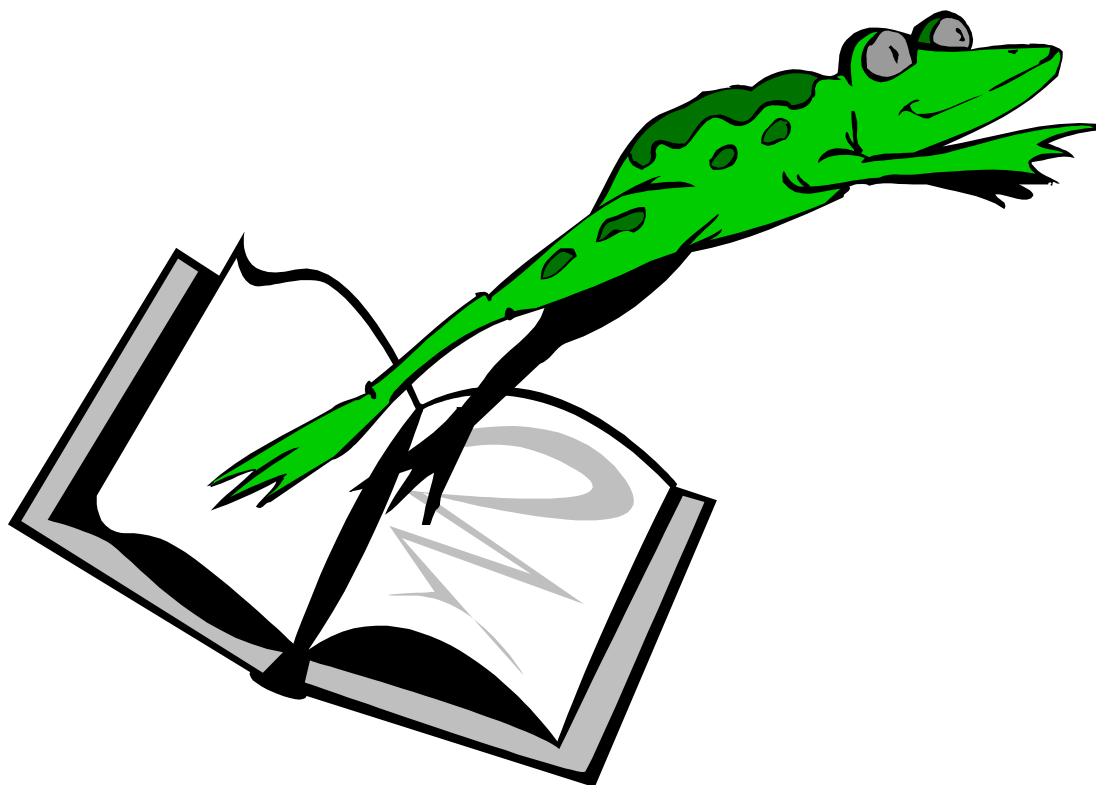


# Leaps & Bounds

a self-help planning guide to Post-secondary Education and Training for prospective students with disabilities and chronic medical conditions.



*Enhancing post secondary education,  
training and employment opportunities  
for people with a disability*

National Network of  
Regional Disability Liaison Officers  
& Disability Coordination Officers

Funded by the Commonwealth Department  
of Education, Science & Training

**2005 edition**

A project of the Southern Queensland  
Regional Disability Liaison Officer (RDLO)  
Deborah Mc Lachlan

*Enhancing post secondary education,  
training and employment opportunities  
for people with disabilities*

---

**NATIONAL REGIONAL DISABILITY LIAISON OFFICER INITIATIVE**

---

## Acknowledgements

This publication is based on *Making it Happen*, originally produced and edited by the Victorian Regional Disability Liaison Unit. The content and resources have been altered to meet the needs of Queensland students.

All efforts have been made to ensure this information is current.

This publication should be used as a guide only and students should contact the relevant organizations to gather information specific to their needs.

This version is a project of the Southern Queensland Regional Disability Liaison Officer. First published in Queensland in 2004.

### References:

Making It Happen – Victorian RDLO  
Making It Happen – Peter Galligan (Ed), Tasmania

Making the Transition booklet – House with No Steps

Centrelink [www.centrelink.gov.au](http://www.centrelink.gov.au)

Exitlines Dec 2003 - Queensland Schools Authority (QSA)

Queensland Tertiary Admissions Centre Applicant Services Guide

Choosing Your Path Disclosure  
[www.uws.edu.au/rdlo/disclosure](http://www.uws.edu.au/rdlo/disclosure)

Tertiary Initiatives for People with Disabilities (TIPD) – Planning for It

“Unlock Your Future” project – Post Secondary Education Disability Network WA

## Contents

<b>Introduction .....</b>	<b>4</b>
Something About Disability .....	5
<b>How to Use This Workbook .....</b>	<b>7</b>
Points to Remember .....	7
<b>Planning Ahead .....</b>	<b>8</b>
Things to Consider.....	9
Academic Preparation .....	11
Improve your Chances of Admission.....	12
The How, What & Where of Choosing a University or TAFE .....	13
Further Information .....	14
<b>Your Disability &amp; Tertiary Study .....</b>	<b>19</b>
Understanding your Disability .....	20
Your Needs while Studying.....	20
Staff you Need to Know .....	22
Further Information .....	23
<b>Study Costs &amp; Financial Assistance .....</b>	<b>33</b>
The Cost of Study .....	34
Financial Assistance .....	35
Allowances.....	35
Scholarships and Loans .....	35
Part-time & Casual Employment .....	36
Travel Concessions .....	36
Other Concessions .....	37
Further Information .....	37
<b>Making the Transition to Tertiary Life .....</b>	<b>39</b>
Student Organisations .....	40
Employment Services .....	41
Support Services .....	42
ANSWD Hints and Tips .....	42
<b>Bringing it All Together Worksheet.....</b>	<b>43</b>
<b>Disability Contacts for the QLD Tertiary Sector .....</b>	<b>44</b>
Regional Disability Liaison Officers .....	45
Disability Coordination Officers.....	46
University Contacts – Disability Officers.....	47
TAFE Contacts – Disability Services Officers.....	48

# Introduction

This workbook was produced for people with disabilities who are considering their post-secondary education and training, for example, secondary school students, TAFE students, and people looking to change their career direction. We hope it will be used by secondary school students in Year 11 or earlier. It could also be used by employment consultants, teachers and trainers facilitating career planning with adult learners.

Based on the Disability Discrimination Act 1992, a disability can mean

- an intellectual disability
- a neurological or learning disability
- a physical disfigurement
- a physical disability
- the presence in the body of disease-causing organisms (eg HIV virus)
- a psychiatric disability
- a sensory disability

The topics in this booklet are not easy ones. Deciding on a career path and choosing the right educational options can be a challenge, particularly when both education and the work force are in constant change. For people with disabilities there are often additional issues, which may call for detailed research and planning.

Planning your future involves:

- making decisions about what interests you
- what you want from a job
- finding out what is available and where it is offered
- tracking down the best people to talk to about your choices
- asking lots of questions
- learning as much as you can about:
  - the courses you are interested in
  - the campus you are most likely to attend
  - your disability and how it affects your study
  - your rights as a student with a disability

If you are currently experiencing a career transition, the more informed you are about your choices, the more likely you are to make decisions that are in your best interests. Remember, your journey through this transition will be smoother once you have created your own pathway.

This booklet was written to guide you and we hope it will make a contribution to your career planning and decision making.

## Something About Disability

Some disabilities are easily identified and obvious to those around us: for example, vision, hearing, and mobility impairment. Many other people experience other less visible disabilities such as learning disabilities, speech impairment or serious medical conditions which may affect their reading, writing and numeracy.

Learning disabilities often occurs in people of average or above average intelligence who may not be able to achieve their potential without understanding and assistance from others. Health conditions such as diabetes, asthma and epilepsy can also affect your education and training.

## Your Rights

The concept of "reasonable adjustments" has been accepted by Queensland universities and TAFE colleges. This means that academic and administrative staff, wherever it is necessary, possible and reasonable to do so, take into account a person's disability and make appropriate adjustments to the learning environment to lessen the impact of that disability.

Under their policies and codes of practice, universities and colleges are required not to discriminate against students or prospective students on the grounds of disability.

## The Disability Discrimination Act (1992)

The federal Disability Discrimination Act (1992) [DDA] became law in March, 1993. Under the DDA disability is defined as:

- loss of physical or mental functioning; .loss of part of the body;
- infections and non-infectious diseases and illnesses;
- malfunction, malformation or disfigurement of part of a person's body;
- any condition, which means that a person learns differently from other people
- any condition, which affects a person's thought processes,

The definition also covers present, past, future and imputed disability.

Colleagues, family and friends of a person with a disability are also covered under the DDA should they be treated in a discriminatory manner due to their association with a person with a disability.

## What is Discrimination?

Discrimination means treating people with a disability less favourably than people without a disability would be treated in the same circumstances.

Section 22 of the DDA covers discrimination in education and states that it is unlawful to discriminate:

- a) against a person on the ground of the person's disability or a disability of any of the other persons' associates;
- b) by refusing or failing to accept the person's application for admission as a student;
- c) in the terms or conditions on which it is prepared to admit the person as a student;
- d) by denying or limiting the student's access to any benefit provided by the educational authority;
- e) by expelling the student; or
- f) by subjecting the student to any other detriment.

The key clauses of the DDA are S.22 (4) "reasonable adjustment" and S.11 "unjustifiable hardship".

**Reasonable adjustments** are changes and alterations designed to assist a person with a disability to achieve equal opportunity. Although adjustments are not specifically defined in the DDA, they are facilities or services, which a person with a disability may require that a person without a disability does not require.

The "**Unjustifiable Hardship**" clause, S.11 , covers cases where the adjustments may be considered too costly for an institution to bear. When presenting this defence, the onus is on the institution to prove that the adjustments would entail hardship, financial or otherwise. Mere expense or inconvenience is not unjustifiable hardship. Not every person with a disability will require adjustments.

#### **Codes of practice**

Most universities and colleges have Codes of Practice or policies relating to students with disabilities. There is also a national Code of Practice for tertiary students with disabilities -

[http://www.qut.edu.au/pubs/disabilities/national\\_code/code.html](http://www.qut.edu.au/pubs/disabilities/national_code/code.html)

Copies of these codes and policies are available on request.

The Human Rights and Equal Opportunity Commission (HREOC) is responsible for administering the DDA and also responsible for handling discrimination complaints.

The Commission is located on Level 8, Piccadilly Tower, 133 Castlereagh Street, SYDNEY. NSW 2000. Telephone (02) 92849600.

The Commission's Disability Rights Policy Unit can be contacted by email at [disabdis@hreoc.gov.au](mailto:disabdis@hreoc.gov.au)

Anti-Discrimination legislation also exists in Queensland. The Anti-Discrimination Commission of Queensland (ADC-Q) handles discrimination complaints - <http://www.adcq.qld.gov.au/>.

Look in the phone book for the nearest ADC-Q office to you.

## **How to Use this Workbook**

This workbook is your personal tool, designed to help you explore all the options available for education and training at university or college. It doesn't give you all the answers or all the contacts, but it will guide you to the information you need. You will not need to work through the book only once. Now and then look back and review your situation.

Use this book in co-operation with other people: parents, teachers, career advisers and friends. Ask for help, information and guidance as you search for answers.

### **Points to Remember:**

**ASK FOR HELP**

**MAKE CONTACT EARLY**

**PLAN AHEAD**

**GET ORGANISED**

**BE POSITIVE**

# Planning Ahead



## Things to Consider

Successfully completing a post-secondary course and undertaking work in that field are two different things, and there may be a range of issues for you to consider, for example:

- 1. *What are the requirements of the course that I will have to meet, and what adjustments for my disability will be offered at this University or College so I can complete it successfully?***
- 2. *Will the course open up the career options I am seeking?***
- 3. *Would it be good to gain some practical experience in the field, or is this included in the course?***
- 4. *If there are work placements in the course, how will this need to be adjusted for me?***
- 5. *What workplace modifications/adjustments will I need, to work in my chosen career? Will they be needed only when I start out, or will there be barriers because of my disability that adjustments will not resolve?***
- 6. *Is there a registration board involved, and if so how will their requirements affect my career options?***

Answering these questions will probably involve reading and talking to people about courses. Talking to people in similar employment about the actual work they do, can also be part of this process. Ask questions and think about whether this job is really where you want to be in the future. Also think about gaining work experience or find a mentor in this field.

Resist other reasons for choosing a university or college course, for example, what your parents think would be best, what your friends are doing or a course at a familiar TAFE college or university. It is motivation and interest in the field of study that sustains students through the time it takes to complete a course. Make sure your choices are determined by your personal goals and interests.

Only a few people are really clear about their career direction -for everyone else it's a process that takes place over time. If you are confused about what you want, or you don't know whether what you want is realistic, don't be too concerned.

The important thing is to devote some time to developing a focus, and then looking for ways to keep open a range of options which are in line with your focus.

It's also important to undertake some self-assessment. Generally, people who enjoy their work do so because they have 'matched' themselves to that area.

*Think about what you are good at and what you enjoy.*

To find out more about careers, and to get an idea of your own strengths contact the Centrelink Careers Information Centre (1800 627 175); go to [www.myfuture.edu.au](http://www.myfuture.edu.au) and use My Guide, which is also a great tool for exploring careers. The Jobjuice website [www.jobsearch.gov.au/jobjuice/](http://www.jobsearch.gov.au/jobjuice/)) has a career quiz which will help you understand yourself and what is important to you. If you intend going to university, visit <http://www.goingtouni.gov.au/>

As well as career-related goals, some of the goals you set out now may have to do with your growth in other areas.

**My life goals/wish list:** Try to sum these up in a few words or phrases

What do I want to study? \_\_\_\_\_

\_\_\_\_\_

To which job(s) and career(s) will this lead me? \_\_\_\_\_

\_\_\_\_\_

Are there areas of weakness that I would need to overcome for success in this field? \_\_\_\_\_

\_\_\_\_\_

Are there areas of knowledge / skills that I already have that I can get credit for? (previous TAFE or university courses) \_\_\_\_\_

\_\_\_\_\_

What are my social goals at university or TAFE? \_\_\_\_\_

\_\_\_\_\_

What kind of people do I hope to meet? \_\_\_\_\_

\_\_\_\_\_

In which activities and interests can I participate? \_\_\_\_\_

## Academic Preparation

Now is the time to review your preparation and make an honest appraisal of your current knowledge, skills and abilities.

What current knowledge/skills do I have? \_\_\_\_\_

\_\_\_\_\_

What knowledge/ skills don't I have? \_\_\_\_\_

\_\_\_\_\_

Do I have the subject pre-requisites or assumed knowledge for the courses I'm interested in? \_\_\_\_\_

\_\_\_\_\_

### **Queensland Tertiary Admission Centre (QTAC) Guide**

The QTAC Guide is an invaluable resource if you are interested in university study or some TAFE courses. It is a ready reference that will help you answer some of the above questions, and many others. The Guide is published each year, and is available from August for course entry requirements for the following year.

The main closing date for QTAC applications is the end of September for the following academic year.

If you are planning a year or so ahead (highly recommended!) reading the most recent guide will give you a good indication of the standard of preparation required for each course.

Guides are available in secondary schools, TAFE colleges, universities, or you can buy one at a newsagency. They provide a summary of nearly all undergraduate courses offered in Queensland, as well as courses offered on campuses just across the boarder in NSW. As well as course summaries they give information about pre-requisites, assumed knowledge, OP / Selection Ranking cut-offs in the previous year, and an introduction to each university. Course summaries indicate the professional body that will recognise the course.

## **Preparation and Bridging courses**

if you don't have the *OP score* for a course you're interested in, you need to investigate bridging programs and tertiary preparation courses offered in TAFE and universities.

Bridging courses:

- provide general revision of the Year 12 syllabus;
- offer preparation for introductory level subjects if you have not studied them as part of Year 12;
- supplement what you have already covered in the Year 12 syllabus, and
- familiarise you with the way these subjects are taught at university, which can be very different from the way you have been taught at school.

Bridging courses are offered at various times throughout the year. Some may be short courses designed to bring you up to a required level in a particular subject like Mathematics or Science. Others take up to one full year of full time work and cover several subject areas and are designed to prepare you for entry into any University or TAFE courses. Some courses are recognised by QTAC and a pass can assist you in gaining a Selection Ranking. Many Universities and TAFEs also have learning assistance and study skills centres that can assist students. See the university entries in the QTAC Guide or contact your preferred College or University for more information about the different arrangements available.

If you do not have the course pre-requisites or assumed knowledge for the courses you are interested in, your honest assessment may be that you are not yet ready for university studies or training at college. Check this out by discussing any weaknesses in your preparation with your teachers, guidance officer or careers counsellor. It could well be that you need to spend some time preparing yourself before you start, rather than risk a negative experience and a record of failure.

## **Improve Your Chances of Admission to the Program of Your Choice**

There are arrangements in place to minimise the disadvantages you encounter in education and training because of your impairments.

### **Year 12 Exam Provisions**

The Queensland Schools Authority (QSA) can put in place exam provisions in the Year 12 Core Skills Test to make them fairer for students with disabilities, e.g. extra time and use of a scribe, rest breaks, large print, separate supervision, permission to take medication or eat or drink during the exam.

Make sure you apply in plenty of time, with suitable documentation of your disability and why you need the provisions. Closing dates are late in May. Visit QSA website: [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au)

### **Special Consideration for Educational Disadvantage**

If you believe you have experienced some form of educational disadvantage for reasons beyond your control and that this has not been adequately compensated for by your school or educational institution you may request special consideration in your QTAC application. Full documentation must accompany any request. If you apply and are found to be eligible your chances of gaining entry into one of your preferred courses will be improved.

For more information on eligibility for special consideration of educational disadvantage see the QTAC Guide, visit [www.qtac.edu.au](http://www.qtac.edu.au) or university/TAFE home pages.

### **Recognition of Prior Learning (RPL)**

You can improve your progress into and through a TAFE or Agricultural College program if you can demonstrate that you already have some of the competencies that form part your preferred course. For more details view TAFE Queensland web site [www.tafe.net](http://www.tafe.net). Perhaps, you have completed a Certificate II in Hospitality. Competencies and skills from this Certificate may be recognised if you choose to complete a Certificate III in Hospitality.

## The How, What and Where of Choosing a University or TAFE

If you think you are ready to go to university or TAFE the next step is to consider your course options.

You need to think about the practical aspects of the courses you are considering, as well as the academic requirements. For example, if you want to pursue a science degree or Certificate in hospitality, what affect will your disability have? What assistance will you need with laboratory or kitchen work?

If you have a physical or sensory disability, get advice from the University's Disability Liaison Officer or TAFE's Disability Services Officer and/or academic staff before you decide on your course preferences. Find out exactly what's involved so that you don't run into any surprises.

Your career goals need to be the focus of your decision making, so start with deciding on the area or areas of study/training that will take you in the right direction. This is a much more logical approach than looking at what courses you might be admitted to in a particular University or College.

Try to narrow down the list of universities or colleges you might like to attend and those you may want to review in more detail use the worksheet at the end of this section. You will need to use the QTAC Guide and university/college publications such as faculty handbooks, TAFE Queensland Guides to courses, local TAFE fact sheets and brochures. Alternatively, visit [www.myfuture.edu.au](http://www.myfuture.edu.au) (the Facts) and see what courses are available in your state.

## Further Information:

### **QTAC (Queensland Tertiary Admissions Centre)**

For information on admission requirements and applications to Universities.

Website: [www.qtac.edu.au](http://www.qtac.edu.au)

### **TAFE Queensland**

For course information and enrolment procedures. Website: [www.tafe.net](http://www.tafe.net)

### **Australia's Career Information Service**

A national data base on course requirements and contact details.

Website: [www.myfuture.edu.au](http://www.myfuture.edu.au) (the facts)

### **Going to Uni - Information for students in about higher education in Australia**

The Going to Uni website is a new information source for prospective and continuing higher education students. Find out about the new [higher education loan programmes](http://www.goingtouni.gov.au/) and more <http://www.goingtouni.gov.au/>

### **Computer programs**

Career Voyage, Career Mate and Career Builder which may be available from the Guidance Officer or Career Counsellor at your high school.

### **Centrelink Careers Information Centre**

Make an appointment by phoning or visiting these centres:

Career Information Centres

Sir Samuel Griffith Place

Cnr Wharf & Adelaide Streets

Brisbane

Phone: 1800 627 175

Career Information Centre

Pacific Square Shopping Centre

2520 Gold Coast Highway

Mermaid Beach

Phone: 1800 641 459



## Selecting Suitable Courses of Study Worksheet

	1 <sup>st</sup> Preference	2 <sup>nd</sup> Preference	3 <sup>rd</sup> Preference
What do I want to study?			
Which universities or colleges offer these courses?			
For which of these am I likely to meet the academic prerequisites for this course?			
What area of specialisation am I interested in?			
Which mode will best meet my specific needs? Eg full-time, part-time, distance, online, on campus			
Do I need to complete other subjects or a bridging program to prepare for this course?			

## TERTIARY PLANNER

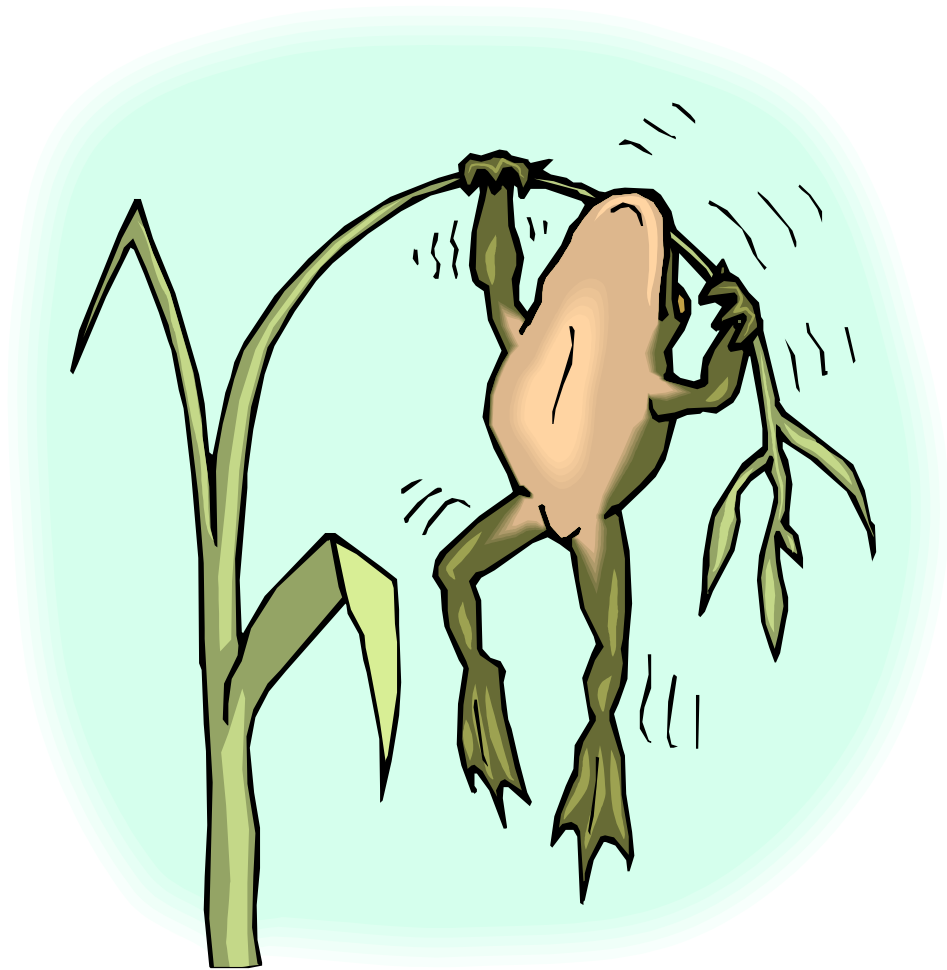
Timeline	Actions	Resources
<b>1. Goals and Exploration</b>		
February	<p>Clarify your goals and options</p> <p>Develop a clear idea of your abilities and interests and use them as a starting point in your career and course choices</p>	<p>Guidance Officer  <a href="http://jobguide.thegoodguides.com.au/search.cfm">http://jobguide.thegoodguides.com.au/search.cfm</a>            Friends and family  <a href="http://www.myfuture.edu.au">www.myfuture.edu.au</a></p>
March	<p>Continue career clarification, get the finer details of the job and compare them to your abilities.</p> <p>Identify the range of qualifications needed for entry to the careers of your choice.</p> <p>Identify possible courses and the tertiary institutions that offer them.</p> <p>Investigate availability of on-campus residential accommodation.</p> <p>Identify the method of application to the residential colleges of the university of your choice and investigate access if required.</p>	<p>As above            Workers/students in the career area            Employers            QTAC Guide: Tertiary Courses</p>
April	<p>Begin to investigate specialized support and arrangements that you require in order to undertake university study.</p> <p>Investigate access and availability of required support arrangements at university.</p>	<p>Contact your local Regional Disability Liaison Officer or Disability Co-ordination Officer            Visit <a href="http://www.adcet.edu.au/rdco">www.adcet.edu.au/rdco</a>            Tertiary guides for students with disabilities            University/TAFE handbooks and Web sites eg <a href="http://www.usq.edu.au">www.usq.edu.au</a>, <a href="http://www.sqit.tafe.net">www.sqit.tafe.net</a></p>
<b>2. Research and Evaluate</b>		
May	<p>Gather further details of courses, entry requirements, names of tertiary institutions, and access/support available. Arrange special considerations for QTAC Core Skills Tests. If you require a Senior qualification, investigate the options.</p>	<p>Guidance Officer, Career Counsellor            Learning Support Teacher, Family            Attend the Post School Options Expo            University/TAFE handbooks and Web sites eg <a href="http://www.usq.edu.au">www.usq.edu.au</a>, <a href="http://www.sqit.tafe.net">www.sqit.tafe.net</a></p>

June-July	<p>Compare information on courses and access in the various tertiary institutions.</p> <p>Define your course choices. Start to prioritise and double check your information.</p>	<p>QTAC Guide: Tertiary Courses University/ TAFE Open days Careers Expos e.g. TSXPO For all open days in QLD visit <a href="http://education.qld.gov.au/students/service/career/pdfs/uni-tafe.pdf">http://education.qld.gov.au/students/service/career/pdfs/uni-tafe.pdf</a></p>
<b>3. Decisions, Decisions</b>		
August	<p>Visit university campuses and become familiar with the universities you are interested in.</p> <p>To assist universities in early planning for required services (eg. Brailled text, interpreter), notify the disability officer of your intention to study.</p> <p>Nominate required arrangements you need because of your disability.</p> <p>If relevant, seek admissions on grounds of special consideration. Start gathering supporting statements now.</p>	<p>University/ TAFE open days Careers Counsellors, Family, RDLO USQ Open Day UQ - Gatton Campus Open Day University Disability Officers Relevant Faculty at University/TAFE eg <a href="http://www.usq.edu.au">www.usq.edu.au</a>, <a href="http://www.sqit.tafe.net">www.sqit.tafe.net</a> <a href="http://www.qtac.edu.au">www.qtac.edu.au</a> <a href="http://www.qtac.edu.au/leaflets/SCD_Schedule.pdf">http://www.qtac.edu.au/leaflets/SCD_Schedule.pdf</a></p>
September	<p>Choose your preferred tertiary courses and order of preference.</p> <p>Auditions, interviews and the presentation of art portfolios for tertiary courses begin.</p> <p>Confirm likelihood of selection in a university residential college, which may involve a selection interview.</p> <p>Alternatively investigate off-campus accommodation.</p> <p>Closing date for QTAC application forms.</p>	<p>Guidance Officer, Regional Disability Liaison Officer, Disability Co-ordination Officers, Family University/ TAFE Accommodation Officers Individual Residential Colleges. Visit <a href="http://www.usq.edu.au/studying/accommodation.htm">http://www.usq.edu.au/studying/accommodation.htm</a></p>
October	<p>If you have identified a disability on your QTAC form, then a questionnaire will be sent to you regarding your requirements.</p>	<p>QTAC <a href="http://www.qtac.edu.au">www.qtac.edu.au</a> <a href="http://www.qtac.edu.au/leaflets/SCD_Schedule.pdf">http://www.qtac.edu.au/leaflets/SCD_Schedule.pdf</a></p>
QTAC <a href="http://www.qtac.edu.au">www.qtac.edu.au</a> <a href="http://www.qtac.edu.au/leaflets/SCD_Schedule.pdf">http://www.qtac.edu.au/leaflets/SCD_Schedule.pdf</a>	<p>QTAC acknowledges receipt of your application.</p> <p>Ensure you have completed and returned QTAC Needs Questionnaire (identifying additional assistance required).</p>	

<b>4. Follow Through</b>		
December	<p>Senior Certificates and Student Education Profile Results issued. Review your course choices and if necessary, change preferences.</p> <p>Ensure arrangements to accommodate disability have been organized (eg transport, orientation and mobility training).</p>	<p>Regional Disability Liaison officer or Disability Co-ordination officers</p> <p>Disability support agencies and relevant government departments (eg. Centrelink <a href="http://www.centrelink.gov.au/">http://www.centrelink.gov.au/</a>)</p>
January	<p>Closing date for QTAC preference changes.</p> <p>Major rounds of offer from QTAC.</p> <p>If a high level of services is required to study, ensure the disability officer is aware:  You will be enrolling  Of the support you require.</p> <p>Residential colleges make first round offers of a place. If no offer is received, check with college to determine if a later offer is likely.</p> <p>If seeking off-campus accommodation, use accommodation listings/ notice boards and link into programs run by the university.</p>	<p>Disability Officer, Regional Disability Liaison Officers, Disability Co-ordination Officers</p> <p>University/ TAFE Accommodation Officers</p> <p>Individual Residential Colleges. Visit <a href="http://www.usq.edu.au/studying/accommodation.htm">http://www.usq.edu.au/studying/accommodation.htm</a></p>
February	<p>Enrol in course and indicate disability on enrolment form.</p> <p>If any assistance with studies is required contact the disability officer.</p> <p>If appropriate, submit AUSTUDY application. Enquire about specific arrangements for people with disabilities to which you may be entitled.</p>	<p>University enrolment form</p> <p>Disability Officer <a href="http://www.usq.edu.au">www.usq.edu.au</a>, <a href="http://www.sqit.tafe.net">www.sqit.tafe.net</a></p> <p>AUSTUDY officer at Centrelink <a href="http://www.centrelink.gov.au/">http://www.centrelink.gov.au/</a></p>

Adapted from University Planner. Tertiary Initiatives for People with Disability, 1998 p. 6-7.

# Your Disability & Study



## Understanding your Disability

Before you commit to further study it is important to take some time to think about your disability and the ways in which it can impact on your study. It may be useful to work through the *Understanding your Disability or Medical Condition* and *Disclosure worksheets* in the Further Information section.

### Disclosure

Every time you enter a new educational setting or meet new people you may need to make decisions about disclosing personal information.

Disclosure in an educational setting may be about ensuring that you can access supports that the institution offers students with a disability or medical condition.

Disclosing may mean:

- educating someone about your disability or medical condition;
- telling someone about the impact of your disability or medical condition on how you do things successfully, for example, you may need more time to complete tasks or exams.
- telling someone about your learning style, do you learn best by reading, doing or listening;
- providing documentation about your disability or medical condition to the Disability Officer or talking to another student about your disability or medical condition.

### Considering Disclosing

The choice of whether to disclose or not will be different for everyone because we have different experiences and different needs. Disclosing is a personal decision – you are the only one who can make it. For further information visit [www.uws.edu.au/rdlo/disclosure](http://www.uws.edu.au/rdlo/disclosure).

Ask yourself the following question. Who may need to know and why?

### Your Needs while Studying

Also think about the specific questions which relate to your disability. Depending on the type of disability you have these questions could include:

#### **Students with Mobility Impairment**

1. How do I access a parking permit?
2. Are there wheelchair accessible toilets throughout the campus?
3. How user-friendly is the campus for someone with my disability?
4. Can lectures be relocated if necessary to ensure better access?
5. Will I have an easily accessible locker?

### **Students with Vision Impairment**

1. Are bold print, Braille or online campus maps available?
2. How will I arrange to have textbooks and course notes provided to me in a format which suits my needs, for example, on computer disc, in Braille, large print, online or on cassette?
3. Are Braille and large print facilities available on campus?
4. What computer facilities are available, for example, personal reading machine and image enlargement software?
5. What exam considerations are available?
6. Mobility orientation of the campus?

### **Students with Hearing Impairment/Deaf Students**

1. How do I make arrangements for notetakers in my classes?
2. Are hearing loops, or FM radio communication systems available in lecture theatres?
3. Does the university provide sign language interpreters?
4. What exam considerations are available?

### **Students with a Learning Disability**

1. What exam considerations are available?
2. What other alternative assessment formats may be available?
3. What computer software is available?
4. What learning support will be available on campus?

There are no 'right' or 'wrong' answers to these questions; they will merely give you additional information to use in making your final decision. If you have a mobility impairment or are vision impaired, it is vital that you check out the campus and meet with the Disability Officer before you make a decision about whether the university or college is for you. If possible, schedule enough time to have a meal and sit in on a lecture. The best way to find out whether the campus is accessible to you is **to try it out**. You may like to attend Open Days or Tertiary Taste Programs. You are welcome to take along a friend or a family member.

Use the *Unlock your Future worksheets* in the Further Information section to determine what your needs may be while studying at university or TAFE.

## Staff You Need to Know

All universities and TAFE colleges have staff responsible for disability services, although they have different titles and may share that responsibility with other duties. **In this booklet we will refer to them as Disability Officers.**

Disability Officers can provide information or advice on facilities and services available at your preferred University or College. If you need academic advice about courses that is not evident from the handbooks or Course Fact Sheets, the Disability Officer or career counsellor may be able to assist or be able to refer you to a suitable person.

The Disability Officer is also the person to talk to about the educational adjustments you are likely to need and so you are strongly encouraged to contact Disability Officers in the universities or colleges you are most likely to be attending in the year before you commence. If you have concerns about studying, you can discuss them with the Disability Officer who may be able to help you resolve any difficulties you are facing.

Your discussions with Disability Officer are confidential unless you specifically ask them to consult with other staff on your behalf and give them permission to discuss your individual circumstances. If your disability is likely to have a significant impact on your studies, making an appointment with the Disability Officer is **highly** recommended. They will be able to tell you about physical access and disability services, and refer you to other administrative and academic staff who can advise you about particular courses.

Individual universities and colleges now offer a broad range of support services for students with disabilities. These include:

- alternative assessments, including examination provisions;
- assistive equipment;
- improved access to buildings;
- parking arrangements
- educational support (e.g. notetakers, readers);
- library assistance;
- resource guides, and
- medical and counselling services.
- Campus maps

### **You can ask Disability Officers about:**

- facilities which are available and their location on the campus;

- what documentation is required for alternative assessments, including exam provisions;
- other students with similar disabilities doing the same course you are considering;
- course requirements to be considered before you nominate your course preferences;
- academic staff who may be able to assist you;
- assistance during enrolment (if you need it);
- a ‘personal’ orientation to help you to get to know the campus before you start;
- general orientation programs available, e.g. academic study skills, social clubs, campus tours, and opportunities to meet other students, and Tertiary Taste programs for students with a disability.

### **Tertiary Taste Programs**

Some universities and TAFE colleges offer Tertiary Experience/Taste Programs for prospective students with a disability. Contact your Regional Disability Liaison Officer/Disability Co-ordination Officer (Contact details in at the end of the book) for details of local programs which you may be able to access.

### **Remember:**

As soon as you have your offer from QTAC, contact the University/TAFE disability officer to let her/him know and make an appointment to discuss the services you will need.

Further Information:

### **Choosing Your Path Disclosure: It’s a Personal Decision**

Website [www.uws.edu.au/rdlo/disclosure](http://www.uws.edu.au/rdlo/disclosure)

QTAC (Queensland Tertiary Admissions Centre) **TAFE Course and Admissions Guide** and the **QTAC University Guide** [www.qtac.edu.au](http://www.qtac.edu.au)

**Disability staff** and Course/program coordinators at local TAFEs or University

**Centrelink** Disability Officer – [www.centrelink.gov.au](http://www.centrelink.gov.au) or phone 131021

VET Pathways for Students with Disabilities

<http://www.trainandemploy.qld.gov.au>

Information regarding Reasonable adjustments and alternative examination arrangements <http://www.adcet.edu.au/rdco>

# Alternative Examination Arrangements

Alternative examination arrangements may include some of the following:

## Room setup and other aids

- Ergonomic chair
- Needs to use heat pack (microwave)
- Student will bring in own aids
- Scribe
- Reader
- Separate room
- Provision to move around, lie on floor, write while standing

## Specification of Aid

- Document holder
- Foot rest
- Lumber support
- Pillow
- Stress ball
- Wrist rest

## Writing time

- Extra 15 min/hr writing time
- Extra 30 min/hr writing time
- Extra 15 min/hr working time for prac exams
- Extra 15 min/hr writing time for un-typeable exams only
- Extra 45 min/hr writing time for MCQ exams

## Resting time/ Breaks

- Up to 15 min/hr resting time if utilised
- Up to 30 min/hr resting time if utilised
- 30 minute supervised rest period in room
- 1 hour supervised rest period in room
- Frequent access to bathroom

## Computer exams

- Use of spell checker
- Use of computer
- Use of computer with JAWS software

## Timetabling

- No two exams on one day if possible
- Exams not on consecutive days
- Variation to date/time, must sign Statutory Declaration
- Alternate day – religious reasons
- AM exams only
- PM exam only
- Alternative Assessment – DO NOT SEND TIMETABLE

## Paper format

- Split paper where possible
- Paper enlarged to A3 format

## Spelling and Grammar

- Consideration towards incorrect spelling
- Consideration towards use of incorrect grammar
- Consideration towards poor handwriting

## Medication & Food

- Access to medication
- Access to food and/or drink

## Instructions to supervisors

- Needs all verbal instructions in writing
- Supervisors to be aware of student's condition



## Understanding your Disability or Medical Condition - Worksheet

Does your disability or medical condition have a name? \_\_\_\_\_

Is your disability or medical condition:

- not noticeable
- noticeable
- keeps coming back (recurs)
- temporary
- permanent
- will get worse
- terminal
- have attacks every so often (episodic)

How does your disability or medical condition impact on your ability to study?  
(eg makes you tired, means you can't sit at a desk for a long time)

---

---

---

How does the medicine prescribed for your disability or medical condition affect your study  
(eg it makes you tired)?

---

---

---

The Disability Discrimination Act refers to '*reasonable adjustments*' that may be made to assist students with disabilities or medical conditions. What reasonable adjustments might help you to meet the course/ topic/ subject requirements?  
(e.g a particular piece of equipment, access ramps, sound loops.)

---

---

---

---

---



## Disclosure – Worksheet

**The disclosure continuum.** (Mark on the line below the point between the two statements which indicates how comfortable you are about disclosing/telling about your disability or medical condition).

*I don't care who knows about my disability or medical condition - I am comfortable talking about it.*

*No way I'd want anyone to know about my disability or medical condition – I'm not at all comfortable talking about it*

Think about your position on the disclosure continuum above. How is this likely to affect when or how you disclose? When are you most likely to disclose:

- 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

What experience have you had at disclosing?

- I have never told anyone about my disability/medical condition
- I feel uncomfortable telling anyone about my disability/medical condition
- I am never sure what/how much to tell
- It has been unpleasant when I have told people about my disability/medical condition
- I don't think people believe me when I tell them
- People might assume certain things about me if I disclose
- Other

What effect do you expect telling people about your disability/medical condition (disclosing) 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

Places to go for assistance if you want to talk about disclosing include:

- student support services
- counsellors
- disability contacts
- lecturers or tutors
- Choosing Your Path Disclosure: It's a Personal Decision

Website [www.uws.edu.au/rdlo/disclosure](http://www.uws.edu.au/rdlo/disclosure)



## Students with Learning Disabilities

Learning disabilities are disorders that impair cognitive functions. They include dyslexia (reading), dysgraphia (writing) and Attention Deficit Disorder.

Learning disabilities may affect:

- ✧ Goal setting ability
- ✧ Setting priorities
- ✧ Concentration
- ✧ Time required to complete tasks
- ✧ Processing information
- ✧ Ability to follow lectures
- ✧ Ability to follow instructions
- ✧ Reading rate
- ✧ Comprehension
- ✧ Writing legibility and speed
- ✧ Spelling
- ✧ Numerical abilities
- ✧ Other factors depending upon the specific nature of the impairment.

There are concessions that may be available within the tertiary environment to help you overcome any difficulties you may have. Contact your institution's Disability Adviser to discuss your individual support.

Please tick your requests:

- We meet to discuss my needs
- Lecture material in advance
- Essential reading lists in advance
- Flexibility in assignment deadlines
- Possible alternative course assessment
- Lectures be taped
- Concepts be paraphrased
- All hand-out material be read aloud
- All printed material on coloured paper. Colour: \_\_\_\_\_
- Clearly labeled equipment in labs
- More use of examples
- Enrolment assistance
- Housing or accommodation assistance
- Media services assistance
- Library assistance
- Alternative exam arrangements (Disability Adviser)
- Specialist equipment (Disability Adviser)
- Support staff (Disability Adviser)
- Other: \_\_\_\_\_

For more information visit [www.adcet.edu.au/rdco](http://www.adcet.edu.au/rdco) Or Visit [www.ald.com.au](http://www.ald.com.au)

**See your Disability Adviser for more Information**

Source: Post Secondary Education Disability Network, WA

## Students with Vision Impairments

Vision impairment can range from partial loss of sight to total blindness.

Vision impairment may affect:

Time management skills

- ✧ Organizational skills
- ✧ Time required to complete tasks
- ✧ Accessing information
- ✧ Recording information
- ✧ Notification of information
- ✧ Other factors depending upon the specific nature of the impairment.

There are concessions that may be available within the tertiary environment to help you overcome any difficulties you may have. Contact your institution's Disability Adviser to discuss your individual support.

Please tick your requests:

- We meet to discuss my needs
  - Lecture material in advance
  - Essential reading lists in advance
  - Flexibility in assignment deadlines
  - You face me when speaking
  - You indicate verbally when you are entering or leaving a room
  - You convey all written material verbally
  - Appropriate notification of last minute organizational changes
  - Lectures be taped
  - Hand-outs be available in large print
  - Possible alternative course assessment
  - Enrolment assistance
  - Housing or accommodation assistance
  - Media services assistance
  - Library assistance
  - Assistance at food/ beverage outlets
  - Laboratory assistance
  - Alternative exam arrangements (Disability Adviser)
  - Specialized equipment (Disability Adviser)
  - Support staff (Disability Adviser)
  - Other: \_\_\_\_\_
- 
- 

For more information visit [www.adcet.edu.au/rdco](http://www.adcet.edu.au/rdco)

**See your Disability Adviser for more Information**  
**Source: Post Secondary Education Disability Network, WA**



## Students with Mobility Impairments

Mobility impairments can result from partial or total paralysis, amputation, cerebral palsy, multiple sclerosis, head injury, arthritis and many other disabilities. Physical impairment may affect:

### Physical access

- ✧ Time taken moving about campus
- ✧ Time taken to complete tasks
- ✧ Coordination
- ✧ Fine motor skills
- ✧ Gross motor skills
- ✧ The primary communication method
- ✧ Other factors depending upon the specific nature of the impairment.

There are concessions that could be made within the tertiary environment to help you overcome any difficulties you may have. Contact your institution's Disability Adviser to discuss your individual support.

Please tick your requests:

- We meet to discuss my needs
- Lecture material in advance
- Essential reading lists in advance
- You face me when speaking
- Barrier free lecture/ tutorial venue
- Flexibility in assignment deadlines
- Possible alternative course assessment
- Lectures be taped
- Enrolment assistance
- Housing or accommodation assistance
- Parking assistance
- Media services assistance
- Library assistance
- Assistance at food/ beverage outlets
- Laboratory assistance
- Alternative exam arrangements (Disability Adviser)
- Specialized equipment (Disability Adviser)
- Ergonomically designed furniture (Disability Adviser)
- Support staff (Disability Adviser)
- Other: \_\_\_\_\_

For more information visit [www.adcet.edu.au/rdco](http://www.adcet.edu.au/rdco)

**See your Disability Adviser for more Information**

Source: Post Secondary Education Disability Network, WA



## Students with Hearing Impairments

Hearing impairment can range from partial loss of hearing to total deafness.

Hearing impairment may affect:

The chosen primary communication method

- ✧ Speech
- ✧ Vocabulary
- ✧ Participation
- ✧ Group work activities
- ✧ Response frequency
- ✧ Time required to complete tasks
- ✧ Accessing information
- ✧ Recording information
- ✧ Receiving information
- ✧ Other factors depending upon the specific nature of the impairment.

There are concessions that could be made within the tertiary environment to help you overcome any difficulties you may have. Contact your institution's Disability Adviser to discuss your individual support.

Please tick your requests:

- We meet to discuss my needs
- You speak a little slower and face me
- Lecture material in advance
- Essential reading lists in advance
- Flexibility in assignment deadlines
- Possible alternative course assessment
- Appropriate notification of last minute organizational changes
- A change to lecture/ tutorial venue
- Lecture material in print/ disk form
- You write key concepts on the board
- More use of visual aids during lectures
- Enrolment assistance
- Housing or accommodation assistance
- Media services assistance
- Library assistance
- Assistance at food/ beverage outlets
- Alternative exam arrangements (Disability Adviser)
- Specialized equipment (Disability Adviser)
- Support staff (Disability Adviser)
- Other: \_\_\_\_\_

---

For more information visit [www.adcet.edu.au/rdco](http://www.adcet.edu.au/rdco)

**See your Disability Adviser for more Information**

Source: Post Secondary Education Disability Network, WA



## Students with Medical Conditions

Medical conditions include asthma, cerebral palsy, multiple sclerosis, muscular dystrophy, AIDS, cancer and also psychiatric conditions such as mood related disorders, psychoses and substance control. Medical conditions may affect:

- ✧ Mobility
- ✧ Concentration
- ✧ Memory
- ✧ Study time due to illness
- ✧ Energy
- ✧ Motivation
- ✧ Attendance
- ✧ Communication
- ✧ Organizational skills
- ✧ Pain
- ✧ Other factors depending upon the specific nature of the impairment.

There are concessions that may be made within the tertiary environment to help you overcome any difficulties you may have. Contact your institution's Disability Adviser to discuss your individual support.

Please tick your requests:

- We meet to discuss my needs
- Lecture material in advance
- Essential reading lists in advance
- Flexibility in assignment deadlines
- Flexibility in attendance requirements
- An alternative to group work
- Possible alternative course assessment
- Lectures be taped
- Lectures available in print or on disk
- A break during the lecture
- Enrolment assistance
- Housing or accommodation assistance
- Parking assistance
- Media services assistance
- Library assistance
- Assistance at food/ beverage outlets
- Laboratory assistance
- Alternative exam arrangements (Disability Adviser)
- Specialized equipment (Disability Adviser)
- Ergonomically designed furniture (Disability Adviser)
- Support staff (Disability Adviser)
- Other: \_\_\_\_\_

For more information visit [www.adcet.edu.au/rdco](http://www.adcet.edu.au/rdco)

**See your Disability Adviser for more Information**

Source: Post Secondary Education Disability Network, WA



## Students with Psychological Conditions

Psychological and psychiatric conditions include mood related disorders, psychoses and substance control. These conditions may affect:

- ✧ Mobility
- ✧ Concentration
- ✧ Memory
- ✧ Study time due to illness
- ✧ Energy
- ✧ Motivation
- ✧ Attendance
- ✧ Communication
- ✧ Organizational skills
- ✧ Pain
- ✧ Other factors depending upon the specific nature of the impairment.

There are concessions that may be made within the tertiary environment to help you overcome any difficulties you may have. Contact your institution's Disability Adviser to discuss your individual support.

Please tick your requests:

- We meet to discuss my needs
- Lecture material in advance
- Essential reading lists in advance
- Flexibility in assignment deadlines
- Flexibility in attendance requirements
- An alternative to group work
- Possible alternative course assessment
- Lectures be taped
- Lectures available in print or on disk
- A break during the lecture
- Enrolment assistance
- Housing or accommodation assistance
- Parking assistance
- Media services assistance
- Library assistance
- Assistance at food/ beverage outlets
- Laboratory assistance
- Alternative exam arrangements (Disability Adviser)
- Specialized equipment (Disability Adviser)
- Ergonomically designed furniture (Disability Adviser)
- Support staff (Disability Adviser)
- Other: \_\_\_\_\_

For more information visit [www.adcet.edu.au/rdco](http://www.adcet.edu.au/rdco)

**See your Disability Adviser for more Information**

Source: Post Secondary Education Disability Network, WA

# Study Costs & Financial Assistance



## The Cost of Study

### **Higher Education Contribution Scheme (HECS)**

The majority of University undergraduate degrees and some TAFE and Agricultural College courses incur a HECS fee. HECS requires students to contribute towards the cost of their post secondary education. Under HECS an annual contribution charge will apply for each year of equivalent full-time study. HECS payment is calculated on the student's study load. If you undertake more or less than a full time study load you will be charged the proportionate HECS contribution. If you are not an Australian Citizen these options may not apply.

More information is available at [www.hecs.gov.au](http://www.hecs.gov.au)

### **Fee courses for Australian students**

An increasing number of universities are offering places in courses to Australian students who can pay the full cost of the course. The OP / Selection Ranking requirements are usually lower than those for HECS places. It may be possible for students admitted to a fee-paying place to transfer from a fee-paying place to a HECS place after their first year. See the QTAC Guide or contact the universities for more information. TAFE has scheduled fees for the majority of their courses which need to be paid up front. Check with your chosen institution for the current fees for your course. Also, ask about different payment methods.

### **Union Membership**

Each year universities and TAFEs collect fees from students which go towards facilities and membership of student organisations. Usually the charges are between \$250 - \$450 per year, and need to be paid at or around the time of enrolment. Membership may be voluntary after July 2005.

### **Text books and Materials**

The cost of textbooks and other equipment you need will vary depending on your individual needs/ course/ majors and the electives you choose in your course. Speak to the relevant Faculty at your chosen tertiary institution to gain an estimate of the likely costs for materials. Alternative formats are available upon request. Ask the Disability Officer at the campus.

### **On Campus Accommodation**

Some campuses offer on-campus or residential accommodation for students. Most of these places will provide a bed and study desk but the availability of services such as meals will vary. Prices of the accommodation will vary according to the services provided and the number of people sharing facilities (remember if you are not paying for full board you will have to budget for meals and utilities on top of your room cost). All campuses have an accommodation officer who can provide you with the on-campus and off-campus options available to you.

It is important to identify your personal living needs when assessing the suitability of accommodation. Factors to consider may include: private or shared room and bathroom, meals, location in relation to campus and public transport, cost and wheelchair accessibility.

## Financial Assistance

### Allowances

#### **Youth Allowance/ Austudy**

Students not eligible for the Disability Support Pension (DSP) may be eligible for the Youth Allowance. Australian indigenous students may be eligible for Abstudy.

If you are studying a reduced load because of a disability, you may still qualify for Youth Allowance or Newstart Allowance, providing you meet Centrelink's eligibility criteria and provide documentation, you may be able to negotiate with Centrelink in relation to reducing the requirements of the activity test. Contact Centrelink on 13 2490.

Up to date information and application forms are available from Centrelink Customer Service Offices. Phone 13 2490 or visit ([www.centrelink.gov.au](http://www.centrelink.gov.au)) for the most convenient office at which to make an appointment to discuss your application and the best way to substantiate your claim.

#### **Disability Support Pension**

If you cannot work full time because of a long-term disability or illness you may be eligible for a DSP. The benefit is for people over 16 who meet an income and assets test and have the necessary level of impairment to qualify. If you have come to Australia from another country and had the disability at the time, you need to be a permanent resident for ten years to qualify. At the time of printing blind people could qualify for the DSP regardless of their income and assets. People on the DSP receive a Pensioner Concession Card, which makes them eligible for a variety of discounts and free services. Contact Centrelink on 13 1021 to make an appointment to visit a Customer Service Centre or phone 13 2717 for more information.

#### **Pensioner Education Supplement (PES)**

The PES is a payment that helps with the cost of full-time or part-time study. People who receive the Disability Support Pension may be eligible for PES if they are enrolled in and undertaking an approved course of study. Phone Centrelink on 13 2490.

### Scholarships and Loans

#### **Loans**

Some universities offer financial assistance to students who are experiencing financial difficulties that may jeopardise their studies. Loan funds for this purpose are likely to exist in Student Services or in Student Unions. Ask about a loan scheme for the purchase of computers and assistive software. Student welfare officers may also be able to help you to claim government benefits.

## **Scholarships**

There are several scholarships available for university students to assist with general education costs and with accommodation costs for rural students. Equity scholarships are also available. You can find out more information by visiting [www.dest.gov.au](http://www.dest.gov.au) and search for Commonwealth Learning Scholarships. It is advisable to contact the Scholarship Officer or Careers Counsellor at your preferred university or college for more information on the range of scholarships and the criteria for applying.

## **Part-time & Casual Employment**

Most institutions have a casual employment service where students can go to enquire about or apply for casual work that may be available in or outside the campus at which they may be enrolled. Libraries and other institutional departments are often in need of students to assist in completing tasks such as cataloguing or filing during peak demand periods. Community organisations and industries in close proximity to individual colleges and universities may also need to hire casual staff from time to time.

A few hours of part-time work on a regular basis may help students increase their income needed for both education and general living expenses. Furthermore, such employment will give you a "feel" for life in the workforce, and the experience gained may serve you well when applying for more permanent work upon completion of your course. Applicants who work and study concurrently often impress employers, as this goes a long way towards demonstrating initiative and motivation.

Further information regarding part-time work may be obtained from Careers Services and/or Student Services at any TAFE or university. Local Centrelink Customer Service Centres offer touchscreens with Australia- wide job-vacancy information, career information, tertiary study information and career counselling.

## **Travel Concessions**

Travel concessions for public transport are normally available only to full-time students, but students who study part-time because of a disability can also be eligible. The Disability Officer at the university or college in which you enrol can provide further information.

### **Queensland Transport (QT) Disabled Driver permits**

To be eligible to use the parking spaces on campus designated for people with disabilities you will probably need either a QT Disabled Driver permit or a permit signed by the Disability Officer. To be eligible, you need to have a temporary or permanent mobility impairment. Contact Queensland Transport on 07 3253 4771 for details about the permits.

### **Taxi Transport Subsidy Scheme**

If you have a permanent and severe disability, which affects your mobility, you may be eligible for the Taxi Transport Subsidy. Eligible taxi users receive a subsidy of half the fare for each trip, up to a maximum of \$25. To apply, or for more, information about the scheme contact Queensland Transport on 07 3253 4954

## **Mobility Allowance**

A mobility allowance may be paid to anyone who, because of a disability, is unable to use public transport without substantial assistance from others, and is working or undertaking training for at least eight hours per week. People with disabilities who work for a public charity on a voluntary basis for at least eight hours per week may also be entitled to receive a mobility allowance. Further information and an application form may be obtained by contacting the Disability Officer at your nearest Centrelink Customer Service Centre or calling 13 1021.

## Other concessions

### **Health Care Card**

If you do not qualify for a Pensioner Concession Card you may be eligible for a Health Care Card, which will give you access to pharmaceutical concessions and other discounts. Contact Centrelink on 13 2717.

### **Computer Equipment**

If you need a computer and assistive technologies to complete your research as soon as possible, some universities, TAFEs, computer manufacturers and the organisation- Technical Aid for the Disabled may assist you by giving discounts or providing computer equipment.

Sorting through the many issues to do with computers and assistive technology can be very time consuming so do as much as you can before you start your course. The following website may assist- <http://www.anu.edu.au/disabilities/atproject/index.html>

Some universities have student loan funds and may make you a loan to buy computer equipment once you have enrolled, or they may lend you a computer. Check with the DLO. Alternatively banks offer students deferred repayment loans at below the market interest rate.

## For more Information:

### **Centrelink**

For information on allowances and concessions.

Phone:	Youth Allowance	13 2490
	Abstudy	13 2317
	Disability, Sickness and Carers	13 2717
	Pensioner Education Supplement	13 2490
	TTY Service Freecall	1800 810 586
	(for people who are deaf or have a hearing or speech impairment.)	
	Access to this service is via a teletypewriter machine only)	

Website: <http://www.centrelink.gov.au/>

**Student Services** at the Tertiary Institution of your choice for information on student loans, scholarships and financial advice or visit [www.dest.gov.au](http://www.dest.gov.au) and search for Commonwealth Learning Scholarship.

See [www.myfuture.edu.au](http://www.myfuture.edu.au) for more information on scholarships

# Financial Planning Worksheet



## **Expected Income**

Income Source	Amount (\$)
Youth Allowance	
Disability Support Pension	
Education Supplement	
Part-time Work	
Scholarships	
Other Sources e.g. gifts, mobility allowances, travel concessions.	
<b>TOTAL: Estimated Annual Income</b>	<hr/> <b>\$</b> <hr/>

## **Expected Expenses**

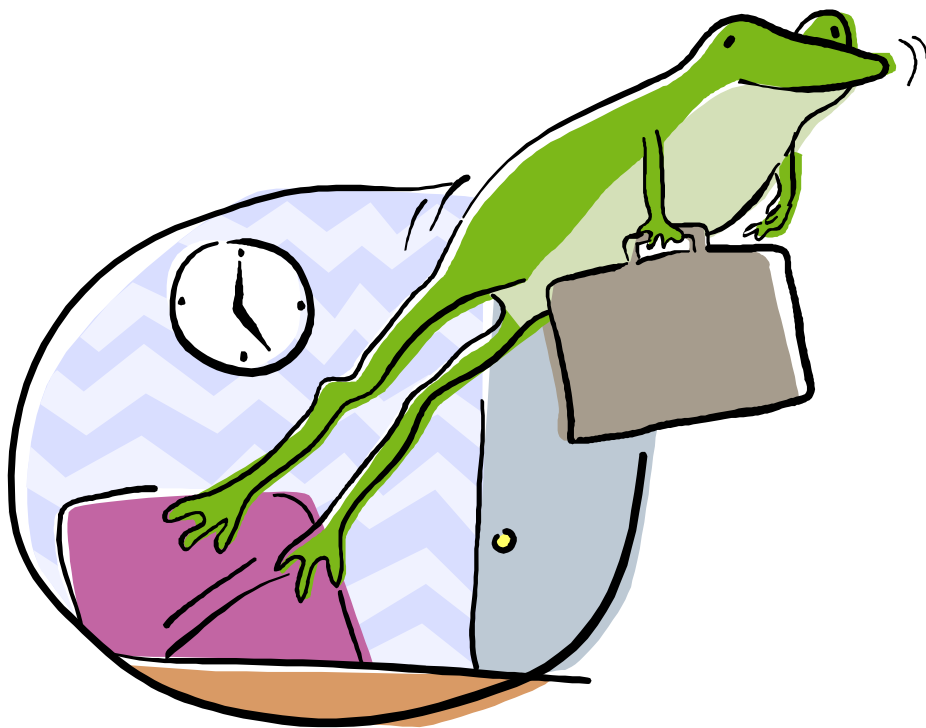
Expense	Amount (\$)
Service/Facilities Fees	
Textbooks	
Computer equipment, internet connection, photocopying	
Attendant care	
Accommodation/Food (On-campus approx \$200 pw)	
Travel/transportation	
Mobile phone, electricity, gas.	
Other	
<b>TOTAL: Estimated Annual Costs</b>	<hr/> <b>\$</b> <hr/>

Other Expenses:  
(these could be specific costs to you e.g. medication costs, university/TAFE fees, student union fees, etc.)

---

---

# Making the Transition to Tertiary Life



Once you have received an offer from a university or college (congratulations!) it's time to put things in place to ensure that your transition goes as smoothly as possible. Although it has been mentioned before, it can't be underestimated how important it is to make contact with the Disability Officer. They have lots of experience with students with additional needs and will be able to put you in contact with people and programs that can really make a difference for you. As well, the more notice you give the Disability Officer that you are coming, the more chance they will have of putting in place services such as notetakers, interpreters and alternate formats for the orientation program and the first week of classes.

### **Orientation**

If you have a disability that affects your mobility, it is a good idea to have a campus orientation before your first semester starts. Contact the Disability Officer to arrange this. You are also encouraged to attend the orientation program offered by your university or college. It will be held before lectures/ classes commence and could include any of the following: a welcome from academic leaders, study skills talks, campus tours, library tours, course overview, timetable for the semester and an opportunity to have fun and socialise.

## Student Organisations

### **Universities**

Each university has a Student Union, Association or Student Representative Council (SRC) which represents students and helps with any difficulties they are facing at university. These organisations usually provide services free of charge to students including:

- legal aid
- welfare and educational support
- childcare
- second hand bookshop/exchange
- representation of student interests in university decision making.

Student unions may also provide specific assistance for students with disabilities. There may be a group or club within the SRC, which represents the interests of students with disabilities. Look for the SRC or Union handbook or diary for more information.

Also, check with your student association to find out what clubs and social activities they have available. These are a great way to meet people with similar interests and to have fun.

## TAFE Colleges

TAFE colleges have a student activities officer within the Student Association or, through their Student Services section, a staff member that organises social activities, newsletters and/or accommodation. For more information contact Student Services at your local college.

Things to find out:

- What are the major off-campus social gathering spots?
- Where is the primary shopping area for students?
- Are these places accessible?
- What clubs and societies are there on campus?
- Are the extra-curricular activities (lectures by guest speakers, dances, film festivals, forums) accessible to me?
- Is transport provided to and from these social activities?

## Employment Services

You may be ahead of others in planning for work, as in the process of planning your post-secondary education and training you have been analysing your own capabilities and preferences which are the first step in any job hunt. Indeed, you need to plan well ahead of your fellow students in considering employment options because of the impact of your disability and the need to develop additional skills for completing tasks required in many occupations, such as computer skills.

Once you are enrolled in your course, it is never too early to start thinking about permanent employment. You can:

- make contact with the Careers and Employment Services available on campus to discuss general employment prospects and specific plans;
- consider which course options are likely to be the most useful;
- talk to other people with disabilities who have recently completed tertiary studies and those who have been employed for some time, to find out about employment opportunities;
- consult with Commonwealth Rehabilitation Services or Centrelink disability officers regarding current programs which may assist you in your search for employment and equipment necessary for the completion of work tasks; and
- Apply to the 'Willing and Able Mentoring' programme to make contact with employers in your preferred vocational field – [www.careers.rmit.edu.au/WAMapplicationform.doc](http://www.careers.rmit.edu.au/WAMapplicationform.doc)

While not all students with disabilities are able to work and study at the same time, those who can, should seriously consider doing so. If an opportunity for work presents itself and your circumstances allow you to realistically fit this activity in to your schedule, go for it! You never know where this might lead in the long-run.

## Support Services

### **Student Services:**

Most campuses have Student Services staff available to assist students. Ask staff for assistance and they may be able to refer you to appropriate support.

### **Australasian Network of Students with Disabilities (ANSWD)**

ANSWD is a national student organisation for TAFE or university students with disabilities. ANSWD helps to make sure that students with disabilities have reasonable access to education by working with staff at universities and TAFEs throughout Australia and New Zealand. ANSWD aims to encourage a learning environment that is equal for all students. You can find them at

<http://www.answd.com/>

### **ANSWD Hints and Tips**

1. Set up a safety net early (e.g. make yourself known to lecturers, tutors; especially if you have any episodic health problems);
2. Don't wait to get assistance, if experiencing problems;
3. Start your work early (in case life, or health impedes finishing work later on);
4. Make use of Learning Assistance Unit/Counsellors/Disabilities Service if necessary;
5. No-one will do these things for you (search out your own support mechanisms);
6. Strive to become an independent learner;
7. Participate in tutorials (and do all readings beforehand);
8. Time management is a vital issue (organize your time well);
9. Don't feel a failure if you need to drop a subject;
10. Come to understand how you learn best, and work on weaker areas.
11. Being organised, planning ahead, that it is better to ask for help early, rather than after the wheels fall off.
12. That there are services to meet individual needs.
13. That part time study is perfectly acceptable.
14. Be realistic about what you can expect of your body/brain, and don't put yourself down if you need to study part time, or even defer.
15. Don't ever give up - there are plenty of cases where doctors and specialists have told a student that they cannot do something and then they go right ahead and do it!!!



## Bringing it All Together Worksheet

Now that you have created lists about your personal and career goals and the tertiary institute that you are interested in attending, it is time to evaluate your options based on the information you have collected.

You will probably not find a TAFE or university that meets all your needs in all areas. To help decide which is the most appropriate, compare lists of information you have collected about each institution and ask yourself these questions:

My preferred Programme/ Course is: \_\_\_\_\_

My preferred institution is: \_\_\_\_\_

How do I apply for this Programme/ Course? \_\_\_\_\_

When is the closing date for applications? \_\_\_\_\_

The contact for this Programme/ Course is: \_\_\_\_\_

Phone: \_\_\_\_\_ Email \_\_\_\_\_

The disability contact for this institution is: \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

What academic support services are available to me on campus? \_\_\_\_\_

\_\_\_\_\_

What will the living situation be for me if I go to this institution? \_\_\_\_\_

\_\_\_\_\_

What on-campus social activities are available? \_\_\_\_\_

\_\_\_\_\_

What are the possibilities of financial assistance? \_\_\_\_\_

How will I support myself financially? \_\_\_\_\_

\_\_\_\_\_

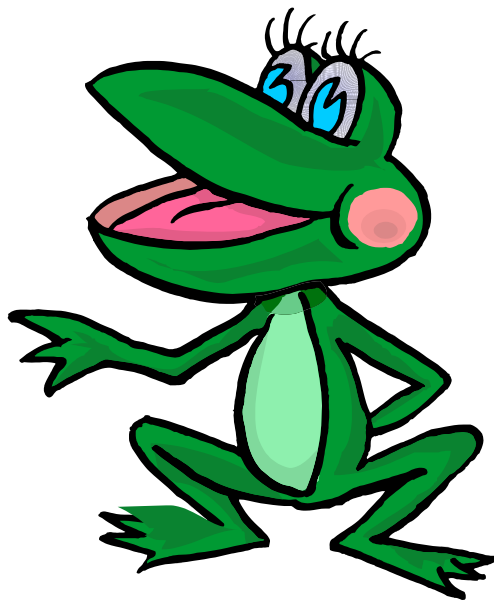
What are the likely costs? \_\_\_\_\_

\_\_\_\_\_

How will I travel to this campus? \_\_\_\_\_

\_\_\_\_\_

# Disability Contacts for the QLD Tertiary Sector



## Regional Disability Liaison Officer (RDLO) Disability Coordination Officers (DCO)

Regional Disability Liaison Officers (RDLOs) and Disability Co-ordination Officers (DCOs) play a valuable role helping to increase the access and participation rates of students with disabilities to study at university or at TAFE and then move to employment. They perform a range of functions which are focused on the provision of practical assistance and support to students with disabilities to make the transition from school to university or from school to TAFE and then to employment.

To contact the RDLO's and DCO's for other region, visit <http://www.adcet.edu.au/rdco>

### Regional Disability Liaison Officers

#### Mr Eric Boardman

Regional Disability Liaison Officer  
**Central Queensland University**  
CQ Mail Centre  
QLD 4702  
Tel: 07 4930 6394  
Fax: 07 4930 9119  
Email address: [e.boardman@cqu.edu.au](mailto:e.boardman@cqu.edu.au)  
Web Page: [www.rdlo.cqu.edu.au](http://www.rdlo.cqu.edu.au)

#### Mr Robert Pyne

Regional Disability Liaison Officer  
– Far North Queensland  
**James Cook University**  
Smithfield Campus  
PO Box 6811  
Cairns Qld 4870  
Ph: 07 4042 1527  
Fax: 07 4042 1026  
E-mail: [robert.pyne@jcu.edu.au](mailto:robert.pyne@jcu.edu.au)

#### Mr Robert Taylor

Regional Disability Liaison Officer  
- North Queensland  
**James Cook University**  
Douglas Campus -Library Building  
Townsville Qld 4811  
Ph: 07 4781 6292  
Fax: 07 4781 5885  
Mobile: 0421 357 735  
E-mail: [robert.taylor@jcu.edu.au](mailto:robert.taylor@jcu.edu.au)

#### Ms Deborah Mc Lachlan

Regional Disability Liaison Officer  
Student Services  
University of Southern Queensland  
TOOWOOMBA QLD 4350  
Tel: 07 4631 1410  
Fax: 07 4631-2880  
Mobile: 0412 646 024  
Email address: [rdlo@usq.edu.au](mailto:rdlo@usq.edu.au)

### Disability Co-ordination Officers

#### Mr Kieron Kelly

Disability Coordination Officer  
**The House With No Steps – Qld**  
PO Box 525  
Ashgrove Qld 4060  
Ph: (07) 3112 0219  
Fax: (07) 3366 9344  
Mobile: 0408 377 320  
Email address: [kkelly@hwns.com](mailto:kkelly@hwns.com)  
Web page: [www.disc.org.au/DCO](http://www.disc.org.au/DCO)

#### Dianne Hollis

Disability Coordination Officer  
**The House With No Steps – Qld**  
PO Box 2213  
Burleigh MDC Qld 4220  
Ph: (07) 5593 8340  
Fax: (07) 5593 8341  
Mobile: 0403 674 252  
Email address: [dhollis@hwns.com.au](mailto:dhollis@hwns.com.au)

## University Contacts - Disability Liaison Officers (DLOs)

### **The University of Southern Queensland**

#### ***Toowoomba Campus***

Trudy Haak

Disabilities Counsellor

Address: Student Services, USQ, Toowoomba, Qld 4350

Tel: (07) 4631 2848 Fax: (07) 4631 2880

University Homepage Website: <http://www.usq.edu.au/>

Email: [haak@usq.edu.au](mailto:haak@usq.edu.au)

#### ***Wide Bay Campus***

Jenny Gunn

Student Welfare Officer

Address: USQ Wide Bay, 161 Old Maryborough Rd, Hervey Bay Qld 4655

Tel: (07) 4120 6159

Email: [gunn@usq.edu.au](mailto:gunn@usq.edu.au)

### **University of the Sunshine Coast**

Disability Services Officer

Tel: (07) 5430 1226 Fax: (07) 5430 2883

Address: University of the Sunshine Coast, Maroochydore DC, Qld 4558

University Homepage Website: <http://www.usc.edu.au/>

### **The University of Queensland - Gatton**

Ms Laura Chandler

Counsellor

Tel: (07) 5460 1394 Fax: (07)

Address: Student Services, Level 1, Morrison Hall, Lawes, Qld 4343

University Homepage Website: <http://www.uq.edu.au/gatton/>

Email: [laura.chandler@uq.edu.au](mailto:laura.chandler@uq.edu.au)

To contact other Queensland Disability Liaison Officers go to:

[http://www.rdlo.cqu.edu.au/links.html#Qld\\_Uni\\_DLO](http://www.rdlo.cqu.edu.au/links.html#Qld_Uni_DLO)

## TAFE Queensland Disability Services Officers

INSTITUTE	DIS/OFFICER	ADDRESS	PHONE	FAX
Barrier Reef	Fiona Hindley Acting	PMB 1 TOWNSVILLE DC QLD 4810	4750 5652	4750 5606
The Bremer	Caroline Zinnermann	PO Box 138 BOOVAL QLD 4304	3817 3050	3817 3052
Brisbane North	Deb McArthur  Corinne Parnell	Locked Bag 3 Eagle Farm BC QLD 4009	3259 9076 Mob: 0408 575 551 3258 5090	3259 9040  3258 5093
Central Queensland	Janet Cook	LMB 8065 ROCKHAMPTON QLD 4700	4920 2493	4920 2399
Cooloola/ Sunshine	Jacqueline Caskey	SCMC Box 5252 NAMBOUR QLD 4560	5459 3884 (Tuesday's & Thursday's 5459 3505)	5459 3156
Gold Coast	Del McLaughlin	PO Box 5547 Gold Coast Mail Centre BUNDALL QLD 9726	5581 8410	5581 8546
Logan	Marie Smith	LMB 4163 LOGANHOLME QLD 4129	3826 3792	3826 3787
Moreton	Heidi Gould (Mt Gravatt Campus) Phil Walliss (Alexandra Hills Campus)	PO Box 2614 MANSFIELD QLD 4122	3215 1531  3826 8422	3215 1467  3824 6304
Mt Isa	Dennis Bailey (Dbail49@eq.edu.au)	PO Box 1612 MOUNT ISA QLD 4825 Spinifex State College	4744 2722 Mob 0427368721	4744 9973
OLI	Rosemary McGuire <a href="mailto:Disabilityofficer.oli@det.qld.gov.au">Disabilityofficer.oli@det.qld.gov.au</a>	GPO Box 1326 BRISBANE QLD 4001	3259 4087 Freecall 1800 657387	3259 4548
Southbank	Julian Grigg Acting	LMB 14 SOUTH BRISBANE QLD 4101	3244 5096  3244 5386	3244 5449
Southern Qld	Noel Keller	PO Box 80 TOOWOOMBA QLD 4350	4694 1613 Mob: 0417 010 320	4694 1623
Tropical North Qld	Carole Ford	PMB 1 CAIRNS QLD 4870	4042 2380	4042 2622
Wide Bay	Michelle Robinson	LMB 279 MARYBOROUGH QLD 4650	4120 6299 Mob: 0419 177 093	4120 6428
Yeronga	Wendy McLaren	PO Box 6045 FAIRFIELD GARDENS QLD 4103	3892 0517 3892 0402	3892 2031



The Regional Disability Liaison Officer initiative is funded by the Australian Government's Department of Education, Science and Training. However, the views expressed in this publication are not necessarily the views of the Department.