



National Disability Coordination Officer Program
An Australian Government Initiative

PLANNING FOR SUCCESS

Setting goals and achieving them

A planned approach for success
through **tertiary** education and training

This resource was produced by the National Disability Coordination Officers of South Australia – Regions 23, 24 and 25.

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Information about the NDCO program and resources for students with disability can also be located on the ADCET website: <https://www.adcet.edu.au/students-with-disability>

Worksheet 1 - Establish your goals

This worksheet will help you to identify your employment goals and the educational courses that relate to those goals. It works in conjunction with Worksheet 2: Finding a course that's right for you.

Step One — Career or employment goals

Think about the areas of work and the environment that you would like to work in and list these career/employment goals below. For example: working indoors in an office environment, doing scientific research, working outdoors in trades, in public spaces, using computers for business administration, for graphic design, for creative writing, reporting stories, doing visual arts (sculpture, painting, drawing), working with people, animals, plants.

Goal 1 <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>
Goal 2 <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>
Goal 3 <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>

Step Two - Study fields

Brainstorm the fields of study that would help you to achieve these goals and list them below. For example, IT studies, business administration, database design, visual arts, sculpture, painting or drawing, design, creative writing, journalism or horticulture.

Goal 1 Study field <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>
Goal 2 Study field <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>
Goal 3 Study field <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>

Step Three - Matching courses to your goals

Look at the course website or course books published by education providers. Decide which courses in the study fields match your goals and then list them below.

<p>Course 1</p> <hr/>
<p>Course 2</p> <hr/>
<p>Course 3</p> <hr/>

Step Four - Possible employment avenues

Look at the courses you have listed above. Identify possible employment pathways that these courses may create and list them below.

<p>Course 1 Employment</p> <hr/>
<p>Course 2 Employment</p> <hr/>
<p>Course 3 Employment</p> <hr/>

Step Five - Matching career/employment goals to possible employment avenues

Do these employment possibilities match your career/employment goals that you listed at step one?

YES

NO

Step Six - Identifying prior knowledge

Some Vocational Education and Training (VET) providers, like TAFEs, private Registered Training Organisations (RTOs) and some University courses recognise prior learning through what is called RPL (Recognition of Prior Learning). This means that you may not need to do all the subjects required in order to complete your course.

Identify and list any areas where you have prior knowledge and/or skills that you could obtain credit for from the education institution running the course.

For example: VET subjects or workshops, previous vocational/work/volunteer experience.

Notes & Research:

Worksheet 2 - Finding a course that's right for you

This worksheet will help you to make suitable course choices. It works in conjunction with Worksheet 1: Identifying employment goals and related courses. The four steps below will help you find a course that's right for you!

Step 1

Look at the courses short-listed in Worksheet 1: Identifying employment goals and related courses that match your career and employment goals.

Look at the course website for information on entry requirements. You can contact the course coordinator for each course and ask the following questions:

Question 1 - What are the entry requirements for the course? For example, portfolios of work, auditions, STAT or TABS test, statement of personal competencies, special entry requirements or work experience.

Question 2 - Will I receive credit for prior knowledge and/or work experience? If yes, for what subjects?

Question 3 - How do I apply for the course? When is the closing date for applications?

Question 4 - Does the course have requirements or components for which supports/accommodations would need to be discussed? For example, industry placements, field trips, manual handling and heavy lifting, the use of technology, power tools, or hazardous chemicals etc.

Question 5 - Can the course be undertaken full time, part time, face to face, online, or by a combination of these study modes? How many contact and study hours/week are required?

Question 6 - Do I need to complete other subjects or a bridging program to prepare for this course?

Question 7 - After graduating does the law require professional registration to work or practice in the area? If yes, what must I do to become registered?

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<https://www.adcet.edu.au/disability-practitioner/ndco>

Step 2

Once you have identified the courses you will apply for, contact the disability department of the education provider. They will advise you on the different services you may require based on the content of the course and your disability. For example, note takers, accessible venues, adjustable work benches or assistive technology. Refer to Worksheet 4: Understanding your study requirements and Worksheet 5: Questions to ask the Access and Inclusion Advisers (AIA)/Disability Advisers (DA).

Step 3

After speaking to the course coordinator, ask yourself the following questions:

Question 1 - What is the best entry pathway for me? For example, a portfolio of work, an audition, work experience or STAT/TABS test.

Question 2 - Does the course offer the study mode that best suits me?

Question 3 - What supports would I require to undertake this course?

Question 4 - What kind of adjustments would I need to complete my course?

Worksheet 3 – Bringing it all together

To help you decide which is the most appropriate course and education institution for you, write down and compare the information that you have collected from Worksheet 1: Identifying employment goals and related courses and Worksheet 2: Finding a course that's right for you in the worksheet below.

What are my employment goals?

Which course meets these goals?

Which education institution delivers this course?

How will this course help me to achieve my goals?

What are the entry requirements?

How do I apply for this course?

When is the closing date for applications?

What are the course components?

What are the prerequisites?

In what study mode(s) is the course offered?

Are there registration requirements after graduation?

Do I have prior knowledge, skills or experience for which credit may be obtained?

The contact for this course is

Telephone _____ Email _____

Access and Inclusion Advisers (AIA)/Disability Advisers (DA)
The contact for this course is:

Telephone _____ Email _____

What supports are available or what adjustments can be made to help me with my study?

Will I have to change where I live if I attend this education institution?

YES

NO

How will I travel to this education institution?

What are the likely travel costs?

Am I eligible for travel assistance?

Is there any financial assistance (eg scholarships, grants or government payments) available?

Have I registered with NDIS, discussed what supports are needed for my study and employment, and are they included in my NDIS plan?

YES

NO

N/A

Am I eligible for Disability Employment Services?

YES

NO

My Provider is:

Worksheet 4 — Understanding your study requirements

If you choose to tell educational providers about your disability this will help you to negotiate assistance that may be available for your study requirements.

This worksheet will help you to prepare for discussions with educational providers by helping you to understand your study requirements and to identify the support and services you need during your tertiary study.

Question 1

Does your disability impact your everyday life?

- YES
- NO

Question 2

Is your disability:

- Visible (noticeable)
- Invisible (not noticeable)
- Part of a chronic illness (recurring, permanent)

Question 3

How does your disability impact your everyday life and study? For example, you become tired easily, you are unable to sit for long periods. Do you require assistive technology such as screen readers or captioning devices?

Question 4

Identify if you need to receive assistance participating in the following activities:

- | | |
|--|--|
| <input type="checkbox"/> travelling to and around campus | <input type="checkbox"/> participating in study placements |
| <input type="checkbox"/> accessing print material | <input type="checkbox"/> using the library |
| <input type="checkbox"/> communicating with others | <input type="checkbox"/> sitting for exams |
| <input type="checkbox"/> participating in field trips | <input type="checkbox"/> taking notes |
| <input type="checkbox"/> doing laboratory work | |
| <input type="checkbox"/> managing your workload | |
| <input type="checkbox"/> using machinery | |
| <input type="checkbox"/> other _____ | |

Question 5

Do you take medications? If yes, does it affect your everyday life? For example, does it make you drowsy or become tired?

Question 6

As per the Disability Discrimination Act, educational providers assist students with disabilities with reasonable adjustments to help them with their study. For example, note takers, adjustable benches, extra time for assignments and exams, or assistive technology. List your access needs below:

Based on your requirements the Access and Inclusion Advisers (AIA)/Disability Advisers (DA) at your tertiary institution may create an access plan for you.

This plan sets out the study requirements that you will need and authorises their implementation.

It is your responsibility to provide lecturers with your Access Plan. However, Access and Inclusion Advisers (AIA)/Disability Advisers (DA) may support you when negotiating the implementation of your Access Plan with lecturers.

Question 7

Sharing information about your disability to others (disclosure) is a personal decision that has various considerations during application, enrolment and study. What is most important and helpful is to provide information about how your disability impacts on your capacity to study and what supports are needed to assist you in providing the optimum environment for study to occur. You might need to think about 'Do I need to discuss my disability?'

For more information, please visit: <https://www.westernsydney.edu.au/choosingyourpath>

Question 8

The following statements can help you identify possible concerns regarding sharing information about your disability during Tertiary study.

When is the best time to share information about my disability?

- Early on before I start my course
- Before my first assignment is due
- When things go wrong
- Before my final exams
- Not at all

Question 9

What experience have you had with discussing your disability or study requirement(s)?

- I have never told anyone
- I feel uncomfortable telling anyone
- I am never sure what/how much to tell
- it has been unpleasant when I have told people
- I don't think people believe me when I tell them
- People might assume certain things about me if I share information about my disability
- I have had different experiences from those above

Question 10

What effect do you expect telling staff at your tertiary institution about your disability or study requirement(s) will have?

- It should make things easier for me
- I will get the support I need
- Lecturers will complain
- People will be more helpful if they know

There are many places that you can go for assistance. If you want to talk to someone about disclosing your disability or study requirement(s), you can talk to:

- Access and Inclusion Advisers (AIA)/Disability Advisers (DA)
- Counsellors
- Lecturers or tutors

Worksheet 5 — Questions to ask the Access and Inclusion Advisers (AIA)/Disability Advisers (DA)

This worksheet will help you to identify some questions that you might like to ask the Access and Inclusion Advisers (AIA)/Disability Advisers (DA) at your education institution. It works in conjunction with Worksheet 7: Key questions. Record your answers in the spaces provided below.

<p>Question 1 - Is there any charge for services or supports/accommodations provided?</p>
<p>Question 2 - What documentation will I need to support my case?</p>
<p>Question 3 - Can I get assistance during enrolment and orientation?</p>
<p>Question 4 - To which staff members should I introduce myself?</p>
<p>Question 5 - Can I talk to other students receiving support?</p>
<p>Question 6 - Are there any scholarships for students with disabilities?</p>

<p>Question 7 - What equipment or adjustments am I likely to need?</p>
<p>Question 8 - Who provides this equipment?</p>
<p>Question 9 - Which buildings on campus have accessible facilities?</p>
<p>Question 10 - What help can I have with exams and assessments?</p>
<p>Question 11 - Who can help improve my academic skills?</p>
<p>Question 12 - What services can assist me with my studies and future employment?</p>

Worksheet 6 — Financial planning

This worksheet will help you to plan your finances while undertaking study.

Identify your sources of income, your potential expenditure and enter the amounts of those estimated figures in the table below.

The total amount will give you an approximate figure that will help you to plan ahead.

Income source	Amount (\$)
Abstudy	_____
New Start Allowance	_____
Disability Support Pension	_____
NDIS funding	_____
Education supplement	_____
Part time or full time work	_____
Scholarships and grants	_____
Travel assistance or concessions	_____
Mobility allowance	_____
Other*	_____
TOTAL - Estimated annual income	\$ _____

*This may include income from share dividends or investments such as rental income

Expenses	Amount (\$)
Course fees	
Textbooks and course materials	_____
Photocopying and stationery	_____
Computer equipment and internet connection	_____
Attendant care	_____
Rent, mortgage payments or board	_____
Food	_____
Travel and fuel	_____
Utilities (eg telephone, electricity, gas, water)	_____
Medical (eg health insurance, medication, physiotherapy, counselling)	_____
Other #	_____

TOTAL - Estimated annual income	\$ _____

#These are specific costs to you such as clothing, gym membership and entertainment

This worksheet will help you to identify any further information you may need to plan for your studies. It can be used in conjunction with Worksheet 5: Questions to ask the Access and Inclusion Advisers (AIA)/Disability Advisers (DA).

Students with mobility disabilities:

- Who do I see to get a disability-parking permit?
- Are there accessible facilities on campus such as toilets, ramps and accessible rooms?
- Will I be able to navigate and access facilities on campus?
- To ensure better access, can lectures or classes be relocated?
- What equipment or assistive technology am I likely to need? What assistive technology is provided on campus?
- Are there accessible lifts?
- Will I have an easily accessible locker?
- Is there a map indicating the easiest route to lectures as well as accessible entry and exit points to and from campus?

Students who are blind or vision impaired:

- Will I require mobility orientation to get around campus?
- Are campus maps available in large print, Braille or online?
- How will I arrange to have textbooks and course notes, or other print materials provided to me in a format that suits my needs? For example, on a memory stick, in Braille, large print, online or will I receive them by email?
- What assistive technology am I likely to need?
- Is assistive technology such as Braille converters or screen readers available on campus?
- What computer facilities and equipment are available? For example, touch screen computers and monitors, image enlargement software, accessible keyboards?
- What exam or assessment considerations are available?

Students who are Deaf or Hard of Hearing impairment:

- How do I make arrangements for note takers in my classes?
- Are Augmented listening devices available on campus such as blue tooth?
- Are Auslan interpreters available?
- What exam and assessment considerations are available?
- Are online meetings, webinars and videos captioned?
- Is live captioning available?

Students with a learning disability:

- Am I aware of my learning style? For example, do I learn best by listening, seeing or doing?
- Are note takers provided?
- Are learning and lecture materials available in accessible formats?
- What exam or assessment considerations are available?
- What other alternative assessment formats are available?
- What computer software is available?
- What learning support is available on campus?

Students with a psychosocial disability:

- Are there counsellors available?
- What do I do when I need a break?
- Are there quiet and/or private rooms?
- Is there someone on campus who can help with medication emergencies?

Students with a speech impairment:

- Is there someone who can provide facilitated communication?
- Who can help me with study out of class time?
- Who can provide facilitated communication with lecturers, support services and my peers during my course?
- Are there opportunities to communicate using written language wherever possible?

Students with a chronic medical condition:

- What information do I need to provide about my disability? For example, medical certificates or doctor's letters?
- What exam arrangements can be made if I am unable to sit for an exam?
- How do I make arrangements for classes if I am unable to attend?
- How do I make arrangements for assignments if I am unable to complete them in time?
- What happens when I need to take a rest break?

