

Bendigo TAFE and Kangan Institute

Accessibility and Inclusion Plan

2020-2025

V3 21 APRIL 2021

# Foreword

The students who choose to study at Bendigo TAFE and Kangan Institute come to us with an expectation that they will have access to modern training, facilities and industry-standard equipment and will be well supported along their student journey.

Our job is to ensure that is indeed the case for every student, regardless of their age or level of ability, cultural background, gender or sexuality. We want all our students to graduate with the confidence that comes from being appropriately supported and assisted along their journey and having had every opportunity afforded to them.

Our Accessibility and Inclusion Plan 2020-2025 underpins our commitment to ensure that not only students, but our staff and volunteers will be treated equitably, creating a student and staff community that embraces inclusion. It cements our pledge to ensure all those within our TAFE community enjoy the benefits of employment, education and training in a supportive environment that values diversity. Embracing diversity and inclusion is not only the right thing to do but diverse perspectives yield better outcomes for our Institute.

That is why our Accessibility and Inclusion Plan 2020-2025 is critical to the success of our 20>25 Strategy. It was prepared following wide-ranging consultation with students and authoritative organisations and is structured around four key outcome areas.

Our Accessibility and Inclusion Plan underpins strategic goals contained in our 2020>2025 Strategy of putting our students at the heart of everything we do and building a high performing workforce.

Discrimination has no place across our campus network. Our community is one which chooses to embrace and include, and we are all the richer for that.

We commend the Plan which outlines our commitment to ongoing positive and sustainable change in the way we support all students through their training journey while building a diverse and supported workforce thereby ensuring the future success of the Institute for students and staff alike.

Peter Harmsworth AO Board Chair



Sally Curtain Chief Executive Officer



# Executive Summary

The Bendigo TAFE and Kangan Institute Accessibility and Inclusion Plan 2020-2025 is underpinned by the Australian Government’s Disability Discrimination Act (1992). The plan is also based on the four outcome areas outlined in the Victorian Disability Act (2006)

* **Outcome area 1** – Reducing barriers to persons living with disability accessing goods, services and facilities
* **Outcome area 2 –** Reducing barriers to persons living with disability to obtaining and maintaining employment
* **Outcome area 3 –** Promoting Inclusion and participations in the community of person living with disability
* **Outcome area 4 –** Achieving tangible changes in attitudes and practices which discriminate against persons living with disability

Further to Commonwealth and State legislation, Bendigo TAFE and Kangan Institute aim to ensure that students, volunteers and staff living with disabilities, will be treated equitably and enjoy the benefits of employment, education and training in a supportive environment that values diversity. Bendigo TAFE and Kangan Institute will continue to promote and encourage participation by students, volunteers and staff, including those who are living with disabilities.

The following principles guide this Accessibility and Inclusion Plan. Bendigo TAFE and Kangan Institute will:

* continue to ensure accessibility to education for students living with disability
* continue to remain a Child Safe organisation that aims to exceed best practice Child Safety Standards
* have a zero tolerance for discrimination against students, volunteers and staff living with disability
* respect an individual’s right to privacy and confidentiality in the management of their disability and the support provided
* provide support services which increase educational opportunities and enable students to perform at their optimal level, including continually utilising assistive technologies
* will ensure employment opportunities are accessible for current and prospective staff living with disability

# Background

One-in-five Australians are estimated to be living with disability. The ageing Australian population and longevity are leading to increasing numbers of people living with disability with a severe or profound limitation *(National Disability Strategy 2008)*. The United Nations Convention on the Rights of People with Disabilities notes that “… disability is an evolving concept and disability results not from persons with so called ‘impairments’, but from the interaction between people and the attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others”.

The term 'disability' also indicates a condition which may limit a person's ability to carry out day-to-day tasks. A disability can be caused by an accident, illness, trauma, genetic condition, ageing or can occur from birth. A disability can affect a person's mobility, one or more of the five senses, moods and perceptions, or the way the brain functions.

Individuals may have more than one type of disability. For example, a person who has vision impairment may also have an intellectual disability. People with disability are representative of the diversity of the Victorian population and may belong to a number of communities - they could come from an Aboriginal and Torres Strait Islander or culturally and linguistically diverse backgrounds.

Through the Disability Discrimination Act 1992, it is recognized that people living with disability should, as far as possible, have access to the same services, facilities and opportunities as their fellow citizens. Hence, the Act's objectives are:

1. To eliminate, as far as possible, discrimination against persons on the grounds of disability …;
2. To ensure, as far as practicable, that persons living with disability have the same rights to equality before the law …; and
3. To promote recognition and acceptance within the (broader) community that persons living with disability have the same fundamental rights as the rest of the community.

The Australian Government Disability Standards for Education 2005 (reviewed in 2010, 2015 and for review in 2020) were developed with the aim of:

1. Clarifying the *Disability Discrimination Act 1992*, regarding the obligation of providers and the rights of people living with disability in the area of education and training, by providing guidelines for compliance; and
2. Affirming and strengthening the commitment to people who are living with disability in education and training, by allowing them opportunities to realise their potential on the same basis as people without disability

# Bendigo Kangan Institute 2020-2025 Strategy

Bendigo Kangan Institute’s 20>25 Strategy aims to position the organisation as a nationally renowned education institute, teaching and training to meet industry and government demands of today, while being equipped to adapt to the requirements of the future (BKI 20>25 Strategy)

To achieve this, we have set seven strategic goals;

1. Make the student the central focus of what we do
2. Capture a bigger and more diverse market share
3. Build a reputation for academic quality and relevance with students and industry
4. Become recognised as a strong and responsive partner with industry
5. Build innovative training resources and practices
6. Maintain a highly professional, efficient and engaged workforce and organisation
7. Become a financially sustainable TAFE

The Bendigo TAFE and Kangan Institute Accessibility and Inclusion Plan is aligned to the Bendigo Kangan Institute 2020-2025 strategy and is underpinned by the core themes of the Victorian Disability Act (2006). The Plan’s deliverables map directly to our strategic goals. Each deliverable is critical in supporting BKI in positioning itself as a nationally renowned education institute that is inclusive and accessible to students, volunteers and staff.

# Institute Policy alignment

Together with alignment to the BKI 20>25 Strategy the Accessibility and Inclusion Plan acknowledges the important role of the suite of existing Institute policies. All impacting Institute policies have been identified and will be reviewed to ensure that they support and not inadvertently hinder the Accessibility and Inclusion Plan.

The policies that are relevant to the Bendigo TAFE and Kangan Institute Accessibility and inclusion Plan include:

* Academic and Regulatory Compliance
* Child Safety
* Continuous Improvement
* Code of Student Conduct
* Enrolment
* Employee Code of Conduct
* Information and Records
* Occupational Health, Safety and Wellbeing
* Risk Management
* Recruitment
* Staff Grievance
* Student Grievance
* Student Retention and Success
* Student Welfare and Accessibility
* Workplace Diversity and Inclusion

# Previous Action Plans

Prior to merging, Bendigo TAFE and Kangan Institute each had their own action plans that covered their relevant sites and operations. Bendigo TAFE and Kangan Institute have always been committed to supporting those living with disability. In 2019 alone, the combined Institute was able to support 164 students who identified as living with disability and had requested support. This plan is a landmark in that combines the objectives of both former Institutes into one consolidated plan across the enterprise. The plan has also undergone significant review to ensure that new legislation, technologies, policies and procedures are represented. Whilst both plans were able to achieve their objectives in their own right, several action items were still outstanding:

* Teaching staff to be trained in accessibility and the role of the in-class (or virtual) support worker
* Guides for teaching and learning practices of students with disability are developed, promoted and used
* Equity to be added to leadership meetings as a standing agenda item
* Awareness education for students about disabilities
* Training for front facing staff on a range of disabilities and communication issues

These outstanding deliverables have all been incorporated into the new plan to ensure their completion. Further, the original plans did not make reference to the Child Safe standards as there was no legislation at the time. The Child Safe standards have been worked into the 2020-2025 plan to ensure we remain compliant but more importantly to provide a safe space for this high-risk cohort.

In developing this plan, the Working Group consulted with students who had utilised the support service whilst studying at Bendigo TAFE and Kangan Institute to gain feedback on the current levels of support and how they feel about the action items from the new plan. From the student perspective the main themes were:

* The need for increased assistive technology to better support students in online learning
* Awareness training for teaching staff to better understand the need for special consideration and fair assessment conditions for students living with disability
* Greater awareness of the services available to support students
* Overwhelming support for changing the terminology from ‘Disability’ to ‘Accessibility’ or ‘living with disability’
* When studying online, students living with disability must have access to educators for information and comprehension of tasks

# 2020-2025 Accessibility and Inclusion Plan

The new Accessibility and Inclusion Plan includes the following overarching goals:

* Focusing on selection standards when admitting students
* Meaningful participation in classrooms by our students
* Providing reasonable adjustments for students, volunteers and staff
* Meeting physical requirements of students, volunteers and staff living with disability
* Increased and sustained staff employment and training, applicable to individuals living with disability
* Achieving best practice in the area of disability support

The action plan was developed holistically to ensure a consistent approach across Bendigo TAFE and Kangan Institute to reflect our continued commitment to providing fair and equitable education, training and employment.

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| Outcome Area 1: Reducing barriers to persons living with disability accessing goods, services and facilities | | | | | | |
| Item | Institute Strategy | Objective | Action/Initiative | Key performance measures | Timeline | Responsibility |
| 1.1 | 1,2,3 | Bendigo TAFE and Kangan Institute will provide learning support to students that identify as living with disability and will ensure that information is available to assist them from application to completion of their course | Ensure that Bendigo TAFE and Kangan Institute websites both include up to date information for disability support.  Ensure websites and online learning environments are compliant with the web content accessibility guideline 2.1  Ensure direct learning support is inclusive and tailored to individual needs in the form of Note taking, Interpreting, Tutoring, Participation  Assistance, Advocacy and assistive technology | Information is readily available and maintained  A program of testing and improvement of virtual environments is established  Appropriate learning supports available to enrolled students that identify as living with disability and  request support | Ongoing  Ongoing  Ongoing | Director, Group Brand and Student Acquisition  Manager, Student Success  Disability Liaison Officers across institute |
| 1.2 | 2 | Current and prospective students, volunteers and staff who are hard of hearing or deaf to have communication services available for use to contact Bendigo TAFE and Kangan Institute staff | National Relay Service (NRS) to be utilised for people with hearing difficulties.  Availability and information of NRS to be included in website and marketing material. | National Relay Service offered and available to front-facing staff  Information is made available in website and marketing material | Ongoing  Ongoing | Disability Liaison Officer  Senior Teaching Capability Consultant  Manager, Recruitment & enrolment  Manager, Volunteer |
| 1.3 | 1,2 | Develop and deploy a tiered service model where information and advice is readily- accessible,  including the provision of 24/7 support (where  appropriate) | Roll-out of a tiered service model across Bendigo TAFE and Kangan Institute student support services ensuring consistency in our service provision | Targeted/tiered approach to support of students.  Functional structure developed and deployed  Student Success staff to have clear role functions in relation to  disability service provision | July 2020  –  October 2020 | Manager Student Success |

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| Outcome Area 1: Reducing barriers to persons living with disability accessing goods, services and facilities | | | | | | |
| Item | Institute Strategy | Objective | Action/Initiative | Key performance measures | Timeline | Responsibility |
| 1.4 | 1,5 | Teaching staff support the role of Learning Support Staff in supporting students living with disability in the classroom and in online learning environments | Teaching staff are trained to understand the role of Learning Support Staff in the classroom when supporting a student living with Disability  Accessibility Module has been developed to be rolled out in the Educator passport | Current teaching staff to be trained, and new teachers receive module as part of the induction program as per Accessibility package.  Staff to be trained across the Accessibility package. | Reviewed annually  Ongoing 2020-  2025 | Manager, Organisational development  Chief Industry and Education Delivery Officer  Executive Directors in Education Portfolio  Lead Educators and Education Portfolio |
| 1.5 | 1 | Improve inclusion and participation in course learning for students living with disability by providing fair, valid and reliable alternative teaching and assessment arrangements | Develop a "Support for students living with a disability" procedure that includes an adaptable system of reasonable adjustment for eligible students  Ensure that every student who self identifies as living with disability is offered the opportunity to access a personalised learning plan | Policy developed and implemented  Every student who identifies as living with disability is offered a personalised learning plan  Enquiries sent to DLO are handled/ recorded as soon as possible, taking into account available  resources and staff | 2021  Ongoing  Ongoing | Manager Student MSuacnceasgser Student Success  Teaching departments  Disability Liaison Officer  Disability Liaison Officer |

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| Outcome Area 1: Reducing barriers to persons living with disability accessing goods, services and facilities | | | | | | |
| Item | Institute Strategy | Objective | Action/Initiative | Key performance measures | Timeline | Responsibility |
| 1.6 | 1,3,4 | Staff, volunteers and students to have equitable access to services across campuses with increased access to assistive learning/study tools that enables participation in classroom/online learning | Ensure students living with disability have access to adaptive/assistive IT technology and equipment across Bendigo TAFE and Kangan Institute sites  Increase capacity to accommodate students, staff and volunteers in online learning environment  Online learning is upgraded and developed with accessibility in mind  Providing Students, volunteers and staff with an accessibility guide to increase knowledge and awareness of available supports | Sites across Bendigo TAFE and Kangan Institute have access to assistive technology with no identified gaps.  Course material made available in accessible formats  Software updated and implemented across sites  Accessibility guide developed and made available to staff, volunteers and students on intranet | Annual review  Ongoing  Ongoing Ongoing | Manager, Digital delivery  Manager, Student success  Disability liaison officers  Manager, Information Systems & Services  Library & Learning Centre  Teaching Departments Manager, Volunteer |
| 1.7 | 2,4 | Ensure signage onsite/online regarding physical accessibility of buildings, canteens, libraries and other facilities for people living with disability is clear and current | Campus signage to include notation and directions to show wheelchair entry/exit points and accessible toilets  Addition of Braille to signage across sites  Maps displayed on Bendigo TAFE and Kangan Institute websites to be in accessible formats | Review current signage across campuses and make amendments (where possible)  New signage to include disability access & Braille (where applicable)  Staff from Marketing and Student Success to amend existing maps on the Bendigo TAFE and Kangan Institute websites | 2021  2020-  2022  Ongoing | Director, Group Brand and Student Acquisition  Manager, Information Systems & Services  Facilities and procurement Manager  Manager, OHS  Disability Liaison Officer |

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| Outcome area 2: Reducing barriers to persons living with disability to obtaining and maintaining employment | | | | | | |
| Item | Institute Strategy | Objective | Action/Initiative | Key performance measures | Timeline | Responsibility |
| 2.1 | 4,6 | Reduce barriers to people living with disability obtaining and maintaining employment | Managing Diversity Policy developed and implemented  Employment (Recruitment and Selection) Procedure based on merit and becomes manager’s responsibility to ensure that employee can effectively work across required sites | Policy developed and published on intranet and internet  Current policy published to internet including future updates | 2021  2021 | Director, Human Resources  Manager, Human Resources  Manager, Student Support Services Portfolio |
| Disability Policy and Equal Opportunity Policies made available internally and to the  general public (prospective employees) | Publish policies to intranet and  internet and include in induction kits | 2021 | Managers across Institute  Manager, Facilities |
| Provision of reasonable adjustment for staff and volunteers living with disability | Staff and volunteers are able to work across campus' without barriers HR/  DLO and/or external expert involvement (as required) | Ongoing | Director, Human Resources |
| Measure effectiveness of actions designed to support staff living with disability | Number of staff and volunteers living with disability. Retention of staff and volunteers living with disability. | Annual review | Manager, Student Support Services  Manager, Facilities |
|  | Staff and volunteers’ satisfaction survey data |  | Manager, Volunteer |
| Materials and conditions of employment to  reflect individual needs arising out of disability | Inclusive on-boarding procedure developed | Ongoing |  |

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| Outcome area 2: Reducing barriers to persons living with disability to obtaining and maintaining employment | | | | | | |
| Item | Institute Strategy | Objective | Action/Initiative | Key performance measures | Timeline | Responsibility |
| 2.2 | 4,6 | Access to physical environment is continually improved to reduce physical barriers for staff | Provide onsite car parking for staff with a disability  Review access to campus and Audit access annually to ensure compliance with the Disability Discrimination Act and Australian Building Codes | Reserved Parking at all sites  Staff irrespective of disability are able to work across sites (where practicable) | Ongoing  Annual review | Manager, Facilities OHS Compliance |
| Ensure compliance with the AS/NZS 1170 – 2007 Structural Design Actions (including floor loads) AS1428 – 2003 Design for Access and Mobility | Annual review | Ongoing |
| Ensure that the Institute’s facilities planning (new building and refurbishments) and funding processes includes consideration of the needs of people living with disability. | Buildings and refurbishments comply with Disability Discrimination Act and Australian Building codes | Annual Review |
| Ensure staff are aware of the need to contact Facilities as soon as physical access problems arise. | Policy and procedure is in place and monitored through annual quality review | Annual Review |

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| Outcome area 2: Reducing barriers to persons living with disability to obtaining and maintaining employment | | | | | | |
| Item | Institute Strategy | Objective | Action/Initiative | Key performance measures | Timeline | Responsibility |
| 2.3 | 1,3,5 | Improve students’ | Practical Placement Policy to reflect | Up to date Policies published on | 2021 | Chief Industry Engagement and Education Delivery Officer  Placements Manager  Manager, Student success  Disability Liaison Officer Manager, Volunteer Skills and Jobs centre Disability Liaison officer |
| opportunities for | consideration of the needs of students living | intranet |  |
| employment by using | with disability |  |  |
| inclusive practices that |  |  |  |
| meet requests by students | Equal opportunity of service for | Increase employment outcomes for | 2020- |
| living with disability to | employment of students including the | students living with disability | 2025 |
| gain rightful employment | Kangan Employment Centre and Bendigo |  |  |
| and work placement | TAFE and Kangan Institute Skills and Job |  |  |
| opportunities | Centre |  |  |
|  | Maintain contacts with job networks and | Direct relationships developed and | Ongoing |
|  | Disability Support Agencies | maintained |  |
|  | Explore options for skills | Increase in volunteers that are living | 2020- |
|  | development/networking and employment | with disability | 2025 |
|  | pathways via volunteer program |  |  |
|  | Bendigo TAFE and Kangan Institute Skills and | Progressive increase in students | 2020 - |
|  | Jobs Centre and the disability liaison officers | gaining employment over life of AIP | 2025 |
|  | to organise and make links with key |  |  |
|  | employment community partnership |  |  |
|  | agencies to assist students and volunteers to |  |  |
|  | gain employment and work placement |  |  |
|  | opportunities |  |  |

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| Outcome area 2: Reducing barriers to persons living with disability to obtaining and maintaining employment | | | | | | |
| Item | Institute Strategy | Objective | Action/Initiative | Key performance measures | Timeline | Responsibility |
| 2.4 | 1,6 | Ensure the safety of students, volunteers and staff living with disability on campus | Ensure that the Emergency Evacuation Procedures and the training for Fire Wardens responds to the needs of people living with disability (e.g. in a wheelchair, vision or hearing impairment, intellectual disability) during an evacuation. | Emergency evacuation procedures Annual review and staff attend annual training/Learning module/Drill  Emergency Plans for ‘at risk’ students, volunteers and staff developed in line with emergency plan | Annual review  Ongoing | Coordinator OHS  Teaching departments across institutes  Disability Liaison Officer Nominated Fire Wardens |
| Security escorts available upon request | Ongoing | Manager, Facilities |
|  | Manager institute security |
| 2.5 | 1,4,6 | Ensure that young people under 18, including those who are living with disability, are protected through the implementation of Child Safety Standards. | Ensure that Bendigo TAFE and Kangan Institute as a Child Safe organization meets Best Practice Child Safety standards.  Ensure that staff and volunteer training includes knowledge of the increased vulnerability to abuse for those living with disability and the signs to look for. | Review of child safe policies and procedures to ensure that children and young people under-18 living with disabilities are included.  Review of training for staff  Increase awareness of our  obligations as part of Child Safety Standards | Ongoing  August 2021  Ongoing | Child Safety Officer |

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| Outcome area 3: Promoting inclusion and participation in the community of persons living with a disability | | | | | | |
| Item | Institute Strategy | Objective | Action/Initiative | Key performance measures | Timeline | Responsibility |
| 3.1 | 1,2,3,5 | Enrolment procedure and curriculum are increasingly accessible for students living with disability | Education & Training Delivery structure to be responsive to students living with disability  Profile at expos and school catchments that cater to students living with disability | Structure embedded, and growth in enrolments of students living with disability  Continuation and further development of relationship with feeder schools and specialist job network agencies | Ongoing  Ongoing | Chief Industry Engagement and Education Delivery Officer  Disability Liaison Officer Schools Liaison Team |
| Guides for teaching and learning practices of students living with disability are developed, promoted and utlised | Information developed and published | Ongoing | Leaders of Teaching departments |
| ‘Accessibility’ training module is implemented across inductions for new staff and are given the opportunity for ongoing learning  and support | Ongoing |  |

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| 3.2 | 1,3 | Student Support services is well recognised in the community and the Institute for developing high quality and flexible services | Develop marketing materials to promote services internally and externally including:   * Annual report * Website * Student Portal * Campus maps * Staff induction info * Material for prospective and enrolled students * Orientation across courses   Develop and maintain strong links to schools and community services through participation at network meetings  Organise events that promote and educate the community and industry on accessibility, diversity and inclusiveness  Promote areas of diversity | Marketing materials developed and included in induction packs and published on intranet and that these are accessible.  80% of teaching departments across Bendigo TAFE and Kangan Institute are offered the ‘Student success orientation’ presentation to add to induction sessions at the beginning of course  Membership and ongoing involvement in professional networks such as TAFE Disability Network (TDN) and Australian Tertiary Education Network on Disability (ATEND)  Have external organisations attend Bendigo TAFE and Kangan Institute events  One event annually includes a focus on equity and diversity, other student related events to highlight inclusivity and diversity.  Conscious effort to deploy marketing material throughout the year with a focus on diversity | Ongoing  Ongoing with 100% target  Ongoing  Ongoing  Ongoing  Ongoing | Ongoing  Manager Student Success  Teaching Departments Institute wide  Disability Liaison Officer Manager student success  Manager, Events and Alumni  Director, Group Brand and Student Acquisition |

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| Outcome area 3: Promoting inclusion and participation in the community of persons living with a disability | | | | | | |
| Item | Institute Strategy | Objective | Action/Initiative | Key performance measures | Timeline | Responsibility |
| 3.3 | 1,6 | Employment opportunities for students, including those living with disability, are promoted | Skills and Jobs Centre and Disability Liaison Officer to liaise with industry in promoting students to employers, and advertising job opportunities | Industry utilises advertising opportunities.  Number of students living with disability gaining employment increase | 2020-2025  Ongoing | Manager, Student Success  Manager, Skills and Jobs |

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| Outcome area 4: Achieving tangible changes in attitudes and practices which discriminate against persons living with a disability | | | | | | |
| Item | Institute Strategy | Objective | Action/Initiative | Key performance measures | Timeline | Responsibility |
| 4.1 | 6 | Build and promote a culture of equity and diversity across Bendigo TAFE and Kangan Institute campuses and on online platforms | Inclusion in promotional material where relevant to ensure that Bendigo TAFE and Kangan Institute’s commitment to Equity and Diversity is published across key material | Media produced and available on website and print at each campus | 2020-2025 | Director, Group Brand and Student Acquisition |
| Diversity policy to be completed and published on the Intranet  Included in staff online induction process, and student induction | Finalise policy and publish on the business Intranet  Induction process updated | Ongoing | Director Stakeholder Relationships and Strategy |
|  |  |  | Diversity policy owner |
| Ensure that meetings adhere to diversity policy and principles across the Institute with equity to be added to Leadership meetings as a standard agenda item with issues arising to be fed to the Education and Quality Sub-  Committee. | Meeting agenda/minutes reflect diversity policy and principles and show the addition of equity as a standing agenda item. | 2020-2025 | Manager Organisational Development  Department Managers and Leaders Institute wide |
| Promote success stories about students, volunteers and staff living with disability | Published on relevant Bendigo TAFE and Kangan Institute internal and external communication channels. | 2020-2025 | Department Managers and Leaders Institute wide |
| Change language used to ‘living with disability’ and ‘accessibility’ Reflected in staff and student code of conduct | Evidence of change of terminology across the Institute seen in published material | Ongoing | Department Managers and Leaders Institute wide |

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| Outcome area 4: Achieving tangible changes in attitudes and practices which discriminate against persons living with a disability | | | | | | |
| Item | Institute Strategy | Objective | Action/Initiative | Key performance measures | Timeline | Responsibility |
| 4.2 | 1,3 | Students, volunteers and staff are made aware of the Grievance Policies and Procedures | **Staff** - Staff to be made aware of Bendigo TAFE and Kangan Institute's Grievance Policies and Procedures during their induction  Induction program for staff to be revised and implemented  **Students** - Students to be made aware of Bendigo TAFE and Kangan Institute’s Grievance Policies and Procedures during orientation and also through the student portal | Policies and procedures published to intranet  Policies and procedures are on the intranet staff to complete a checklist  Students are provided with an opportunity to raise grievances in an accessible and supportive manner  Displayed in student support services orientation presentation | Ongoing  Ongoing  Ongoing  Ongoing | Director, Human resources  Manager, Student Success |
| 4.3 | 1 | Awareness education for students about disabilities through events across campuses | Student Services and Events team to run organised and evaluated events with a focus on accessibility and inclusion  Ensure events are accessible by students living with disabilities | Number of events, participation and feedback received  Events on campus are accessible to students living with disability | Ongoing  Ongoing | Manager, Student success  Manager Events, and Alumni |
| 4.4 | 1,3,5 | Improve information and communication to students/staff and volunteers living with disability | Learning module deployed for Admin/Reception and front facing enrolment staff  Introduce Augmentative Alternative Communication (AAC) Aids in the library and other front facing service areas for people who communicate nonverbally. | Recruitment and enrolment staff and front facing departments to have completed module  Implementing a prototype AAC Communication Aid and providing a forum for students to provide feedback and recommend changes | 2021-2022  2021 | Manager, recruitment & enrolment  Manager, Acquisition Channels  Manager, Organisational Development  Disability Liaison Officer Manager, Library |

Glossary and Terms

The following list of terms and definitions is extracted from two publications produced by the Office for Disability, Department of Planning and Community Development:

* ‘aDAPting to Disability: A guide to disability action plans in Victoria, second edition (June 2009)’
* Inclusive consultation and communication with people with a disability (January 2008)

Disability

Refers to a permanent, temporary or episodic disability that is attributable to:

* a medical condition (e.g. epilepsy, asthma)
* a psychiatric condition
* a sensory, physical, cognitive or learning impairment (e.g. dyslexia) or
* a combination of such impairments that results in:
  + a reduced ability to access educational services provided by Bendigo TAFE or Kangan Institute
  + a need for support to overcome these barriers

AA/AA/AAA web accessibility standards

These are international standards that determine how accessible a website is. These are governed by the World Wide Web Consortium (W3C) and are outlined in their Web Content Accessibility Guidelines (www.w3.org).

Access

Access refers to the ability of a person living with disability to use goods, services, facilities and information. For example, a ramp allows access into a building and a captioned video allows access to information. Access to the community or education refers to the ability of a person living with disability to take part in activities, attend classes or to study online.

Access Audits

This usually refers to an audit of a building or facility for useability and accessibility by people living with disability. Access audits identify barriers to access and derive possible solutions.

Accessible Formats

Accessible formats include Word and Rich text format, HTML, braille, large print, audio, and Easy English. Information on these can be found in Inclusive Consultation and Communication with People living with Disability (January 2008) on page 50.

Barriers

Things that exclude people living with disability. Barriers can be physical, such as an inaccessible building or an information sheet that is only standard print, or attitudinal, such as wrong assumptions about what a person living with disability can do.

Disability Discrimination

To treat someone living with disability less favourably compared to someone without a disability on the basis of their disability. Discrimination can be direct or indirect. An example of direct discrimination is refusing to allow a person living with disability to enrol in a course, even though they are eligible, because they have a disability. An example of indirect discrimination is requiring all applicants for a job to fill in a form that cannot easily be completed by a person living with disability.

Reasonable Adjustment

Students or staff living with disability may require reasonable adjustments to be able to participate in work or learning. Changes to teaching practices and work processes, having specialised equipment available or having the required learning support staff ensures that the needs of people living with disability are considered and accommodated fairly.

Universal design

Universal design is a solution that produces buildings, products and environments that are useable and effective for everyone, not just for people living with disability. For example, flat panel light switches or self-opening doors to facilities such as libraries and canteen areas are some solutions that are easier for everyone.

# Reference Documents

Disability Discrimination Act 1992 (DDA), Australian Human Rights Commission Victorian Disability Act 2006

Equal Opportunity Act 2020, Department of Justice

National Disability Strategy 2010–2020, An initiative of the Council of Australian Governments, Department of Social Services Disability Standards for Education 2005, Reviewed 2010, 2015, Department of Education, Skills and Employment

La Trobe University Disability Action Plan 2018-2020, La Trobe University

The Victorian Department of Premier and Cabinet’s Disability Action Plan, Victorian Government World Wide Web Consortium, Web Content Accessibility Guidelines (WCAG) 2.1

# Plan Development

This plan was developed by the Disability Action Plan Working group:

Chief Governance and Quality Officer – Claire Rasmussen CAO | CLO Executive Assistant – Susan McMinn

Manager Student Success – Hemant Kokularupan OHS Consultant – Ty Warren

Director, Transformation office, Business Performance and Assurance – Prue Humber Senior Human Resources Business Partner – Sharon Mitchell

Disability Liaison Officer Metro – Peter Battaglia Disability Liaison Officer Regional – Jayne Rice Student Success Counsellor – Jack Edwards Child Safety Officer – Julie Betteridge

Teaching Staff – Channing Coad Learning Support Staff – Stacey Gray

Senior Organisational development consultant – Catherine Stolp Manager of Acquisition Business Partners – Rachel Corby Manager Events and Alumni - Katherine McGowan

# Consultation

This plan gathered feedback from departments across the institute before being sent to students living with a disability and further external consultation:

* Senior Inclusive Communities Officer, City of Greater Bendigo Council – Nikki Williams
* President, Australian Tertiary Education Network on Disability – Anthony Gartner
* Student, Diploma of Community Services (2019) - RH
* Student, Certificate III Animal Studies (2020) - JS

