Challenger Institute of Technology

Disability Access and Inclusion Plan

2012 - 2016
INTRODUCTION

Challenger Institute of Technology is Western Australia’s most diverse training provider offering more than 400 courses to 23,000 students each year.

Challenger Institute consists of campuses and centres along the coastline south of Perth from Fremantle to the Peel region and inland to Murdoch. Based in the Perth south-west metropolitan region of Western Australia, Challenger provides training in an area of 6,220 square kilometres in 17 Institute locations, as well as training delivered in the workplaces of clients and industry partners. Challenger offers nationally recognised and industry endorsed qualifications, including apprenticeship and traineeship training, as well as customised and short courses for commercial clients.

Student Support Services

Student Support Advisors are available to provide support to students who have a diagnosed disability, medical condition or learning difficulty. In addition specialist referrals are available to students experiencing a crisis. The service offered is free, voluntary and confidential. Challenger employs two full-time Student Support Advisors to service its campuses. Staff members work in conjunction with Program Managers, lecturers and members of the Client Services, Communication and Career Development Directorate to provide a range of support services for people within the Institute who have a disability or medical condition.

In addition Challenger also employs a Transition Advisor who assists prospective and current students with a disability to make the transition from school, or the community, into study at Challenger. The Transition Advisor can provide career advice, course information and entry pathways, assistance with enrolment, support for transition into employment on completion of training, further study options and agency referrals.

Students are required to be registered with Student Support Services if they wish to access assistance. Students may self-refer or be willing to be referred by a lecturer. Confidentiality is maintained, however, students are encouraged to give permission to Student Support Services staff to inform lecturers where necessary to facilitate learning.

Types of assistance available include Participation Assistance, Auslan Interpreting Services, equipment support, tutoring and adaptive and assistive technological support.

Student Support Service staff work closely with lecturing staff to provide necessary “Reasonable Adjustment” in accordance with the “Disability Standards for Education 2005”. In addition, Challenger Institute has a Disability Access and inclusion Plan which sets out the steps being taken to improve access for people with disabilities.
Policy Statement

Challenger Institute of Technology has a comprehensive Disability Services policy. The purpose of this policy is to provide a framework to enhance opportunities and demonstrate continued support for the provision of services for people with a disability or medical condition to ensure that these students have the same opportunities as other students to access Challenger Institute’s facilities and services. Challenger recognises that quality vocational education and training is for all customers and is committed therefore, to providing access and equitable participation for students with a disability to enable them to be fully and independently involved in all aspects of the Institute’s vocational life.

Challenger Institute utilises the Disability Services Commission (DSC) definition of “disability”.

A disability is any continuing condition that restricts everyday activities. A disability can affect a person’s capacity to communicate, interact with others, learn and get about independently. A disability is usually permanent but may be episodic.

A disability may include any of the following:

- Sensory
  - Affecting vision and/or hearing
- Neurological
  - Affecting a person’s ability to control their movements ie: cerebral palsy
- Physical
  - Affecting mobility and/or a person’s ability to use their upper or lower body
- Intellectual
  - Affecting a person’s judgement, ability to learn and communicate
- Cognitive
  - Affecting a person’s thought processes, personality and memory; resulting for example, from an injury to the brain
- Psychiatric
  - Affecting a person’s emotions, thought processes and behaviour, for example schizophrenia and manic depression

In addition to the specific legislation governing disability in the community, the following Codes, Standards and Acts assist in guiding, informing and supporting equal access and participation for students with a disability within Challenger Institute of Technology:

- Public Sector Standards
- Code of Conduct and WA Public Sector Code of Ethics
- Australian Qualification Training Framework (AQTF)
- Australian Quality Framework
- Occupational Health and Safety Act
- Challenger Institute of Technology’s Strategic Plan
- Equal Opportunity Act 1984
- Freedom of Information Act 1992
Progress made under the 2006 – 2011 Disability Access and Inclusion Plan

Some of the key priorities identified for the 2007-2011 DAIP focused on the implementation of a broad range of basic access and equity strategies and the creation of a customer service culture within the organisation based on excellence. Outlined below are outstanding examples of progress during this period by Student Support Services in partnership with various training areas and external agencies.

- In conjunction with the Deaf Society, a deafness awareness training course was held for lecturers and customer service staff at the Peel campus in 2009. This was to provide an opportunity to better understand the issues and challenges facing deaf students. As a result of the learning and insight gained with this training, several lecturers enrolled and successfully completed an AUSLAN course offered by the Institute’s community programs area. This AUSLAN course has subsequently run every semester since and there is continued uptake by staff. The feedback from participants has been extremely positive and enrolled students benefit directly.

- A successful Smart Pen trial was conducted during 2010. The Smart Pen is about the size of a large pen and has capability to function as an audio device, a calculator and a computer. This device has many advantages including increased independence for students, encouraging students to take responsibility for their educational needs and the possibility of elimination of the use of a Participation Assistant in class in certain cases. Studying is made easier because students have the option of recording lectures and then uploading the notes on to a computer for later use.

- With the aim of improving access to psychological services for students in the Rockingham catchment area, a pilot project was conducted in conjunction with Martinovich Psychological Services during semester 1, 2011. The service which consisted of three appointments made available each week for student use was provided on campus and was very successful with the uptake of appointments by students remaining consistently high. The pilot project will continue in semester two in a slightly altered format as Martinovich has opened a satellite office in Rockingham thus removing the need to provide this service on campus.

- With a view to continuous improvement in access to services for students with a disability, a Participation Assistant Policy has been introduced and a trial of peer participation assistants is underway. The aim has been to professionalise this essential service and provide a framework and guidelines for both staff employed as Participation Assistants and students providing a peer participation service to other students.

- Progress has also been made in improving outcomes for students with a disability in the Community Services arena. To illustrate the holistic support that the Institute provides consider the following example. A deaf student was provided with a Participation Assistant and an AUSLAN interpreter to assist with learning. In addition this student was provided with access to a tutorial group for extra assistance. With this powerful combination of integrated assistance the student was able to successfully complete the course work and the workplace component and transition into paid employment. This outcome was very positive for the student as an individual and also for the lecturing staff who were able to see the possibilities of what appropriate support can accomplish. A corollary to this was the implementation of ongoing improved teaching strategies for use in the classroom by lecturers as a result of this learning and feedback.
• Students enrolled in one of Challenger’s Leadership programs teamed up with the Riding for the Disabled Association and with the guidance of their lecturer embarked on a fundraising campaign for the purchase of a dummy horse to be used for assisting students with a disability to learn basic equestrian skills. In addition this motivated group of students and their lecturer also embarked on a further community outreach program to raise money for the purchase of an assistance dog. Great outcomes for the Institute and a great sense of community spirit!

• The establishment of a community art room on Rockingham campus in 2009 in conjunction with Nulsen Haven was established as a community resource for students with a disability and members of the local community to meet for art classes and to meet like-minded people interested in art. Classes were scheduled flexibly on a pay-as-you-go basis. This initiative was highly successful with a number of painting and sculpture exhibitions that were held within the community and at Challenger Institute to showcase student artwork. These exhibitions gained recognition from the Disability Services Commission. The program is now continuing in the community.

• In partnership with the SPELD Foundation, Challenger Institute offered a group of maritime lecturers a professional development opportunity focusing on recognition and management of dyslexia and dyspraxia in the classroom environment and the provision of strategies and information regarding appropriate support alternatives.

• The “Get Smart” free tutorial service offered to young students requiring study support in the 15-17 year age bracket was expanded and offered to assist students with a disability experiencing study problems. In 2010, a Institute course lecturer together with representatives from Student Support Services presented a work project demonstrating the success of this initiative to the Disability Services Commission. This initiative has proved highly successful and sustainable and it is ongoing.

• A Hospitality Taster Program was set up to assist prospective students with a disability or medical condition wishing to study hospitality or commercial cookery to have a “taste” of what kind of training the Institute offers in these areas. Students participate in various “live environments” including Quinlan’s on High, Quinlan’s Training restaurant and in campus kitchens across a period of five days. Feedback is gathered from lecturers and provided to students, schools and parents and possible pathways into hospitality or commercial cookery at Challenger Institute or within the community are discussed. Schools and parents have embraced this valuable program since it’s commencement because of the insight into real world conditions that it affords students – a critical factor in making appropriate career decisions.
Consultation Methodology

Community Forums
Challenger Institute of Technology hosted two community forums during May 2011 with the dual purpose of obtaining local community views and gaining an understanding of perceived areas of concern. The first forum was held at Rockingham campus on Monday 16 May to provide an opportunity for community members in this area of our catchment to provide their input. The second forum was held at the Fremantle campus in Beaconsfield on Wednesday 18 May to provide an opportunity for community members in the wider Fremantle region.

The composition of the forums included a cross-section of disability services professionals, agency representatives, current students, staff members, lecturers, local area coordinators, parents and Participation Assistants.

Both forums were externally facilitated to ensure impartiality and fairness. Session notes were recorded in real time and all participants were encouraged to provide comment and feedback. Feedback from these community forums has been considered in the revised DAIP strategies.

Questionnaire

In addition, Challenger developed a staff and student questionnaire. The questionnaire was advertised across campuses and was made available for comment between 9 May and 30 May. Thirty three responses were obtained. Feedback was also considered in compiling the revised DAIP strategies.

Staff Consultation

Managers, Program Managers and Directors were informed of the DAIP review process and canvassed for information regarding access strategies adopted in their business areas during the preceding DAIP time period. They were also provided with the new draft strategies and asked to provide comment and feedback. Finally, as a result of consideration of the combined consultative methodologies, updated DAIP strategies were finalised. The directors were provided with copies of the final draft for further comment. This was followed by presentation of the final document to Challenger Institute’s Executive for approval and sign off.
The Six Desired Outcomes of Disability Access and Inclusion Plans

Outcome 1
People with disabilities have the same opportunities as other people to access the services of, and any events organised by a public authority.

Outcome 2
People with disabilities have the same opportunities as other people to access the buildings and other facilities of a public authority.

Outcome 3
People with disabilities receive information from a public authority in a format that will enable them to access the information as readily as other people are able to access it.

Outcome 4
People with disabilities receive the same level and quality of service from the staff of a public authority as other people receive from the staff of that public authority.

Outcome 5
People with disabilities have the same opportunities as other people to make complaints to a public authority.

Outcome 6
People with disabilities have the same opportunities as other people to participate in any public consultation by a public authority.

Outcome 7
People with a disability have the same opportunities as other people to obtain and maintain employment with a public authority.
Updated DAIP Strategies and Timelines for New Reporting Period 2012 – 2016

Challenger Institute of Technology has updated its DAIP strategies in line with the six desired outcomes as outlined by the Disability Services Commission. Strategies and timeframes are listed under each outcome.

**Outcome 1**
*People with disabilities have the same opportunities as other people to access the services of, and any events organised by a public authority.*

<table>
<thead>
<tr>
<th>Timeframe</th>
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<tbody>
<tr>
<td>Staff are provided with access to information on universal design, reasonable adjustment and student support services.</td>
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<tr>
<td>Expanded awareness of the DAIP and accessibility principles for staff and students.</td>
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<tr>
<td>Establish a DAIP Committee.</td>
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<tr>
<td>DAIP Objectives aligned within Challenger Institute’s strategic plan.</td>
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<tr>
<td>Events and activities on campus are accessible for people with a disability.</td>
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**Outcome 2**
*People with disabilities have the same opportunities as other people to access the buildings and other facilities of a public authority.*

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Buildings and facilities are accessible to people with a disability.</td>
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<tr>
<td>Upgrade and implementation of accessible adaptive technology and equipment.</td>
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**Outcome 3**
*People with disabilities receive information from a public authority in a format that will enable them to access the information as readily as other people are able to access it.*

<table>
<thead>
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<th>Timeframe</th>
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<tbody>
<tr>
<td>Challenger Institute’s website meets the needs of people with a disability.</td>
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<tr>
<td>Staff awareness of the accessible information needs of people with a disability.</td>
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### Outcome 4

*People with disabilities receive the same level and quality of service from the staff of a public authority as other people receive from the staff of that public authority.*

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Timeframe</th>
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<tbody>
<tr>
<td>Opportunities for staff to increase awareness of disability and access issues.</td>
<td>Dec 2014</td>
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<tr>
<td>Customer service staff have access to training opportunities to improve service delivery to people with a disability.</td>
<td>Dec 2013</td>
</tr>
<tr>
<td>Lecturing staff have access to training opportunities to improve service delivery to people with a disability.</td>
<td>July 2013</td>
</tr>
<tr>
<td>Relevant contractors who have direct contact with staff and students to be aware of their responsibilities towards the DAIP.</td>
<td>July 2013</td>
</tr>
<tr>
<td>Continuing professional development opportunities for Participation Assistants to raise awareness of disability issues.</td>
<td>July 2015</td>
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### Outcome 5

*People with disabilities have the same opportunities as other people to make complaints to a public authority.*

<table>
<thead>
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<th>Opportunities</th>
<th>Timeframe</th>
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<tbody>
<tr>
<td>Current complaints process is accessible to people with a disability.</td>
<td>Dec 2012</td>
</tr>
<tr>
<td>Staff have good knowledge about handling complaints received from people with a disability.</td>
<td>July 2013</td>
</tr>
<tr>
<td>A culturally appropriate complaint process for Indigenous students is instituted.</td>
<td>Dec 2013</td>
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### Outcome 6

*People with disabilities have the same opportunities as other people to participate in any public consultation by a public authority.*

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<tr>
<th>Opportunities</th>
<th>Timeframe</th>
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<tbody>
<tr>
<td>Access to venues for people with a disability is appropriate.</td>
<td>July 2013</td>
</tr>
<tr>
<td>Consultation process allows members of the community to participate in Challenger Institute’s public forums.</td>
<td>Dec 2012</td>
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### Outcome 7

*People with a disability have the same opportunities as other people to obtain and maintain employment with a public authority.*

<table>
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<tr>
<th>Opportunities</th>
<th>Timeframe</th>
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<tbody>
<tr>
<td>Staff with a disability are provided with appropriate access and support to carry out their employment responsibilities in the work environment.</td>
<td>Dec 2015</td>
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<tr>
<td>Information and support is provided to managers to assist them in employing and supporting people with disability</td>
<td>Dec 2015</td>
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DAIP Communication to Stakeholders

Challenger Institute of Technology welcomes commentary and feedback on its Disability Access and Inclusion Plan from all stakeholders and takes the view that this is a work in progress that can continually be improved. Stakeholder communication will be achieved in the following ways:

- New staff to be made aware of the DAIP and individual responsibilities under the DAIP by means of a comprehensive induction process.
- DAIP information to be posted on the Challenger Institute intranet site for the purpose of communicating with current staff and informing them of progress towards the attainment of successful outcomes.
- Information to be posted on the Institute website to communicate DAIP strategies and progress towards required outcomes to people with a disability, prospective students and other interested parties. This information will be made available in alternative formats upon request.
- Regular meeting and updates with the business units to discuss progress towards DAIP outcomes, including successes and barriers as they may arise.
- DAIP successes and “good news” stories publicised on the Institute’s website www.challenger.wa.edu.au.
- Copies to be sent to interested parties on request

Evaluation, Monitoring and Review of the Disability Access and Inclusion Plan

- Challenger Institute’s DAIP will be reviewed at least once every five years in accordance with progress made on implementation of the strategies identified in the plan. Progress will be reviewed at least once per year and a report provided to Executive. The DAIP implementation plan may be amended on a more regular basis to reflect progress and any access and inclusion issues that may arise. If for any reason the DAIP is amended, a copy of the amended plan will be lodged with the Disability Services Commission.
- The monitoring and evaluation process will include a DAIP outcomes feedback mechanism for people with a disability. This will include seeking feedback from students, staff parents/guardians and other interested in parties and considering this feedback as part of the process of continuous improvement.
- Regular progress updates (at least once per year) will be provided to Managers, Program Managers and Directors and comment will be sought with the aim of further refinement.
- In accordance with the Disability Services Commission reporting requirements, DAIP strategies and implementation information will be included in the Annual Report.
- The DAIP will be made available on the Institute website www.challenger.wa.edu.au and intranet sites for information and feedback purposes.
The DAIP will be made available in the following alternative formats on request:

- Electronic
- Hard copy (standard and large print)
- Audio format on cassette or compact disc
- Email

Policy and Procedure for Agents and Contractors

Challenger Institute follows best practice guidelines as provided by the Department of Finance and the State Supply Commission framework with regard to tender documentation. Where relevant, contractors are provided with a copy of the Disability Access and Inclusion Plan.