

# Quick Reference Guide for Resources

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This guide provides a quick reference guide for relevant resources that Registered Training Organisations should be familiar with. It includes information on training opportunities, relevant legislation and regulatory bodies, information to guide staff in their roles to support students with disability across the learning journey.

## Key Organisations

### [Australian Disability Clearinghouse on Education and Training \(ADCET\)](#)

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

### [Department of Employment and Workplace Relations \(DEWR\)](#)

DEWR enables access to quality skills, training and employment to support Australians find secure work in fair, productive and safe workplaces - supporting individuals, businesses and our nation to prosper.

### [Australian Skills Quality Authority \(ASQA\)](#)

ASQA is the national regulator for Australia's VET sector. It regulates courses and training providers to ensure the *Standards for Registered Training Organisations (RTOs) 2015 (Cth)* are met.

### [Victorian Registration and Qualifications Authority \(VRQA\)](#)

The VRQA is Victoria's education and training regulator. It is an independent statutory authority that works to assure the quality of education and training in Victoria through the application of standards to education and training providers and accreditation of courses and qualifications.

### [Training Accreditation Council \(TAC or the Council\)](#)

TAC is Western Australia's independent statutory body for quality assurance and recognition of VET services, established under the *Vocational Education and Training Act 1996*. The Council is the Western Australian VET Regulator. It registers training providers under the *Standards for Registered Training Organisations (RTOs) 2015 (Cth)* and accredits VET courses under the Australian Quality Training Framework (AQTF) 2021 *Standards for Accredited Courses*.

## Disability Awareness Free e-Learning Platform

### [Introduction to Disability Awareness](#)

This e-Learning training resource seeks to challenge the ingrained cultural and attitudinal barriers that perpetuate discrimination. It provides participants with a general overview of the legislative framework that supports the inclusion of people with disability in Australia.

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## Secondary Education

This e-Learning program is designed for school staff and educators who support secondary students with disability who are transitioning or preparing to transition to tertiary education (vocational education and training and university).

## Supporting Students with Disability in VET

These two free e-Learning programs focus on how VET staff and educators can respond to the needs of individuals with disability to positively influence their experience and educational outcomes. Additionally, they explore how development, delivery and assessment practices can also have a significant impact. It promotes accessibility and inclusion and the reduction of barriers in VET.

- [Program 1: VET Staff Supporting Students with Disability](#)

Designed for all staff who work in the VET sector, this program focuses on promoting awareness about the rights of students with disability, the needs and requirements of students, and the responsibilities of RTOs.

- [Program 2: VET Educators Supporting Students with Disability](#)

Focused on promoting a range of educational practices such as Universal Design for Learning (UDL) and reasonable adjustments, this program supports the development and implementation of inclusive delivery and assessment strategies that are responsive to the needs and requirements of students with disability.

## Orientation for External Support Workers in Tertiary Settings

This program focuses on the roles and responsibilities of workers who are externally employed (paid or unpaid) by individuals and organisations to provide support to students with disability in tertiary settings. The program aims to develop your understanding of how you can best provide this support and manage your responsibilities.

## Online Access for Tertiary Students who are Blind or Vision Impaired

This program focuses on a range of practical solutions and strategies to address access barriers experienced by learners who are blind or vision impaired studying in tertiary education. It aims to increase your understanding of developing and facilitating teaching practice.

## Universal Design for Learning in Tertiary Education

This program is designed for educational staff working in VET and higher education. It focuses on the principles and practices of UDL in tertiary settings.

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## Compliance and Legislation (Including Preventing Discrimination and Victimisation)

### [Australian Human Rights Commission \(AHRC\)](#)

The Australian Human Rights Commission is an independent statutory organisation, established by an act of Federal Parliament to protect and promote human rights in Australia and internationally. The Australian Human Rights Commission, through the Disability Discrimination Commissioner, works with governments, the private sector and civil society to help individuals and organisations understand their rights and meet their legal responsibilities. The AHRC provides a range of resources about supporting students with disability in education and training:

- [Education and Disability](#)  
This page provides resources about equal access and opportunity in education. It contains links to information on standards and guidelines, frequently asked questions, action plans, decisions in complaint cases and exemption decisions. It has access to course materials and other Commission resources
- [Know Your Rights: Disability Discrimination \(AHRC\)](#)  
This guide explains what disability discrimination is and explores the rights of people with disability. It includes information about the complaints process.
- [What's It All About? \(DDA\)](#)  
This resource explains how the DDA provides protection for everyone in Australia against discrimination based on disability.

### [Disability Discrimination Act 1992 \(DDA\)](#)

The DDA makes it unlawful to discriminate against people with disability (and their associates) based on disability.

### [Disability Standards for Education 2005 \(DSE\)](#)

The DSE sets out the standards education providers must comply with to achieve the objectives of the DDA. Each of these standards deals with different aspects of education and training. The DSE gives students with disability the same rights as other students and advocates that all students, including those with disability, are treated with dignity and respect.

### [Disability Standards for Education 2005 Guidance Notes \(DESE\)](#)

The Guidance Notes, set out below, seek to provide additional explanatory material, including background information and comment, to assist the reader in interpreting and complying with the DSE. The notes are intended to enhance understanding of the scope and practical application of the DSE, in much the same way that an explanatory memorandum can assist in the interpretation of an Act of parliament.

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## *Disability Standards for Education 2005 – Resources to Support Implementation*

- [\*Fact sheet 1: Disability Discrimination Act 1992\*](#)
- [\*Fact sheet 2: Disability Standards for Education 2005\*](#)
- [\*Fact sheet 3: Parental Engagement\*](#)
- [\*Fact sheet 4: Effective Consultation\*](#)
- [\*Fact sheet 5: Complaints Processes\*](#)

## *Legislative Framework – Disability Awareness*

This [\*short video\*](#) explains the legislative and regulatory framework and requirements of RTOs in supporting students with a disability.

## *Standards for Registered Training Organisations (RTOs) 2015 (Cth)*

The *Standards for Registered Training Organisations (RTOs) 2015 (Cth)* are regulatory standards for training providers and regulators. Compliance with the Standards is a requirement for all ASQA RTOs and all applicants seeking registration as a training provider. The Standards protect the interests of all students in Australia's VET system.

**Please note:** RTOs registered by the *Victorian Registration and Qualifications Authority*, or the *Training Accreditation Council Western Australia* may refer to the following websites for requirements specific to you.

[\*Victorian Registration and Qualifications Authority\*](#)

[\*Training Accreditation Council Western Australia\*](#)

## **Transition**

### *Children and Young People with Disability Australia (CYDA)*

CYDA's vision is that children and young people with disability are valued and living empowered lives with equality of opportunity. This includes seamless access in and between education sectors including access to tertiary education.

### *Transition Resources – ADCET*

ADCET hosts a range of resources funded by the Australian Government to drive change so people with disability have equitable opportunity to access, participate and achieve their goals in tertiary education. These resources will assist school leavers to transition into the VET sector.

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### [National Careers Institute \(NCI\)](#)

The NCI portal connects to education, training and work resources, including support for people to explore their career needs and goals.

### [MySkills](#)

This Australian Government initiative ensures training consumers have access to current, straightforward, independent and trustworthy information to help them make choices about their training options. As the national directory of VET organisations and courses, it provides the ability to search for, and compare, VET courses and training providers.

### [Training.gov.au](#)

The national register for training in Australia contains authoritative information about RTOs and nationally recognised training.

### [Students \(ASQA\)](#)

This page provides students with information about how to access their records and find a provider or course. It guides students on what to do if they encounter problems with their RTO.

## **Pre-enrolment (First Contact, Course Information and Application Documents)**

### [Australian Skills Quality Authority \(ASQA\) – Chapter 1: Marketing and Recruitment \(Users' Guide to the Standards for Registered Training Organisations \(RTOs\) 2015 \(Cth\)\)](#)

This chapter from ASQA's Users' Guide to the Standards for RTOs 2015 focuses on a student's experience of marketing and recruitment provided by RTOs. It covers the first phase of the journey, when the RTO needs to provide clear, accurate and readily accessible information so a student and employer can make an informed choice about training that will best meet their needs.

**Please note:** RTOs registered by the *Victorian Registration and Qualifications Authority*, or the *Training Accreditation Council Western Australia* may refer to the following websites for requirements specific to you.

### [Victorian Registration and Qualifications Authority](#)

### [Training Accreditation Council Western Australia](#)

### [Creating Accessible and Inclusive Communications](#)

This AHRC guide explores accessible and inclusive communication in relation to workplaces; the information can be applied in an RTO setting. It is important to ensure that messaging and any information provided to potential or enrolled students meets the communication needs of everyone.

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### Sharing your disability information while studying

Students with disability are not legally required to disclose their disability on enrolment forms or to disclose in-depth medical or personal information about a disability. This resource provides information to help students prepare for disclosure: why, what, when, who, rights and responsibilities. There is also information for the employment context.

## **Student Supports and Services**

### Supporting the Success of Students with Disability in Post-secondary Education

The ADCET website aims to promote discussion and disseminate information and advice that informs trainers, assessors, disability practitioners, lecturers and students with disability on inclusive education, teaching and support within Australia's VET and higher education sectors.

### Disability Practitioners

Many staff have particular responsibilities for supporting and providing specialist services to students with disability during their studies. This ADCET resource lists their common job titles and primary functions.

## **Enrolment (Enrolment Processes, Onboarding and Orientation)**

### Australian Skills Quality Authority (ASQA) – Chapter 2: Enrolment (Users' Guide to the Standards for Registered Training Organisations (RTOs) 2015 (Cth))

This chapter focuses on the second phase of the student journey: their enrolment experience with their RTO.

### Guidelines for Inclusive Enrolment Practices

These guidelines, practice notes and templates focus on better enrolment practices and highlight the need to allocate resources and responsibilities to addressing the needs of students with disability.

## **Curriculum, Qualifications and Accreditation (Course Design and Development)**

### Standards for Training Packages

This document is one of three components of the organising framework of standards that support the development of industry training packages.

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### [Training Packages](#)

This webpage provides information on ASQA's role in relation to training packages and their purpose, including the development of updated versions and companion volumes.

### [Training Package Products Policy](#)

This document is one of three components of the Training Package Organising Framework to support the development of industry training packages.

### [Training Package Development and Endorsement Process Policy](#)

This document is one of three components of the Training Package Organising Framework to support the development of industry training packages.

### [Standards for VET Accredited Courses 2021](#)

A copy of the *Standards for VET Accredited Courses 2021* can be viewed and downloaded from the Federal Register of Legislation.

### [Supporting Disability Inclusivity in Nationally Recognised Training Products](#)

These guidelines are designed to be used during all stages of VET development, implementation and for continuous improvement. This includes course and training package development and accreditation or approval, and course and program design.

## **Participation**

### [CAST: About Universal Design for Learning](#)

CAST is a non-profit education research and development organization that created the [Universal Design for Learning](#) framework and [UDL Guidelines](#), now used the world over to make learning more inclusive.

### [Universal Design for Learning \(UDL\) Resources](#)

This ADCET site provides a range of resources to improve your UDL practice.

### [Supporting Students with a Disability or Mental Illness: Good Practice Guide](#)

This National Centre for Vocational Education Research (NCVER) good practice guide is designed to assist teaching staff and disability services staff in both VET and higher education institutions to offer individualised or institution-level adjustments in teaching, learning and assessment methods to support students with disability or ongoing ill health.



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### [Assistive and Inclusive Technology](#)

This [video](#) (from ADCET's Disability Awareness e-Learning: Supporting Students with Disability), has examples using assistive technology in training environments.

### [Inclusive Technology](#)

This section of the ADCET website offers insight into inclusive technologies relevant to students with particular disabilities. The main functions of each type of technology are explained, and where there might be differences between products, they are considered in terms of the benefits they offer students.

### [Opening All Options: Specific Learning Disability Resource](#)

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

### [Dyslexia Resource Guide](#)

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

## **Curriculum – Training and Assessment**

### [Implementing, Monitoring and Evaluating Training and Assessment Strategies and Practices](#)

Clauses 1.1 to 1.4 and 2.2 of the *Standards for Registered Training Organisations (RTOs) 2015 (Cth)* outline the obligations the RTO's training and assessment strategies and practices must meet. The training and assessment strategies and practices must also be consistent with the requirements of the training package and VET accredited course.

### [Providing Quality Training and Assessment Services to Students with Disability](#)

This ASQA fact sheet aims to help RTOs understand their obligations under the *Standards for Registered Training Organisations (RTOs) 2015 (Cth)* and other relevant legislation.

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## Inclusive Design and Development

### [Guidelines for Accessible Assessment](#)

These guidelines (based on the Round Table on Information Access for People with Print Disabilities: Guidelines for Accessible Assessment 2011) have been written to guide teachers, support staff, trainers and assessors when preparing assessment tasks for students with vision impairment.

### [Guidelines for Designing Accessible Instructional Media](#)

This ADCET guide provides an overview of some of the accessibility issues that confront many students in the tertiary education sector in Australia. It includes information to assist those producing or modifying education media to improve access for all students, especially those with sensory disabilities.

### [There is More than One Way to Make Your Content Accessible](#)

This ADCET webpage provides information about key concepts underlying accessible content, principles and practices that can be broadly applied to improve your content for students.

### [Creating Accessible Documents](#)

These ADCET resources provide a 'how-to' guide for creating accessible documents.

### [Making Content Accessible: A Guide to Navigating Australian Copyright Law for Disability Access](#)

This guide produced by the Australian Inclusive Publishing Initiative provides a simple summary of the copyright law governing access to material for people with disability in Australia. It also includes a checklist of major accessibility requirements and some practical advice for applying them.

### [Web Accessibility Initiative \(WAI\) website, including the Web Content Accessibility Guidelines \(WCAG\)](#)

International standards and support materials help you understand and implement accessibility. The World Wide Web Consortium (WC3) and Web Accessibility Initiative (WAI) resources provide support to make websites, applications and other digital creations more accessible and usable for everyone.

- [Apple Accessibility](#)
- [Microsoft Accessibility](#)
- [Google Accessibility](#)
- [Adobe Accessibility](#)

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## Inclusive Training and Assessment

### [Inclusive Teaching](#)

These ADCET webpages support the development and implementation of an inclusive educational environment in which students with disability can access, participate and ultimately succeed in post-secondary education. Key resources focus on understanding disability, specific disabilities and how they impact on learning, how to incorporate inclusive practices within delivery, and assistive technologies for students with disability.

### [Online Tertiary Access for Students and Staff who are Blind or Vision Impaired Guidelines](#)

These ADCET guidelines address the access barriers experienced by learners who are blind or vision impaired studying in tertiary education in Australia. They suggest a range of practical solutions and strategies to overcome experienced barriers.

### [Supporting Deaf and Hard of Hearing Students Online Guidelines](#)

Designed for RTO staff, trainers and assessors, these ADCET guidelines outline strategies for supporting students who are Deaf or hard of hearing.

### [deafConnectEd](#)

Teachers, trainers and other staff (e.g., interpreters and note takers) who are working with students who are Deaf or hard of hearing can access support from deafConnectEd. There is a specific section for training providers and a wide range of guides, videos and information for trainers and assessors.

## Reasonable Adjustments

### [Reasonable Adjustment in Teaching, Learning and Assessment for Learners with Disability: A Guide for VET Practitioners](#)

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

### [Reasonable Adjustment and Inclusive Practice](#)

This Training Accreditation Council (TAC) fact sheet aims to assist RTO trainers, assessors and managers to understand and make reasonable adjustments in teaching, learning and assessment.

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### [Reasonable Adjustment: A Guide to Working with Students with Disability](#)

This Western Australian Government Department of Training and Workforce Development (DTWD) guide has been designed to help VET trainers, assessors, lecturers, disability practitioners and managers make 'reasonable adjustments' in teaching, learning and assessment.

### [Reasonable Adjustments](#)

This animated video from Disability Awareness e-Learning gives an explanation of the legislative requirements under the DDA, DSE and RTO standards in relation to providing reasonable adjustments. These are the measures or actions taken to enable students with disability to participate in education and training on the same basis as other students.

### [Access Plans for VET Educators – Professional Learning Resources](#)

The aim of these ADCET professional learning resources is to develop VET educators' understanding of their roles and responsibilities when developing and implementing Access Plans. Participants will develop a broader and deeper understanding of reasonable adjustments and the range of resources and supports available.

## **Progression and Completion**

### [Australian Skills Quality Authority – Chapter 3: Support and Progression \(Users' Guide to the Standards for Registered Training Organisations \(RTOs\) 2015 \(Cth\)\)](#)

This chapter from ASQA's [Users' Guide to the Standards for Registered Training Organisations \(RTOs\) 2015 \(Cth\)](#) focuses on the third phase of the student journey and provides the 'how-to' for RTOs in supporting students' progression in their learning.

## **Self-assurance and Continuous Improvement**

### [A Guide to Continuous Improvement of Assessment in VET](#)

This Guide from the Western Australian Government's Department of Training and Workforce Development is designed to provide trainers, assessors and lecturers with strategies and information to help them develop their own assessment validation procedures. It is not prescribing any specific process, as all RTOs will need to develop strategies that reflect their industry and delivery scope, stakeholders and client group.

### [Improving Participation and Success in VET for Disadvantaged Learners](#)

This NCVET research explores the strategies and practices in place at RTOs and private, community and technical and further education (TAFE) education providers who achieve high participation and completion rates with disadvantaged learners.

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### [Self-Assurance](#)

Self-assurance involves the systematic monitoring, evaluation and continual improvement of training outcomes and performance against the standards and obligations as an RTO. ASQA provides this explanatory summary of its commitment to promoting, facilitating and supporting sector capability to self-assure.

## **Other Key Resources**

### [A Guide to Language about Disability](#)

This People with Disability Australia (PWDA) guide has been written to assist the general public and media outlets in talking about and reporting on disability.

### [VET Practitioner Resource](#)

Drawing on NCVET products and external links, this VOCEDplus resource presents information designed to support VET practitioners in their teaching and assessment practice and in undertaking research. It is a living resource that NCVET continues to develop and update on an ongoing basis. There is a topic on include inclusive education and training.

### [Disability Employment Services \(DES\)](#)

#### [DES Employment Support Services – Find a Provider](#)

Disability Employment Services (DES) aims to assist people with disability to prepare for, find and keep employment. Providers of Disability Employment Services are called DES providers and are a mix of large, medium and small for-profit and not-for-profit organisations that are experienced in supporting people with disability and assisting employers to put in place practices that support the employee in the workplace. DES often provides support to individuals with disability to access training and education as a pathway to employment.

### [Support for Australian Apprentices with Disability](#)

The Australian Government provides support and assistance to Australian Apprentices with disability, including the Disabled Australian Apprentice Wage Support (DAAWS), which is paid to employers, and assistance for tutorial, interpreter and mentor services for apprentices.

### [NDIS Pre-planning Toolkit for People with Disability Entering Higher Education or Vocational Education and Training](#)

This ADCET resource provides advice to students who receive National Disability Insurance Scheme (NDIS) funding to help them identify what supports they may need, who is responsible for providing them and how they can access them.

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### [National Disability Advocacy Program \(NDAP\)](#)

Through the National Disability Advocacy Program (NDAP), people with disability can access effective disability advocacy that promotes, protects and ensures their full and equal enjoyment of all human rights, enabling community participation.

### [Disability Advocacy Finder](#)

The Australian Government Disability Advocacy Finder is a tool made available by the Department of Social Services (DSS) for the purposes of listing the contact details and locations of disability advocacy agencies. Organisations included on the Disability Advocacy Finder are ones that receive funding from the Commonwealth or a state or territory government to provide advocacy under individual or systemic models of advocacy.

### [Aust-Ed email list](#)

The Aust-Ed email list is an initiative of the Australian Tertiary Education Network on Disability (ATEND). It is a closed list. Its aim is to facilitate discussion and information-sharing among disability practitioners and teachers within the post-secondary education sector. Discussions focus on inclusive teaching, learning and support for people with disability in this sector.

## **Professional Bodies**

### [Australian Tertiary Education Network on Disability \(ATEND\)](#)

This peak professional body for disability practitioners in the tertiary education and training sector.

### [Independent Tertiary Education Council Australia \(ITECA\)](#)

This membership-based peak body brings together independent providers in the higher education and VET sectors.

### [National Centre for Vocational Education Research \(NCVER\)](#)

NCVER is the national professional body responsible for collecting, managing, analysing and communicating research and statistics on the Australian VET sector.

### [Australasian Vocational Education and Training Research Association \(AVETRA\)](#)

Australia's only independent association for research in VET, AVETRA brings together research stakeholders and researchers from the TAFE, university, industry and government sectors.

### [TAFE Directors Australia \(TDA\)](#)

TDA is the peak national body representing 28 TAFE institutes, including six dual sector universities with TAFE divisions.

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## Disclaimer

The 'supporting students with disability resources' provide guidance on legislation and policy for Registered Training Organisations (RTOs) regarding vocational education and training for students with disability, but they should not be considered legal advice or impose additional legal obligations. RTOs should seek tailored legal advice to understand their specific obligations. More information on this disclaimer can be found at [adcet.edu.au/vet/disclaimer](http://adcet.edu.au/vet/disclaimer) or by contacting the [Department of Employment and Workplace Relations](#).