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**Disability Action Plan 2011-2014**

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**1 Introduction**

**A message from the CEO –**

As Kangan Institute CEO, I endorse this Disability Action Plan (2011-2014) and reaffirm our commitment to access and diversity.

The plan aims to ensure that Kangan Institute will continue to be compliant with the Commonwealth Disability Discrimination Act (1992), the Disability Standards for Education (2005) and the State Disability Act (2006).

Developed in consultation with students and staff, this plan identifies realistic goals and specific targets to ensure that people with a disability are treated with equal respect in an inclusive learning and working environment. The plan aims to minimise and eliminate discriminatory practices and to increase our flexibility, responsiveness and capacity to reasonably accommodate students and staff with a disability.

Beyond this and in line with Kangan’s reputation as a leading Victorian TAFE for employment outcomes, the Disability Action Plan looks to ultimately increase the educational and employment success of students with a disability.

Kangan Institute’s commitment to promoting a positive and welcoming culture which recognises individual differences, diverse learning and individual working styles is an ongoing process.

The Disability Action Plan links into Kangan’s Strategic Plan (2009-2018). The plan is closely aligned with our on-going transformation to being the leader in customised services and products and the leading ‘lean’ streamlined education organisation that embraces innovative and efficient solutions to meet the diverse needs of our customers.

Kangan has already taken steps forward in this direction through the recent implementation of the ‘Student Journey’ system which tracks and customises our students’ various needs and exceptional requirements during the course of their study, starting from the very first phone call placed at our contact centre.

This plan strengthens our foundation and sets out what we must achieve up to 2014 and beyond in our on-going commitment to access, diversity and inclusive training and employment practices for people with a disability.



Ray Griffiths, CEO

**2 About Kangan Institute**

Kangan Institute delivers training to more than 40,000 local and international students each year. We offer a range of over 300 nationally-accredited courses from certificates through to diplomas and advanced diplomas and other study options that include the VET in Schools program, VCE or VCAL programs, apprenticeships, traineeships and short courses.

As a major Victorian training provider for the automotive, aerospace and transport sectors, we have built strong relationships with industry leaders to develop courses that reflect the most current industry and employer requirements. We’re also taking big steps forward in the fashion, millinery and business management sectors.

Students can progress from our courses into degree and post-graduate studies through our pathway agreements with some of the state’s leading tertiary institutes.

With eight campuses in central and northern Melbourne, Kangan Institute provides flexible, innovative training options and education services that help individuals and enterprises grow and communities prosper. Kangan encourages the participation of people from diverse backgrounds and is committed to social initiatives to provide a positive, inclusive and mutually respectful environment for its students and employees.

Our vision is to be the leading ‘lean’ streamlined education organisation of choice providing customised learning products and services to assist individuals in reaching their full potential.

**3 Executive summary**

**3.1 How this plan was developed**

This new Disability Action Plan was developed and written in consultation with students and staff who have recently used Kangan’s disability services. The consultations were conducted by disability liaison officers (DLOs), the coordinator of Student Support & Recreation (SSR), the manager of Customer Relations & Student Services department and disability support staff.

This plan maps out our goals and initiatives for the next three years (from 2011 to 2014). Developed in response to the needs of students and staff with a disability at Kangan, the plan articulates our strategy to address issues related to access, resources and awareness in attitudes and reinforces our commitment to continue creating successful educational outcomes and employment opportunities for people with a disability.

This new plan will be regularly reviewed and improved upon through ongoing consultations with students and staff. Students with a disability who register with our service for learning support will be surveyed at the end of each year.

A Disability Action Plan Advisory Committee (DAPAC) has been established in 2011 (see appendix) and will be responsible for promoting the plan and ensuring support throughout Kangan Institute. The committee will also be responsible for reviewing the plan each year to ensure our compliance with state and commonwealth legislation.

**3.2 Four outcome areas and the Disability Standards for Education (DSE)**

The Disability Action Plan is designed to effectively eliminate the discrimination of people with a disability in study or employment at Kangan Institute. As a strategic planning document, it has goals designed to reduce barriers, promote inclusion and participation and achieve real changes in attitudes and practices which discriminate against people with a disability.

This plan has four outcome areas, as required by the State Disability Act, the Office for Disability and Skills Victoria, which aim to reduce the barriers to access and participation in Vocational Education and Training (VET) for people with disabilities. They are:

1. Reducing the barriers to people with a disability accessing our goods, services and facilities
2. Reducing the barriers to people with a disability obtaining and maintaining training and employment
3. Promoting inclusion and participation of people with a disability in VET and apprenticeships programs
4. Achieving tangible changes in attitudes and practices which discriminate against people with a disability

The plan also incorporates the five key areas of the Disability Standards for Education (2005). It looks to eliminate harassment and victimisation and to improve our practice in enrolment, participation, student support and curriculum development, accreditation and delivery.

**3.3 Four outcome area goals and how they link to the Kangan Institute Strategic Plan 2009-2018**

The goals in each of the four outcome areas reflect six strategic objectives of Kangan Institute which relate to customers, finances, business processes and learning and growth.

The six strategic objectives are derived from the Kangan Institute Strategic Plan 2009-2018. They are:

* 1. Upfront assessment and personalised learning plans implemented for all customers (students)

1.3 Leading in research and development of new products and services

1.4 Leading in learner centred educational methods and technologies

2.3 Widen access and diversity and improve participation

3.1 First choice through professional service experience

3.2 Self reliance: strategic reinvestment of profits into staff, capital building and equipment

Outcome Area 1: Reducing our physical barriers links to strategic objectives 2.3 and 3.2.

Outcome Area 2: Reducing barriers to training and employment links to strategic objectives 1.1, 2.3 and 3.1.

Outcome Area 3: Promoting the inclusion and participation of people with a disability in VET and apprenticeship programs links to strategic objectives 1.3, 1.4, 2.3 and 3.1.

Outcome Area 4: Achieving tangible changes in attitudes and practices links to strategic objectives 1.1, 1.4, 2.3 and 3.1.

**3.4 Review/audit of the plan**

In compliance with section 38 of the Victorian Disability Act (2006) and sections 22 and 31 of the Commonwealth Disability Discrimination Act (1992), this plan will be reviewed and reported on each year to Skills Victoria and is an integral part of our Performance Agreement with the Victorian Skills Commission.

In July of each year, a report will be provided to the Access and Equity Unit of Skills Victoria providing evidence of our achievements against our stated goals in the four outcome areas.

**4 Disability Action Plan – 2011-2014**

**4.1 Outcome Area 1: Reducing barriers to people with a disability accessing goods, services and facilities**

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| **Kangan Institute Strategic Objective** | **Goal - What** | **Actions/Initiatives - How** | **Measure** | **Responsibility - Who** | **Achieve By - When** | **Performance Indicator** |
| * 2.3 KPI Inst. Strategic Plan | Ensure signage regarding physical accessibility of buildings, canteens, libraries and other facilities for people with a disability is clear and current | Campus signage to include notation and directions to show wheelchair entry/exit points and disability toilets | Review current signage across all campuses and make amendments where possible  All new signage to include disability access | Marketing, Information Systems & Services and Facilities | Dec 2013  Dec 2014 | Amended signage are available for students and staff indicating accessibility and location of specific facilities and services for people with a disability |
| * 3.2 KPI Inst. Strategic Plan | Classes, buildings, canteens, libraries, walkways and other facilities to be physically accessible for people with a disability | Ensure all work places are physically accessible and compliant with the Building Code of Australia (BCA)  Ensure all premises are accessible to people with a disability | Conduct Access Audits (AA) to identify facilities or access points that require improvement or upgrading | Facilities and disability liaison officers | Jan 2012 – Dec2014 | Audits conducted on existing buildings and compliance ensured with new building works and regulations |
| * 2.3 KPI Inst. Strategic Plan | Maps displayed on Kangan website to be in accessible formats i.e. HTML, Word or text | Staff from Marketing and Student Support & Recreation (SSR) to meet and amend existing and out of date documents on the Kangan website | 40% of website materials to meet AA standard  60% AA standard  80% AA standard  100% AA standard | Marketing, disability liaison officers and Learning Research & Design | 2011  2012  2013  2014 | Amended maps are available for all customers on Kangan website and staff and student portals |

**4.2 Outcome Area 2: Reducing barriers to people with a disability in obtaining and maintaining training and employment**

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| **Kangan Institute Strategic Objective** | **Goal - What** | **Actions/Initiatives - How** | **Measure** | **Responsibility - Who** | **Achieve By - When** | **Performance Indicator** |
| * 1.1 KPI Inst. Strategic Plan * 2.3 KPI Inst. Strategic Plan | Prospective students with a disability are able to apply for and enrol in courses on the same basis as prospective students without a disability | Review and update course information on website, course brochures and student portal  Ensure access to alternate formats for information is available upon request via website, phone or in person  Access to a disability liaison officer made available to teachers for advice on the selection of students with a disability to ensure the process is fair and inclusive | 70% information readily available and accessible without request  80% information readily available and accessible without request  90% information readily available and accessible without request | Marketing,  Customer Relations and  disability liaison officers | Dec 2012  Dec 2013  Dec 2014 | 100% of applicants have access to support from a disability liaison officer during the application and enrolment stage within campus operating hours |
| * 2.3 KPI Inst. Strategic Plan | Disability policies are clear and available in accessible formats | Review and update separate policies for staff and students with disabilities | Publish two distinct policy documents on the Kangan website, student and staff portals | Human Resources and Customer Relations | June 2012 | Staff with a Disability Policy published  Student with a Disability Policy published  Updated policies in accessible formats are available on website, student portal and staff intranet |
| * 2.3 KPI Inst. Strategic Plan * 3.1 KPI Inst. Strategic Plan | Inclusive practices to meet requests by students with disabilities to gain rightful employment and work placement opportunities | Kangan Institute Employment Centre and the disability liaison officers to organise and make links with key employment community partnership agencies to assist students to gain employment and work placement opportunities | 20% students referred  30% students referred  40% students referred  50% students referred | Employment Centre and disability liaison officers | Dec 2011  Dec 2012  Dec 2013  Dec 2014 | 100% of students registered for learning support have access to support from disability liaison officers for work placements and have referrals to Kangan Institute Employment Centre and community partnership agencies |

**4.3 Outcome Area 3: Promoting inclusion and participation of people with a disability in VET and apprenticeship programs**

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| **Kangan Institute Strategic Objective** | **Goal - What** | **Actions/Initiatives - How** | **Measure** | **Responsibility - Who** | **Achieve By - When** | **Performance Indicator** |
| * 1.4 KPI Inst. Strategic Plan * 2.3 KPI Inst. Strategic Plan * 3.1 KPI Inst. Strategic Plan | Provide learning support to all students with disabilities who require assistance | Ensure direct learning support is inclusive and tailored to individual needs in the form of Note taking, Interpreting, Tutoring, Participation Assistance and Advocacy | All appropriate learning support services provided to students | Disability liaison officers | Ongoing | 100% of students who identify as having a disability are provided with the option of available support from a DLO throughout the duration of their course |
| * 1.4 KPI Inst. Strategic Plan * 2.3 KPI Inst. Strategic Plan | Improve inclusion and participation in course learning for students with a disability | Assess, arrange and record additional support and any adjustments required in accordance with each student’s individual learning needs and plan | Additional support and identified adjustments are provided by reviewing the support for students | Disability liaison officers and  teaching staff | 60% by Dec 2011  70% by Dec 2012  80% by Dec 2013  90% by Dec 2014 | 100% of students with disabilities are reviewed at least twice during their course of study |
| * 1.3 KPI Inst. Strategic Plan * 1.4 KPI Inst. Strategic Plan | Expand access to adaptive learning and study tools to increase students’ participation in classroom learning | Ensure students with a disability have access to adaptive/assistive IT software such as WYNN, laptops, large screen PC and CCTV, ergonomic chairs, keyboards and Zoom-Ex | Review adaptive technology use and availability across campuses  All campuses to have access to some adaptive technology  Students requiring adaptive technology are to have access across all campuses | Disability liaison officers,  Learning Research & Design  manager, Information Systems & Services manager and Library & Learning Centre | Dec 2011  Dec 2012  Dec 2013 – June 2014 | Inclusive technology, in particular WYNN, is available for use at all campuses |
| * 2.3 KPI Inst. Strategic Plan * 3.1 KPI Inst. Strategic Plan | Ensure there are social activities offered across all campuses that are inclusive of all students | Ensure campus activities are accessible to all students via walkways, doors, lifts, toilets and parking | All activities on campus are accessible to students with disabilities | Student Support & Recreation unit | Ongoing | 100% of students with disabilities are able to attend and participate in activities across all campuses |

**4.4 Outcome Area 4: Achieving tangible changes in attitudes and practices which discriminate against people with a disability**

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| **Kangan Institute Strategic Objective** | **Goal - What** | **Actions/Initiatives - How** | **Measure** | **Responsibility - Who** | **Achieve By - When** | **Performance Indicator** |
| * 3.1 KPI Inst. Strategic Plan * 2.3 KPI Inst. Strategic Plan | Promote positive attitudes and inclusive behaviours toward people with a disability | Staff professional development (PD) and training sessions to promote the awareness of the rights and responsibilities of students with disabilities and the strategies for maintaining an environment free from harassment and victimisation  Promote success stories about people with disabilities | One PD session organised with Organisational Development & Improvement and relevant external industry providers  i.e. AED Legal Centre | Disability liaison officers and  Organisational Development & Improvement | Dec 2012-2014 | Minimum of six participants to attend each professional development session  Publish two positive stories of students with a disability via staff and student publications and Kangan Institute information portals. |
| * 1.1 KPI Inst. Strategic Plan * 1.4 KPI Inst. Strategic Plan * 2.3 KPI Inst. Strategic Plan | Promote positive attitudes and practices through awareness and fairness training | Deliver training to staff that further promote positive communications and teaching practices to students with a disability | In-house awareness sessions offered by DLO/SSR staff for PACCT and teaching departments | Disability liaison officers | Dec 2012 | Minimum of six participants to attend each professional development session |
| * 2.3 KPI Inst. Strategic Plan * 3.3 KPI Inst. Strategic Plan | Equity and Diversity Policy is clear and available in accessible formats | Review and update Equity and Diversity policy document | Policy to be published on Kangan website and staff and student portal | Human Resources and  Customer Relations | Dec 2012 | A current and updated Equity and Diversity Policy published in accessible formats on website and student and staff portals |
| * 2.3 KPI Inst. Strategic Plan * 3.1 KPI Inst. Strategic Plan | Improve information and communication to students with a range of disabilities | Provide professional development sessions for Call Centre and Customer Service Centre (CSC) staff about a variety of disabilities and communication issues | 60% CSC and Contact Centre staff to attend Professional development  80% CSC and Contact Centre staff to attend Professional development  95% CSC and Contact Centre staff to attend Professional development | Disability liaison officers | Dec 2012  Dec 2013  Dec 2014 | CSC staff undertakes disability awareness training and participation which will be recorded as the individual’s professional development on Chris21 system and as part of Review and Performance Individual Development (RAPID) |

**5 Glossary of useful terms and definitions**

**Definition of disability**

‘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) a reduced ability to access educational services provided by Kangan Institute

(b) a need for support to over come these barriers

This definition is from the Disability Discrimination Act (1992).

**Useful 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)’

**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](http://www.w3.org)).

**Access –** Access refers to the ability of a person with a 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 with a 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 with a 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 with a Disability (January 2008)’ on page 50.

**Barriers** – Things that exclude people with a 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 with a disability can do.

**Disability Discrimination -** To treat someone with a 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 with a 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 with a disability.

**Reasonable Adjustment** – Students or staff with a 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 with a 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 with a 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.

**6 Appendix**

**Disability Action Plan Advisory Committee (DAPAC)**

The size and composition of this committee will vary from year to year depending on which goals (and how many) are the focus for the year. Managers or delegates, key staff members and student representatives with a disability from the following departments, units and areas of service across Kangan will comprise the membership of the DAPAC.

General Manager – Learner Services

General Manager – Community Youth and Health

Manager – Facilities

Manager – Customer Relations and Student Services

Coordinator – Student Support and Recreation

Disability liaison officers

Manager – Marketing

Manager – Information Systems and Services

Coordinator – Employment Centre

Human resource consultant

Manager – Organisational Development and Improvement

Manager – Library and Learning Centre

Manager – Learning Research and Design

Student delegates/representatives from the Disability Liaison Unit

Teaching representative from each of the teaching groups