



Government of **Western Australia**
North Metropolitan **TAFE**

Disability Access and Inclusion Plan (DAIP) 2017 – 2022



This plan is available in alternative formats upon request including electronic format (USB, CD, emailed), hardcopy (standard and large print), audio format and on the North Metropolitan TAFE website

North Metropolitan TAFE

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Background

North Metropolitan TAFE is the established State Government provider of vocational education and training for the northern Perth region.

North Metropolitan TAFE has 11 campuses located across the greater north metropolitan region in; Balga, Clarkson, East Perth, Joondalup (Kendrew, McLarty and Injune), Leederville, Midland, Mt Lawley, Nedlands and Perth (Northbridge).

With approximately 1300 staff and over 400 full time courses, North Metropolitan TAFE delivers skilled graduates in occupational priority areas such as Community Services, Education, Hospitality, Business, Engineering, Building & Construction, Health Sciences and Creative Industries.

The functions, facilities and services provided by NMTAFE

North Metropolitan TAFE employs a full-time Disabilities Support Manager, two full-time Disabilities Support Coordinators, two full-time Disabilities Support Officers, a part-time Mental Health Consultant and casual staff as necessary to provide information, support and services to students, staff and potential clients with disability. The services provided by these staff are aimed at ensuring equality of opportunity for all client groups with disability.

Facilities provided across all campuses for students with disability include ACROD parking, accessible toilets and level entries. Specific assistance is tailored to meet individual needs.

North Metropolitan TAFE continues to meet the educational needs of students with disability through reasonable adjustment, inclusive teaching practises and modifications to course delivery, assessment methods, furniture and equipment and by providing appropriate support staff such as interpreters, study assistance and other support staff as required.

Legislative Context

It is a requirement of the *Western Australia Disability Services Act 1993*, that public authorities develop and implement a Disability Access and Inclusion Plan (DAIP) that outlines the ways in which the Institute will ensure people with disability have equal access to its facilities and services.

Additional legislation underpinning access and inclusion includes:

- WA Equal Opportunity Act 1984
- Commonwealth Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Review of Disability Standards for Education 2005 Discussion Paper 2010

Review of North Metropolitan TAFE's commitment ensure access and inclusion

North Metropolitan TAFE is committed to facilitating the inclusion of people with disability through the improvement of access to its information, services and facilities.

North Metropolitan TAFE will endeavour to:

- Ensure that all its services meet the needs of people with disability
- Ensure that access to facilities and buildings meet the needs of people with disability
- Provide information in formats that acknowledges the communication needs of people with disability
- Maintain high levels of staff awareness and understanding concerning the needs and rights of people with disability
- Provide an environment where people with disability have the opportunity to participate in relevant decision-making processes with the TAFE

Access and inclusion policy statement

North Metropolitan TAFE is committed to ensuring that people with disability have access to its services, programs and facilities.

North Metropolitan TAFE interprets an accessible and inclusive community as one in which all services, programs and facilities (both in-house and contracted) are available and accessible to people with disability, providing them with the same opportunities, rights and responsibilities enjoyed by all other people in the community.

North Metropolitan TAFE is committed to achieving the seven desired outcomes of the DAIP. These outcomes are that people with disability:

1. Have the same opportunities as other people to access the services of, and any events organised by, a public authority.
2. Have the same opportunities as other people to access the buildings and facilities of a public authority.
3. 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.
4. Receive the same level and quality of service from staff of a public authority as other people receive from staff of that public authority.
5. Have the same opportunities as other people to make complaints to a public authority.
6. Have the same opportunities as other people to participate in public consultations by a public authority.
7. Have the same opportunities as other people to obtain and maintain employment with a public authority.

As part of the DAIP development process North Metropolitan TAFE will:

- Consult with people with disability, and where required, disability organisations, to ensure that barriers and access and inclusion are addressed.
- Ensure that services provided by North Metropolitan TAFE's agents and contractors are in accordance with the seven DAIP outcomes. This includes the provision of accessible events, facilities, services, activities, information and complaints process for people with disability.
- Work in partnership with community groups and other public authorities to facilitate the inclusion of people with disability through improved access to TAFE information, services and facilities.

Development of the DAIP

Community consultation process

The Disability Services Regulations 2004 set out the minimum consultation requirements for public authorities in relation to DAIPs. State Government authorities must call for submissions by notice in a State wide newspaper and on any website maintained by or on behalf of the State Government authority.

North Metropolitan TAFE advertised in the West Australian newspaper and five community newspapers (Western Suburbs Weekly, Guardian Express, Stirling Times, Eastern Reporter & Wanneroo Weekender), an invitation for members of the community to comment on the development of the North Metropolitan TAFE DAIP. An invitation to comment on the development of the DAIP was also advertised on North Metropolitan TAFE's website.

In addition, during the development of this DAIP, focus group, phone and questionnaire consultations were held with the following key stakeholders:

- Students with disability
- Staff (Lecturers, Head of Programs, Disability Support, Library staff, Customer Service staff)

Questionnaires to assess the services of disability support at North Metropolitan TAFE were disseminated to students with disability who indicated on their enrolment form that they required assistance due to their disability. The questionnaires were sent via multiple methods (paper surveys to home addresses and emails containing a Word Doc. survey and link to an online survey) to 125 students. The overall response rate to the survey was 19% with most (58%) completed via hard copy and 37.5% completed via the online link with only one respondent completing the Word Doc. survey in the email.

Questionnaires to assess the services of disability support at North Metropolitan TAFE were also disseminated to 344 staff. The questionnaires were sent via email and included the option of completing the survey online or completing a Word Doc. and returning via email. The overall response rate to the questionnaire was 14% with the majority of respondents (92%) completing it online.

Findings of the consultation

Feedback from staff about the services of disability support at North Metropolitan TAFE can be summarised below:

- It appears staff awareness at our TAFE could be improved as 77.5 % of staff were aware of our Disability Access and Inclusion Plan (DAIP) even though our 2011 – 2016 DAIP specifies that staff induction programs shall make specific reference to the DAIP and its relevance for students with disability.
- Encouragingly only 21% of staff indicated that they experience barriers when interacting with students with disability where communication seemed to be the primary barrier.
- Of the staff that indicated that they experience barriers when interacting with students with disability, all but two staff members said they would participate in Disability awareness training.
- Positively, 81% of all respondents said they would participate in Disability awareness training, with training in the areas of Hidden disabilities (58%) and Mental Health awareness (48%) highlighted as the most useful, with Inclusive Teaching and Accessible Learning (35%) indicated as being the least useful.
- Staff awareness of what services Disability Support offers at TAFE could be improved as only 71% of respondents were aware of what services and support are provided by Disability Support.
- The access to information about Disability Support Services needs to be improved as only 24% of staff rating access as "Very Good" while 10% of staff were "Not Sure".

Feedback from students about the services of disability support at North Metropolitan TAFE can be summarised below:

- Results from the questionnaire suggest that our campus buildings and facilities are very accessible as all respondents (100%) reported that they did not experience any barriers when accessing our facilities or buildings.
- General staff awareness (not Disability Support) and their skills in assisting people with disability were rated quite positively with 43% of students rating staff awareness as 'Very Good' , with only 4% of students rating staff awareness as 'Very poor'. However, there were also 13% of students who were 'Not sure' which suggests that even though they indicated they required assistance with their disability at enrolment they potentially were not receiving assistance or were not receiving adequate assistance.
- Only 9% of students reported experiencing difficulties or barriers when dealing with staff at TAFE, with comments mainly relating to staff not being aware of their disability.
- Access to information about disability services and support were also rated quite positively with 43% of students rating information accessibility as 'Very Good' with only 4% of students rating access to information as 'Poor'.
- It appears that access to information at our TAFE could be improved as only 67% of our students with disability were aware of our Disability Access and Inclusion Plan and only half of the respondents (50%) knew how to make a complaint.

Areas for Improvement

The DAIP consultation process identified areas where North Metropolitan TAFE are effective in providing services to support people with Disability, however it also identified areas that needed to be improved. These include:

- Improvement to the signage and accessibility of accessible parking bays and toilet facilities
- Increase all staff awareness of barriers impacting on people with disability and how staff can help improve the services provided to people with disability
- Creation and broader distribution of information about Disability Support services for students and staff.
- Increase staff awareness about the legal requirements that need to be met to help support and provide services to people with disability
- Introduction of Disability Support Staff at all student inductions on all campuses
- Information, especially about important dates and events, need to be made more accessible and in a variety of formats
- The complaints process should be made more accessible

These identified areas of improvement have guided the development of the strategies outlined in North Metropolitan TAFE's DAIP.

Responsibility for implementing the DAIP

Under the Disability Services Act, it is a requirement that public authorities take all practical measures to ensure the DAIP is implemented by its officers, employees, agents and contractors.

Implementation of the DAIP remains the responsibility of all areas of North Metropolitan TAFE, however the Disability Support Manager will lead and monitor the implementation of individual tasks. Some sectional areas and

individual personnel will be responsible for implementing individual tasks within specified timeframes which are outlined in the implementation plan.

Ultimate responsibility for ensuring the DAIP and its strategies are carried out rests with the Managing Director of North Metropolitan TAFE.

Communicating the DAIP to stakeholders

The North Metropolitan TAFE DAIP will be submitted to the Corporate Executive and the Disability Services Commission for endorsement. Once the DAIP has been endorsed it will be promoted on North Metropolitan TAFE's website and through an advertisement in the West Australian Newspaper and Community Newspapers.

Copies of the DAIP will be provided on request, in a variety of formats including electronic format (disk or emailed), hardcopy (standard and large print), audio format and braille. It will also be available to view from the North Metropolitan TAFE's website.

The following stakeholders have been identified and the mechanism for communication of the DAIP is as follows:

- A copy of the completed DAIP will be available on the TAFE's website for student and public access
- Copies of the DAIP will be provided to external bodies requiring a copy for legislative or administrative purposes
- A current copy of the DAIP shall be maintained in the TAFE's record keeping system and accessible to all staff
- Program and sectional managers will be provided with a copy of the DAIP
- Orientation publications produced for students will include reference to the DAIP
- Contractors will be provided a link to the DAIP and a copy of the DAIP on request
- Both staff and student induction programs will make specific reference to the DAIP and its relevance for students with disability

Review and Evaluation Mechanisms

The *Western Australia Disability Services Act 1993* sets out the minimum review requirements for public authorities in relation to the DAIP. North Metropolitan TAFE's DAIP will be reviewed at least every five years, in accordance with the *Act*. The DAIP Implementation Plan may, however, be amended on a more regular basis to reflect progress, and to accommodate any access and inclusion issues that may arise. Should amendment of the DAIP be required, consultation processes will be followed and a copy of the amended DAIP will be lodged with the Disability Services Commission.

The following methods have been identified as mechanisms to review and evaluate North Metropolitan TAFE's performance against the outcomes:

- The Disabilities Manager will report on strategies and achievement of outcomes against the DAIP in the TAFE's Annual Report
- Annual status reports outlining performance against the seven prescribed outcomes will be submitted to the Disability Services Commission and the Department of Training and Workforce Development
- A consultation process with Stakeholders will be carried out annually to review Disability Support Services and obtain feedback on the effectiveness of the DAIP strategies to ensure continuous improvements in the delivery and services to students with disability

- The annual consultation process will be advertised on the TAFE’s website, intranet, email, student Blackboard, newsletters and noticeboards. All interested parties will be invited to comment on Disabilities Support Services and to make suggestions for improvement
- The DAIP Implementation Plan will be amended based on relevant feedback from the consultation and review

Reporting on the DAIP

The *Western Australia Disability Services Act 1993* sets out the minimum reporting requirements for public authorities in relation to the DAIP.

North Metropolitan TAFE will report on the implementation of the DAIP through TAFE’s Annual Report at the end of the calendar year and Annual status reports to the Disability Services Commission and the Department of Training and Workforce Development.

The reports will outline:

- Performance and progress against the seven prescribed outcomes
- Progress of its agents and contractors towards meeting the seven prescribed outcomes
- Strategies used to inform its agents and contractors of its DAIP and the process on how the agents and contractors report back

Strategies to improve access and inclusion

As a result of the consultation process the following overarching strategies will guide the tasks, reflected in the Implementation Plan, that North Metropolitan TAFE will undertake from 2017-2022 to improve access to its services, buildings and information. The seven desired outcomes provide a framework for improving access and inclusion for people with disability.

Outcome 1

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

- Ensures that public events, activities, training programs, including those held off site, are fully accessible to people with disability
- Ensure that all North Metropolitan staff, their agents and contractors comply with the relevant requirements of the Disability Services Act 1993 and the Disability Standards for Education 2005
- Ensure universal design principals are adopted across the development and delivery of teaching and learning
- Ensure that all North Metropolitan strategic documents and policies promote inclusion and participation for people with disability

Outcome 2

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

- Ensure the needs of people with disability are considered when purchasing furniture and equipment
- Ensure all new TAFE buildings and facilities are accessible to people with disability
- Ensure accessible parking and toilet facilities meets the needs of people with disability

Outcome 3

People with disability 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.

- Ensure North Metropolitan TAFE's website and marketing material is accessible to people with disability
- Ensure that course information and associated teaching and learning resources are accessible to people with Disability
- Ensure North Metropolitan TAFE's information, publications, policies, procedures and forms are accessible to people with disability
- Ensure all customer and student services are accessible to people with disability

Outcome 4

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

- Review accessible teaching support and assessment strategies in the classroom, workshops and external placements
- Recognise access and inclusion good practice
- Improve staff understanding and knowledge of disability service requirements to enable quality service to people with disability

Outcome 5

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

- Ensure that current grievance mechanisms are accessible for people with disability
- Improve staff knowledge on how to facilitate the receipt and resolution of complaints from people with disability

Outcome 6

People with disability have the same opportunities as other people to participate in public consultations by a public authority.

- Ensure public consultations are accessible and inclusive for people with disability
- Seek a broad range of views from the community on disability and access issues

Outcome 7

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

- Ensure recruitment practices are inclusive of and accessible to people with disability
- Ensure employees with disability are given support to undertake their role and meet long term career goals

Appendix 1: Implementation Plan 2017 - 2022

The Implementation Plan itemises what North Metropolitan TAFE will be undertaking in 2017 – 2022 to improve access to its services, information and facilities for people with disability.

The implementation Plan is presented using a table for each outcome to outline:

- The broad strategy that will address each outcome
- The individual task being undertaken to address each strategy
- A timeline for completion of the individual tasks
- The person or department responsible for completing individual tasks

Outcome One:

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

Strategy	Task	Timeline	Responsibility
Ensures that public events, activities, training programs, including those held off site, are fully accessible to people with disability	1. Ensure event organisers select venues accessible for people with disability and are aware of the Disability Services Commission’s Creating accessible events checklist	Ongoing	Marketing and Communications Manager Section Managers
	2. Ensure event publications, resources, websites and feedback processes are accessible and available in alternative formats on request	Ongoing	Marketing and Communications Manager Section Managers
	3. Incorporate access questions within any event feedback form or survey	As required	Marketing and Communications Manager Section Managers
	4. Ensure event organisers promote the provision of special arrangements for people who require support, adjustments or adaptations to attend and participate in public events, activities and training programs	As required	Marketing and Communications Manager Section Managers
	5. Undertake research within the region to determine the vocational training, employment, training issues and needs of people with disabilities by undertaking a needs analysis to establish vocational needs	Review annually	Disabilities Support Manager
Ensure that all North Metropolitan staff, their agents and contractors comply with the relevant requirements of the Disability Services Act 1993 and the Disability Standards for Education 2005	6. Ensure that all new contracts governing the provision of a service to the public contain a clause relating to the provision of access and services for people with disability in accordance with the Disability Services Act 1993 and the Disability Standards for Education 2005	Ongoing	Manager Procurement Contracts and Risk Contracts Manager
	7. Incorporate, as appropriate, the objectives of the DAIP into all plans, policies, procedures, budgeting processes and other relevant documentation	As required	Planning and Evaluation Consultant Policy Owners
	8. Continue to monitor the implementation of the DAIP to ensure equitable access to services	Ongoing	Disabilities Support Manager Disabilities Support Coordinators
	9. Ensure admission, selection and enrolment processes are inclusive and accessible for students with disability	Ongoing	Manager Client Services
	10. Ensure delivery and settings for student orientations	Beginning of each	Program Managers

	are accessible for students and staff with disability	Semester	
	11. Review and upgrade assistive technology and adaptive equipment across all NM TAFE campuses	Review annually	Disabilities Support Manager Disabilities Support Coordinators
	12. Development of a guide for staff on Disability Discrimination and strategies on how to support students with disability, especially through reasonable adjustment to the delivery of teaching and assessment	June 2017	Disabilities Support Manager
	13. Continue to provide services and/or support to students to facilitate their inclusion through reasonable adjustments and building student capacity in self – advocacy skills	As required	Disabilities Support Coordinators Disabilities Support Officers
	14. Promote and expand awareness of the Disability Access and Inclusion Plan and the Disability Standards for Education 2005 to staff and students	Ongoing	Disabilities Support Manager Disabilities Support Coordinators
Ensure universal design principals are adopted across the development and delivery of teaching and learning	15. Provide training opportunities and information about and encourage teaching and lecturing staff to use universal design principals when developing and delivering course curriculum	Ongoing	Disabilities Support Manager Section Managers
	16. Promote training opportunities to teaching and lecturing staff relating to the use of universal design principals in teaching and learning	Ongoing	Disabilities Support Manager Section Managers
	17. Review and develop policies and practices for learning resources and materials to be made available in alternative formats and the use of captioning of video and audio content	Review annually	Disabilities Support Manager Planning and Evaluation Consultant Teaching and Learning Consultant
Ensure that all North Metropolitan strategic documents and policies promote inclusion and participation for people with disability	18. Embed access and inclusion principals in all new and reviewed strategic documents/plans and policies, where relevant	Ongoing	Planning and Evaluation Consultant

Outcome Two:

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

Strategy	Task	Timeline	Responsibility
Ensure the needs of people with disability are considered when purchasing furniture and equipment	19. Representation from the Disabilities Support Manager on the Resource Committee so that the Resource Committee are aware of access needs when approving submissions	Ongoing	Disabilities Support Manager Campus Managers
Ensure all new TAFE buildings and facilities are accessible to people with disability	20. Undertake an Access Audit annually of TAFE buildings using the Disability Service Commission's Buildings and Facilities checklist and comply with the Disability (Access to Premises - Buildings) Standards 2010 . Consult with stakeholders to review access audits and work to rectify access barriers	Annual audits	Disabilities Support Manager Campus Managers
	21. Ensure that contracts contain a clause making partners aware of the requirements to comply with the Disability (Access to Premises - Buildings) Standards 2010	As required	Manager Procurement Contracts and Risk Contracts Manager
	22. Ensure emergency procedures provide for people with disability and emergency staff are appropriately trained to assist people with disability	Review biannually – June and December	Campus Managers Senior OSH Consultant
	23. Respond to access issues promptly and appropriately and ensure all staff are aware of the appropriate staff members to inform about access issues	Ongoing	Campus Managers Senior OSH Consultant
Ensure accessible parking and toilet facilities meets the needs of people with disability	24. Ensure accessible parking bays and toilet facilities have clear signage and are included on all campus maps and comply with the Disability (Access to Premises - Buildings) Standards 2010	Review annually	Campus Managers

Outcome Three:

People with disability 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.

Strategy	Task	Timeline	Responsibility
Ensure North Metropolitan TAFE's website and marketing material is accessible to people with disability	25. Undertake an Information Access Audit annually of TAFE websites using the Disability Service Commission's Accessible Website Checklist	Annual audits	Marketing and Communications Manager Disabilities Support
	26. Work towards ensuring that new and existing TAFE website content meets the Web Content Accessibility Guidelines (WCAG) 2.0	Ongoing	Marketing and Communications Manager
	27. Ensure TAFE staff are aware of and adhere to the requirements under the Disability Discrimination Act to comply with the Web Content Accessibility Guidelines (WCAG) 2.0	Ongoing	Marketing and Communications Manager Program Managers
	28. Promote the availability of website content in alternative formats on request	Ongoing	Marketing and Communications Manager
	29. Provide professional development opportunities to staff on how to make website material accessible	Ongoing	Disabilities Support Manager Program Managers
Ensure that course information and associated teaching and learning resources are accessible to people with Disability	30. Promote the availability of course information and teaching resources / materials in alternative formats on request and ensure TAFE staff are aware of the publication standards and that information can be provided in an alternative format when requested	Ongoing	Disabilities Support Manager Program Managers
Ensure North Metropolitan TAFE's information, publications, policies, procedures and forms are accessible to people with disability	31. Undertake an Information Access Audit annually of TAFE information and publications using the Disability Service Commission's Information Checklist	Annual audits	Marketing and Communications Manager Disabilities Support
	32. Advertise, by including a statement, and ensure the availability of information in alternative formats in all advertisements and publications.	Ongoing	Marketing and Communications Manager
	33. Develop an Accessible Information Policy, which ensures plain English and inclusive terminology is used in all North Metropolitan TAFE public publications and documents	December 2017	Disabilities Support Manager Planning and Evaluation Consultant

	34. Advertise and ensure the availability of Disability Support staff to provide information and assist people with disability in person and via other methods appropriate to the person's needs (such as Skype)	Beginning of each Semester – February and September	Disabilities Support
	35. Widely advertise to staff and students information regarding Disability Support and how to access support by broader distribution of information and the introduction of Disabilities Support Staff at all staff and student inductions	Beginning of each Semester – February and September	Disabilities Support
	36. Ensure the availability of Disability Support staff on all of North Metropolitan TAFE's campuses to provide information and assist TAFE staff and people with disability in person	Ongoing	Disabilities Support
	37. Ensure people with disability have access to assistive software such as Screen reading software and Zoom text software. Ensure TAFE staff are aware of the availability of this software	Ongoing	Disabilities Support
Ensure all customer and student services are accessible to people with disability	38. Provide key customer services staff and teaching staff Disability Awareness training to ensure staff are aware of the requirements for information to be accessible to people with disability and to improve service delivery to people with disability	Annual training	Disabilities Support Manager Manager Client Services

Outcome Four:

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

Strategy	Task	Timeline	Responsibility
Review accessible teaching support and assessment strategies in the classroom, workshops and external placements	39. Progress reviewing accessible teaching, support and assessment strategies in the classroom, workshops, and external placements by encouraging teaching staff to access the support of Disabilities Support Services	Ongoing	Program Managers All lecturing staff Teaching and Learning Consultant
	40. Ensure that issues relating to students with disability are reflected in existing and future policy and procedures by consulting with the Disability Support Officers on new and reviewed policy and procedures	Ongoing	Planning and Evaluation Consultant Disabilities Support Manager
	41. Evaluate the current student support practice and develop/refine service delivery models where necessary	Ongoing	Disabilities Support
	42. Identify opportunities to improve the transitional process from school to TAFE for students	Ongoing	Disabilities Support Manager
	43. Audit the use of assistive technologies and promote resources to staff that may assist staff in providing quality services to people with disability and make teaching more inclusive	Ongoing	Disabilities Support
Recognise access and inclusion good practice	44. Develop initiatives which recognise excellent inclusive practices and outstanding staff		Disabilities Support Manager
Improve staff understanding and knowledge of disability service requirements to enable quality service to people with disability	45. Provide training and staff induction programs that include modules on Disability Awareness, Reasonable adjustment and information concerning the needs of people with disability and ways of providing equitable provision for them. Ensure induction training refers to the Disability Service Commission's Staff Access Awareness Checklist	Ongoing	Principal Human Resources Consultant
	46. Provide training opportunities to all TAFE staff to improve staff understanding and knowledge of disability service requirements and obligations to enable best possible service to people with disability	Ongoing	Disabilities Support Manager Program Managers

	47. Design a staff induction program specific to the needs and requirements of the TAFE and students with disability	December 2017	Disabilities Support Manager
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Outcome Five:

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

Strategy	Task	Timeline	Responsibility
Ensure that current grievance mechanisms are accessible for people with disability	48. Ensure that grievance mechanisms are accessible by using the Disability Service Commission's Public Participation checklists	Beginning of each Semester – February and September	Planning and Evaluation Consultant
	49. Ensure that grievance mechanisms are available in alternate formats, are easily accessible by publishing and linking the complaints process and procedure on the NM TAFE website	Beginning of each Semester – February and September	Planning and Evaluation Consultant
	50. Ensure people with disability have the opportunity to make verbal or written complaints	Ongoing	Planning and Evaluation Consultant
	51. Ensure the complaints process and procedure is written in clear, easy to understand English and is available as a hard copy information sheet as well as online	December 2017	Planning and Evaluation Consultant
	52. Ensure grievance mechanism policy and procedures include information on the availability of grievance mechanisms in alternative formats	Beginning of each Semester – February and September	Planning and Evaluation Consultant
Improve staff knowledge on how to facilitate the receipt and resolution of complaints from people with disability	53. Advise people with disability of the support available to enable them to participate in the complaints process	Ongoing	Disabilities Support
	54. Ensure TAFE staff know how to facilitate the complaints process for people with disability by providing training opportunities on Disability Awareness	Ongoing	Planning and Evaluation Consultant Disabilities Support Manager

Outcome Six:

People with disability have the same opportunities as other people to participate in public consultations by a public authority.

Strategy	Task	Timeline	Responsibility
Ensure public consultations are accessible and inclusive for people with disability	55. Ensure public consultation is conducted in an accessible and inclusive manner using the Disability Service Commission's Creating Accessible Events and Public Participation checklists	Ongoing	Marketing and Communications Manager
	56. Ensure there are various means for people to provide feedback on the TAFE's progress towards Disability Access and Inclusion Plan outcomes	Ongoing	Disabilities Support Manager
	57. Information about planning and decision making will be in clear, easy to understand English	As required	Marketing and Communications Manager
	58. Promote the availability of information in alternative formats on request	Ongoing	Marketing and Communications Manager
	59. Provide options for giving information during the consultation process such as verbal and written presentations	As required	Marketing and Communications Manager
	60. Provide a range of options in which people can provide input including online, written, in person etc.	As required	Marketing and Communications Manager
Seek a broad range of views from the community on disability and access issues	61. Progress to include at least one person with disability or a person with professional knowledge of disability on relevant North Metropolitan TAFE committees	Ongoing	Disabilities Support Manager
	62. Extend an invitation to a broad cross section of the community to attend information events	As required	Disabilities Support Manager
	63. Widely advertise details of consultation sessions	As required	Disabilities Support Manager
	64. Incorporate the recommendations from the Inclusive Consultation: A practical Guide to Involving People with Disability into consultation policy and practices	As required	Disabilities Support Manager Planning and Evaluation Consultant

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

Strategy	Task	Timeline	Responsibility
Ensure recruitment practices are inclusive of and accessible to people with disability	65. Ensure all recruitment and selection processes support and encourage the employment of people with disability by including an inclusive statement and incorporating inclusive recruitment into policies and procedures	Ongoing	Senior Human Resources Consultant
	66. Provide support for staff and supervisors in the recruitment of staff with disability	Ongoing	Senior Human Resources Consultant
Ensure employees with disability are given support to undertake their role and meet long term career goals	67. Ensure managers and employees are aware of the support on offer for people with disability, including applicable workplace modifications and reasonable adjustments	Ongoing	Senior Occupational Health and Safety Consultant
	68. Ensure managers and employees are aware of the Employee Assistance Program	Ongoing	Senior Occupational Health and Safety Consultant
	69. Ensure all managers and employees are aware of North Metropolitan TAFE's Equal Employment Opportunity Policy	Ongoing	Senior Human Resources Consultant
	70. Continue to implement flexible employment practices to support reasonable adjustment requirements	Ongoing	Senior Human Resources Consultant