



**tafeSA**



Government of  
South Australia

# A Guide for Students with a Disability or Medical Condition





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# About TAFE SA



TAFE SA is committed to the principle that all students should have equal opportunity to access and participate in vocational education and training.

TAFE SA offers training across more than 80 activity and industry-related areas with a wide range of quality courses and flexible study options, with more than 1000 courses available.

TAFE SA plays a major role in the development of South Australia's future workforce with the majority of students employed or in further study after graduating. In building the State's skill base, TAFE SA works with industry and business to deliver relevant, high-quality, vocational education and training to better link skills and training with job opportunities, ensuring sustainable employment within the state.

TAFE SA provides a range of services for students, including:

- disability support
- cafeterias
- counselling services
- child care
- libraries
- support for Aboriginal students

Check with your local campus for availability.

To assist you in making an informed choice, visit the TAFE SA website: <http://www.tafesa.edu.au/courses> or call the TAFE SA Information Line: 1800 882 661.



## Disability Law and TAFE SA

The two Acts which specifically relate to rights and responsibilities of students and providers of vocational education and training (VET) in South Australia are the Equal Opportunity Act and the Disability Discrimination Act.

The **Equal Opportunity Act 1984** is a State Act administered by the South Australian Equal Opportunity Commission.

The Act makes it unlawful to discriminate against a person in areas of public life on the grounds of age, sex, marital status, race, pregnancy, sexuality and physical or intellectual impairment.

The areas of public life include education, employment and provision of goods and services.

While the Equal Opportunity Act relates to people with a physical or intellectual impairment it does not relate to those with a mental illness or psychiatric disability. These areas are now covered by the Disability Discrimination Act.

The **Disability Discrimination Act (DDA) 1992** is a Federal Act which makes discrimination on the grounds of disability unlawful.

One of the aims of this Act is to eliminate, as far as possible, discrimination on the grounds of disability in areas of education, access to public premises and employment.

A person's disability should be taken into account only when it is relevant and fair to do so.



The definition of a disability under the DDA is broad and includes:

- physical
- neurological
- intellectual
- learning
- psychiatric
- sensory
- physical disfigurement and the presence in the body of disease-causing organisms.

The Act covers a disability which a person:

- has at present, e.g. cerebral palsy or diabetes
- had in the past, e.g. a repetitive strain injury, cancer or a mental illness
- may have in the future e.g. be HIV positive
- is imputed to have, e.g. on the basis of living with someone with a disease such as AIDS or hepatitis.

The DDA also covers a person who:

- needs special equipment to assist them  
e.g. a wheelchair or portable oxygen supply
- is accompanied by a carer, interpreter, reader or assistant
- is accompanied by a guide or hearing dog or other trained animal
- is an associate of a person with a disability  
e.g. a friend or a family member.



The DDA applies to all aspects and stages of vocational education and training including: enquiries, enrolment, selection, course delivery, assessment, planning, monitoring and graduation.

Under the DDA, TAFE SA has a legal obligation to ensure, as far as possible, that prospective and existing students with a disability have the opportunity to access vocational education and training on the same basis as other students and achieve outcomes not dissimilar to that of their peers (without a disability).

## Disability Standards for Education

The Disability Standards for Education 2005 clarify what the student and education provider can expect. The standards are an extension of the DDA and covers areas of enrolment, participation, curriculum development, student support services and the elimination of harassment and victimisation.

In working with individual students, TAFE SA should consult with the student to understand their needs and capacities look at ways in which TAFE SA can work with the student to accommodate learning needs and focus on what can be done, finding and implementing flexible innovative solutions. This includes prospective students and their access and participation in the application and admissions process.

Both the Equal Opportunity Act and the Disability Discrimination Act apply to staff, students, applicants and prospective students.



## Disability Discrimination

Disability discrimination occurs when a person is treated less favourably because they have a disability or because they are an associate of a person with a disability. Discrimination can be direct or indirect.

It may be considered to be unlawful whether it is intentional or not.

Direct discrimination occurs when a person with a disability (or their associate) is treated less favourably than a person without a disability in the same or similar circumstances.

Direct discrimination is usually obviously unfair. An example of direct discrimination is refusing to consider a person's application for admission to a course because of a disability.

Indirect discrimination is not always obvious. Indirect discrimination is usually hidden and more likely to occur than direct discrimination.

It refers to situations where a condition is imposed that appears to be the same for all people but in some way unreasonably disadvantages or excludes a person because they have a disability.

An example of indirect discrimination during student selection is insisting that each applicant complete the same written assessment without provision of alternative formats such as large print or an oral format. Such selection processes may appear to be fair but in effect can exclude people with a range of disabilities.

In relation to questions of indirect discrimination the Act does not require an educational institution to accommodate students when it is unreasonable to do so in the circumstances. (See: unjustifiable hardship).



## Harassment and Victimisation

TAFE SA aims to provide a working and learning environment free from discrimination caused by harassment or victimisation on the basis of disability.

TAFE SA:

- inducts staff in relation to issues of harassment and discrimination,
- provides students with information and orientation to issues of harassment and discrimination, and
- has a comprehensive complaint resolution procedure.

## Reasonable Accommodations and Adjustments

There is an expectation under the DDA that educational institutions will at times need to make reasonable accommodations and adjustments to ensure equal opportunity for students with disabilities to access and participate in training opportunities.

These could include administrative, physical or procedural adjustments depending on the need of the individual student. For example, installing a ramp in a room with stairs to allow wheelchair access; providing a sign language interpreter; allowing a student to submit assessments differently; or providing additional learning support.

**In making a reasonable adjustment, TAFE SA will ensure that the integrity of the course or program and assessment requirements and processes are maintained.**



When accommodating student needs, emphasis should be on assessing each person on an individual basis. The most appropriate responses to identify needs will often be found through collaboration between staff and student.

In meeting its obligations to provide reasonable adjustments, TAFE SA may provide an alternative to the student's preferred adjustment, if the alternative is effective in achieving the desired purpose.

## Unjustifiable Hardship

The DDA does not require an educational institution like TAFE SA to admit a student when the services and facilities required by that person would cause unjustifiable hardship to the institution.

There may be times when a request for an adjustment to accommodate a person's disability appears unjustifiable or unreasonable because it is too costly or too difficult to implement.

TAFE SA must consider all requests to meet a student's needs unless it can be demonstrated that to do so would cause unjustifiable hardship.

Unjustifiable hardship is determined by considering all relevant circumstances including cost, physical, health and safety issues of the particular case, and take into account information about the student's disability, preferred adjustment, any previously provided adjustments and any recommended or alternative adjustments.



Examples of these considerations include:

- Any benefits the adjustment would have for the person with a disability and others. For example, installing automatic doors on campus will assist people who have a mobility impairment and also make it easier for other staff and students who may be carrying books or equipment.
- Any detriment the adjustment may have on the person with a disability or others. For example, placing automatic doors in some places can make air-conditioning ineffective thus creating unhealthy working environments.

The financial circumstances and estimated cost for the organisation which is claiming unjustifiable hardship. For example, a large organisation may be expected to install a lift to provide wheelchair access whereas a small training provider with a smaller budget may not.

# Studying at TAFE SA



### Recognition of Prior Learning

TAFE SA recognises that you may have existing skills and knowledge from life and work experience (paid or unpaid), previous courses and training, or self-taught knowledge and skills. If you can provide evidence that you already have the relevant skills and knowledge, you may be able to use this to gain recognition for all or part of a course at TAFE SA. This is known as Recognition of Prior Learning (RPL).

If you wish to apply for RPL, refer to the website [tafesa.edu.au/apply-enrol/rpl](https://tafesa.edu.au/apply-enrol/rpl) or you can discuss the matter with your Lecturer, a Student Counsellor or a Student Welfare & Career Officer to seek advice on the processes you need to complete.

### Foundation Studies

Foundation skills in English language, literacy and numeracy are fundamental to participation in work, adult education and training and community activities. TAFESA can help you develop in these areas either whilst studying in your chosen field or as you prepare for further study or employment.

Language, Literacy and Numeracy (LLN) skills development provides a strong foundation in general education that may open doors to further opportunities in study or work. TAFE SA offers a range of courses that combine skills development in LLN with vocational units of competence to prepare you for further study or work. Units from these courses can also be studied alongside your vocational course. Whatever your need, TAFE SA can work out a plan to help you improve your future opportunities.



## Selection

### Most TAFE SA courses have:

#### Pre-Registration (Enrolment)

Prior to registration it is important to discuss with a Student Counsellor or Student Welfare & Career Officer the following:

- Courses/Pathways and Career Counselling
- Core and Inherent requirements
- Course admission requirements
- Financial/Fee requirements
- Supports available

Before you apply or commence your course contact the TAFE SA Information Line on 1800 882 661 or email [info@tafesa.edu.au](mailto:info@tafesa.edu.au). It is useful to seek advice well before the course commences by phoning (TTY available) or visiting the campus. You can take a friend, family member, support worker or carer with you if you feel it will help.

#### Applying

The application process is outlined on the TAFE SA website however if you need additional assistance you can go to iCentral at a TAFE SA Campus.

#### Offer

When you receive an offer it will specify any additional instructions and an invitation to attend an individual course counselling interview. It is important to contact the Program Area. This will be a good time for you to discuss whether you have any requirements for reasonable adjustments or accommodations.



## **Registration**

At your individual course counselling interview you should be advised about the registration process. If you need additional assistance go to iCentral for further support.

## **Seeking support**

At TAFE SA there are opportunities for you to seek support to help assist you in your course of learning. Further information can be obtained from iCentral or your local Student /Student Welfare & Career Officer.

## **Library Services**

The Library staff can provide orientation to students on how to use technology and finding other resources.



## Access Plans

An Access Plan is one way we can assist you in achieving a successful learning outcome. The purpose of the Plan is to provide information to lecturing and support staff so that they can adapt their services to support your needs.

Before you commence the process of negotiating an Access Plan, the first thing you will need to do is make an appointment with the Student Counsellor or Student Welfare & Career Officer, who will help you to identify your needs and help you develop and negotiate your Plan.

Your Lecturer is the person you need to keep informed about your needs (using your Plan as a guide) and to whom you direct any initial questions about modifying your Plan.

You are the most important person in this process. It is critical that you discuss any concerns you have as soon as they arise. It is also your responsibility to articulate your needs and to work with staff to address these needs.

All the information in the Access Plan is confidential and does not contain any information regarding the nature of your disability. It only contains information about the impact your disability may have in the learning environment.

For the Student Counsellor or Student Welfare & Career Officer to be able to generate an Access Plan you will be asked to provide current documentation from a relevant health professional to confirm that you have a disability and its impact on you in relation to your study. This information can be from a professional of your choice e.g. a general practitioner, a medical specialist or an allied health professional.



You should also give some thought to the assistance you think you will require to address your needs. You may have examples from previous study, work or other activities you participate in that can help identify reasonable and necessary adjustments.

If you have implemented your Access Plan and you feel it requires subsequent changes, you should highlight this to your Lecturer and then make an appointment to see the Student Counsellor or Student Welfare & Career Officer. However, you should be aware that changes to the Plan may, in some cases, take a little time particularly if new equipment or other resources have to be negotiated and organised with several parties.

**TAFE SA is an adult education provider. Therefore, the person with the major responsibility for your welfare is you. While we will assist you to achieve your goals in any reasonable way, it remains your responsibility to ensure that the Access Plan process is working for you.**



## Reasonable Accommodations & Adjustments during your study at TAFE SA

It is your responsibility to advise relevant staff at TAFE SA such as your lecturer, course coordinator or Learner Services staff that you may require reasonable accommodations/adjustments and to provide supporting documentation outlining your specific needs.

**You have every right to expect that reasonable accommodations/adjustments will be made to assist you to undertake your studies and achieve the expected course outcomes.**

There is no simple way to define reasonable accommodations/adjustments, as there are a broad range of disabilities which have differing impacts for individuals, and also considering the diverse range of course requirements at TAFE SA.

Determining appropriate accommodations/adjustments often requires negotiation and interpretation of what is reasonable in the individual circumstance: there are no hard and fast rules.

If possible, discuss your specific needs with the Student Counsellor or Student Welfare & Career Officer before the course starts and you may, where relevant, arrange modified assessments in consultation with your Lecturer.

These accommodations and adjustments could include:

- additional reading and/or writing time
- assessment in an alternative format
- a change in the learning environment to create physical access

**Most often solutions can be found to the mutual satisfaction of staff and students; however it may not always be possible to do so.**



Reasonable accommodations/adjustments to learning and assessment tasks should:

- be negotiated between student and lecturing staff;
- consider your individual disability, needs and preferences;
- consider the impact on others; and
- maintain the integrity of the course.

## Flexible Delivery

Flexible delivery is simply a flexible approach to providing education and training. It means that, within reason, you may have the opportunity to negotiate the time, place, and method of learning which suits your needs.

Flexible delivery may suit you if you:

- have a disability which prevents you from attending classes;
- cannot attend regular classes; and/or
- have transport difficulties.

Flexible delivery can give you greater control over your learning.

Communicate your resource and learning needs. You know best how your disability affects your ability to study. Anticipate that staff will respond positively if you negotiate flexible delivery.

You may find it difficult to have to ask, but try to be assertive, discuss your needs and negotiate outcomes that best suit your requirements.



## Your Role

### Disclosing your Disability

Disclosure is a personal decision that needs to be considered in each individual context. Having insight into the impact your disability may have on your study, further education and employment is beneficial to overcome any barriers or hurdles you may face. It may be helpful for you to discuss this with others and in some cases it will be required.

For example if you have an existing back injury and you know you will need to demonstrate a competency that has a physical component, you should disclose this to your lecturer so an assessment of safe work practices can be made.

If you decide to disclose your disability, TAFE SA staff will be able to provide more effective assistance and support if they understand your requirements. When there is a shared understanding of your specific learning needs, staff can better relate to and understand the problems you may experience and provide learning strategies that assist you in your study program.

You have a positive role to play in developing this understanding by disclosing appropriately.

It is recommended that you disclose at the earliest possible time. This can be done by completing the relevant section on the enrolment form and making contact with Learner Services prior to starting your course.

When you meet with Learner Services Staff, a discussion will be had around what reasonable accommodations or adjustments can be negotiated before classes commence.



At times, staff from the Program Area may participate in this discussion.

In order to determine what reasonable accommodations /adjustments can be made you will be required to provide evidence of the impact of your disability on learning.

Early contact is very important so that any supports or reasonable accommodations/adjustments can be organised before classes start.

How much you tell TAFE SA staff and others about your disability is up to you! We believe that this should be on a need to know basis – if we do not need to know, then you do not need to tell us! **However, if you choose not to disclose TAFE SA cannot negotiate reasonable accommodations or adjustments to support you in your learning.**

Discuss with Learner Services staff which staff you might need to provide information to about your situation and when it is appropriate to disclose to other students.

Students, who disclose their disability, help TAFE SA assign funding to improve support services for programs for students with disabilities. Many of these support services improve learning outcomes for all students, not just those with disabilities.



## Check It Out

Make a check list of your requirements.

Think about what activities, skills and tasks you may be required to do to engage effectively in your studies and anticipate where problems may arise. For example:

### General Questions

- What is Learner Services, where are they located on campus and what can they do for me?
- How do I advise others about my disability?
- How will I communicate with others about what I need?
- Do I need to inform others about fluctuations in my disability condition?
- Where are the lifts and toilets on campus?
- How do I plan to get myself to and from TAFE SA?
- Where can I park? Is there accessible parking?
- What type of assistive technology is available? Can I bring my own?
- Do I need learning and assessment materials in alternative formats?
- Is there a map of the campus so I can find the easiest route to classes as well as accessible entry and exit points?
- What other services are available?

**While TAFE SA will endeavour to support where reasonable, it is still the responsibility of each student in an adult learning environment to plan, prepare and seek assistance independently.**

# TAFE SA Support Services

## iCentral

They can help with:

- general information about courses;
- assistance with enrolment;
- organising and conducting TABS assessments;
- referral to Learner Services; and
- information about financial assistance.

## TAFE SA Learner Services

### Learner Services / Disability Access and Equity Officers

Learner Services / Disability Access and Equity Officers can provide students with information on:

- equal opportunity laws (including the DDA), the Disability Standards for Education and the TAFE SA Access and Equity policy; and
- complaint resolution options and investigation guidelines.

They will also facilitate the resolution of student complaints in relation to discrimination or harassment.

### Learning Support (Foundation Skills and Learning Hub)

Learning Support can provide you with additional study assistance (in class or outside class) with such skills as reading and maths, note-taking, assignment writing and time management.





Learning Support is not available on all campuses, so make sure you check with iCentral or Learners Services about Learning Hubs and what help is available on your campus.

## Library Support and Computer Suites

TAFE SA has libraries on all major campuses and provides a range of educational materials and equipment that support your learning. They also provide access to technology, computers and internet while you are on campus.

Campus Libraries and computer suites can provide a range of requirements for students with a disability. For example some computers have preloaded screen reading software for students with visual impairments. Make sure you ask the Library staff for assistance.

The Library also provide excellent study guides, course resource guides, available resources (i.e. books, videos and internet links etc.) and e-publications.

## Financial Support

TAFE SA also provides students with information about a range of financial supports that are available and accessible to students who meet specific criteria e.g.:

- Student Benevolent Scholarships
- Fee Concessions
- VET Fee Help Schemes
- Austudy or Abstudy
- Centrelink

Consult a Student Counsellor or Student Welfare & Career Officer for further details.



## Examples of Reasonable Adjustments & Accommodations on the basis of disability or medical condition

TAFE SA endeavours to provide a range of accommodations for students with disability on the basis of the impact of that disability or medical condition on the individual's learning.

**TAFE SA does not automatically provide support services on the basis that an individual has a specific disability, medical condition or learning needs. This is determined on an individual basis and takes into account the impact of the disability on the learning.**

The following examples highlight the types of reasonable accommodations and adjustments that may be made available as part of a personal Access Plan negotiated with a Student Counsellor or Student Welfare & Career Officer around your specific support needs.



## Hearing Impairment

Many students with a disability can be assessed in the same way as other students. However, if you need an Auslan interpreter, arrangements can be made for you to be assessed in sign language if you notify your Lecturer early enough.

You may also be able to negotiate:

- written rather than spoken instructions;
- additional time if you are experiencing problems with writing and processing information;
- hearing loops or amplifiers; and/or
- Auslan interpreters to translate oral instruction.

If you are having problems getting the note-taking or interpreting support you need, you are entitled to ask for an extension on deadlines for assessments.

## Equipment

A range of assistive technology equipment is available. You can negotiate to borrow this equipment through the Student Counsellor or Student Welfare & Career Officer or in some instances the library.



## Mobility or Physical Impairment

Establish your reasonable accommodation/adjustment requirements through your Access Plan negotiated with your Student Counsellor or Student Welfare & Career Officer. You will need to anticipate the time it will take to prepare your particular requirements and give campus staff time to put the arrangements in place.

Time variations can be provided for those students with, for example, back injury, bladder problems or pain management needs. Similar arrangements can be made if you experience, for example, difficulty with writing or coping with speed (when using a scribe), or if you need a separate room in order to work successfully.

Any assistive technology and aids which are made available to you throughout your course such as laptops, writing aids, ergonomic chairs and backrests etc, should also be made available to you for assessment.

You may also be provided with:

- a more accessible examination or assessment venue;
- additional time if you are experiencing problems with writing; and/or
- voice recognition software or a voice activated digital recorder.

## Removal of Access Barriers

A student with a physical disability should map an accessible, continuous path of travel through the campus to all facilities they wish to access. If there are barriers to this access consult a Student Counsellor or Student Welfare & Career Officer to negotiate adjustments or the removal of these barriers.



## Vision Impairment

### Orientation to the Campus and Mobility Arrangements

Clarify your induction and mobility requirements early so you can plan individual mobility training with TAFE SA staff or instructors from the Royal Society for the Blind.

Ask for information about the campus layout, local transport services, classroom timetables and adjustments to room allocations if necessary.

### Assistive Technology

Assistive technology equipment is designed or adapted for use by students with a visual impairment to enable management of print resources.

The following assistive technology may be available on your campus:

- speech access systems for both desktop and lap top computers e.g. JAWS;
- large print displays that magnify characters on computer screens;
- optical character recognition software that scans print material into a computer so it can be accessed by voice or large print;
- a range of Braille equipment is available;
- a magnifier system on CCTV that displays the printed page on a television monitor in enlarged format. Light and dark contrasts and extended enlargement can be adjusted to suit individual needs;
- calculators with a range of speech functions are also available.



## Tutorials

Reasonable accommodations might include:

- Braille transcription;
- large print course notes, assessment tasks and resource materials;
- course notes, assessment tasks and resource materials on disk;
- subject handouts, assignment requirements and assessment details electronically;
- other assistive technology such as magnification aids and training to use this equipment.

## Management of Print Resources

The Royal Society for the Blind is the major supplier of Braille, audio and large print resources.

Discuss your requirements for these materials with your Lecturer, Student Counsellor or Student Welfare & Career Officer so appropriate transcriptions can be ready for course commencement.

Where required, make early arrangements with the Student Counsellor, Student Welfare & Career Officer or your Lecturer for enlargement of daily course notes, assignment handouts and reference material, or for their provision on disk/USB.

You may arrange to record lectures, course notes, study outlines and reference material with your Lecturers.

Discuss your vision needs with your Student Counsellor, Student Welfare & Career Officer or your Lecturer and the Royal Society for the Blind, or your local eye specialist, to ensure appropriate aids are available.



## Assistive Technology

Assistive Technology, such as computers with voice, large print or Braille made available for course work can also be considered for use in assessment if you give staff sufficient notice.

Modifications may also be made to lighting to maximise visual acuity or seating to reduce glare. Additional lights can be made available to provide stronger illumination if required.

## Assessment Adjustment

Assessment arrangements can be adjusted after discussion with the Student Counsellor, Student Welfare & Career Officer or your Lecturer.

These may include:

- alternative format of an assessment such as an audio recording, electronic, individually read, large print, Braille, or optical aids

Arrangements such as an extension of time, need to fit in with room allocations, timetabling and resulting requirements, so notify staff early.

You can also ask for extensions on assessments if you are having difficulties organising material in alternative formats, if it takes you longer to do research or if reading and writing takes you longer.

In some instances you may be able to negotiate a different type of assessment, for example, writing an extra essay instead of doing an exam or writing answers rather than drawing diagrams, graphs or maps.



## Learning Difficulties

### Assessment Adjustments

Depending on the nature of your learning disability you are entitled to request alternative arrangements for assessment. Alternative arrangements are not automatic therefore you should establish your reasonable adjustments requirements with your Student Counsellor, Student Welfare & Career Officer or your Lecturer through the development of an Access Plan.

Arrangements may include:

- extra reading and writing time if you are experiencing problems getting the support you need;
- a scribe or alternative assessment methods where you can demonstrate the application of the concept or a task;
- an extension to assessments if it takes longer for you to do research or write essays or reports;
- sitting exams in a different venue which may be quieter, smaller with less distractions;
- altering the format of the assessment e.g. dividing the three hour assessment into three hour papers or replacing an exam with an assessment task; and/or
- providing the answers verbally rather than writing the answers.



## Mental Health or Psychiatric Illness

The range of mental health and/or psychiatric illnesses is broad and requires a range of different supports.

Consult your Student Counsellor, Student Welfare & Career Officer or your Lecturer as soon as possible and explain the nature of your particular disability and clarify your requirements so that accommodation can be made at the beginning of the module.

### Assessment Arrangements

Arrangements may include:

- flexibility of course delivery or the provision of a support person to assist you maintain focus;
- additional time if you are experiencing problems with concentration, memory or anxiety or if you need to take a break to clear your head or rest;
- extensions for assessments if you are sick or change medication;
- sitting exams in a different venue which may be quieter, smaller with less distractions; and/or
- altering the format of the assessment e.g. dividing the three hour paper into three one hour papers or replacing some exams with assessments.



## Chronic Illness or Hidden Disability

### Support Services

The range of chronic illnesses or hidden disabilities is varied and requires a range of different supports and assessment modifications.

Consult your Student Counsellor, Student Welfare & Career Officer or your Lecturer as soon as possible and explain the nature of your particular disability and clarify your requirements so that accommodation can be made at the beginning of the course.

### Assessment Adjustments

Assessment can be adjusted to meet individual needs and ensure the disability does not limit your capacity to demonstrate competence.

Negotiate reasonable adjustments requirements with your Lecturer well before assessment in order to give staff enough time to put the arrangements in place.

# Complaint Resolution

All students have the right to seek a resolution of their concerns quickly and effectively. If you believe that you are being discriminated against or harassed because of your disability you may seek advice from:

- Student Counsellor
- Student Welfare & Career Officer
- Lecturer
- Educational Manager
- Disability Access and Equity Officers

TAFE SA outlines its commitment to the provision of proper and fair avenues for resolving student concerns in the Student Conduct and Complaint Resolution Policy.

TAFE SA has a commitment to implementing effective complaint resolution procedures which, where possible, resolve complaints quickly at the local level with the minimum number of people involved.

The resolution process focuses on rapidly re-establishing good educational working relationships and positive outcomes. Procedures aim to avoid blame and undue investigation.

You can obtain a copy of the Student Conduct and Complaint Resolution Policy from the Student Counsellor, Student Welfare & Career Officer, Disability Officer or from the TAFE SA website.

It is also your right to lodge a complaint, at any time, with the South Australian Training Advocate or Equal Opportunity Commission, or the Australian Human Rights Commission.

# Useful Contacts



### Training Advocate

Entrance at Bus Stop W1, Ground Floor,  
55 Currie Street, Adelaide SA 5000

GPO Box 320, Adelaide SA 5001

Freecall 1800 006 488

Fax (08) 8226 4278

Email [trainingadvocate@saugov.sa.gov.au](mailto:trainingadvocate@saugov.sa.gov.au)

Web [www.training.sa.gov.au](http://www.training.sa.gov.au)

The Training Advocate can provide information about Vocational Education and Training (VET), listen to concerns and investigate complaints.

### TAFE SA Information

Freecall 1800 882 661

Fax (08) 8463 6319

NRS 8463 6359

Web [www.tafesa.edu.au](http://www.tafesa.edu.au)

### Australian Human Rights Commission

AHRC National Office, GPO Box 5218, Sydney NSW 2001

Phone (02) 9284 9600

Fax (02) 9284 9611

Complaints Info-line 1300 656 419

Freecall NRS 1800 620 241

Email [paffairs@humanrights.gov.au](mailto:paffairs@humanrights.gov.au)

Web [www.hreoc.gov.au](http://www.hreoc.gov.au)

### Disability Rights Advocacy Service Inc.

Shop 4/80 Henley Beach Road Mile End SA 5031  
PO Box 742 Torrensville SA 5031  
Phone 08 8351 9500  
Fax 08 8152 0396  
Web <http://www.dras.com.au/>  
Email [admin@dras.com.au](mailto:admin@dras.com.au)

Provides a free and independent advocacy service to people with disabilities (including mental health) in order to raise and resolve grievances and complaints.

### Disability Advocacy and Complaints Service SA Inc. (DACSSA)

470 Marion Road, Plympton Park SA 5038  
Phone (08) 8297 3500  
Fax (08) 8297 1155  
Freecall 1800 088 325  
NRS 1800 088 325  
email [admin@dacssa.org.au](mailto:admin@dacssa.org.au)  
Web [www.dacssa.org.au](http://www.dacssa.org.au)

Provides a free and independent advocacy service to people with disabilities (including mental health) in order to raise and resolve grievances and complaints.

### Legal Services Commission

159 Gawler Place, Adelaide SA 5000  
Phone Advice 1300 366 424  
NRS (08) 8463 3691  
Fax (08) 8111 5599  
Web [www.lsc.sa.gov.au](http://www.lsc.sa.gov.au)

Regional offices in Elizabeth, Holden Hill, Mt Barker, Noarlunga, Pt Augusta, Port Adelaide and Whyalla are listed on their website.



## Equal Opportunity Commission

Level 17, 45 Pirie Street, Adelaide SA 5000

GPO Box 464, Adelaide SA 5001

Phone (08) 8207 1977

Fax (08) 8207 2090

Freecall 1800 188 163

NRS (08) 8207 1911

Email [eoc@agd.sa.gov.au](mailto:eoc@agd.sa.gov.au)

Web [www.oec.sa.gov.au](http://www.oec.sa.gov.au)

## South Australian Council for Community Legal Services

Phone (08) 8342 1800

Fax (08) 8342 0899

Web [www.sacclsl.org.au](http://www.sacclsl.org.au)

Provides assistance with finding a community legal service near you. The community legal service will advise and assist people who have been or may be discriminated against because of a disability.

## HETA Incorporated

Head Office 91 Currie Street, Adelaide SA 5000

Phone (08) 8212 7771

Fax (08) 8212 7781

NRS (08) 8212 7781

Email [heta@heta.com](mailto:heta@heta.com)

Web [www.heta.com.au](http://www.heta.com.au)

Provides vocational guidance and counselling, social skills training and employment placements particularly for people 15-24 with a disability.

### Independent Living Centre of South Australia

11 Blacks Road, Gilles Plains SA 5086

Phone (08) 8266 5260

Fax (08) 8266 5263

Email [ilcsa@dfc.sa.gov.au](mailto:ilcsa@dfc.sa.gov.au)

Web [www.disabilitysa.gov.au](http://www.disabilitysa.gov.au)

Provides health aids and equipment to assist people with a disability to live independently.

### PARAQUAD SA

28 Lower Portrush Road, Marden SA 5070

PO Box 396 Marden SA 5070

Phone (08) 8355 3500

Fax (08) 8355 3511

Web [www.pqasa.asn.au](http://www.pqasa.asn.au)

### Disability Information & Resource Centre (DIRC)

195 Gilles Street, Adelaide SA 5000

Phone (08) 8236 0555

Fax (08) 8236 0566

Local call cost in SA 1300 305 558

Email [dirc@dircsa.org.au](mailto:dirc@dircsa.org.au)

Web [www.dircsa.org.au](http://www.dircsa.org.au)

### Mental Illness Fellowship of South Australia

5 Cooke Terrace Wayville, SA

PO Box 310, Marleston, SA 5033

Phone: (08) 8378 4100

Fax: (08) 8378 4199

Email: [mifsa@mifsa.org](mailto:mifsa@mifsa.org)

# Terms Used in this Guide

## Reasonable accommodations/adjustments

A measure or action taken to assist a student with a disability to participate in education and training on the same basis as other students.

## Direct discrimination

Treating people with a disability less favourably than people without a disability under similar circumstances.

## Indirect discrimination

A condition or requirement imposed, which may be the same for all people but which unfairly excludes or disadvantages people with a disability.

## Lecturer

May be called a Lecturer, a teacher or a facilitator.

## Student Counsellor or Student Welfare & Career Officer

Provides personal, educational and financial information, advice, guidance and referral to current and prospective students.

## Unjustifiable hardship

Not every person with a disability will require accommodations in order to access and succeed in vocational education and training.

Some students will need simple and inexpensive accommodations, while other students may require adjustments which are more complex and/or expensive.



Education providers may claim that an accommodation or adjustment will impose an unreasonable impact on the learning of other students or the financial viability of the educational institution. This is called unjustifiable hardship but is the exception rather than the norm and in most cases education providers are required to meet reasonable needs, accommodations and adjustments.

Unjustifiable hardship is determined by considering:

- the benefits and disadvantages to all stakeholders
- the effect of the disability on the individual
- the financial circumstances and estimated cost for the organisation or individual claiming unjustifiable hardship.



