

Disability Toolkit

A leading practice guide to supporting students with a disability in
vocational education and training

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This Toolkit was researched and written by
Enza Gandolfo
Equity Research Centre
60 Cambridge St Collingwood 3066
Ph: 9417 5355
Fax: 9417 5941
enzagandolfo@equityresearch.org.au
www.equityresearch.org.au

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1. Introduction

This Disability Toolkit has been developed to assist Vocational Education and Training (VET) providers and practitioners to support students with a disability to access and participate in VET programs on an equitable basis with students without a disability. The Toolkit includes a list of key success factors and strategies drawn from recent VET research, recommended by VET professionals and considered to be essential in assisting students with a disability to successfully participate in VET programs.

The Toolkit has been divided into five sections structured in accord with the five specific themes outlined in the Disability Standards for Education—enrolment, participation, curriculum development, accreditation and delivery, student support services, and harassment and victimisation. In each section there are a number of key success factors and these are illustrated with case studies that represent some of the best practices being implemented by vocational education and training providers in Victoria, and followed up with a list of resources—organisations and publications—that have been nominated as valuable by VET professionals working with students with a disability.

Background

People with a disability have lower rates of participation in the labour market and higher rates of reliance on government income support payments than the general population. Their participation in vocational education and training is also much lower than for the working-age population, and this coupled with the fact that they experience poorer outcomes—lower rates of successful completion and lower rates of employment—compounds their disadvantage.¹

Recognition of the role of education in improving not only employment opportunities but also other quality of life factors for people with a disability is reflected in number of government policies and initiatives. These include: *Building Pathways* a national strategy for improving opportunities for people with a disability in VET; the recent amendments to the Disability Discrimination Act 1992; and the development of the Disability Standards for Education which stipulate that the level of services to current and potential students with a disability must be more comprehensive and inclusive.

The *Review, Analysis and Modelling for people with a disability in VET in Victoria* undertaken by KPMG for the Office of Training and Tertiary Education² found that there has been a significant increase, in recent years, in the demand on VET services by students with a disability. This is a result of the increasing expectations of people with a disability in the community combined with the adoption of policies, such as those mentioned earlier, that encourage participation, life long learning and inclusive practices by service providers.

KPMG's report³ emphasised the need for capacity building in VET, and the recognition that issues of participation and access by students with a disability need to be addressed by teachers and disability support staff and more importantly, by those in planning and management roles. In this context, the Toolkit has been developed to target a broad and generalist field and aims to highlight the need for disability awareness to be an integral part of the overall organisational plan and vision.

¹ ATEC 2002. *Students with a disability in Vocational Education and training in Victoria in 2001*. Melbourne.

² KPMG. (2004). *Review, Analysis and Modelling for people with a disability in VET in Victoria*. Office of Training and Tertiary Education, Melbourne.

³ Ibid.

Disability Standards in Education

The passage of the Disability Discrimination Act amendments and the development of the Disability Standards for Education 2005 means VET providers will need to review the way they work with students with a disability. This includes the development of Disability Action Plans (DAPs). While a number of VET providers already have DAPs—these will now need to be examined and reviewed in light of the legislative changes—the majority of VET providers still have no DAP in place.

The KPMG report⁴ noted the significance of the development of DAPs as they will act not only as a record and guide to actions and responsibilities but as a trigger for engendering broad awareness among staff of disability issues, and as a tool for identifying good practice in relation to students with a disability. Ideally this Toolkit will support and facilitate the process of developing and monitoring disability action plans for VET providers.

Given the implications of Disability Discrimination Act Amendments, including the Disability Standards for Education enshrined in those amendments, the Toolkit has been structured in accord with the five specific themes outlined in the Standards:

- Enrolment;
- Participation;
- Curriculum development, accreditation and delivery;
- Student support services; and
- Harassment and victimisation.

This structure provides a useful way of highlighting the areas that require focus by the VET sector in order to ensure students with a disability have access to VET on an equitable basis with students without a disability.

Diversity

People with a disability are not a homogeneous group. The barriers facing people with a disability vary according to the person's disability, as do their preferred learning styles and support needs. Some of the resources listed in the main sections of the Toolkit address this issue of varying needs. There is also a list of key resources and contact points for further information on specific disabilities in Appendix I.

What is 'success'?

In this Toolkit the practices recommended to support students with a disability have been called 'success factors.' It is important to take a moment here, to discuss what is meant by 'success.'

VET courses and programs are vocational, therefore if the previously unemployed student gains employment, or if the employed student moves to a new, higher paid, more challenging position, after completing their VET course this would be one measure of 'success'.

For some students VET courses and programs provide a pathway into further education and training. If a student completes their VET course and moves on to further study this would be another measure of 'success'.

For some adult students (whether they have a disability or not) their purpose for studying/undertaking a VET course and their outcome might be more closely related to life long learning principles, to improving confidence and self-esteem, and to setting personal challenges. Can we measure these outcomes? If a student undertakes a VET course and feels more confident but does not gain employment or go on to further study is that a 'successful' outcome? Is completion a valid measure of 'success'?

⁴ ibid

In this study we have depended on the VET providers and relevant research to develop our 'success factors' and we have defined 'success' in the broadest possible terms, to include students gaining employment, moving on to further study, completing courses and feeling more confident about their skills and abilities.

2. Key Success Factors

Key factors that promote success by helping students with a disability achieve positive outcomes in VET.

1. **A flexible learner-centred approach that includes inclusive teaching practices.** This is training that is free of discrimination and bias, takes into account individual needs, and values the life experiences that students bring with them.
'Training [is] organised around learners' needs, [is] based on adult learning principles, delivered flexibly, and meets the special needs of individual learners.' ⁵
2. **Dedicated, appropriate and flexible funding for support programs** are crucial for students with a disability. Without appropriate funding for support services many students with a disability will not be able to participate in VET programs.
'Learner support [is] an integral part of training provision for all learners not a separate service used only by those identified as 'in need'; checking progress, looking for problems, identifying and solving these in the early stages, [should be] part of the experience of every learner.' ⁶
3. **Professional development and training of staff** in relation to working with students with a disability, supported by the allocation of time and resources and integrated into the organisation's professional development program. This training should be aimed at increasing staff understanding of disability and building staff skills so that they can better develop and deliver flexible and inclusive programs.
4. Careful planning for student **transitions from vocational education to employment and further education.** This could include appropriate career advice for students with a disability; work placements during the course; developing job-seeking skills; organising information sessions to educate potential employers; and developing pathways which these learners can utilise to move towards their education and employment goals.
'The majority of students with a disability undertake vocational education and training in order to gain employment' ⁷
5. A strong emphasis on **developing students' social skills and other life skills.** This should include the opportunity for people with a disability to integrate with peers.
6. A flexible, empowering approach to **assisting and supporting individual students** with a disability. The employment of Disability Liaison Officers is recognised as being a crucial element in assisting students with a disability to achieve positive outcomes in VET. These officers not only provide support to individual students but play a key role in raising awareness of disability issues among students and staff.

⁵ Montague, A and Hopkins, L. 2002 *Supporting Learners in Training*. NCVET. Leabrooks South Australia. p12

⁶ *ibid.* p12

⁷ ATEC. 2001. *Transitions: From VET to Employment for People with a Disability. Key Success Factors: Professional Development Resource*. Melbourne.

7. **Commitment from executive and senior management** and the development of a clear Disability Action Plan that is an integral part of the organisation's strategic plan. This should include strategies for monitoring performance and measuring student outcomes.
8. Processes developed to allow teachers the time and resources needed to **document and share good practice**.
9. **Strategic collaboration and networking**—VET providers establishing links across the organisation and in the local community, with employers and with disability organisations. This supports the development of a 'whole-of-life' approach that recognises vocational education and training as just one component of a person's life.
*'To enable them to provide effective and timely assistance towards the construction of these pathways, providers need to see themselves not as just one of the stops in the journey, but as an integral and key component in community life.'*⁸
10. **Marketing VET courses to people with a disability** and ensuring course information provides a realistic outline of the skill requirements, career options and employment opportunities. This information should be available in a range of formats and clearly state the organisation's equity policy.

⁸ McIntyre et al 2004. *Understanding equity strategies of training providers*. NCVET. Leabrook, South Australia. p63

3. Strategies, Case Studies and Resources

3.1. Enrolment

'Enrolment' is interpreted broadly here to include the promotion and marketing of courses and programs; the accessibility of information on curriculum, course requirements, support services, application procedures, and selection criteria; and finally, the enrolment processes. In other words, the concern here is not only with the student completing an enrolment form for a chosen program or course but with the way the VET provider ensures that the prospective student with a disability is aware of the programs and courses available and informed of program/course content and requirements, as well as of the support services available to them.

See the *Disability Standards for Education Part 4* (Appendix 2)

Success Factors

Professional Development programs for staff involved in the enrolment process, for staff responsible for marketing courses and programs, and for staff involved in student selection. These programs should be integrated into the organisation's professional development program and include general information on disabilities, specific information on the needs of students with different disabilities, and work to challenge 'myths' that people with a disability are unable to participate in training and employment. Specific training in curriculum development for teachers should include a component on the development of 'inclusive' key competencies and indicators to be used to assess prospective students and their potential to undertake the courses and programs.

Marketing the organisation's courses and programs to prospective students with a disability. The information provided should highlight the reading, writing and numeracy skills required to undertake the course, list the key competencies to be developed during the course, and give a realistic sense of career opportunities and employment options. All promotional materials should include a statement outlining the organisation's commitment to equity, a list of the support services available to all students, and should be available in a range of different formats including: electronic, large print, and plain black and white print.

Providing **enrolment forms in a range of formats** including electronically and in large print, to meet the diverse needs of students with a disability.

Clearly outlining **confidentiality and privacy policies** when asking prospective students to disclose information in relation to their disability. Students should also be told how the information is going to be used.

VET providers establishing and maintaining links in the local community, especially with disability organisations, and using these links to promote their courses and programs.

Best Practice Case Studies

<p>Box Hill Institute of TAFE</p> <p>Northern Melbourne Institute of TAFE</p> <p>Wodonga Institute of TAFE</p>	<p>Pre-course information sessions</p> <p>A number of TAFEs have introduced pre-course information nights to ensure that students have a clear understanding of the course content and requirements before they enrol.</p> <p>Box Hill Institute of TAFE and the Work Education Unit of Northern Melbourne Institute of TAFE bring together students and their families, employer organisations, TAFE staff, successful past students and professional presenters. These sessions provide students with information about the program; they facilitate good connections between the students, the TAFE and employers; and give students and their families the opportunity to ask questions about the programs and pathways to employment.</p> <p>In the Health, Social and Community Studies Department of Wodonga Institute of TAFE there are a number of courses that hold compulsory information sessions including: Child Care Studies, Health Nursing, Aged care and Home and Community Care, Diploma of Sport Development and all VTAC courses.</p> <p>These sessions are run from open day to the end of the year. For each course a number of sessions are scheduled at different times and on different days to offer potential students a range of options. The sessions inform potential students of all details of the course including: content, requirements, placements, hours, pathways, costs and support services.</p> <p>The Department believes these sessions give students a better understanding of the courses, and place them in a better position to decide whether a particular course is appropriate for them.</p>
<p>Sunraysia Institute of TAFE</p>	<p>Promoting Courses to Disability Organisations</p> <p>Sunraysia Institute of TAFE promotes its courses, programs and access initiatives directly to disability organisations. Using the <i>Studying at TAFE</i> resource the Institute makes direct contact with clients and staff of disability organisations to present course handbooks, general course information, disability support information, and a combined PowerPoint show/audio CD covering: <i>Preparing for Studying, Accessing Disability Support, Disability Liaison Officer</i>, and giving contact details as well as a link to the Institute's Disability Action Plan.</p> <p>This initiative has assisted the Institute to develop strong links with disability organisations, which has had a number of positive outcomes. Disability organisations in the area are now better able to provide information about Sunraysia's courses and programs to their clients, and potential students coming to the Institute via these organisations have a better understanding of the course contents and requirements prior to enrolling. In addition, Sunraysia staff are better informed as to the services available to students with a disability in the community.</p> <p>These links have also provided an opportunity for the Institute to collaborate with these organisations to develop further a resource on preparing for study, which will have an agency-TAFE focus.</p>

Resources

Fair go in training for people with a disability, 2002, Department of Employment and Training, Queensland. This document outlines 'a process approach' and is designed to support training organisations to meet the AQTF standards. It includes 25 pages of practical examples, case studies and guidelines and is available from the department's website.

www.trainandemploy.qld.gov.au/partners/resources/aqtf/

The *Human Rights and Equal Opportunity Commission Disability Rights* web page includes a guide to the development of disability action plans as well as a national register of institutions with a current plan. There is a link to the *Disability Standards for Education* which detail how education and training are to be made more accessible to students with a disability and the legal obligations and responsibilities of education providers under the 1992 Commonwealth Disability Discrimination Act. There are also links to court cases brought under legislation (a number relate to education) and to an extensive list of resources.

www.hreoc.gov.au/disability_rights/education/education.html

Choosing Your Path. Disclosure: It's A Personal Decision is a resource for students and employees with disabilities, employers, educators and support services. Written by Anna Mungovan and Fran Quigley it provides information on the benefits and disadvantages of disclosure, how to achieve effective disclosure and the rights, roles and responsibilities of employers, educators and support services when a person discloses a disability. This resource is available from the website of the University of Western Sydney.

www.uws.edu.au/rdlo/disclosure

3.2 Participation

For people with a disability to successfully participate in VET programs and courses, they must be able to access the organisation's facilities and resources, and have access to support services to assist them to achieve the intended learning outcomes of the courses and programs in which they are enrolled. To facilitate the participation of students with a disability, VET providers should consult with students to ascertain their particular requirements, and develop flexible programs and courses that can be adapted wherever possible to the particular needs of participants.

See the *Disability Standards for Education Part 5 (Appendix 2)*

Success Factors

Commitment from executive and senior management to equity and access backed up by appropriate levels of funding to provide professional development programs for staff, support services for students, and to allow for appropriate adjustments to be made to programs and courses, including the development of new teaching materials.

A flexible learner-centred approach that considers the learner's needs first of all and develops flexible training that is based on adult learning principles.

Performance monitoring—that is the monitoring of programs and courses, via feedback from students with a disability and by collecting statistical data on completion rates and student outcomes. This data can then be used to assess how accessible the programs are for students with a disability and to better plan future programs and courses.

Professional Development of teaching staff to increase their knowledge of disability issues in general, as well as how particular disabilities affect and impact on learning; and to build staff skills in developing flexible programs, courses and activities to meet the needs of their diverse student population.

Ensuring all facilities, resources and activities are available to and accessible by students with a disability on equitable basis with students without a disability, and that where they are not appropriate alternatives are organised and necessary supports are provided. This includes access to buildings, to course materials, to computers and libraries, and to practical work placements.

Best Practice Case Studies

Wodonga
Institute of
TAFE

Building Bridges Program

The *Building Bridges* pre-vocational training program is an initiative of Wodonga Institute of TAFE Campus Support Services, funded by the Office of Training and Tertiary Education Victoria. The program is a package comprising: an eight week part-time pre-vocational (bridging) program for people with a disability, and a professional development program for teachers about inclusive practice and strategies for supporting students with a disability in the VET environment.

Students, community stakeholders, teachers, senior management and the organisation work together to respond to needs identified by students as well as addressing environmental and attitudinal barriers in the learning environment. Based on collaborative and participative decision-making principles, the program involves students at all stages—from selection of units of competency to learning methods and assessment strategies. The result is that each student's abilities are recognised in the learning path with students driving their own learning and engagement with VET.

The program targets groups of people with a disability who have historically experienced disadvantage within the Vocational Education and Training sector. The pre-vocational course is designed to enhance the capability of education providers to support students with a disability, and to minimise the barriers to full participation and success in the Vocational Education and Training sector for people with a disability.

In aiming to improve equitable access to and participation in education, training and employment and improve life chances for people with a disability, the *Building Bridges* project also: seeks the views of people with a disability to inform the development and provision of the pre-vocational program; places emphasis on the holistic needs of students (for example, academic, personal and life-skill development); involves a range of agencies such as training providers, employment assistance services, community services and secondary schools in the development, implementation and evaluation processes, it showcases good practice, inclusive teaching and specialist assistance strategies; introduces students, community services, secondary schools and other key stakeholders to assistive software and equipment that can remove barriers to participation for people with a disability; provides successful and positive learning experiences for people with disability and shares the information and strategic directions provided by people with disabilities and other key stakeholders through professional development.

Building Bridges can be adapted to the needs of students in other educational environments because it is an approach to training instead of a pre-determined selection of units/competencies. With the emphasis on a combination of learning, personal development and life-skill achievements, each program has measurable outcomes for the students, support personnel and community stakeholders.

The provision of adaptive technologies is crucial if students with a disability are to be able to participate in education and training on an equitable basis with other students. There are no examples of the comprehensive use of adaptive technologies in VET and so this case study from Deakin University is included as an example of the work that has been done in the broader education community.

Deakin University has recently included a statement in its charter: '[The University] expects that all students enrolled in Deakin courses [will] have access to a personal computer and to the Internet and electronic mail.'⁹ The University has a growing number of online courses and at this stage all students are required to complete at least one online unit during their degree, therefore access to the web is essential.

The University has invested in a range of adaptive software and established Adaptive Technology Labs (ATLs), housed within each of its five campus libraries, where students with a disability who require the use of assistive software can access courses, study materials and online resources. "Log on" courses to train students to effectively use adaptive technology software are held throughout the year.

While this has gone a long way towards improving access, the University is negotiating to move most of the assistive software programs out of the ATLs into the general student computer laboratories, to give students with a disability the same access to a computer as the general student population. Alongside this, the University is also discussing licensing agreements with adaptive technology producers and providers so that the distance education students with a disability can access the software from home.

In the past, this student relied on a tape-recorder and her husband to read class handouts and notes. This put a strain on their relationship and student had to reduce her study. Last year, she was trained to use a computer with JAWS (screen reader software) at Royal Victorian Institute for the Blind in Melbourne. This allowed her to return to her studies in 2004. The student received the following support at TAFE:

- A note-taker who typed the class notes with an Alpha-Smart keyboard.
- Notes emailed to the student's home computer.
- Support staff to give a visual interpretation of films watched in class.
- A tape recorder was made available for class discussions.
- Where available, audiotaped versions of required reading materials and electronic versions of printed class materials and study guides.
- Scanned newspaper and journal articles were sent home via email.
- Learning Support tutoring for study skills and essay writing.
- Teacher's feedback was sent via email.

The outcome for this student was very positive. She didn't sit her VCE exams but she did very well. She enjoyed the experience of being independent and appreciated the opportunity of being able to complete her essays and assignments independently. She is thinking of returning to study again in 2005.¹⁰

⁹ *The Guide, Student Access to Computers Operational Policy 2001*

¹⁰ From 'Guidelines for Working with Students with a Disability' a working document being produced by Disability Liaison Officer's Network.

Resources

Key success factors in placing and supporting new apprentices with disabilities through group training – a best practice guide outlines 20 practical steps and four case studies to assist Group Training Organisations and disability employment agencies to improve outcomes for New Apprentices with disabilities. Available by contacting ANTA on (07) 3246 2300 or via a title search of the Publications section on the ANTA website.

www.anta.gov.au

The Report on Learning Disabilities Resources Package (Tools for assessing learning disability and supporting students with learning disability in Australian universities) is part of a 12-month two-stage project which identified numbers of students with a learning disability (LD) in higher education, documented support and accommodations currently available to them, and developed an information and resource package for practitioners. Written by Tony Payne and Ed Irons of the University of Tasmania, the report was funded by the Department of Education, Science and Training.

www.dest.gov.au/highered/eippubs/eip03_9/

Successful vocational education and training outcomes for people with a disability, ATEC (now Equity Research Centre) 2002. This four-page document discusses what constitutes successful outcomes in VET for people with a disability, strategies that can contribute to a positive result and areas for further research and action. It is available from Equity Research Centre.

For copies phone: (03) 9417 5355 or email: admin@equityresearch.org.au

Acting Responsibly – Disability Discrimination Information Sessions for the VET Sector documents key points presented at a series of OTTE sponsored-workshops that were conducted by the Equity Research Centre in Melbourne, Ballarat, Shepparton and Moe between November 2004 and February 2005. Aimed at TAFE and ACE providers these workshops provided information on the Disability Discrimination Act, the Education Standards and the development of Disability Action Plans and also offered practitioners an opportunity to explore issues and share strategies. Key presentations are available from the Equity Research Centre website.

www.equityresearch.org.au

The *ANU Disability Services* website includes a link to comprehensive information on assistive technologies for students with a range of disabilities including learning disabilities, brain trauma, vision and hearing impairment. The site also provides information on software programs, building codes, and web design to support people with a disability.

www.anu.edu.au/disabilities

3.3 Curriculum development, accreditation and delivery

Facilitating the successful participation of students with a disability in VET programs requires the development of flexible and inclusive curricula, teaching materials and activities, assessment tasks and delivery styles. It is important that the individual needs of students with a disability are taken into account. There is no one solution, no one style of delivery or course model that will work for all students with a disability.

See the *Disability Standards for Education* Part 6 (Appendix 2)

Success Factors

Professional Development of teaching staff: to increase their knowledge of disability in general, as well as how particular disabilities affect and impact on learning; to build skills in developing flexible programs, courses and activities; and to develop skills in inclusive teaching and delivery strategies and in reviewing courses and their effectiveness.

A flexible learner-centred approach that considers the learner's needs first of all and develops flexible training that is based on adult learning principles. Training packages should be developed to include the diverse needs of all students, including students with a disability.

Outcome focus and transition planning to support and facilitate the transition from vocational education to employment. This could include appropriate career advice, work placements during the course, and training to develop job-seeking skills.

Commitment from executive and senior management to equity and access backed up by appropriate levels of funding to provide professional development programs for staff, support services for students, and to allow for adjustments to be made to programs and courses including the development of new teaching materials.

Documenting and sharing good practice examples within and across organisations through networks and professional associations.

Best Practice Case studies

**Wodonga
Institute of
TAFE**

Agriculture and Horticulture Department study centre for students with disabilities and special learning needs

In 2002 the Manager of the Department of Agriculture and Horticulture identified a need to provide more effective program delivery to students with a disability and students with special learning needs. With the support of senior management, a study centre was set up. At the centre students have access to individual support provided through face-to-face tutoring, by telephone, and online. The support provided includes assistance with: time management, research techniques, note taking and report writing. It may include tutoring to improve literacy skills, use of the library, computers and adaptive technology.

Work-based action learning is used to increase students' levels of competency, and flexibility in responding to student needs is seen as vital. For example, supporting one young apprentice with acquired brain injury who lived and worked in another town and attended block release at Wodonga Institute of TAFE involved engaging a local tutor in his own town and establishing a communication network that included the student, the local tutor, the Study Centre tutor, the Course Teacher, the Disability Liaison Officer and the Participation Assistant. Through these connections appropriate ongoing study assistance was provided to the student.

The Study Centre Team Leader works closely with staff providing information and support regarding alternative course delivery, assignments and assessments. As a result staff are now more quickly able to identify what supports and accommodations may be required. Teachers are more likely to offer students alternatives, eliminating the need for intervention (by, for example, the Disability Liaison Officer or Learning Support staff) on a student's behalf. As a result the retention rates have improved.

**Northern
Melbourne
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TAFE**

Transition Education program

This course is designed for students with a disability or special learning needs. Many of the students, principally students with an intellectual and/or learning disability, cannot read or write and may never be able to. The program aims to develop the students' skills so they can access pathways into further education, employment, or voluntary work. The success of the program is due a number of factors including: the experiential nature of the Certificate 1 in Transition Education which assists students for whom traditional approaches are unsuitable; the development of modules that can be accredited as 'stand alone'; and the development of pathways into vocational streams based on partnerships with local industries.

**Northern
Melbourne
Institute of TAFE**

Work Education Unit

The Work Education Unit is committed to a person-centred program. The student and a family member (or preferred other person), work with the teacher to identify the student's preferred learning style and together they develop an individual plan for each student, which is collaboratively designed and implemented, and reviewed regularly. As a result most students are able to successfully complete the program, and move into employment or voluntary work in the community.

Resources

The *Building Bridges Facilitator's Manual* documents a pre-vocational training model designed to assist students with a disability to become better prepared for active involvement in VET. Limited copies of the manual are available from the Learner Access Branch at OTTE. Contact Greg Donaghue on 9637 2631

The Australian Flexible Learning Framework initiates and supports flexible learning opportunities within the VET sector through the development of innovative infrastructures, online products and services and professional development opportunities.

www.flexiblelearning.net.au

Disability Resource Kit for Academic Staff. Funded by the Universities Disabilities Co-operative Project (NSW 1999), this kit provides materials on inclusive teaching strategies, on assistive technology and support and a section on the Commonwealth Disability Discrimination Act.

www.ccc.newcastle.edu.au/student-support/DisabilityResourceKit/Contents.htm

Alternative assessments for students with a disability by Martina Jordan and Nancy Rodgers is an initiative of Griffith University Queensland. Proposed strategies include the use of interpreters, readers, scribes and personal assistants as well as oral examinations, use of computers and time-related changes such as additional time and rest breaks.

www.anu.edu.au/disabilities/altass.html

Inclusive practice is good practice by Jane Barrett is a comprehensive guide to inclusive practice in education, with a primary focus on students with a disability. It provides information and guidelines for staff (including TAFE and other VET providers) and incorporates strategies for and examples of inclusive practice, legislative requirements, rights and responsibilities, and a series of fact sheets. Published by the University of Tasmania in 1999, it can be downloaded from their website.

services.admin.utas.edu.au/Gateways/IPIGP_pubs/ipigp.html

Emerging futures: innovation in teaching and learning in VET, (ANTA) written by John Mitchell, Berwyn Clayton, John Hedberg and Nigel Paine and published in 2003. It documents innovation in teaching and learning practices in VET using vignettes and case studies and includes a focus on specific programs targeting 15-18 year olds, remote Indigenous students and learners with a disability.

reframingthefuture.net

Accessible Curricula: Good Practice for all. This was produced by the University of Wales Institute, Cardiff in 2002, and written by Carole Doyle and Karen Dobson. Though it obviously relates to the Welsh legislation and education system the manual covers generic curriculum-related disability issues including learning and teaching styles, development of teaching materials to meet student needs, use of assistive technology, web access, and assessment.

www.uwic.ac.uk/ltsu/accessible.pdf

The *Teachability* project at the University of Strathclyde provides informative publications for academic staff with the aim of promoting the creation of an Accessible Curriculum For Students With Disabilities.

www.teachability.strath.ac.uk

3. 4. Support Services

'Support Services' refers to both those services offered by the organisation to support all students—career advice, counselling, etc—and additional services students with a disability may require in order to participate in the program or course they are undertaking. The services required vary depending on the type and level of the individual student's disability. They include: note takers, scribes, research assistants, class notes and guides provided in alternative formats, access to adaptive technology and other equipment, sign language interpreters etc. The availability of appropriate support services is crucial for students with a disability and has a major impact on the student's ability to successfully complete their study. Responsibilities outlined in the Disability Standards for Education Part 7 (Appendix 2)

Success Factors

Strategic collaboration and networking. This involves VET providers establishing links with other VET providers, across their own organisation and in the local community, with employers and with disability organisations. These links broaden the services and supports that can be made available to students.

The **professional development of staff** to increase their understanding of disability, of the varying needs of students with a disability and the most appropriate support strategies. This training should also give staff an overview of the services available both within their organisation and in the community and how to refer their students.

Commitment from senior management and dedicated, appropriate and flexible funding for support programs to support students with a disability to participate in courses and programs.

Organisation wide commitment to, and compliance with the Disability Discrimination Act and the Disability Standards for Education, including the development of Disability Action Plans (DAPs). The Disability Action Plan is a program of change for the organisation. It should clearly set out the organisation's strategies for eliminating discrimination on the basis of disability and giving people with a disability equitable access to the organisation's courses and programs.

Employment of Disability Liaison Officers whose role includes supporting individual students with a disability as well as raising awareness of disability issues among the organisation's staff by organising professional development sessions, producing printed and electronic information on student needs and advocating on behalf of students with a disability.

Student support plans tailored to the individual needs of each student. The most effective of these plans are developed in a collaborative effort involving all stakeholders—student, advocate, teachers, student support staff, and Disability Liaison Officer.

Best Practice Case Studies

East Gippsland Institute of TAFE **Education Support Plan**

The *StudyAssist* Unit has developed an Education Support Plan (ESP) for those students who require one on one support. At the beginning of the year the unit brings together the student, the student's advocate, Student Support staff, the student's teacher/s, Disability Liaison Officer, and an industry or health services contact if relevant. Everyone contributes to developing goals and strategies to support the student's learning, and the responsibilities and timelines for meeting the goals are clearly documented. Also discussed at this meeting are the approximate support hours that the student will be given during the course. Depending on the needs of the student, plans are made for a second or third Education Support Plan. The ESP is documented and copied for everyone in attendance.

Holmesglen Institute of TAFE **Educational Psychological Assessments**

Students having problems coping with the theoretical or literacy aspects of their course often approach Student Services for assistance, or are referred by teachers or parents. Student Services staff may suspect that the student has a specific learning disability, or perhaps an intellectual disability, but often the student does not have any medical documentation.

Typically these students are not be in a position to afford the cost of the kind of assessment required by Support Services to adequately identify their needs and develop an appropriate support plan. In cases like this, students can now opt to have Holmesglen conduct an Educational Psychological Assessment. These assessments, carried out by a qualified counsellors, confirm and specify the nature of the educational assistance, which might be appropriate.

Chisholm Institute of TAFE **Disability Student Support Services Review Panel**

Once the student has made the initial contact with the Chisholm Disability Student Advisory Services, they are given an appointment with a counsellor. At that first appointment the counsellor:

- discusses the student's needs;
- ascertains whether the student has had assistance in the past;
- requests the relevant medical/professional documentation;
- identifies involvement by any supporting agencies/associations; and
- requests permission to share information with teachers and other support workers.

Each individual student's case is then documented by the counsellor and taken to the Review Panel which consists of Disability Staff and the Coordinator of Student Advisory Services. The Review Panel process gives staff the opportunity to work together on the best possible support strategies for each individual student.

The Recommendations for support made by the Panel are documented and this information is given to the student so they have a clear understanding of support that is going to be provided.

Chisholm's Disability Support Services has developed a comprehensive set of processes for documenting responses to students with a disability who request support. These guidelines, forms and information sheets have been developed to ensure that students, teachers, Support Services staff and other stakeholders are adequately informed about general policies, as well as specific decisions made in relation to individual students.

These include:

- Guidelines on the roles and responsibilities of the notetaker, participation assistant, scribe. These guidelines also outline the student's roles and responsibilities when receiving these services. These are given to the teachers, support personnel and the student so that everyone is clear on the extent and nature of the support.
- *Request for Support* (for agency personnel). This outlines all the relevant information related to the support required by the student: timetables, building & room, specific instructions for support persons i.e. notetakers, participation assistants etc.
- *Departmental Notification form* is used to notify course coordinators/managers that there is a student with a disability in their course. It includes teaching strategies and details of the role of the support persons who may be supporting the student in the classroom. This is distributed to all the student's teachers, and a signed response is required to ensure that it has been distributed.
- *Request for relevant documentation form* is for the student to take to the doctor or other health professional to request the release of medical information to assist Support Services staff to develop accurate and appropriate support strategies.
- *Student Agreement form* is signed by the student to give permission for the release of information as well as documenting the agreement between the student and the Disability Officer regarding the nature of support, confidentiality and responsibilities.

By clarifying requirements, roles and responsibilities, this documentation along with review panel process has helped to improve communications between Support Services, teaching staff and students. These documentation processes give all parties an opportunity to clarify decisions, roles and responsibilities. As a result the number of misunderstanding have been reduced, and there has been an increase in student confidence in the support services provided by the Institute.

The Centre for Student Support Services has recently broadened the range of early intervention support strategies it provides for all students, with an emphasis on those who are at risk of disengagement or whose safety and mental wellbeing is at risk. A key intent is that the strategies be inclusive—meeting the needs of students registered with the Disability Liaison Service alongside other students. Students with disabilities and psychological impairments have been participating in many of the activities and programs that are part of these early intervention support strategies. These include:

- resilience and coping skills groups;
- extended range of study skills workshops;
- expanding life skills education (such as drug and alcohol issues assertiveness and bullying), tailored to needs of students from specific teaching Centres and expanded to be available to a greater number of teaching Centres;
- self help links on the Student web (including topics on mental health, learning skills and difficulties);
- an individual support planning approach, including *Learning Support Plans* for students with disabilities and individual *Youth Pathways* plans;
- employability skills embedded into the curriculum and
- an e-counselling pilot which is currently under way, to extend student access to counselling services

There have also been a number of strategies introduced to support teachers to develop inclusive teaching strategies. These include: tip sheets with resource materials and discussion on early identification and intervention strategies, and a special support centre liaison person for each teaching Centre to drive, coordinate and support the Centre to address of student needs.

These early intervention support strategies are aimed at increasing student confidence and independence and reducing their reliance on the Institute's Support Services. Even at this early stage it is clear they are having a positive impact the participants.

Resources

The *Diversity@work* website provides links to a range of services supporting people with a disability. There is an extensive listing of disability advocacy services (44) and links to disability employment services, employment agencies, employment opportunities and government departments.

www.work.asn.au

Disability Education Network (NSW Hunter/Central Coast) website provides a link to disability-related websites covering a wide range of subjects such as employment, legislation and assistive technology. They also provide a comprehensive list of useful resources for staff working with people with a disability.

www.newcastle.edu.au/services/disability/regional/den

Disability Employment Action Centre (DEAC) is a Victorian not-for-profit organisation representing people with a disability. It provides education, training and employment services as well as disability awareness workshops, information services and advocacy. DEAC produces two publications DEAC News and Access Journal focusing on policy, practice and advocacy issues.

www.deac.org.au

DEAC has recently developed the New Horizons website as part of their Graduate Employment Development program. This site provides information for people with a disability and their families on how best to access VET providers, DLOs, disability employment providers, employers more generally, mainstream recruitment agencies, and other relevant stakeholders to maximise opportunities for meaningful long term employment.

deac.org.au/newhorizons/

Opening All Options II provides information and resources about learning disabilities and tertiary education. The site provides information and resources for both staff (including academics, psychologists, disability staff) and students. The section aimed at disability staff incorporates information on screening, assessment and referral and provides guidelines and tools for these processes.

student.admin.utas.edu.au/services/options/

3.5 Preventing Harassment and Victimization

The Disability Standards for Education define *Harassment* in relation to a person with a disability, to include any action taken in relation to the person's disability that is reasonably likely, in all the circumstances, to humiliate, offend, intimidate or distress the person.

Students with a disability like all students have a right to education and training in an environment that is free of discrimination caused by harassment or victimisation. While there are a number of organisations, publications and resources that deal with ways to respond to harassment this section is focussed on proactive approaches and resources that support the implementation of proactive strategies to prevent harassment and victimisation.

Responsibilities outlined in the Disability Standards for Education Part 8 (Appendix 2)

Success Factors

Professional Development of all staff so that they are aware of equal opportunity and anti-harassment legislation, to increase their awareness of these issues and provide them with strategies for dealing with any incidents that occur.

The **organisation has clear policies and procedures** to deal with harassment and victimisation issues. These policies and procedures should reflect the organisation's commitment to developing a culture free of discrimination and bias.

Information on the organisations' equity and anti-harassment policies is displayed in all sections of the campus and is freely available to students and staff.

Inclusive teaching and learning practices that provide students with learning experiences that are free of discrimination and bias, that take into account individual needs and that value the diverse experiences and backgrounds of the student body.

Best Practice Case Studies

**Gordon
Institute of
TAFE**

Staff training

Gordon Institute of TAFE offer a variety of professional development activities as part of their commitment to fostering a working and learning environment in which all staff and students are treated fairly, and are respected and valued for their contribution. These include:

- Preventing Workplace Bullying
- Equal Opportunity Awareness
- Eo Contact Officer (Training And Refreshers)
- Cultural Awareness

These programs are run each year for new staff, for staff who have not previously attended, and any staff member who would like a refresher. These courses are incorporated into the performance management process and though they are not mandatory, most staff attended.

The philosophy of the training is not only to inform but also to help staff 'understand' the meaning and intent of the issues raised. While these programs target workplace issues, they also support and empower the staff to deal with student issues in the classroom.

**Gordon
Institute of
TAFE**

Presentations to Students

Counselling staff promote and delivery sessions related to equal opportunity, harassment, victimisation and anti-bullying as part of Occupational Health & Safety and/or Communication modules or to address specific issues raised in class.

Sessions are adapted to meet the specific requirements of the class, for example, scenarios related to the building industry are used for the School of Building and Construction. These sessions aim to help students understand the issues, the Institute's policies and to promote an inclusive and discrimination free environment.

**Kangan
Batman
Institute Of
TAFE**

Educating Students: harassment/victimisation/discrimination

The Counselling and Advisory Service (CAS) prints specific brochures covering harassment, victimisation and discrimination issues and ensures the issues are covered in all orientation sessions. Counsellors or Disability Liaison are also available for classroom talks about these issues which:

- address the whole class rather than targeting a particular student or two,
- provide specific examples of harassment/victimisation/discrimination situations—covering race, gender, disability, religion etc.
- provide strategies students can use in a situation where they are being harassed, victimised or discriminated against
- encourage the student to talk to teacher, counsellor, disability support.

These talks also cover the consequences for students who victimise or harass others, emphasising that such behaviour is against the Institute's student code of conduct and will not be tolerated.

Resources

Australian Human Rights and Equal Opportunity Commission is an independent statutory organisation and reports to the Federal Parliament through the Attorney-General. Their goal is to foster greater understanding and protection of human rights in Australia and to address the human rights concerns of a broad range of individuals and groups. Their responsibilities include: education and public awareness, dealing with discrimination and human rights complaints, working to ensure human rights compliance and developing police and legislation.

<http://www.hreoc.gov.au>

The *Bullying. No way!* project aims to provide a nationwide resource of State and Territory approaches to minimising bullying, harassment and violence in schools. Though developed for the primary and secondary education sectors, a number of the resources and links are relevant across all education sectors.

<http://www.bullyingnoway.com.au>

The *Equal Opportunity Commission Victoria* helps people resolve complaints of discrimination, sexual harassment and racial and religious vilification. They also offer information, education and consultancy services, conduct research and provide legal and policy advice. The Commission is a statutory body that reports to the Victorian Parliament through the State Attorney-General. Their website has information on disability discrimination.

<http://www.standuptoracism.com.au>

Appendix 1. List of resources for specific disabilities

The resources listed below provide information on the particular disability and in most cases links to other useful resources—organisations and publications. As was said earlier in this Toolkit, people with a disability are not a homogeneous group. Their needs vary from individual to individual and depend on the type of disability they have. Therefore information on specific disabilities and the impact they have on student learning is vital. The resources below provide a starting point.

Acquired Brain Injury (ABI)	Headway Victoria www.headwayvictoria.org.au Brain Foundation Victoria Ltd www.brainfoundation.org.au
Attention Deficit Disorders	Flinders University Library information on ADDs www.lib.flinders.edu.au/resources/sub/education/add.html
Autism/Asberger's Syndrome	Autism Victoria www.autismvictoria.org.au/home/ Autism Help www.autismhelp.info
Chronic Illness	M.E./Chronic Fatigue Syndrome Society of Victoria Inc home.vicnet.net.au/~mecfs
Epilepsy	Epilepsy Foundation www.epinet.org.au Epilepsy Association Australia www.epilepsy.org.au
Hearing Impairments	Centre of Excellence for students who are deaf and hard of hearing online.nmit.vic.edu.au/deaf Victorian Deaf Society www.vicdeaf.com.au <i>Information should be visual: new and emerging technologies and their application in the VET sector for students who are deaf and hard of hearing.</i> www.ncver.edu.au
Intellectual Disability	National Council for Intellectual Disability www.dice.org.au
Learning Disability	Opening All Options www.utas.edu.au/options

<p>Mental Health (Psychiatric) Disability</p>	<p>National Institute of mental health (US) www.nimh.nih.gov</p> <p>Clinical research Unit for Anxiety and Depression University of New South Wales and St Vincent’s Hospital in Sydney. www.crufad.unsw.edu.au</p> <p>For Schizophrenia www.sane.org</p> <p>For Depression bluepages.anu.edu.au</p>
<p>Physical Disability</p>	<p>Physical Disability Council of Australia www.pdca.org.au</p>
<p>Vision Impairment and Blindness</p>	<p>The Royal Victorian Institute for the Blind www.rvib.org.au</p> <p>Vision Connection visionconnection.org</p> <p>The <i>Vision Australia Foundation</i> www.visionaustralia.org.au</p>

Appendix 2. Education Standards

Disability Standards for Education 2005

I, PHILIP MAXWELL RUDDOCK, Attorney-General, formulate these Standards under paragraph 31 (1) (b) of the *Disability Discrimination Act 1992*.

Dated 2005

Attorney-General

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Introduction

These Standards are formulated by the Commonwealth Attorney-General under the Commonwealth *Disability Discrimination Act 1992* (the **Act**).

The Act seeks to eliminate, as far as possible, discrimination against people with disabilities. Under section 22 of the Act, it is unlawful for an educational authority to discriminate against a person on the ground of the person's disability or a disability of any associates of that person. Section 31 of the Act enables the Attorney-General to formulate disability standards in relation to a range of areas, including the education of persons with a disability.

The Standards are subordinate legislation and are subject to the objects of the Act. They clarify and elaborate the legal obligations in relation to education.

Under section 32 of the Act, it is unlawful for a person to contravene a disability standard. A complaint about an alleged contravention can be made to the Human Rights and Equal Opportunity Commission. Section 34 of the Act provides that, if a person acts in accordance with a disability standard, Part 2 of the Act does not apply to the person's action or, in other words, the person's action complies with the Act and is not made unlawful by it.

How the standards operate

The standards set out in Parts 4 to 8 of the Standards specify how education and training are to be made accessible to students with disabilities. They cover the following areas:

- enrolment;
- participation;
- curriculum development, accreditation and delivery;
- student support services; and
- elimination of harassment and victimisation.

The Part for each area includes a statement of the *rights*, or entitlements, of students with disabilities in relation to education and training, consistent with the rights of the rest of the community. The statements of rights are included to assist people to understand, and comply with, the standards set out in the obligation provisions.

The Parts then describe the legal *obligations*, or responsibilities, of educational authorities, institutions and other education providers. These are the standards with which education providers must comply.

The Parts then describe *measures* that, if implemented, will be evidence of compliance with the legal obligation. The measures are examples of compliant actions and are performance based. However, the measures may not cover the needs of all students with disabilities, or all educational levels and contexts, and full compliance with the Standards may require additional or alternative actions. Further, compliance with the measures is not required if the legal obligation can be met in other ways.

Parts 4 to 8 of the Standards deal with the students with disabilities themselves; Part 9 provides that the provisions of the Act continue to govern the treatment of persons who have associates with a disability.

Part 10 of the Standards sets out exceptions to the legal obligations set out in Parts 4 to 8 of the Standards.

Part 11 of the Standards provides for 5 yearly reviews.

The Standards are accompanied by Guidance Notes which are intended to assist in interpreting them.

Part 1 Preliminary

1.1 Name of Standards

These Standards are the *Disability Standards for Education 2005*.

1.2 Commencement

These Standards take effect on the day on which the requirements of subsection 31 (3) or (4) of the *Disability Discrimination Act 1992* are first complied with.

1.3 Objects

The objects of these Standards are:

- (a) to eliminate, as far as possible, discrimination against persons on the ground of disability in the area of education and training; and
- (b) to ensure, as far as practicable, that persons with disabilities have the same rights to equality before the law in the area of education and training as the rest of the community; and
- (c) to promote recognition and acceptance within the community of the principle that persons with disabilities have the same fundamental rights as the rest of the community.

Note These are also generally the objects of the Act in relation to education (see section 3 of the Act).

1.4 Definitions

In these Standards, unless the contrary intention appears:

Act means the *Disability Discrimination Act 1992*.

adjustment has the meaning given by section 3.3.

discrimination has a meaning corresponding to the meaning of *discriminate*.

education provider has the meaning given by section 2.1.

harassment has the meaning given by section 8.1.

prospective student, for an educational institution, means a person who approaches the institution about seeking admission to, or applying for enrolment in, the institution.

reasonable, in relation to an adjustment, has the meaning given by section 3.4.

student means a person enrolled in an educational institution.

victimisation has the meaning given by section 42 of the Act.

Section 1.5

Note The definitions of terms in the Act apply to the Standard, under the *Acts Interpretation Act 1901*. These definitions include the following:

associate, in relation to a person, includes:

- (a) a spouse of the person; and
- (b) another person who is living with the person on a genuine domestic basis; and
- (c) a relative of the person; and
- (d) a carer of the person; and
- (e) another person who is in a business, sporting or recreational relationship with the person.

disability, in relation to a person, means:

- (a) total or partial loss of the person's bodily or mental functions; or
- (b) total or partial loss of a part of the body; or
- (c) the presence in the body of organisms causing disease or illness; or
- (d) the presence in the body of organisms capable of causing disease or illness; or
- (e) the malfunction, malformation or disfigurement of a part of the person's body; or
- (f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- (g) a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour;

and includes a disability that:

- (h) presently exists; or
- (i) previously existed but no longer exists; or
- (j) may exist in the future; or
- (k) is imputed to a person.

discriminate has the meaning given by sections 5 to 9 of the Act.

educational authority means a body or person administering an educational institution.

educational institution means a school, college, university or other institution at which education or training is provided.

1.5 Who must comply with the Standards

These Standards apply to education providers, subject to section 12 of the Act, and have effect as if they were limited application provisions under that section.

Note 1 Education providers, bound by the Standards, include the following:

- (a) preschools, including kindergartens (but not child-care providers);
- (b) schools in the public sector;
- (c) schools registered through school registration authorities in the private sector;
- (d) post-compulsory education and training authorities and providers, including:
 - (i) State or Territory Training Authorities; and
 - (ii) public providers that deliver education and training; and
 - (iii) private training providers, including business colleges, enterprises and commercial training businesses; and
 - (iv) community-based not-for-profit providers; and
 - (v) industry skill centres; and
 - (vi) Registered Training Organisations and group training providers that have satisfied the national criteria for provision of services and have been registered by a State or Territory training authority;

Section 1.6

- (e) higher education providers, including:
 - (i) universities, that is, self-accrediting higher education institutions, established under State, Territory or Commonwealth legislation; and
 - (ii) any other organisations that offer higher education level courses and are accredited or approved under the relevant State or Territory legislation;
- (f) providers of adult and community education;
- (g) bodies whose purpose is the development and accreditation of curricula, training packages or courses used by education authorities, institutions or providers, including:
 - (i) authorities that accredit school education; and
 - (ii) organisations that endorse training packages within the Australian Qualifications Framework; and
 - (iii) authorities that accredit courses; and
 - (iv) State and Territory recognition agencies.

Note 2 An education provider is responsible for defining the purposes and outcomes of the educational services it provides. These responsibilities are set out in legislation, regulations, published rules and guidelines that determine curricula, courses, training packages, accreditation and assessment.

Note 3 The Standards apply to education providers delivering education and training through a range of modes including in-class tuition, distance education, flexible delivery, computer-assisted learning, on-line delivery, part-time study for post-compulsory students and the various combinations of these modes, and on-the-job training.

1.6 Construction of Standards

- (1) These Standards are intended to be within the power conferred by the Act, and are to be construed accordingly.
- (2) A provision that, despite subsection (1), cannot be construed as being entirely within the power conferred by the Act has effect to the extent that it is within that power.

Part 2 Meaning of important terms

2.1 Education providers

For these Standards, an *education provider* is:

- (a) an educational authority; or
- (b) an educational institution; or
- (c) an organisation whose purpose is to develop or accredit curricula or training courses used by other education providers.

2.2 Meaning of *on the same basis*

- (1) A person with a disability is able to seek admission to, or apply for enrolment in, an institution *on the same basis* as a prospective student without a disability if the person has opportunities and choices in admission or enrolment that are comparable with those offered to other prospective students without disabilities.

Note This subsection is relevant to subsection 4.2 (1).

- (2) An education provider treats a prospective student with a disability *on the same basis* as a prospective student without a disability if the provider makes any decisions about admission or enrolment on the basis that reasonable adjustments will be provided in accordance with section 5.2.

Note 1 This subsection is relevant to subsection 4.2 (2).

Note 2 An education provider that:

- (a) refuses a prospective student with a disability a place in the institution, or in the particular course or program applied for by the prospective student, on the ground that the student would be able to enrol in another institution, or in a course or program at another institution; and
- (b) does not refuse students without disabilities places on the same ground;

does not treat a prospective student on the same basis as a prospective student without a disability.

- (3) A person with a disability is able to participate in courses or programs provided by an educational institution, and use the facilities and services provided by it, *on the same basis* as a student without a disability if the person has opportunities and choices in the courses or programs and in the use of the facilities and services that are comparable with those offered to other students without disabilities.

Note 1 This subsection is relevant to subsections 5.2 (1), 6.2 (1) and 7.2 (1).

Note 2 In some cases, students with disabilities will not be able to participate on the same basis as other students if all students are treated in the same way, or if all students with disabilities are treated in the same way.

Part 3 Making reasonable adjustments

3.1 Application of Part

This Part sets out how a reasonable adjustment is to be identified for the purposes of paragraphs 4.2 (3) (c), 5.2 (2) (c), 6.2 (2) (c), 7.2 (5) (c) or 7.2 (6) (c).

3.2 Meaning of *student*

For this Part:

student includes a prospective student.

3.3 Adjustments

For these Standards, each of the following is an *adjustment*:

- (a) a measure or action (or a group of measures or actions) taken by an education provider that has the effect of assisting a student with a disability:
 - (i) in relation to an admission or enrolment — to apply for the admission or enrolment; and
 - (ii) in relation to a course or program — to participate in the course or program; and
 - (iii) in relation to facilities or services — to use the facilities or services;
on the same basis as a student without a disability, and includes an aid, a facility, or a service that the student requires because of his or her disability;
- (b) an adjustment mentioned in subsection 7.2 (4);
- (c) if a change is made to an adjustment mentioned in paragraph (a) or (b) — the adjustment as affected by the change.

3.4 Reasonable adjustments

- (1) For these Standards, an adjustment is *reasonable* in relation to a student with a disability if it balances the interests of all parties affected.

Note Judgements about what is reasonable for a particular student, or a group of students, with a particular disability may change over time.

- (2) In assessing whether a particular adjustment for a student is reasonable, regard should be had to all the relevant circumstances and interests, including the following:
 - (a) the student's disability;
 - (b) the views of the student or the student's associate, given under section 3.5;

Section 3.5

- (c) the effect of the adjustment on the student, including the effect on the student's:
 - (i) ability to achieve learning outcomes; and
 - (ii) ability to participate in courses or programs; and
 - (iii) independence;
- (d) the effect of the proposed adjustment on anyone else affected, including the education provider, staff and other students;
- (e) the costs and benefits of making the adjustment.

Note A detailed assessment, which might include an independent expert assessment, may be required in order to determine what adjustments are necessary for a student. The type and extent of the adjustments may vary depending on the individual requirements of the student and other relevant circumstances. Multiple adjustments may be required and may include multiple activities. Adjustments may not be required for a student with a disability in some circumstances.

The Standards generally require providers to make reasonable adjustments where necessary. There is no requirement to make unreasonable adjustments. In addition, section 10.2 provides that it is not unlawful for an education provider to fail to comply with a requirement of these Standards if, and to the extent that, compliance would impose unjustifiable hardship on the provider. The concept of unreasonable adjustment is different to the concept of unjustifiable hardship on the provider. In determining whether an adjustment is reasonable the factors in subsection 3.4 (2) are considered, including any effect of the proposed adjustment on anyone else affected, including the education provider, staff and other students, and the costs and benefits of making the adjustment. The specific concept of unjustifiable hardship is not considered. It is only when it has been determined that the adjustment is reasonable that it is necessary to go on and consider, if relevant, whether this would none-the-less impose the specific concept of unjustifiable hardship on the provider.

- (3) In assessing whether an adjustment to the course of the course or program in which the student is enrolled, or proposes to be enrolled, is reasonable, the provider is entitled to maintain the academic requirements of the course or program, and other requirements or components that are inherent in or essential to its nature.

Note In providing for students with disabilities, a provider may continue to ensure the integrity of its courses or programs and assessment requirements and processes, so that those on whom it confers an award can present themselves as having the appropriate knowledge, experience and expertise implicit in the holding of that particular award.

3.5 Consulting the student

Before the education provider makes an adjustment for the student, the education provider must consult the student, or an associate of the student, about:

- (a) whether the adjustment is reasonable; and
- (b) the extent to which the adjustment would achieve the aim mentioned in paragraph 4.2 (3) (b), 5.2 (2) (b), 6.2 (2) (b), 7.2 (5) (b) or 7.2 (6) (b) in relation to the student; and
- (c) whether there is any other reasonable adjustment that would be less disruptive and intrusive and no less beneficial for the student.

Section 3.8**3.6 Deciding on an adjustment to be made**

In deciding whether to make a particular reasonable adjustment for a student, the education provider must:

- (a) assess whether there is any other reasonable adjustment that would be less disruptive and intrusive and no less beneficial for the student; and
- (b) assess whether the adjustment may need to be changed over the period of a student's education or training.

3.7 Adjustments to be provided in reasonable time

- (1) The education provider must take reasonable steps to ensure that any adjustment required to be made is made within a reasonable time.
- (2) Whether the time is reasonable depends, in particular, on whether and when the student, or his or her associate, has provided:
 - (a) in a timely way, any relevant information in the possession of the student or associate about how the disability affects the student in relation to education or training; and
 - (b) the student's or the associate's opinion about the matters mentioned in paragraphs 3.5 (a), (b) and (c).

Note The requirement for a provider to consult a student with a disability, or an associate of the student, about how the disability affects the student in relation to education or training is set out in paragraphs 4.2 (3) (a), 5.2 (2) (a), 6.2 (2) (a), 7.2 (5) (a) and 7.2 (6) (a).

3.8 Relation to premises standards

- (1) These Standards do not affect the application of premises standards to building work undertaken as an adjustment or part of an adjustment.
- (2) If:
 - (a) these Standards require building work to be undertaken as an adjustment, or part of an adjustment; and
 - (b) premises standards apply to the building work;these Standards do not require the building work to meet specifications more onerous than those required by the premises standards.
- (3) In this section:

premises standards means disability standards, formulated by the Attorney-General under section 31 of the Act, that deal, in whole or in part, with the access to or the use of any premises.

building work includes the construction of a new building.

Part 4 Standards for enrolment

4.1 Application of Part

This Part applies in relation to:

- (a) an individual with a disability who is a prospective student for an educational institution; and
- (b) an education provider that is:
 - (i) the educational institution mentioned in paragraph (a); or
 - (ii) an educational authority that administers the educational institution.

Rights given by this Part

The effect of the following standards is to give prospective students with disabilities the right to enrol in an educational institution on the same basis as prospective students without disabilities, including the right to reasonable adjustments that are necessary to ensure that they are able to so enrol on the same basis as prospective students without disabilities.

4.2 Enrolment standards

- (1) The education provider must take reasonable steps to ensure that the prospective student is able to seek admission to, or apply for enrolment in, the institution on the same basis as a prospective student without a disability, and without experiencing discrimination.
- (2) The provider must ensure that, in making the decision whether or not to offer the prospective student a place in the institution, or in a particular course or program applied for by the prospective student, the prospective student is treated on the same basis as a prospective student without a disability, and without experiencing discrimination.
- (3) The provider must:
 - (a) consult the prospective student, or an associate of the prospective student, about whether the disability affects the prospective student's ability to seek admission to, or apply for enrolment in, the institution; and
 - (b) in the light of the consultation, decide whether it is necessary to make an adjustment to ensure that the prospective student is able to seek admission to, or apply for enrolment in the institution, on the same basis as a prospective student without a disability; and
 - (c) if:
 - (i) an adjustment is necessary to achieve the aim mentioned in paragraph (b); and
 - (ii) a reasonable adjustment can be identified in relation to that aim; make a reasonable adjustment for the student in accordance with Part 3.

Section 4.3

- (4) For this section, the provider has taken reasonable steps to comply with subsection (1) if the provider has complied with subsection (3).

Note See Part 10 for exceptions to the legal obligations set out in the standards. These include a provision that it is not unlawful for a provider to fail to comply with a standard if, and to the extent that, compliance would impose unjustifiable hardship on the provider (section 10.2).

4.3 Measures for compliance with standards

Measures that the education provider may implement to enable the prospective student to seek admission to, or apply for enrolment in, the institution on the same basis as a prospective student without a disability include measures ensuring that:

- (a) information about the enrolment processes:
 - (i) addresses the needs of students with disabilities; and
 - (ii) is accessible to the student and his or her associates; and
 - (iii) is made available in a range of formats depending on the resources and purposes of the provider and within a reasonable timeframe; and
- (b) enrolment procedures are designed so that the student, or an associate of the student, can complete them without undue difficulty; and
- (c) information about entry requirements, the choice of courses or programs, progression through those courses or programs and the educational settings for those courses or programs is accessible to the student and his or her associates in a way that enables the student, or associates, to make informed choices.

Part 5 Standards for participation

5.1 Application of Part

This Part applies in relation to:

- (a) a student with a disability who is enrolled in an educational institution; and
- (b) an education provider that is:
 - (i) the educational institution mentioned in paragraph (a); or
 - (ii) an educational authority that administers the educational institution.

Rights given by this Part

The effect of the following standards is to give students with disabilities the right to participate in the courses or programs, and to use services and facilities, provided by an educational institution, on the same basis as students without disabilities, including the right to reasonable adjustments, where necessary, to ensure they are able to participate in education and training, on the same basis as students without disabilities.

5.2 Participation standards

- (1) The education provider must take reasonable steps to ensure that the student is able to participate in the courses or programs provided by the educational institution, and use the facilities and services provided by it, on the same basis as a student without a disability, and without experiencing discrimination.
- (2) The provider must:
 - (a) consult the student, or an associate of the student, about whether the disability affects the student's ability to participate in the courses or programs for which the student is enrolled and use the facilities or services provided by the provider; and
 - (b) in the light of the consultation, decide whether an adjustment is necessary to ensure that the student is able to participate in the courses or programs provided by the educational institution, and use the facilities and services provided by it, on the same basis as a student without a disability; and
 - (c) if:
 - (i) an adjustment is necessary to achieve the aim mentioned in paragraph (b); and
 - (ii) a reasonable adjustment can be identified in relation to that aim; make a reasonable adjustment for the student in accordance with Part 3.
- (3) The provider must repeat the process set out in subsection (2) as necessary to allow for the changing needs of the student over time.

Section 5.3

- (4) For this section, the provider has taken reasonable steps to comply with subsection (1) if the provider has complied with subsections (2) and (3).

Note See Part 10 for exceptions to the legal obligations set out in the standards. These include a provision that it is not unlawful for a provider to fail to comply with a standard if, and to the extent that, compliance would impose unjustifiable hardship on the provider (section 10.2).

5.3 Measures for compliance with standards

Measures that the education provider may implement to enable the student to participate in the course or program for which the student is enrolled and use the facilities and services provided by it on the same basis as a student without a disability, include measures ensuring that:

- (a) the course or program activities are sufficiently flexible for the student to be able to participate in them; and
- (b) course or program requirements are reviewed, in the light of information provided by the student, or an associate of the student, to include activities in which the student is able to participate; and
- (c) appropriate programs necessary to enable participation by the student are negotiated, agreed and implemented; and
- (d) additional support is provided to the student where necessary, to assist him or her to achieve intended learning outcomes; and
- (e) where a course or program necessarily includes an activity in which the student cannot participate, the student is offered an activity that constitutes a reasonable substitute within the context of the overall aims of the course or program; and
- (f) any activities that are not conducted in classrooms, and associated extra-curricular activities or activities that are part of the broader educational program, are designed to include the student.

Part 6 **Standards for curriculum development, accreditation and delivery**

6.1 **Application of Part**

This Part applies if:

- (a) a course or program is designed by an education provider; and
- (b) (whether the course or program is offered to students by that provider, or by another) either:
 - (i) a student with a disability is undertaking the course or program; or
 - (ii) the provider has a reasonable expectation that students with disabilities may undertake the course or program.

Rights given by this Part

The effect of the following standards is to give students with disabilities the right to participate in educational courses or programs that are designed to develop their skills, knowledge and understanding, including relevant supplementary programs, on the same basis as students without disabilities.

6.2 **Standards for curriculum development and accreditation and delivery**

- (1) The education provider must take reasonable steps to ensure that the course or program is designed in such a way that the student is, or any student with a disability is, able to participate in the learning experiences (including the assessment and certification requirements) of the course or program, and any relevant supplementary course or program, on the same basis as a student without a disability, and without experiencing discrimination.
- (2) If a student is enrolled in the course or program, the provider must:
 - (a) consult the student, or an associate of the student, about whether the disability affects the student's ability to participate in learning experiences of the course or program, or any relevant supplementary course or program; and
 - (b) in the light of that consultation, decide whether an adjustment is necessary to ensure that the student is able to participate in those learning experiences on the same basis as a student without a disability who is enrolled in the course or program; and
 - (c) if:
 - (i) an adjustment is necessary to achieve the aim mentioned in paragraph (b); and
 - (ii) a reasonable adjustment can be identified in relation to that aim; make a reasonable adjustment for the student in accordance with Part 3.

Section 6.3

- (3) The provider must repeat the process set out in subsection (2) as necessary to allow for the changing needs of the student over time.
- (4) For this section, in relation to a student enrolled in a course or program, the provider has taken reasonable steps to comply with subsection (1) if the provider has complied with subsections (2) and (3).

Note See Part 10 for exceptions to the legal obligations set out in the standards. These include a provision that it is not unlawful for a provider to fail to comply with a standard if, and to the extent that, compliance would impose unjustifiable hardship on the provider (section 10.2).

6.3 Measures for compliance with standards

Measures that the education provider may implement to enable the student to participate in the learning experiences (including the assessment and certification requirements) of the course or program, and any relevant supplementary course or program, on the same basis as a student without a disability, include measures ensuring that:

- (a) the curriculum, teaching materials, and the assessment and certification requirements for the course or program are appropriate to the needs of the student and accessible to him or her; and
- (b) the course or program delivery modes and learning activities take account of intended educational outcomes and the learning capacities and needs of the student; and
- (c) the course or program study materials are made available in a format that is appropriate for the student and, where conversion of materials into alternative accessible formats is required, the student is not disadvantaged by the time taken for conversion; and
- (d) the teaching and delivery strategies for the course or program are adjusted to meet the learning needs of the student and address any disadvantage in the student's learning resulting from his or her disability, including through the provision of additional support, such as bridging or enabling courses, or the development of disability-specific skills; and
- (e) any activities that are not conducted in a classroom, such as field trips, industry site visits and work placements, or activities that are part of the broader course or educational program of which the course or program is a part, are designed to include the student; and
- (f) the assessment procedures and methodologies for the course or program are adapted to enable the student to demonstrate the knowledge, skills or competencies being assessed.

Part 7 Standards for student support services

7.1 Application of Part

This Part applies in relation to:

- (a) a student with a disability who is enrolled in an educational institution; and
- (b) an education provider that is:
 - (i) the educational institution mentioned in paragraph (a); or
 - (ii) an educational authority that administers the educational institution.

Rights given by this Part

The effect of the following standards is to give students with disabilities rights in relation to student support services provided by educational authorities and institutions, on the same basis as students without disabilities.

The standards also give students with disabilities rights in relation to specialised services needed for them to participate in the educational activities for which they are enrolled. These services include specialist expertise, personal educational support or support for personal and medical care, without which some students with disabilities would not be able to access education and training.

7.2 Standards for support services

- (1) The education provider must take reasonable steps to ensure that the student is able to use support services used by the students of the institution in general on the same basis as a student without a disability, and without experiencing discrimination.
- (2) If a specialised support service is necessary for the student to be able to participate in the activities for which he or she is enrolled, and is of a kind that is provided by the education provider, the provider must take reasonable steps to ensure that the student has access to the service (but may arrange for it to be provided by another person or agency).
- (3) If a specialised support service is necessary for the student to be able to participate in the activities for which he or she is enrolled, and is of a kind that is not provided by the provider, the provider must take reasonable steps to facilitate the provision of the service to the student by another person or agency.
- (4) Each of:
 - (a) the provision of access to specialised support services mentioned in subsection (2); and

Section 7.2

- (b) the facilitation by the provider of the provision of specialised support services mentioned in subsection (3);
is an adjustment for the purposes of these Standards.
- (5) The provider must:
- (a) consult the student, or an associate of the student, about whether the disability affects the student's ability to access support services used by the students of the institution; and
 - (b) in the light of that consultation, decide whether an adjustment is necessary to ensure that the student is able to access those support services on the same basis as a student without a disability; and
 - (c) if:
 - (i) an adjustment is necessary to achieve the aim mentioned in paragraph (b); and
 - (ii) a reasonable adjustment can be identified in relation to that aim;make a reasonable adjustment for the student in accordance with Part 3.
- (6) The provider must:
- (a) consult the student, or an associate of the student, about the need for the student to have access to specialised support services that are provided by the provider or by other persons or agencies; and
 - (b) in the light of that consultation, decide whether an adjustment of the kind mentioned in subsection (4) is necessary for the student to be able to participate in the activities for which he or she is enrolled; and
 - (c) if:
 - (i) an adjustment is necessary to achieve the aim mentioned in paragraph (b); and
 - (ii) a reasonable adjustment can be identified in relation to that aim;make a reasonable adjustment for the student in accordance with Part 3.
- (7) The provider must repeat the processes set out in subsections (5) and (6) as necessary to allow for the changing needs of the student over time.
- (8) For this section:
- (a) the provider has taken reasonable steps to comply with subsection (1) if the provider has complied with subsection (5) and with subsection (7) as it relates to subsection (5); and
 - (b) the provider has taken reasonable steps to comply with subsections (2) and (3) if the provider has complied with subsection (6) and with subsection (7) as it relates to subsection (6).

Note See Part 10 for exceptions to the legal obligations set out in the standards. These include a provision that it is not unlawful for an education provider to fail to comply with a standard if, and to the extent that, compliance would impose unjustifiable hardship on the provider (section 10.2).

Section 7.3**7.3 Measures for compliance with standards**

Measures that the education provider may implement to ensure that the student is able to access support services used by students in general, on the same basis as a student without a disability, and to ensure his or her access to specialised support services, include measures ensuring that:

- (a) staff of education providers are aware of the specialised services available for the student and are provided with information that enables them to assist the student to access the services that the student needs; and
- (b) the provision of specialised services for the student, where necessary, is facilitated, including through collaborative arrangements with specialised service providers; and
- (c) any necessary specialised equipment is provided to support the student in participating in the course or program; and
- (d) appropriately trained support staff, such as specialist teachers, interpreters, note-takers and teachers' aides, are made available to students with disabilities.

Examples

Examples of the specialised services mentioned in paragraph 7.3 (c) include services in health, personal care and therapy, and services provided by speech therapists, occupational therapists and physiotherapists.

Examples of the specialised equipment mentioned in paragraph 7.3 (d) include adaptive technology and assistive devices.

Part 8 Standards for harassment and victimisation

8.1 Meaning of *harassment*

For these Standards, *harassment*:

- (a) in relation to a person with a disability, includes an action taken in relation to the person's disability that is reasonably likely, in all the circumstances, to humiliate, offend, intimidate or distress the person; and
- (b) in relation to a person who has an associate with a disability, includes an action taken in relation to the associate's disability that is reasonably likely, in all the circumstances, to humiliate, offend, intimidate or distress the person or the associate.

Note Harassment in education or training is unlawful under sections 37 and 38 of the Act.

8.2 Application of Part

This Part applies in relation to an education provider that is:

- (a) an educational institution; or
- (b) an educational authority that administers the educational institution; if either:
 - (c) a student with a disability is enrolled in the educational institution; or
 - (d) the provider has a reasonable expectation that a student with a disability may enrol in the educational institution.

Rights given by this Part

The effect of the following standards is to require strategies and programs to support the right of students with disabilities to education or training in an environment that is free from discrimination caused by harassment or victimisation on the basis of their disability.

The standards also support the right of students who have associates with disabilities to an educational environment free from discrimination, harassment or victimisation in relation to those disabilities.

Note The exception set out in section 10.2, relating to compliance that imposes unjustifiable hardship on an education provider, does not apply to a requirement in this Part.

8.3 Standards for eliminating harassment and victimisation

- (1) An education provider must develop and implement strategies and programs to prevent harassment or victimisation of a student with a disability, or a student who has an associate with a disability, in relation to the disability.

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- (2) The provider must take reasonable steps to ensure that its staff and students are informed about:
- (a) the obligation not to harass or victimise students with disabilities, or students who have associates with disabilities; and
 - (b) the appropriate action to be taken if harassment or victimisation occurs; and
 - (c) complaint mechanisms available to a student who is harassed or victimised in relation to a disability of the student or of an associate of the student.

8.4 Harassment and victimisation provisions of the Act continue to apply

For section 34 of the Act, an action that contravenes section 37, 38 or 42 of the Act is not an action in accordance with these Standards.

Note Section 37 of the Act makes it unlawful for a member of staff of an educational institution to harass a student or prospective student with a disability.

Section 38 of the Act makes it unlawful for a member of staff of an educational institution to harass a student or prospective student who has an associate with a disability.

Section 42 of the Act makes it an offence to victimise a person for acting to assert or support a right given by the Act.

8.5 Measures for compliance with standards

Measures that the education provider may implement to enable the student to participate in education and training in an environment free from harassment and victimisation include measures ensuring that:

- (a) the provider's policies, procedures and codes of conduct for its staff and students explicitly prohibit harassment and victimisation of students with disabilities, on the basis of disability, including:
 - (i) the need for individual strategies and adjustments for a student; and
 - (ii) the need to use such supports as a wheelchair, hearing aid, breathing support, an interpreter, a reader, an assistant or carer or a guide or hearing dog, or other appropriately trained animal; and
- (b) the policies, procedures and codes of conduct for staff and students explicitly prohibit harassment and victimisation of the associates of students with disabilities, on the basis of disability; and
- (c) the procedures for handling any cases or complaints of harassment and victimisation relating to disability are fair, transparent and accountable; and
- (d) the provider's students and staff are effectively informed and reminded, at appropriate intervals, of their rights and responsibilities in maintaining an environment free from harassment and victimisation on the basis of disability; and

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- (e) the professional development programs offered to the provider's staff ensure that policies, procedures and codes of conduct, including matters of harassment and victimisation, are known and understood by staff, and that staff are trained to detect, and deal with, harassment in education and training settings; and
- (f) any cases or complaints of harassment or victimisation on the basis of disability are handled promptly and with due regard to the severity of the matter.

Part 9 Treatment of a person who has an associate with a disability

9.1 Act continues to apply in relation to person who has associate with a disability

For section 34 of the Act, an action that contravenes the provisions of section 22 of the Act in relation to a person who has an associate with a disability is not an action in accordance with these Standards.

Note The relevant provisions of section 22 of the Act provide that an educational authority must not discriminate against a person in admission to an education institution, or as a student, on the ground of a disability of any of the person's associates.

Part 10 Exceptions

10.1 Exceptions

- (1) These Standards do not render it unlawful for an education provider to fail to comply with a requirement of these Standards if section 10.2, 10.3, 10.4 or 10.5 applies.
- (2) If an exception is invoked, it is the responsibility of the provider to demonstrate that the exception operates.

10.2 Unjustifiable hardship

- (1) This section does not apply to a requirement in Part 8 of these Standards.
- (2) These Standards do not render it unlawful for an education provider to fail to comply with a requirement of these Standards if, and to the extent that, compliance would impose unjustifiable hardship on the provider.
- (3) The provider must comply with the Standards to the maximum extent not involving unjustifiable hardship.

Note Section 11 of the Act provides that, for the purposes of the Act, in determining what constitutes unjustifiable hardship, all relevant circumstances of the particular case are to be taken into account including:

- (a) the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned; and
- (b) the effect of the disability of a person concerned; and
- (c) the financial circumstances and the estimated amount of expenditure required to be made by the person claiming unjustifiable hardship; and
- (d) in the case of the provision of services, or the making available of facilities — an action plan given to the Commission under section 64 of the Act.

The application of unjustifiable hardship should take account of the scope and objects of the Act and the Standards, particularly the object of removing discrimination as far as possible, and of the rights and interests of all relevant parties. In determining whether the exception of unjustifiable hardship can be relied on, all relevant circumstances of the particular case are to be taken into account.

The Standards generally require providers to make reasonable adjustments where necessary. In determining whether an adjustment is reasonable the factors in subsection 3.4(2) are considered, including any effect of the adjustment on anyone else affected, including the education provider, staff and other students, and the costs and benefits of making the adjustment. There will be possible adjustments which are not reasonable. There is no requirement on providers to make unreasonable adjustments. The concept of unreasonable adjustment is different to the concept of unjustifiable hardship on the provider in section 10.2. Where the obligation to make a reasonable adjustment none-the-less imposes unjustifiable hardship on the provider, section 10.2 will operate. The concepts of reasonable adjustment and unjustifiable hardship seek to provide a balance between the interests of providers and others, and the interests of students with disabilities.

Section 10.5**10.3 Acts done under statutory authority**

These Standards do not render unlawful anything done in the circumstances described in section 47 of the Act.

10.4 Protection of public health

These Standards do not render it unlawful for an education provider to isolate, or discriminate against, a student with a disability if the disability is an infectious disease or other condition and it is reasonably necessary to so isolate or discriminate to protect the health and welfare of the student with a disability or the health and welfare of others.

10.5 Special measures

- (1) These Standards do not render it unlawful for an education provider to provide special measures (including specialised units or institutions) intended specifically for the benefit of students with disabilities.
- (2) In this section:

special measure means an act mentioned in section 45 of the Act.

Note Special measures are intended specifically for the benefit of students with disabilities, and can take the form of programs or initiatives that afford students with disabilities, or with a particular disability, benefits, grants, programs, goods, or access to facilities, services or opportunities to meet their special needs in relation to education and training. However, providing specialised support services will not necessarily be sufficient to eliminate discrimination.

Part 11 Review

11.1 Timetable for review

The Minister for Education, Science and Training, in consultation with the Attorney-General, must:

- (a) within 5 years after the commencement of these Standards, conduct a review of the effectiveness of these Standards in achieving their objects, including a consideration of whether any amendments are desirable; and
- (b) conduct further reviews to be completed at intervals of not more than 5 years.

