VET Disability Education Delivery - Questions

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| **The following template has been created to make it as easy as possible for you to respond to the questions posed in the Disability Support sector’s Discussion Paper titled *An evidence-based Discussion Paper on VET disability education delivery*.**  Please use this template in conjunction with the full Discussion Paper and submit your responses, which can be as comprehensive as you wish, to ea@skillsiq.com.au by Friday, 23 October 2020. Please free to call Jermie Hernandez at (02) 9392 8100 with any questions. Thank you! | |
| QUESTIONS: | RESPONSES: |
| 1. How could disability education delivery be reformed to improve outcomes for the sector’s workforce and the people they support, and what challenges would need to be overcome to ensure a sound implementation of any required reform? |  |
| ENABLERS OF AND BARRIERS TO TRAINING DELIVERY | |
| 1. What could be done to promote a culture of training in the disability sector? |  |
| 1. What could be done to promote traineeships and address the barriers and stigma for certain population groups? |  |
| 1. What could be done to encourage enterprise RTOs to continue delivering nationally recognised qualifications? |  |
| 1. Can processes around the supervision of students and the availability of placements be optimised? |  |
| 1. What could be done to encourage trainers to maintain industry currency to meet industry expectations? |  |
| INNOVATIVE PROGRAMS AND INITIATIVES | |
| 1. What needs to be considered when implementing successful innovations across to a different setting? |  |
| 1. How can we use innovative models to the benefit of individual RTOs, students and the workplace? |  |
| 1. How could changes to available electives, aimed at targeting disability skills over administration or generic electives, improve the student outcomes of Certificates III and IV? |  |
| 1. Could the inclusion of additional work placements improve the work-readiness of graduates? |  |
| INDICATORS OF SUCCESS | |
| 1. What are the key benchmarks of a successfully delivered training program? |  |
| 1. What needs to change for potential students or future employers to see value in VET for disability support? |  |
| 1. How can we measure the impact successful training has on improved outcomes for people with disability? |  |
| IMPACT OF DELIVERY MODEL ON PREPARATION FOR THE WORKPLACE | |
| 1. In what situations or for what components is it critical that training be delivered face to face? |  |
| 1. In what situations or for what components can training delivered online provide quality outcomes? |  |
| 1. What checks and balances are required to ensure that all training providers and all models deliver quality training programs? |  |
| 1. What are the key indicators of a quality training program? |  |
| 1. During disability VET course development, how can industry be better engaged to ensure training aligns with employer expectations? |  |
| ‘GOOD FIT’ – ATTRIBUTES REQUIRED FOR A DISABILITY SUPPORT WORKER | |
| 1. What attributes are essential for disability support workers and which of these can be taught? |  |
| 1. What is the best way to screen an applicant’s ‘fit’ for working in the sector? |  |
| 1. How could work-based learning be better integrated into classroom and online training early on? |  |
| 1. Would a pre-Certificate III course or Unit which introduces students to the reality of working in the sector be beneficial? What could it look like? |  |
| QUALITY OUTCOMES LINKED TO STRONG PARTNERSHIPS | |
| 1. In what ways can RTOs initiate and maintain strong partnerships with industry? |  |
| 1. How can training providers integrate real-life industry-specific examples and processes into courses? |  |
| 1. Could regulation or auditing of RTO and service provider agreements help create improved training quality and guarantee that all students have adequate placement opportunities? |  |
| CHALLENGES OF IMPLEMENTING BEST PRACTICE IN TRAINING DELIVERY | |
| 1. What needs to change to ensure the expectations of care providers, students and RTOs are in alignment? |  |
| 1. What aspects of training delivery could change to better prepare students for the field? |  |
| 1. What time constraints are there around updating national Training Package requirements? |  |
| 1. What changes to regulation could improve the quality of training delivery and graduate outcomes? |  |
| 1. Is registration of disability support workers a valuable option for ensuring best practice in this workforce nationally? |  |