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TAFE Queensland Disability Access and Inclusion Plan 2023-2027



TAFE Queensland acknowledge the Traditional Custodians of Country throughout Australia and respect the continuing connection to land, waters, cultures and family that Aboriginal and Torres Strait Islander peoples uphold.

We pay respect to Elders past, present and future. We recognise that teaching and learning has taken place on Country for over 60,000 years and two-way learning is an important part of our reconciliation journey.

Artwork from TAFE Queensland's Reconciliation Action Plan artwork 'Connecting Knowledge – Connecting Cultures' by Riki Salam.



Our aim

The aim of the TAFE Queensland Disability Access and Inclusion Plan (DAIP) is to drive and implement good practice guidelines that promote respect, embed accessibility and provide a blueprint for an inclusive organisation.

Our vision

Our vision is to be the leading provider of vocational training and targeted higher education programs, critical to strengthening the Queensland economy and supporting local communities.

Our purpose

We deliver contemporary, globally relevant skills, needed now and into the future, along with the opportunity for everyone, everywhere to transform their lives.

Our values

By holding true to our values and keeping customers at the centre of everything we do, we will continue to strengthen TAFE Queensland's reputation as a leading provider of high-quality education and training.

TAFE Queensland is the largest, most experienced training and education provider in the state with a history of serving Queensland communities for more than 140 years.

TAFE Queensland delivers high-quality training solutions to meet the needs of students and industry throughout Queensland, interstate and internationally. Our services span foundational learning skills and entry-level workforce qualifications through to higher education degrees. We provide individuals with training options to suit every stage of their career and, for employers, skilling solutions that respond to complex workforce needs.

TAFE Queensland serves the whole state of Queensland and employs staff based throughout our network of approximately 60 locations from Thursday Island in the north, down to Coolangatta in the south-east corner and as far west as Mount Isa. We provide training through a variety of modes including face-to-face, online and in the workplace.

Our students benefit from teachers and staff who value inclusivity and have a knowledge of the impact of disabilities.

- **Education and training to 126,000+ students per year**
- **Education and training to 8,500+ students with disabilities per year**
- **84% of graduates employed or in further study**
- **400+ program areas and educational qualifications**
- **Approximately 60 locations across Queensland**



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Our DAIP vision:

At TAFE Queensland we believe education and training has a key role to play in achieving an inclusive Australia where people with disability participate equally and equitably in all aspects of life.

TAFE Queensland is committed to:

- Ensuring people with disability have equitable access to educational and employment opportunities
- creating an environment where dignity, trust and respect are valued
- embedding a culture of diversity and inclusion by implementing strategies that identify and remove barriers to access and participation by students and staff in education and employment
- increasing and maintaining a diverse workforce by implementing strategies to enhance accessibility for staff across all business areas
- providing equal employment opportunities for people with disability
- actively promoting the TAFE Queensland Disability Access and Inclusion Plan (DAIP), Student Support Policy and Staff Equity and Diversity Policy.

Our DAIP journey

TAFE Queensland has consulted with staff, students and external disability practitioners to create this plan.

Context

The rights of people with disability have been recognised at a global level by the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD).

The eight guiding principles of the UNCRPD are:

1. Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons
2. Non-discrimination
3. Full and effective participation and inclusion in society
4. Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity
5. Equality of opportunity
6. Accessibility
7. Equality
8. Respect for the evolving capacities of children with disability and respect for the right of children with disability to preserve their identities

These rights are implemented through Commonwealth (Disability Discrimination Act, 1992) and State legislation (Queensland Anti-Discrimination Act 1991).

Through the implementation of its Disability Access and Inclusion Plan, TAFE Queensland aims to provide an inclusive learning and working environment that is free from discrimination and that fosters equal opportunity for all.



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Consultation process

At TAFE Queensland we strive to be the training provider of choice for people with disability. Quality training and education will provide increased opportunities for further learning and employment for people with disability.

Our DAIP is an initiative of the TAFE Queensland AccessAbility Officers Network and has been developed in line with our core organisational values and Strategic Plan 2023-2027. Our DAIP is championed by our Executive Sponsor, Karen Dickinson, General Manager, Gold Coast region of TAFE Queensland.

With the approval of the Learning Engagement Sub-Committee and Learning and Teaching Network, a dedicated group of staff from all regions across the state who are passionate about the rights of people with disability formed our DAIP Working Group. The working group includes staff with disability and/or lived experience of disability.

During the development of this plan consultations were held with the following key stakeholders:

- TAFE Queensland students including students with disability
- TAFE Queensland staff, including staff with disability, Student Support Services and Human Resources
- TAFE Queensland Network of AccessAbility Support Officers and Learning Engagement Sub-Committee
- External Disability Practitioners

With support from the TAFE Queensland Board and Executive, and the commitment of our DAIP Working Group, the strategies outlined in our inaugural plan will be developed and implemented throughout TAFE Queensland. Annual Action Plans will be developed to support the implementation of DAIP.

Relevant TAFE Queensland Executive Officers and General Managers across all regions will be responsible for promoting the DAIP to senior leadership teams and all employees for implementation across TAFE Queensland.

TAFE Queensland, in its inaugural Disability Access and Inclusion Plan 2023-2027, commits to implement and continuously improve the strategies outlined in the plan as we continue our journey of being an accessible and inclusive organisation that promotes respect for all.



Rights Accessibility Opportunities Inclusion

Focus areas, outcomes and actions

The outcomes and actions in this Disability Access and Inclusion Plan are linked to the four goals of TAFE Queensland's Strategic Plan 2023 – 2027: Industry and Employer focus, Creating Great People, Exception Student Experiences and a Sustainable and Socially Responsible TAFE Queensland. This will ensure the outcomes and actions of the Disability Access and Inclusion Plan are embedded in our core business.

The TAFE Queensland Disability Access and Inclusion Plan is focused on aligning the TAFE Queensland values of focusing on our customer, working together, showing initiative, taking responsibility, and safety first with four key focus areas: Rights, Accessibility, Opportunities, and Inclusion.



Rights

Outcome	Strategy		Responsibility
1. The rights of people with disability are embedded across all aspects of TAFE Queensland policy, procedures, planning and operations.	1.1	Launch the Disability Access and Inclusion Plan to raise staff awareness and foster an inclusive organisational culture	<ul style="list-style-type: none">• DAIP Leads throughout Queensland
	1.2	Monitor and report on progress of Disability Access and Inclusion Plan against the identified outcomes to ensure accountability.	<ul style="list-style-type: none">• Learning Engagement Sub-Committee
	1.3	Progressively develop and review contemporary policies, supporting procedures and guidelines for the provision of: a. inclusive and accessible services to students and prospective students with disability in accordance with the Disability Standards in Education 2005 (this will be informed by actions taken in 2.1, 2.2, 3.1, 3.2 and 3.3) b. inclusive and accessible workplace for TAFE Queensland employees and future employees with disability c. inclusive and accessible TAFE Queensland for all stakeholders and visitors.	<ul style="list-style-type: none">• Policy Officer• Office of Strategy and Risk• Office of Director of Asset Planning and Management• Chief Human Resource Officer
	1.4	Progressively review policy and procedures to improve accessibility and inclusion for all people with disability.	<ul style="list-style-type: none">• Office of Chief Academic Officer• Policy Officer• Chief Human Resource Officer
	1.5	Ensure students and staff are provided the opportunity to make compliments, and raise concerns or complaints in line with the existing processes.	<ul style="list-style-type: none">• Office of Chief Academic Officer

Accessibility

Outcome	Strategy		Responsibility
2. TAFE Queensland provides an accessible and inclusive physical environment to enable equitable access and full participation.	2.1	Assess campuses’ physical environments for accessibility features and necessary modifications to promote inclusive learning and work environments. Liaise with DESBT regarding the findings of their 2023 building accessibility audit and work collaboratively to identify priorities and how best to stage future works through their safety and compliance program.	<ul style="list-style-type: none">• Director, Asset Planning and Management• Regional Health and Safety Officers
	2.2	Advocate with DESBT for accessibility to be considered in all future infrastructure design and planning for students and staff with disability to meet the relevant standards.	<ul style="list-style-type: none">• Director, Asset Planning and Management
	2.3	Promote a culture where students and staff with disability are encouraged and supported to report accessibility issues and concerns.	<ul style="list-style-type: none">• Chief Academic Officer• Chief Human Resource Officer
3. TAFE Queensland provides an accessible and inclusive learning environment to enable equitable access and full participation.	3.1	Develop an agree processes for investment in and provision of accessible digital and assistive technology (software and hardware) for students and employees on teaching and learning platforms, corporate systems and processes.	<ul style="list-style-type: none">• Director, ICT Services• Learning Engagement Sub-Committee• AccessAbility Staff and Student Support Managers
	3.2	Establish a central governance mechanism and technical expertise (internal and external) to take a more proactive approach for providing assistive technology and training to improve responsiveness to broader student needs.	<ul style="list-style-type: none">• Office of Chief Information Officer• Learning Engagement Sub-Committee
	3.3	Establish agreed processes and improve provisioning of accessible digital and assistive technology.	<ul style="list-style-type: none">• Chief Information Officer
	3.4	Ensure Universal Design for Learning is considered in the development of all learning resources and in teaching practices.	<ul style="list-style-type: none">• Office of Chief Academic Officer• Manager Product Development Network• Manager Product Services

Opportunities

Outcome	Strategy		Responsibility
4. Pathways to further education, training and sustainable employment are identified for students with disability.	4.1	Collaborate with internal and external stakeholders including Queensland schools, industry, National Disability Insurance Agency (NDIA), Disability Employment Services, parents, Higher Education and other organisations to identify pathways and ensure pathways to employment for people with a disability are included in existing employment pathways programs.	<ul style="list-style-type: none">• Office of Executive Director of Business Development• Executive Director TAFE at School• Product Lead for Aged Care and Disability• Back to Work Manager
	4.2	Promote transition planning from school to TAFE including developing independent learning skills for students with disability.	<ul style="list-style-type: none">• Director, Marketing• TAFE at School Executive Committee
	4.3	Provide support and mentoring to students for transition to further education or sustainable employment.	<ul style="list-style-type: none">• Executive Director Education and Training
5. Awareness, capability and accountability are increased within TAFE Queensland for inclusive and accessible practices.	5.1	Provide targeted initiatives to build capability through professional development opportunities to raise staff awareness of barriers to training and employment for people with disability.	<ul style="list-style-type: none">• Chief Human Resource Officer• Centre for Learning and Teaching• DAIP Lead• Back to Work Manager
	5.2	Develop targeted initiatives to build general staff (including client services, educational support staff etc.) capability in practising inclusion and accessibility in admissions and enrolment activities.	<ul style="list-style-type: none">• DAIP Executive Sponsor• DAIP Leads• Director, Customer Experience
	5.3	Build and embed capability in design of TAFE Queensland applications, website, communications and general resources to support accessibility for all students, staff and the general public.	<ul style="list-style-type: none">• Director of Marketing
	5.4	Create an inclusive learning environment and ensure Student Support Services are resourced to meet the needs of students with disability, in accordance with Student Support Policy PL106.	<ul style="list-style-type: none">• Chief Academic Officer
6. Recruitment, retention and career progression are improved at TAFE Queensland for people with disability.	6.1	Develop strategies that support increased employment opportunities, retention and career progression for people with disability.	<ul style="list-style-type: none">• Chief Human Resource Officer

Inclusion

Outcome	Strategy		Responsibility
7. Inclusion and accessibility are embedded in all training at TAFE Queensland.	7.1	Review, evaluate and improve existing products and delivery modes for inclusivity to ensure accessible practices.	<ul style="list-style-type: none">• Chief Information Officer• Office of Chief Academic Officer
	7.2	Utilise clearly defined guidelines for inclusion and accessibility in TAFE Queensland product development.	<ul style="list-style-type: none">• Manager Product Development Network• Manager Product Services
	7.3	Review, evaluate and improve existing reasonable adjustment practices to align with the Disability Standards in Education 2005.	<ul style="list-style-type: none">• Learning Engagement Sub-Committee
	7.4	Establish and maintain consistent provision of services, equipment and physical environments to cater to the needs of students with disability throughout all stages of the student lifecycle.	<ul style="list-style-type: none">• Executive Director Education and Training• Learning Engagement Sub-Committee
	7.5	Develop TAFE Queensland wide strategic targets and processes to measure progress towards becoming the VET provider of choice for people with disability, and implement strategies to improve these targets including developing LLN capability of student with disability and building Educator capability.	<ul style="list-style-type: none">• Office of Chief Academic Officer• Academic Board• Learning Engagement Sub-Committee• General Managers
8. TAFE Queensland is recognised as an equitable employer with inclusive employment practices.	8.1	Review employment practices to ensure equitable access and participation in recruitment and retention processes and ensure ease of access to workplace adjustments.	<ul style="list-style-type: none">• Chief Human Resource Officer
	8.2	Embed regular training opportunities to ensure staff knowledge and understanding of reasonable adjustment to support employees with disability.	<ul style="list-style-type: none">• Chief Human Resource Officer
	8.3	Provide continuing professional development and support to TAFE Queensland staff to achieve best practice in employment processes.	<ul style="list-style-type: none">• Chief Human Resource Officer

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TAFE Queensland Disability Access and Inclusion Plan 2023-2027

Policy context

The development of the TAFE Queensland Disability Access and Inclusion Action Plan 2023 – 2027 is informed by a number of internal and external policies, legislation and other documents, including:

- Anti-Discrimination Act 1991 (Queensland)
- Australian Human Rights Commission Act 1986 (Commonwealth)
- Australian Qualifications Framework (AQF)
- Code of Conduct for the Queensland Public Service
- Disability (Access to Premises - Buildings) Standards 2010
- Disability Discrimination Act 1992 (Commonwealth)
- Disability Standards for Education 2005
- Higher Education Standards 2015
- Higher Education Standards Framework 2011
- Human Rights Act 2019 (Queensland)
- Information Privacy Act 2009 (Queensland)
- International Organisation for Standardisation
- Information Security Code of Practice ISO 27002
- Racial Discrimination Act 1975 (Commonwealth)
- Sex Discrimination Act 1984 (Commonwealth)
- Standards for Registered Training Organisations (RTOs) 2015
- TAFE Queensland Act 2013
- TAFE Queensland Policy 220 – Complaints Management
- TAFE Queensland Staff Equity & Diversity Policy
- TAFE Queensland Policy Framework
- TAFE Queensland Student Equity and Diversity Policy
- TAFE Queensland Student Support Policy
- Technical and Further Education Commission Act 1990
- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
- Web Content Accessibility Guidelines (WCAG) 2.1
- Work Health and Safety Act 2011 (Queensland)

Governance, accountability and reporting

TAFE Queensland Executive has responsibility for the implementation and ongoing review and management of the plan. Our commitment to the Disability Access and Inclusion Plan (DAIP) is maintained by:

- Ensuring the DAIP meets relevant Legislation and Standards.
- Internal policies and procedures supporting contemporary education and employment practices.
- Reviewing and evaluating DAIP achievements, challenges and learnings.
- Ensuring an effective disability compliments and complaints reporting and response mechanism for students and staff.

Please direct all feedback and enquiries regarding the DAIP through to the Office of the Chief Academic Officer.

CONTACT US

- PHONE: 1300 308 233
- ONLINE: tafeqld.edu.au/enquire-now
- IN PERSON: Visit a campus customer service centre

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Keep up to date with the latest information on what's happening at TAFE Queensland and your local campus by connecting with us on social media.

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- [@tafeqld](https://www.instagram.com/tafeqld)
- linkedin.com/company/tafe-queensland
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PRINTING INFORMATION

The information contained in this guide is correct at time of printing, April 2024. For the most up-to-date information please refer to our website at www.tafeqld.edu.au. Delivery modes may vary by location. In many areas of Australia it is considered offensive to publish photographs of Aboriginal and Torres Strait Islander people who are deceased. Readers are warned that this publication may inadvertently contain such photographs.

