



Disability Access and
Inclusion Plan (DAIP)
Progress Report 2020–2021

Disability Inclusion Access Plan

Table of contents

Your details	1
Access and inclusion progress.....	1
1. General services and events.....	1
How the RTO meets this standard	2
2. Buildings and facilities.....	2
How the RTO meets this standard	2
3. Information and Communication	3
How the RTO meets this standard	3
4. Quality of service.....	4
How the RTO meets this standard	4
5. Complaints and safeguarding.....	4
How the RTO meets this standard	4
6. Consultation and engagement	4
How the RTO meets this standard	5
7. Employment, people, and culture.....	5
How the RTO meets this standard	5
General questions about your approach to access and inclusion.....	6

Disability Inclusion Access Plan

RTO details

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Introduction

This document is designed to outline how the RTO implements and supports the RTOs Disability Access and Inclusion Plan.

Access and inclusion progress

1. General services and events

DAIP Outcome 1: People with disability have the same opportunities as other people to access the services of, and any events organised by, the Department.

Ensuring all people can access your organisations public events and general services is fundamental to good customer service.

- 1.1 Promote inclusion and participation for people with disability in the Department's strategic documents and policies.
- 1.2 Provide opportunities for people with disability to participate in State funded training.
- 1.3 Include consideration of accessibility for people with disability in contracts and contract management activities.
- 1.4 Improve the validity and reliability of data relating to students with disability.
- 1.5 Encourage people with disability to access services and participate in events.

Disability Inclusion Access Plan

How the RTO meets this standard

TIAWA has updated our Access & Equity Policy and Procedure, additionally, we currently have more than 60 students undertaking study who have noted themselves as having a disability in their enrolment form. Of the 60 students enrolled, 30 of these students are funded (information taken November, 2021).

The RTO implemented aXcelerate in early 2021, so that learner needs in relation to disabilities could be more easily recorded, documented and shared with relevant staff such as trainers.

We access all potential students with equality and access. We have privately worked with trainees with spending 1 hour – 1.5 hours before a group training session to ensure they keep contributing to the group activities.

2. Buildings and facilities

DAIP Outcome 2: People with disability have the same opportunities as other people to access the buildings and other facilities of the Department.

This outcome area is about how your organisation has ensured and safeguarded accessibility in the planning, design, and improvement of built infrastructure.

2.1 Provide access to Department buildings and facilities for people with disability.

2.2 Provide funding to TAFE colleges to improve the accessibility of training facilities.

How the RTO meets this standard

TIAWA predominantly provides training on site with employers, where this is the case, the RTO ensures that all employer facilities meet disability access requirements within that particular sector. For all training conducted in our sites, all our facilities are 9B approved and have disability access. This includes access to disabled bathrooms, ambulatory bathrooms, etc.

Our pre-enrolment process ensures that we are aware of learner needs and can cater to any disabilities that learners disclose. In limited situations where the learners disability can impact employment outcomes, we discuss this with learners prior to confirming their enrolment.

Please note that our facilities and the improvements to our facilities is supported through private enterprise, therefore 2.2 does not apply.

Disability Inclusion Access Plan

3. Information and Communication

DAIP Outcome 3: People with disability receive information from the Department in a format that will enable them to access the information as readily as other people are able to access it.

Good practice in this area involves considering your target audience: language and terminology; format; location and sensory access for physical signage; technology and customer service delivery.

3.1 Improve the accessibility of the Department's website.

3.2 Produce information and publications that are accessible.

How the RTO meets this standard

The RTO has sought to work with employers directly to promote training services for students of all abilities, this is reflected in the strong numbers of students who choose to participate in training with TIAWA who openly report on their disabilities so that training can be catered to their needs.

Our Effective Assessment and Student Support policies outline a range of reasonable adjustments that can be applied to students. This may include reading aids and adaptive technology products available on the market to assist with reading, either in hard copy or electronic form such as:

- Acetate sheets – coloured (dyslexia)
- Microsoft Narrator (text to speech)
- Large print materials or adaptive technology (including Microsoft Magnifier)
- Monitors – large display

Any special needs requirement will be managed in consultation with the individual involved.

Reasonable Adjustments can be made to accommodate students needing academic and learning support. These requirements should be disclosed by students as early as possible to allow Reasonable Adjustments to be made, i.e. during initial application or enrolment. Reasonable adjustments may include:

- Academic and Learning Support available for all students including literacy and numeracy support.
- Alternative methods of assessment where reasonable, such as oral assessments, changes to paper colour, or font size or style.
- Extra time to complete assessments.

Additionally, the RTO has a copy of this document available on the RTOs Sharepoint and within aXcelerate for students, employers and staff to access.

Disability Inclusion Access Plan

4. Quality of service

DAIP Outcome 4: People with disability receive the same level and quality of service from the staff of the Department as other people receive from the staff of that public authority.

This outcome area involves the safeguards and initiatives which ensure that your services and processes are consistent, inclusive, or readily adjust to people's needs.

4.1 Support employees in providing quality services to people with disability.

How the RTO meets this standard

The RTO has invested heavily in staff professional development in 2021. Professional development has covered a range of areas, however, one of the areas included student support and how staff can support students with a range of abilities. One session focused on addressed learner needs and adjusting training for students with Dyslexia, ADHD and students who had experienced trauma, which can often result in a range of mental disabilities. We have noted an increase, particularly in the wake of COVID of students presenting with mental health issues, therefore our training has been adapted to support this.

5. Complaints and safeguarding

DAIP Outcome 5: People with disability have the same opportunities as other people to make complaints to the Department.

Equitable complaints mechanisms can effectively receive and address complaints from all members of the community and play a fundamental role in making sure that services meet the needs of intended consumers.

5.1 Enable people with disability to access the Complaints management policy and process.

How the RTO meets this standard

The RTO has a strong complaints and appeals policy and all complaints and appeals are handled with equality and equal access.

We have a range of mechanisms for making complaints and providing feedback via email, phone or in person as well as through online surveys.

6. Consultation and engagement

DAIP Outcome 6: People with disability have the same opportunities as other people to participate in any public consultation by the Department.

Disability Inclusion Access Plan

Good consultation and engagement strategies consider the ways in which all people are encouraged and supported to engage or participate with information, strategies, or decision-making processes of an organisation. This in turn can provide public authorities with more inclusive outcomes and potentially awareness of different perspectives.

6.1 Promote accessible and inclusive stakeholder engagement to include people with disability

How the RTO meets this standard

In line with our Access and Equity Policy and Procedure, the RTO has a range of mechanisms for students and staff to provide feedback. We have both internal and external mechanisms for how we review feedback (positive and negative). We have a very inclusive and diverse staff base which also contributes to ensuring a wide range of voices are involved in how we run our business and how we can ensure that all voices are heard.

7. Employment, people, and culture

DAIP Outcome 7: People with disability have the same opportunities as other people to obtain and maintain employment with the Department.

This outcome is focused on your organisation's activity in directly employing people with disability; including considering the environment, culture and processes which support the maintenance of employment.

7.1 Foster a workplace where job opportunities are accessible to people with disability.

7.2 Support managers and employees in the development of inclusive workplaces.

7.3 Improve the validity and reliability of data relating to employees with disability

How the RTO meets this standard

In line with what we have previously noted, a range of our policies and procedures have been designed to allow for a range of voices to be heard and perspectives to be included. Our staff is made up of a diverse group of individuals from across Australia's diverse landscape. In line with our Access and Equity Policy and Procedure and our Bullying and Harassment Policy and Procedure, we have undertaken training this year on how to work with individuals with a range of abilities. TIAWA has a strong code of conduct for both staff and students to ensure a happy, healthy and safe workplace.

Disability Inclusion Access Plan

General questions about your approach to access and inclusion

a. Which part of your organisation leads the implementation of your DAIP, and how this aligns best for your organisation's structure and objectives? (Tick the most appropriate category)

Corporate Services	
Service delivery	
Office of Director General/Chief Executive Officer	
Infrastructure Planning	
Policy	
Other – Run in conjunction with our CEO and senior management team	X

b. In 2020-2021, which of the following mechanisms helped your organisation respond to new and existing access and inclusion issues? (Please tick single or multiple options)

DAIP Implementation plan	
Internal working group or committee	
External working group or committee	
Community feedback and/or co-design mechanisms	
Other – General feedback, enhanced systems to better track disability participation in training and in house training with staff	X

c. In 2020-2021, which strategy or strategies were adopted within your organisation to raise awareness of your DAIP and/or general access and inclusion? (Please tick single or multiple options)

All new staff receive a copy of the DAIP	
Workshops/seminars/training/events	X
DAIP is referenced in internal policies and procedures	X

Disability Inclusion Access Plan

DAIP planning is integrated into other organisational commitments	
Other	

d. In 2020-2021, did your organisation plan activities in your disability access and inclusion plan which were not implemented? (Please tick a single option)

Yes	
No	X

e. If Yes, what were the main reason(s)? (Please tick single or multiple options)

Change in budget resources	
Change in staffing capacity/leadership	
Change of priority	
Loss of engagement with stakeholders	
Other	

f. (optional) As manager of your agency's plan, please provide any observations about how well your plan and its implementation relate to the following?

Please respond with either Yes, No, Mostly or Sometimes along with any additional comments.

Is informed by internal and external stakeholders	Sometimes
Is relevant to the values of the organisation	Yes
Works together with other organisational strategies	Yes
Generally, has some form of assessment or evaluation of its strategies	Sometimes
Is reinforced within the organisation as a 'living' document.	Sometimes

Disability Inclusion Access Plan

Document Review

This policy will be reviewed each year and as a standing item, include details of the date it was reviewed and any changes.

- 2017 Creation and commencement
- 2018 - Review- no updates
- July 2019 – Minor updates
- July 2020- Minor updates
- July 2021- Updates made in relation to student progression

Document Additions or Amendments

Separate to the mandated annual review, the progress report may be varied at any time due to legislative changes or to fall in line with widely accepted best practices in the workplace. In the event of any changes, the policy will be updated, and relevant stakeholders advised.



Dr Bindu Smith
Director