAFE's annual performance reporting cycle. A report on achievements against targets will be prepared annually by Executive Managers, Division Managers, Education and Business Managers; this report will be used for the TasTAFE Annual Report, and TasTAFE's internal performance report.

*[Describe the Agency’s monitoring and reporting strategies and responsibilities, including the Disability Action Plan Working Group (DAPWG) [or the appropriate group within your Agency] and reporting to PDAC.]*

# Evaluation

The Disability Action Plan Working Group (DAPWG) will evaluate the plan on an ongoing basis to ensure that it remains current and to ensure progress against objectives.

The DAPWG will also provide regular reports to the CEO, TasTAFE*[indicate frequency]*.

Agencies are required to provide an annual report on their DAP to the Premier’s Disability Council (PDAC).

In 2021, when the DAP 2018-2021 concludes, agencies will be asked to review the outcomes of their DAPs against *Accessible Island*.

# Outcome area 1: Inclusive and accessible communities

*[The DAP should include:*

* *Relevant actions from Accessible Island (refer to Accessible Island Master List))*
* *How the Agency will address the recommendations made in the 2017 PDAC report]*

### Where we are:

###### We already:

* Provide a Disability Support page on TasTAFE's public website.
* Employ Disability Liaison Officers within the Student Support Services team in each region.
* Have policies, procedures and support documents related to students with disability on the TasTAFE intranet (INFOcus).
* Have a dedicated state-wide Disability Support budget which enables TasTAFE to provide a comprehensive range of support for students experiencing disability, including:
  + Employment of Participation Assistants to assist in and out of class support
  + Assistive and Adaptive equipment purchases and/ or upgrades, as required
  + Contract external providers, e.g. Auslan Interpreters, as required
  + Specific content tutorial and learning assistance at higher level qualifications
* Develop Learning Access Plans in consultation with students experiencing disability and teaching staff to enable reasonable, and timely, study adjustments that maintain the course integrity.
* Have a Feedback & Complaints Procedure and Student Grievance Resolution Policy and Procedure.
* Regularly identify and apply for external and collaborative funding opportunities (e.g. Skills Tasmania Grants, *26Ten Literacy Grants*, etc.) to pilot new ideas to support specific disability group needs.
* Build relationships and liaise with external agencies.
* Have student support services staff presenting at course induction sessions to highlight services available and provide further opportunities to disclose.
* Network with UTAS to transition students and share practice with the National Disability Officers.
* Have improved access for staff and students with disabilities at Devonport campus with the installation of a lift to service a building previously only fitted with stairs.
* Collaborate with external providers and RTO’s such as Save the Children, Oak Training and Development Services and Avidity to increase opportunities for students.
* Work closely with state National Disability Coordination Officers to streamline transition to TasTAFE from DoE, Catholic and Independent Schools.
* Have dedicated Student Equal Access to Learning (SEAL) rooms on each main campus to provide private study space with assistive technology.
* Provide a ‘Creating Accessible Documents’ toolkit on TasTAFE intranet.

###### We will continue to:

* Maintain current services and support to students experiencing disability.
* Ensure ongoing support for staff to provide inclusive learning opportunities.
* Inspire, promote and support change toward best practice sustainability to reduce barriers to access and participation in VET.
* Foster links with external agencies and partners to improve referral pathways to external services and streamline pathways into TasTAFE.
* Work collaboratively with stakeholders of the *National Disability Insurance Scheme* (NDIS).
* Offer individual assessments to staff for workplace modifications.
* Undertake reviews of our website to ensure accessibility.

Emerging issues:

* Supporting the increasing number of students with disability, including apprentices and trainees, within existing resources.
* Resourcing professional learning and development in the area of disability for teaching and support staff within existing resources.
* Increased demand for assistive technology and training in its use for students, teaching and support staff.
* Public website requires upgrade to increase compliance with WCAG.
* Learning Management System (LMS) will continue to improve compliance with WCAG 2AA.
* Increased emphasis on procurement processes for vendors/suppliers to meet WCAG requirements.
* Ensuring that emerging technologies and processes support access and participation of people with a disability.

### Actions

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **DFA No.\*** | **Output/brief description** | **Outcome** | **Who (lead)** | **Key dates / milestones** | **Comments** |
|  | Promote TasTAFE’s obligations under the Disability Discrimination Act 1992 (including the Disability Standards for Education 2005) and the specific needs of students and staff experiencing disability | Staff and students are aware of TasTAFE’s obligations through information being available on the website, written information and during course information sessions | Executive Director Students and Education,  Manager Employee Relations | End 2019 |  |
|  | TasTAFE public website will be rebuilt to improve accessibility and compliance with WCAG | Website passes accessibility audit and user testing | Executive Director Business Growth and Projects,  Senior Consultant Digital Marketing | End 2019 and ongoing | There is a 2 phase project underway to rebuild the TasTAFE public website. There will be baseline reporting re accessibility as evidence for improvement as the project progresses |
|  | Build stronger connections with schools and colleges to better support students at point of transitioning to TasTAFE | To create clear pathways for students. Adjustments required for transitioning students are identified prior to enrolment at TasTAFE | Division Managers, Manager Student Support | End 2019 | Current relationships will be further developed. |
| **DFA No.\*** | **Output/brief description** | **Outcome** | **Who (lead)** | **Key dates / milestones** | **Comments** |
|  | Ensure all buildings and facilities are accessible, taking into account different disabilities. | Improves student experience and complies with Disability Access to Premises – Buildings Standards 2010. | CFO,  Manager Finance and Assets | Ongoing | This will include signage, voice over in lifts, car parking |
|  | Ensure major capital works are in compliance with the Disability Access to Premises – Buildings Standards 2010 | Complies with standards | CFO | Ongoing | Include input from Student Support team and Employee Relations |
|  | All TasTAFE documents to be created in an accessible format | Increases first hand accessibility to TasTAFE information, becomes standard practice. | Division Managers, Chief Client and Digital Officer, Manager Learning and Innovation, Content and Audience Officer, Engagement and Communication Consultant | Ongoing project with staff training provided by end 2019 | Will roll out in 2 phases 1) all of TasTAFE documents 2) delivery specific documents |
|  | All building maps, including electronic, to be updated to show disabled parking and toilet facilities and to be included in induction processes and available on TasTAFE website. | Increased ability for students / staff and visitors to independently access services without requiring assistance / guidance | Manager Finance and Assets | Mid 2019 | Will allow for delivery planning around available facilities. |
| **DFA No.\*** | **Output/brief description** | **Outcome** | **Who (lead)** | **Key dates / milestones** | **Comments** |
|  | Systems and processes established to monitor/address/ progress WCAG non-compliance issues for staff and students | Issues raised are resolved within 6 months | Chief Client and Digital Officer | Ongoing |  |
|  | Research conducted into assistive technology applications and the platforms required to run them | Leads to continuous improvement in services and feeds into IT reviews | Disability Liaison Officers  Chief Client and Digital Officer | Ongoing | Will allow for targeted purchase of specific technologies |

# Outcome area 2: Rights protection, justice and legislation

*[The DAP should include:*

* *Relevant actions from Accessible Island (refer to Accessible Island Master List)*
* *How the Agency will address the recommendations made in the 2017 PDAC report]*

### Where we are:

We have already:

* Developed Policies and Procedures to comply with the Anti-Discrimination Act, Disability Standards for Education 2005 and the Disability Discrimination Act.
* Allowed for reasonable adjustment in selection processes of both staff and students.
* Student and staff complaints and grievance process.
* Workplace adjustment process.

We will continue to:

* Update, monitor and improve policies and procedures.
* Monitor selection processes.
* Provide professional development to all staff to build skills in supporting students experiencing disability.

Emerging issues:

* Staff induction needs to include specific awareness of disability for both staff and students and the supports available.

### 

### Actions

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| **DFA No.\*** | **Output/brief description** | **Outcome** | **Who (lead)** | **Key dates / milestones** | **Comments** |
|  | Staff induction process will include disability awareness information.  Staff will be required to undertake an annual refresher. | Increased awareness and connection of staff to our organisational responsibilities | Manager People and Culture | 2019 | Staff induction processes are currently under review. |
|  | Promotion of whole of government disability awareness e-module for all staff, existing and new | Increased awareness and connection of staff to our organisational responsibilities | Manager People and Culture | 2018 and ongoing | This is a whole of government initiative |
|  | Website and intranet to contain information regarding our obligations under Disability Discrimination Act 1992 and Disability Standards for Education 2005 | Accessible information to staff and the public | Senior Consultant Digital Marketing, Executive Director Business Growth and Projects | 2019 | Website renewal project is underway |

Outcome area 3: Economic security

*[The DAP should include:*

* *Relevant actions from Accessible Island (refer to Accessible Island Master List)*
* *How the Agency will address the recommendations made in the 2017 PDAC report]*

### Where we are:

We already:

* Are directed by the recruitment and employment policies and processes of the Department of Education's Human Resources division which is governed by the *Tasmanian State Service Act 2000.*
* Conduct interviews where: questions do not breach legislative guidelines, inclusive language is used and the candidate is put at ease.
* Offer opportunities for new employees to disclose disability through inclusion of *Diversity Form* in *Employee Starter Pack.*
* Have access to the Department of Premier and Cabinet’s *Reasonable Adjustment Guide* document.
* Access the Australian Government's *Employment Assistance Fund* where disclosure occurs and workplace modifications and services are required that fit within the fund's guidelines.

We will continue to:

* Be governed by the *Tasmanian State Service Act 2000* around the areas of recruitment and employment.
* Promote disability awareness to ensure that all staff respect the rights of people with a disability and their families/carers and engage in equitable and inclusive practices.
* Be available to participate in whole of government programs and initiatives that support diversity in the workplace.
* Promote diversity through celebrations such as Harmony Day and hosting activities such as ‘The Human Library’.

Emerging issues:

* Policies and Procedures relating to flexible work practices and workplace adjustment require updating.
* Staff do not necessarily disclose a disability so support is often on an ‘as required’ basis, cannot be planned for and statistics are hard to determine.
* Inability of some software systems to provide equitable access to staff users of assistive software.

### Actions

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| **DFA No.\*** | **Output/brief description** | **Outcome** | | **Who (lead)** | | **Key dates / milestones** | **Comments** |
|  | Ensure staff on selection panels are familiar with TasTAFE's obligations under the Disability Discrimination Act (1992) | Equitable recruitment | | Manager Employee Relations | | 2018 | All documentation relating to selection will contain information outlining responsibilities |
|  | Ensure Employee Starter Pack documentation is accessible | Increased accessibility for all staff | | Manager Employee Relations | | 2019 |  |
|  | Implement the Tasmanian State Service ‘Diversity and Inclusion Policy and Framework 2017 – 2020’ and develop a specific plan | Supporting greater diversity in TasTAFE workforce | | Manager Employee Relations | | 2019-2020 | Plan will be a living document that will be monitored and updated with stakeholder input |
|  | Provide and promote appropriate training for managers of employees with a disability (specified training). | Increased awareness | | Manager People and Culture | | Ongoing | While this is currently available it may not be widely promoted |
|  | Roll out the Workplace Adjustment Policy | Increased staff awareness of possibilities through policy and procedure | | Manager Employee Relations | | 2019 | This will encompass flexible work which currently has no policy and procedure |
| **DFA No.\*** | **Output/brief description** | **Outcome** | **Who (lead)** | | **Key dates / milestones** | | **Comments** |
|  | Ensure all staff undertake the disability awareness training provided by the e-module currently under development for all of government | Increased awareness | | Manager People and Culture | | Ongoing | Some measures need to be implemented to determine the effectiveness of this training |

# Outcome area 4: Personal and community support

*[The DAP should include:*

* *Relevant actions from Accessible Island (refer to Accessible Island Master List)*
* *How the Agency will address the recommendations made in the 2017 PDAC report]*

### Where we are:

We already:

* Liaise with students and their support services where appropriate.
* Offer training to staff in various areas of Mental Health.
* Have a ‘Students who are Carers’ Policy and Procedure.

We will continue to:

* Develop close relationships with external Disability service providers.
* Develop relationships with culturally and linguistically diverse communities for improved access to TasTAFE.
* Provide appropriate and timely training/awareness for staff.

Emerging issues:

* Develop a Flexible Work Time policy and procedure for staff to cover the majority of situations that may arise.
* Continue to foster NDIA input in supporting students.

### Actions

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **DFA No.\*** | **Output/brief description** | **Outcome** | **Who (lead)** | **Key dates/milestones** | **Comments** |
|  | Roll out the Workplace Adjustment Policy | Increased workplace flexibility | Manager Employee Relations | 2019 | This policy encompasses flexible work time policy | |
|  | Work with the NDCO Project re clarifying and redefining the responsibilities of NDIS and Higher Education | Clear roles and responsibilities of TasTAFE in regard to students who are NDIS participants | Disability Liaison Officers,  Manager Student Support | 2019 | This project has commenced and focuses on Australia wide consistency | |
|  | Facilitate access to relevant services to support students to connect with NDIS | Greater awareness of and uptake of NDIS support for | Manager Student Support | Ongoing |  | |

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# Outcome area 5: Learning and skills

*[The DAP should include:*

* *Relevant actions from Accessible Island (refer to Accessible Island Master List)*
* *How the Agency will address the recommendations made in the 2017 PDAC report]*

### Where we are:

We have already:

* Disability Liaison Officers and Participation Assistants to support students.
* A range of assistive technologies available for students.
* New LMS that has a range of features to cater for a range of disabilities.

We will continue to:

* Increase accessible functionality in the LMS.
* Provide predicted and just in time support for students with a range of disabilities and make reasonable adjustments as required.
* Provide opportunities for students to disclose during the student life cycle.
* Engage with the Disabled Australian Apprentice Wage Support (DAAWS) program.

Emerging issues:

* Suitability and selection for course entry are inconsistent and not always accessible.
* Staff induction requires disability awareness/training and road map of where to find assistance.
* Instructional design training for teachers and including inclusive design for online accessibility required for teaching staff.
* All of staff training required in accessibility of all documents, training resources and website.

### Actions

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **DFA No.\*** | **Output/brief description** | **Outcome** | **Who (lead)** | **Key dates / milestones** | **Comments** |
|  | Ensure that pre enrolment processes provide timely opportunities for prospective students to request reasonable adjustment for selection and enrolment procedures.  Ensure processes are inclusive and do not present barriers to people experiencing disability | Increased opportunities for prospective student to request adjustments for disability relevant to information and selection processes and therefore applicants to be selected into appropriate courses | Division Managers,  Chief Client and Digital Officer | End 2018 | Project currently underway to determine best practice in selection processes | |
|  | Provide teachers with Capability development in inclusive teaching practices which will lead to learning and assessments which are inclusive, fair, flexible, valid and reliable for students with disability | Create a teaching and assessment environment that encourages retention and completion of all students | Executive Director Students and Education,  Manger of Learning and Innovation | Ongoing | Ongoing PD for all staff, capability building for teaching staff | |
|  | Provide staff training in development of accessible documents and learning materials | Increased accessibility for staff and students | Manager People and Culture, Chief Client and Digital Officer | 2019 and ongoing |  | |

# Outcome area 6: Health and wellbeing

*[The DAP should include:*

* *Relevant actions from Accessible Island (refer to Accessible Island Master List)*
* *How the Agency will address the recommendations made in the 2017 PDAC report]*

### Where we are:

We already provide:

* Employee Assistance Provider (EAP).
* Voluntary access to online Health and Wellbeing programs that are accessible to all staff.
* Adjustments to work areas.
* Annual flu shot.
* Ad hoc delivery of mental health sessions, mindfulness and stress reduction workshops for all staff.
* Counselling and referral services to all students.
* Revitalise program – available to all staff.

We will continue to:

* Develop flexible work processes for staff.
* Follow legislative requirements to ensure the safety of all staff and students including Personal Emergency Evacuation Plans for employees and students with a disability.

Emerging issues:

* Accessibility issues to on line information for staff and students.

### Actions

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **DFA No.\*** | **Output/brief description** | **Outcome** | **Who (lead)** | **Key dates/milestones** | **Comments** |
|  | As noted previously |  |  |  |  | |

# 

# More Information

For further information about the TasTAFE *Disability Action Plan 2018-2021* please contact:

## Executive Director Students and Education

# Accountabilities [Please provide details]

|  |  |
| --- | --- |
| **Implementation** | As directed by Executive Director Students and Education |
| **Compliance** | As directed by Executive Director Students and Education |
| **Monitoring and Evaluation** | As directed by Executive Director Students and Education |
| **Development and/or Review** | As directed by Executive Director Students and Education |

## Policy History

# [Please provide details]

|  |  |
| --- | --- |
| Approved by and date | Executive on 24 May 2018 |
|  |  |
| Commencement date | 1st June 2018 |

## 

# [Please provide details]

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