

Introduction

People with disabilities are no different to anyone else. They want to be able to live fulfilling lives through building relationships with others, developing interests, participating in their communities and working to achieve a decent standard and quality of life.

And, just like anyone else, if people with disabilities want to get a job they gain no special favours so they have to undertake education and training programs so that they can develop the knowledge and skills to compete for and secure employment.

However, people with disabilities are sometimes more restricted than others in gaining access to educational programs and the services needed to assist them to achieve their objectives.

Gonski, is one example of a government initiative to address the inequality of an education system that is falling short of enabling the most disadvantaged the support needed to realise their potential.

The Australian Bureau of Statistics estimated in 2013 that 7.3 Million Australians, or almost half of the adult population have problems with literacy and numeracy and that these are the people who often struggle to hold down jobs, balance their household budget and just make their way through each day.

TAFE NSW has for many years provided the means by which such individuals can gain the second chance to gain the education and develop the skills needed to change their lives.

However, in response to the COAG Agreement on VET, the NSW Government is implementing VET Reform in NSW, known as Smart and Skilled and concern is growing about the level of access and support that will be available for disadvantaged people, in particular people who have disabilities, when this program is fully implemented in January 2015.

Access to courses

In preparation for the implementation of Smart and Skilled a number of changes are being rolled out in TAFE colleges all over NSW. Over the last 12 to 18 months a considerable number of courses have been cut so they are no longer offered at some locations. For some this may mean that they just hop in their car or jump on the train or bus and go to another location that is still offering this course. But for some students, eg students with disabilities, people from low socio economic backgrounds and parents with young children this is not always possible.

While some private RTOs may now be offering courses that are no longer available at local TAFE campuses many do not have the facilities, resources or expertise to accommodate and support students with disabilities. One example of this, was a company in rural NSW that won a Federal Government Contract to deliver basic literacy courses. The company concerned operated using a classroom in a van so that it could cover various locations. The problem with this was that the van was not physically accessible. When a student who used a wheelchair tried to enrol in a course through this RTO he was referred back to the local TAFE but as the TAFE had lost the federal contract to deliver this course to the cheaper tender from the private RTO the individual concerned had no means of accessing this course.

Another point that needs to be made here is that sometimes students need some intensive support to get them through their first course or the funds to purchase equipment. However, once they developed their foundation skills or accessed the equipment they may be able to articulate into higher level courses and to undertake these courses with the need for ongoing support. A flat 10% loading is simply not needs based, is not adequate to meet the needs of all students who have disabilities and does not provide a holistic approach to meeting needs of students.

Also there does not appear to be any provision to fund preparatory courses or training in the use of technology as a flat loading of 10% for students enrolled in vocational courses does not allow for pre course training. This means that many students with disabilities will effectively be locked out of VET as they will not be able to successfully undertake mainstream vocational courses without some preparation for this

The IPART Draft Report goes on to say that “It is intended that these loadings will ensure that RTOs are compensated for the additional costs of offering training to people who have disabilities, and so are willing to provide services to these students”.

The word WILLING rings alarm bells as it implies that under “Smart and Skilled” RTOs operating with government funds they have won through competitive tender may be able to deny people who have disabilities access to their courses on the basis that they do not have adequate resources or suitably qualified or trained staff.

Also, considering that it is very unlikely that the proposed 10% flat loading will meet the needs of all students. Will this not simply discourage any RTO from enrolling a student with a disability who has a high level of needs? Does this have the potential to result in discrimination?

IPART goes on to state that “we recognise that there will be circumstances in which the base price and loadings are not sufficient to compensate RTOs for the costs of delivering the training. This may be where student needs result in higher costs than allowed for in setting the loadings. In these circumstances – or ‘thin markets, the additional costs would, **if the Government chooses**, be provided through Community Service Obligations” CSOs.

On Monday 31st March I, together with a small group of Teacher Consultant and Peak Disability Organisation Representatives met with the NSW Minister for Education, Mr Adrian Piccoli, together with Pam Christie the Director General of TAFE NSW, Department of Education and Training etc

At this meeting a number of questions were asked in relation to the implementation of Smart and Skilled and implications of this on students with disabilities. One of the Peak Body Representatives asked for some clarification on what CSO payments could be used for and how these funds could be accessed but no definitive answer was offered.

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There are other examples of RTOs operating in rural areas from facilities that can only be accessed by stairs or operating out of facilities where there is no accessible toilet making it impossible for people with disabilities to undertake courses. The question this raises is why is physical access to facilities not one of the criteria used in determining eligibility to tender for government contracts to deliver VET programs?

As well as courses being deleted there are many other courses that are being condensed into shorter timeframes meaning that the same subject matter needs to be taught or delivered in less time. This also puts pressure on students to achieve competency in less time.

Unfortunately, while there are some students who may be able to develop skills at a quicker pace not everyone can do this. Some students may have difficulties with learning due to a disability, difficulties with Language Literacy and Numeracy or parental or family demands. I myself have difficulties with visual processing which means that it takes me longer to read than others. Therefore, fast tracking the delivery of courses does not serve everyone's best interests and several employers have recently spoken out against this too.

Understandably, the development of technology has resulted in more and more vocational courses being developed for on line delivery and teachers are being encouraged to put all course materials and resources on line. Obviously it is of great assistance to students when they can access class notes, video clips and other resources produced by teachers on line but not everyone has the level of computer literacy or general literacy and numeracy skills to learn without the support of a teacher. Also, while online learning may be very useful in some areas there are some trades and professions where this may not be the preferred mode of delivery. For example, would you want to engage an electrician to wire up your house who had developed knowledge and skills from an online course that using Youtube video clips?

Another problem with this is that the system in place to run online courses is not currently able to keep up with demand. For example, this month alone TAFE NSW students will not be able to access Moodle, Adobe Connect and the Student Portal from 6.00 am on Saturday 12th April until 7.00 pm on Sunday 13th April and on the following Sunday ie 20th April the system will be inaccessible for standard monthly maintenance. Both teachers and students are becoming very frustrated with this. A lot of work has been put in by teachers to produce online resources that students are having difficulty accessing so they are becoming frustrated with the system. Therefore, at this point in time, we simply do not have the capacity to deliver all courses on line in a way that can be accessed by students with convenience.

 **System Outage** TAFE systems will be offline for maintenance during the period: 6am Saturday 12th April to 7pm Sunday 13th April. This may affect your access to Moodle, Adobe Connect and the Student Portal during this time. Not all TAFE systems will be offline for this whole period, so you may like to check periodically to see if the system you need is available. We apologise for any inconvenience this may cause.

NAVIGATION

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HELPFUL LINKS



Moodle
Help



Student
Portal

SEARCH COURSES

Course or unit name:

Search

But of course access for students with disabilities is a much bigger issue than physical access and access to online resources. It also includes access to information, access to equipment and technology; access to resources produced in alternative formats for vision impaired students, Auslan interpreters for deaf students or modified programs for students who have cognitive impairments such as students who have an intellectual disability. It also means access to short individualised programs to assist students with disabilities to gain entry into mainstream courses.

For many students who have intellectual disabilities the issues of concern under Smart and Skilled centres around their ability to access modes of course delivery that meet their specific learning needs. While students with intellectual disability, like many VET students, may need pre vocational skills prior to undertaking mainstream courses, they also need vocational programs that enable modified delivery, task analysis, repetition and additional time. For many years TAFE NSW Teacher Consultants delivered vocational courses specifically for such students as this met the needs of the students and was often the most cost effective means of providing training. However, in most institutes across NSW such courses can no longer be offered unless they are paid for on a commercial user pays basis.

At the same time, there are many students who undertake VET programs who need to retrain because they have acquired a disability, (eg. an Acquired Brain Injury, a work related injury or a medical condition), later in life. These learners are often mature learners and/or blue collar workers who have very little experience in using a computer, have low levels of literacy and numeracy and have been out of education and/or training for many years. Therefore, such individuals often require access to programs that can deliver prevocational training, including basic computer skills, to enable them to undertake the retraining needed to return to employment.

One example of this was a former student who had worked for many years as a window cleaner on high rise office blocks who was assaulted on a Melbourne street. Due to his injuries this man could not continue working in that industry and wanted to retrain in a community services course. While it was evident that this individual had the capacity to undertake and complete courses in community services he had no experience in using a computer so he was not able to use Word to produce assessment tasks and he had no idea about how to structure a 3,000 word essay.

I am happy to say that with a little support this individual developed the skills needed to complete both the Cert IV and the Diploma in Community Services and secured part time employment from his first work placement with a community organisation so he was earning an income even before he completed his studies.

Budgets

Currently Teacher Consultants working for TAFE NSW have budget allocations that they can use at their discretion to support students. The budget I currently receive is \$80K approx. per annum to support somewhere between 100 and 120 students who have various types and levels of physical disabilities or medical conditions over one year or 2 semesters. Some students may only need some basic accommodations that cost nothing if anything while others, for various reasons, may need some extra assistance from the teacher or equipment to enhance their independence. But, under Smart and Skilled the flexibility of Teacher Consultants to use their professional judgement and discretion to allocate funds from their budget to meet the needs of individual students will change.

As outlined in the recommendations of the Independent Pricing and Regulatory Tribunal, IPART, Draft Report of July 2013 that "A base price will be set for each VET qualification to reflect the efficient costs of providing the course for standard students.....and a loading should be added to the base price to recognise that not all students are 'standard' and that providing training for certain students involves additional costs – for example, due to their location or individual needs".

The loading set by IPART is currently 10% for students in regional areas and 20% for students in remote areas with the needs loading set at 10%" irrespective of nature or level of disability. Also, From my understanding the loadings are to be calculated per course and not per year so this means that for students doing Cert IIIs, Cert IVs or Diplomas they will receive a one off 10 % loading for the duration of their course.

But what does this actually mean? The example used in the IPART Report is the NSW Apprenticeship & Traineeship Training Program (NSW ATTP) this program currently allows for a loading of 10 % on the average cost of courses for students who are Aboriginal, Torres Strait Islander or have a disability. This equates to \$440 per Certificate II qualification and \$880 per Certificate III and Certificate IV qualification ie over the whole course.

If this is the model that is going to be used to calculate the loading to assist with the cost of providing support to students with disabilities very few students are going to be able to receive the level of support or reasonable adjustments that they need. As people with disabilities have differing needs for support (type and degree of disability, co-morbidities, social disadvantage, previous skills and work history etc.) the system that is being proposed will lead to discrimination against people with disabilities under Smart and Skilled.

Another question that arises from this is whether or not the prescribed loading is tied to a student or if it will be possible to use funds allocated to one student who did not need the loading to assist with the costs of meeting needs of another student who has a higher level of need.

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The question this raises is, will there be a limit to the level of CSO payments available to support students who have disabilities if the loading is insufficient and who will be empowered to determine if an individual student should have access to the level of support needed to undertake a course through CSO payments under Smart and Skilled?

I appreciate that the funds to support students with disabilities come from the pockets of the tax payer and that there is not an infinite amount of money available. However, the cost of not providing a student with the opportunity and support to undertake vocational programs also needs to be considered. At this point in time the cost of supporting an individual with a disability over a life time, 18 – 80 years exceeds \$1.5M in welfare payments, (not indexed) and this does not include health care benefits, respite services etc. Therefore, does it not make sense to invest in the future of someone with a disability to gain the skills needed to secure and maintain employment?

Fee Structure

Students with a disability are currently exempt from student fees for one course enrolment per year, and pay the concession fee of \$100 for each additional enrolment per year. The NSW Government has indicated that under Smart and Skilled, existing eligibility requirements are to be maintained but the concession fee will change so that students undertaking higher level courses will pay more in recognition of the longer duration of training at these levels.

However, under Smart and Skilled, not all courses or qualifications will be subsidised by the government. A skills list based on labour market analysis developed through consultations with industry will determine which courses and qualifications will be subsidised by the government.

As some people who have disabilities may be limited in their capacity to undertake and complete courses on the skills list they may have to choose career paths and courses that are not on this list. The consequence of this is that they will have to pay the full commercial cost of the course, \$12,000 approx with the option to apply for VET Fee help.

In addition to this, it is unclear if the 10% loading as recommended by IPART will be available to assist in paying for the support or reasonable adjustments needed by students undertaking courses not on the skills list?

Also, under Smart and Skilled government funded places will be demand driven through a student entitlement system that will cover qualifications up to and including Cert III. People who already have a qualification at Cert III or above will not be eligible for this entitlement. The consequence of this is that people who sustain an injury or illness in later life will not be eligible for an entitlement to assist them to retrain and gain the skills needed to return to work meaning that they will have to pay the full commercial fee for a course even if it is on the Skills List.

Someone suggested that this would not be a problem as injured workers would be able to have their fees paid for by their insurance company. That is not my experience with insurance companies as many are reluctant to pay a fee of \$1,000 for a TAFE course so injured workers

can retrain. Therefore, I fail to see how this situation will improve when insurance companies are faced with course fees of \$12,000 or more. This also does not take into account the many people who develop illnesses such as MS, a mental illness or a brain injury etc who need to retrain to return to employment but are not entitled to any form of compensation.

At the meeting held with the NSW Minister of Education on Monday 31st March it became evident that the issue of access to retraining by people who had developed a disability or illness later in life was something that had not been afforded consideration in the development of Smart and Skilled or the recommendations of the IPART Draft Report. The Minister indicated strong support for the provision of entitlements for people wishing to retrain in such circumstances and recommended that this be considered by a Reference Group that is currently being formed to look at issues relating to Smart and Skilled and students with disabilities.

Eligibility for Support

This brings us to another issue that needs some careful consideration. Exactly what is the definition of disability that will be used to determine eligibility for support under "Smart and Skilled". TAFE NSW has used the definition of disability as outlined in the Federal Disability Discrimination Act 1992, (DDA) and the Education Standards 2005 in determining who is eligible for support to undertake a VET program.

But, the IPART report does not detail the definition of disability that will be used to determine who will be eligible for support and who will be eligible for fee exemption. The IPART document specifies that *'the specific definition of students who are Aboriginal or Torres Strait Islander or, have a disability should be the same as applies under the Strategic Skills Program'*. State Training, (who administers SSP funding), was contacted and asked for the definition of disability used and the response given was that anyone who applied for SSP funding on the basis of disability was granted funding.

Does this mean that everyone who ticks the box on a TAFE or a VET enrolment form to indicate that they have a disability is eligible for a fee exemption and or the 10% recommended loading?

The definition of disability is crucial. Should the definition of disability used to determine eligibility for support under Smart and Skilled be different to that used by the Human Rights Commission and the Disability Discrimination Act, many people with disabilities will experience disadvantage and be effectively excluded from VET. This raises a very strong possibility of complaints of discriminatory practices. This risk becomes even greater as TAFENSW has applied the definition of disability as outlined in the Disability Discrimination Act in determining eligibility for support since 1993. Consequently many precedents have been established that are well known and accepted in NSW.

Therefore, the issue of who will be eligible for fee exemption and support is another issue that should be afforded the consideration of the Reference Group that is being formed.

Access to equipment and technology

The needs of many students can be met most effectively through provision and training in the use of ergonomic equipment and technology, in particular computer software and hardware, as use of technology can enhance the ability of students with a disability to learn and work independently. Currently, Teacher Consultants have the means to demonstrate to potential students the technology that is available to assist them to become independent learners and workers and they are able to provide training in the use of this equipment so individuals can undertake courses with little if any support.

However, to provide students with training in the use of inclusive technology a student needs to be enrolled in a course of study so that they are covered by insurance for being on TAFE premises and also to account for the time of the Teacher Consultant or Teacher providing the training. The course that students were enrolled in for this purpose was Course 9999 TAFE Statement in Learner Support. However, without any proper consultant this course was removed from the system and replaced with course 13000 the Statement of Attainment in Foundation Skills a course that requires students to be formally assessed for competencies that are of absolutely no relevance to their needs.

Modified attendance

Many students with disabilities need to undertake VET courses on a modified attendance basis to accommodate for their condition or circumstances. This could include someone attending hospital for dialysis who is waiting to be set up for in home dialysis or an organ transplant, people who are undertaking intensive rehabilitation programs and people who suffer fatigue or are physically not capable of working 7 to 8 hours each day. The way that the needs of such students are being met currently is by enabling them to complete their course over 1 year instead of 6 months or 2 years instead of 1 year because if they are not able to undertake courses over extended timeframes they will simply not be able to complete VET programs.. However, at this point in time it remains uncertain how such students can be accommodated by Smart and Skilled so this is another issue that will need to be considered by the Reference Group.

Processes

One of the major problems that TAFE Teacher Consultants have to overcome is how to organise and deliver appropriate support to a student in a timely manner. Often Teacher Consultants are not informed that a student is planning to enrol and the first we know about this is when a student turns up in the classroom needing support. As you would appreciate it can be very problematic to provide appropriate support to every student quickly even though we currently have discretionary budgets at our disposal. This is because it simply takes time to organise support and resources eg braille transcriptions of texts.

Therefore, another issue that also needs to be addressed is what administration process will be employed under Smart and Skilled to determine eligibility for the proposed 10% loading and will this enable prompt access to funds to support students with disabilities? This matter needs to be resolved as a matter of urgency because students who are unable to access support early in their course will simply not be able to participate or cope with the course work and will drop out and this could impact on their ability to attract entitlements to undertake and complete further courses of study,

Encouraging Discrimination

Funding to training providers under Smart and Skilled will be outcomes based. This means that incremental payments will be made to training providers based on the number of students who start, then part complete and finally complete courses of study.

The consequence of funding being tied to student outcomes is already leading some individuals to question the enrolment of some students with disabilities. This is because, in the future RTOs will have to make sure that they are able to raise funds from successful student course completion outcomes so that they can continue to run their courses and pay their teaching staff on an ongoing basis. As students with disabilities are perceived to be prone to ill health or in need of a modified attendance plan it is likely that preference will be given to other students in particular in courses where there is high demand.

Therefore this raises the question of whether private RTOs and TAFE institutes be required to comply with the DDA to ensure Access to VET programs by people who have disabilities under Smart or Skilled or will such organisations be able to use the clause “unjustifiable hardship” as the rationale for not accommodating for the needs of people who have disabilities?

To date the NSW Government has not indicated how it will ensure that people who have disabilities will not be discriminated against under Smart and Skilled. I am hopeful that this is another issue that will be resolved by the Reference Group that is being set up in NSW to look at these issues.

NDIS

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NDIS

But TAFE is not only going to have to compete with private commercial enterprises for funds to run training programs. Under Smart and Skilled TAFE Institutes will have a core budget but they will also be dependent on the income that they generate from commercial activities. Consequently, TAFE institutes are already looking at ways of cutting costs and looking to other sources to fund programs and services.

There are a number of people who appear to be under the impression that the NDIS will be the means by which all the needs of people with disabilities will be met. However, it was never the intention of the former Federal Government that the NDIS would assume costs of services provided by the NSW State Government, eg support of VET students with disabilities.

The National Disability NSW Implementation Plan 2012 – 2014, a plan that underpins the successful implementation of the NDIS by improving access for all people to mainstream services and community resources” states that it will “remove structural and attitudinal barriers by focusing its efforts on improving access to mainstream services so people with disability can enjoy equal rights and opportunities including access to education, entertainment, health, recreation, transport and housing”.

However if you read through the part of the National Disability Strategy NSW implementation plan on education and training you will find lots of references about current TAFE NSW services for students with disabilities but not one reference to Smart and Skilled and how the needs of students will be met in the future.

It is very apparent to all that VET Reform in NSW, ie Smart and Skilled, will introduce major changes to the way education and training programs will be delivered to students with disabilities in NSW. Therefore, one has to wonder why Smart and Skilled is not mentioned in the National Disability Strategy NSW Implementation Plan, how this program will assist in removing structural and attitudinal barriers to people with disabilities wishing to undertake VET programs. Also, if the proposed changes result in a reduction of VET support services to students with disabilities will this not undermine the State and Commonwealth agreement on the NDIS?

Exploitation of people with intellectual disabilities

Another issue that is of great concern to members of our coalition is that there are now some private RTOs operating in NSW who are enticing people with devices such as “free iPads” to sign up to undertake courses funded through VET Fee Help. We are aware of several individuals across Sydney and some regional areas who have signed up to undertake Diploma level courses through such providers that they simply do not have the cognitive capacity to complete. Payment in some instances has been in excess of \$15,000 but as this is through VET Fee Help many individuals believe that they will never have to repay sum and are not aware that in signing up to enrol in a course they have incurred a debt.

No-one can incur HECS debt unless they can produce evidence to demonstrate the potential to complete a university course. However, it is becoming evident that anyone who can sign on a dotted line can access VET Fee Help loans. If every RTO was prepared to properly assess the potential of an individual to undertake and complete a Cert IV or Diploma level course this would not present as a problem. However, as more and more students enrol through online enrolment systems more and more individuals are being found to be in courses that are not suitable and that they would not have the capacity to complete even with support. It is believe that this will become a major problem once Smart and Skilled is implemented and TAFE NSW courses are funded predominantly through VET Fee Help.

I believe that ASQA is now aware of this issue and is taking steps to protect vulnerable people from unscrupulous training providers. However, the need still remains for checks and balances to be put in place to assist individuals to make appropriate choices on courses and providers before they are offered VET Fee Help. Banks will not lend money to individuals without first undertaking some checks on the capacity of the individual to repay funds but under VET Fee Help individuals can accrue almost \$100K of debt without anyone checking to see if the person has the capacity to undertake the course(s) they are signing up to do. As the tax payers who are underwriting this debt we should be insisting that something is done to improve the current system.

This morning I checked the website set up to provide information on Smart and Skilled website <http://www.training.nsw.gov.au/smartandskilled/index.html> but it still does not include any link to information for Students with Disabilities. Unfortunately, I believe that this demonstrates that the rights of people with disabilities to VET programs continue to be overlooked in the development and implementation of Smart and Skilled in NSW.

Again, I am hopeful that the Reference Group that is being set up in NSW to address the concerns of people with disabilities will be able to provide access to information about support services through this website.

In conclusion what has frustrated myself, other teacher consultants and advocates for people who have disabilities most has been the lack of consultation and consideration We understand that across Australia, not just NSW, the VET sector is moving towards a more competitive market and that this will lead to many changes some good some not so good. But the rights and the needs of many people have not been properly considered in the development of VET Reform and this will lead to exclusion and discrimination.

CONCERNS OVER POSSIBLE IMPLICATIONS OF SMART & SKILLED REFORMS IN VET FOR STUDENTS WHO ARE DEAF

Actual 2014 support costs:

1. Reader/writer/note taker - \$44 per hour
2. Sign language interpreter – \$66 per hour
3. Disability support teacher (Tutorial) – \$106 per hour

Real Costs to support actual students who are Deaf for one semester:

- a. Cert IV in Accounting – This student attends 15 hrs/week with a note taker and 2 interpreters for all classes, as well as 1 hr/week tutorial support from a specialist disability teacher.

Note takers $1 \times \$44 \times 15\text{hrs} \times 18 \text{ weeks} - \$11,880$

Interpreters $2 \times \$66 \times 15\text{hrs} \times 18 \text{ weeks} - \$35,640$

Tutorial Support $1 \times \$99 \times 18 \text{ weeks} - \$1,782$

TOTAL Cost for One Semester – \$49,302

- b. Cert III Spray Painting Apprentice – This student attends 8 hrs/week with a note taker for theory classes (4 hrs) and an interpreter for all classes.

Note takers $1 \times \$44 \times 4\text{hrs} \times 18 \text{ weeks} - \$3,249$

Interpreters $1 \times \$66 \times 8\text{hrs} \times 18 \text{ weeks} - \$9,648$

TOTAL Support Costs for one semester - \$12,888 (I can seek remuneration of approximately \$5,500 in Disabled Apprentice Wage Scheme - DAWS funding)

- c. Diploma in Website Development – This student attends 17 hrs/week with a note taker and 2 interpreters for all classes. This student does not require tutorial support.

Note takers $1 \times \$44 \times 17\text{hrs} \times 18 \text{ weeks} - \$13,770$

Interpreters $2 \times \$66 \times 17\text{hrs} \times 18 \text{ weeks} - \$41,004$

TOTAL Costs for one semester - \$54,774

At this stage there is NO provision at all for students enrolled in any course not on the 'Skills Shortage List', no matter what the level.

This could place institutes at significant risk with regard to obligations under the Disability Discrimination Act (1992) and the Disability Standards for Education (2005).

CASE STUDY: STUDENT A

BACKGROUND:

- Profoundly Deaf
- Male
- 22 years old
- African refugee
- Minimal English skills
- Worked in major city as a street seller
- Arrived in Australia in Sept 2008
- Resident of western Sydney

SWSI PROVISION:

Sept 2008 – Dec 2008	Introductory course in Computing plus English & Australian Sign Language (Auslan) tutoring
Feb 2009 – June 2009	Taster Course Auto plus English & Auslan tutoring
July 2009 – July 2011	Apprenticeship in Metal Fabrication

Total Cost of Reasonable Adjustments = \$87,760

(Reasonable adjustments included Auslan interpreters & Teacher of the Deaf)

June 2009 – Employed full time.

Post TAFE:

- Nominated as Manufacturing Apprentice of the Year 2011
- Promoted to supervisor
- Purchasing own home
- Recently married

CASE STUDY: STUDENT B

BACKGROUND:

- Profoundly Deaf
- Chronic medical condition
- Chronic mental health condition
- Female
- 28 years old
- Long term unemployed
- Low socioeconomic status
- Resident of western Sydney

SWSI PROVISION:

Feb 2011 – June 2012 Cert III In Business Administration

July 2012 – July 2013 Cert IV in Business Administration

Total Cost of Reasonable Adjustments = \$95,040

(Reasonable adjustments included spreading each one semester course over 12 months, Auslan interpreters, Note Takers & Teacher of the Deaf)

Dec 2013 - Employed full time as a clerk

Post TAFE:

- July 2013 - Linked with Disability Employment Service
- Oct 2013 - Work experience with large Area Health Service
- Living independently