



PLANNING FOR SUCCESS

Setting goals and achieving them.

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



University of
South Australia

Service provided in partnership with



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tafeSA

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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 with computers in an office; exhibiting artwork in a major exhibition; writing articles for a magazine or newspaper; or working with plants in a laboratory.

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

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.

<p>Goal 1 Study field</p> <hr/>
<p>Goal 2 Study field</p> <hr/>
<p>Goal 3 Study field</p> <hr/>

Step Three – Matching courses to your goals

Look at the course website or course books published education by 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 TAFE courses recognise prior learning through what is called RPL. It can mean that you may not need to do so many subjects 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, previous vocational or work experience, experience in the community through volunteer work, bridging courses or workshops.

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. 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, audition, STAT or TABS test, statement of personal competencies, special entry requirements or work experience.

Question 2 - Is credit given for prior knowledge, work experience and/or skills for certain subjects that make up the course?

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 power tools, or hazardous chemicals.

Question 5 - Can the course be undertaken full time, part time, three quarter time, online, externally or by a combination of these study modes?

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?

Step 2

Once you have identified the courses you will apply for, contact the disability staff of the education provider. They will advise you on the different services that you require based on the content of the course and your disability. For example, note takers, accessible venues, adjustable work benches or adaptive technology. Refer to *Worksheet 5: Questions to ask the Disability Liaison Officer or Student Support Officer*.

Step 3

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

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

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

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

Question 4 - Are these supports/accommodations reasonable adjustments?

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 is my employment goal?

Which course meets these goals?

Which education institution runs 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 _____

The Disability Liaison Officer/Student Support Officer for this institution is:

Telephone _____ Email _____

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?

Worksheet 4 – Understanding your study requirements

This worksheet will help you to understand your study requirements. It will also help you to understand how comfortable you are about disclosing your disability to other people.

In addition the worksheet will help you to think about the impact that your disability may have on your studies and to identify services that you may want to access.

Question 1

Does your disability have a name?

- YES
- NO

Question 2

Is your disability:

- not noticeable
- noticeable
- recurring (keeps coming back)
- temporary
- permanent
- going to get worse
- terminal
- periodic/episodic

Question 3

Identify how your disability will affect your ability to study? For example, you become tired easily and are unable to sit for long periods, or you will require adaptive technology such as screen readers.

Question 4

Identify whether your disability will impact on the course you have chosen to study with regard to the following:

- | | |
|--|--|
| <input type="checkbox"/> accessing campus | <input type="checkbox"/> practicums |
| <input type="checkbox"/> accessing print material | <input type="checkbox"/> using the library |
| <input type="checkbox"/> communicating | <input type="checkbox"/> sitting for exams |
| <input type="checkbox"/> field trips | <input type="checkbox"/> taking notes |
| <input type="checkbox"/> laboratory work | <input type="checkbox"/> writing essays |
| <input type="checkbox"/> managing your workload | |
| <input type="checkbox"/> using machinery or working with chemicals | |
| <input type="checkbox"/> other _____ | |

Question 5

How will the medicine prescribed for your disability affect your ability to study? For example, does it make you drowsy, bruise easily or become tired?

Question 6

The Disability Discrimination Act refers to *reasonable adjustments* that may be made by institutions to assist students with disabilities.

Think about what adjustments you may need to help you with your study. For example, note takers, accessible lecture theatres, adjustable benches, extra time for assignments and exams, part time study, adaptive technology, screen readers or alternative exam venues. List these below.

Based on your requirements the Disability Liaison Officer or Student Support Officer at your tertiary institution will draw up an access plan for you.

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

The Disability Liaison Officer or Student Support Officer will negotiate with lecturers on your behalf regarding the implementation of the access plan.

Question 7

Mark the disclosure line below to identify how comfortable you are about revealing your disability or study requirement(s).

1 _____ 2 _____ 3 _____ 4 _____ 5

I don't care who knows about my disability. I am comfortable talking about it.

No way I'd want anyone to know about my disability. I'm not at all comfortable talking about it.

Question 8

Think about the mark you made on the disclosure line above. When is this likely to be an issue?

- early on before I start my course
- when I think of it
- before my first assignment is due
- when things go wrong
- before my final exams
- not at all

Question 9

What experience have you had at disclosing 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 disclose
- 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
- it will probably mean that I will fail
- I will get the support I need
- other students won't include me
- lecturers will complain
- people will be more helpful if they know

Discussing disclosure

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). For instance:

- Disability Liaison Officers or Student Support Officers
- counsellors
- lecturers or tutors

Worksheet 5 – Questions to ask the Disability Liaison Officer or Student Support Officer

This worksheet will help you to identify some questions that you might like to ask the Disability Liaison Officer or Student Support Officer at your education institution. It works in conjunction with *Worksheet 7: Key questions*. Record your answers in the spaces provided below.

Question 1 - Is there any charge for services or supports/accommodations provided?

Question 2 - What evidence do you require of my disability?

Question 3 - Can I get assistance during enrolment and orientation?

Question 4 - To which staff members should I introduce myself?

Question 5 - Can I talk to other students with a similar disability?

Question 6 - Are there scholarships for students with disabilities?

Question 7 - What equipment am I likely to need?

Question 8 - Who is to provide this equipment?

Question 9 - Which buildings on campus have accessible facilities?

Question 10 - What help can I have with exams and assessments?

Question 11 - Do you know where I can find out about other learning techniques?

Worksheet 6 – Financial planning

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

Identify your sources of income and 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	_____
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 costs

\$

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

Worksheet 7 – Key questions

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 Disability Liaison Officer or Student Support Officer*.

Students with mobility impairment

- Who do I see to get a disability-parking permit?
- Are there wheelchair accessible toilets throughout the campus?
- How user-friendly is the campus for someone with my disability?
- Can lectures or classes be relocated if necessary to ensure better access?
- What equipment am I likely to need?
- What type of assistive technology is available?
- What are the lift facilities like?
- 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 have a vision impairment

- Will I be able to find my way 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 computer disc, in Braille, large print, online or on cassette?
- What equipment am I likely to need?
- Are Braille, print enlargement and scanning facilities available on campus?
- What computer facilities and software are available? For example, personal reading machines and image enlargement software?
- What exam or assessment considerations are available?

Students who are Deaf or have a hearing impairment

- How do I make arrangements for note takers in my classes?
- Are hearing loops or FM radio communication systems available in classrooms and lecture theatres?
- Are Auslan interpreters available?
- What exam and assessment considerations are available?
- Are videos captioned?
- Do I have access to personal readers?

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 if I need one?
- Are printed learning materials and lecture materials available in accessible formats?
- What exam or assessment considerations are available?
- What other alternative assessment formats may be available?
- What computer software is available?
- What learning support will be available on campus?

Students with a psychiatric disability

- Who can I talk to when I just need to talk?
- What do I do when I need a break?
- Are there rooms available for some privacy?
- Is there someone on campus who can help with medication emergencies?

Students with a speech impairment

- Is there someone who can provide facilitated communication?
- Are power points available if I need them?
- Who can help me with study out of class time?

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?