

# **Disability Discrimination Act and Work Base Learning**



**Final report from: Claire Vincent**

**Name of project: Designing an information fact sheet for employers, learners and staff**

**Organisation: Rocket Training**

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The main criterion for including projects on this website is that they are all developmental or case study research projects undertaken as part of DDA: improving work-based learning for people with learning difficulties and/ or disabilities. The overall aim of this project was to support work-based learning providers to respond to the DDA. Project reports do not necessarily reflect good or best practice.

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## **What Rocket Training set out to do and why**

**Rocket Training Limited (RTL) set out to design a fact sheet to provide information to prospective employers, learners and staff outlining how RTL are able to support learners with learning difficulties and/or disabilities. The leaflet indicates how to access specialist equipment which may be available and any other forms of support. This fact sheet may also be used to inform learners during induction of how RTL support learners with learning difficulties and/or disabilities, particularly learners who are reluctant to disclose information about their learning difficulties and/or disabilities.**

## **The intended product**

**We set out to produce a fact sheet along the lines of our existing advertising materials to be used as a marketing tool for employers, with a view to incorporating the information into a staff induction to ensure new staff particularly are made aware of the depth of support that RTL offer to learners on any programme.**

## **What Rocket did**

**The leaflet is attached**

## **Difficulties encountered**

**We had difficulty finding a reliable source to ask about funding for equipment to make work access easier. It was apparent that it was a catch 22 situation – the learner needed to be in work before funding was available, but he or she needed the equipment to provide the work before learner could start! RTL accessed funding through the LLSC through the additional support stream for learners.**

**The work based learning co-ordinator listed the different organisations she contacted to find out about financial support available for RTL to source any specialist equipment.**

**The WBL co-ordinator also checked if additional funding was available for the learner from the job centre/Connexions/LSC. There is no 'One stop shop' to access advice for sourcing equipment or funding availability.**

## **What worked for us :**

**After many telephone calls to various organisations, funding and support for a vocational assessment of the learner's role the learner was obtained. An 'informal source' gave RTL a contact number to access the person to conduct the vocational assessment. This took place and eventually RTL were then able to purchase a specialist telephone with**

**'type talk'. This has meant that the learner can communicate with staff to chase queries relating to databases and also ask co-ordinators if they have any typing or other general office work that needs to be done. Staff training was provided to the co-ordinators on how to use the type talk. Following this training a management decision was made to make work simpler for the learner by ensuring that only co-ordinators would request information from the database via the 'type talk' method.**

#### **Advice to other providers**

**To contact Rocket's Work Based Learning Co-ordinator for advice and guidance on sourcing funding via the local job centre/connexions office/LSC.**

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