

Data Set
'Survey of TAFE Teacher / Consultants for Physical Disability'

1.1 Response Rate

The Survey was distributed to designated *Teacher / Consultants for Physical Disability* (*substantive f/t positions) across TAFE institutes. The options for response were verbally via telephone, email and post.

The survey was offered to 21 *Teacher / Consultants for Physical Disability*.

Two of the possible respondents were unable to participate due to leave arrangements.

There were 12 respondents in total.

1.2 Responses to Q.1) Summary 'Impressions of the project information kit'

Impressions		
Found the Information Kit Informative	5	42%
Did Not Read the Information Kit	1	8%
Information Kit was useful but suggested improvements	2	17%
Did not find the Information Kit Applicable	4	33%
Disliked the Information Kit	0	0

2. Responses to Q. 2) 'New students: (1=most to 5 =least)'

Type of Student Referral	Response 1-5											
1. Notification- <i>from enrolment process</i>	5	4	1	1	5	5	2	5	3	3	4	1
2 Referral - <i>from teaching section</i>	3	3	2	2	3	2	4	2	4	4	1	2



3. Self referral	4	1	3	3	4	4	1	1	2	2	2	
4. External referral	1	2		4	1	1	3	3	1	1	3	
5. Other (please state) *	2	5		5	2	3	5	4	5	5		3

* Other referrals stated include:

- ParaQuad, Commonwealth Rehabilitation Service (CRS), Spinal Units, Disability Organisations (NGOs), Friends, Relatives, Colleagues & Carers, Schools

3.1 Exploration of T/C process: *What do you do when referred a new student?*

Process	
Face to face appointment training & needs discussion	8
Preliminary phone discussion	3
Employment Assistance Plan	4
Addressing transport Issues	4

3.2 Services(s) typically offer newly referred students

Services	
Dependant on individual needs – reasonable adjustment	6
Foundation courses as preparation for mainstream courses eg: 9422	3
Linking students with teaching section	4
Discuss Education Pathways	2
Assistive & Adaptive Technology assessment, trial, purchase & training	9
Disability management in reference to training	1
Access to personal care assistance	2
Seek assistance & link to appropriate alternative providers	5
Arranging alternative Teaching venues for Access	3
Referrals to counselling section	1

4. Issue Identification

4.1 *Barriers to successful integration of students in face to face study*

4.2 *Exploration of strategies used by T/Cs to circumvent identified issues and T/C recommendations for future actions*

Barriers		Strategies being used to overcome barriers		T/C recommendations	
Transport Issues - cost, reliability and access	9	Attendance/course modification <i>(An increased issue in rural & regional responses)</i>	3		
Access to the built environment	10	Utilizing Access committees to achieve systemic change Changing course locations within buildings	2 5	Research Capital Works List & use planning meetings to reinforce minimum requirements Bringing TAFE campuses in line with the Building Standards of Aust. Introduction of adjustable desks	1
Available Resources	5	Utilising partnerships with local providers Equipment improvisation	5 2	Increase availability of additional tutorial support Staff development in adaptive & assistive technology	2
Homecare requirements means students have limited control over early course starts	1	Attendance/course modification	3		
Attendant care at TAFE	3			Negotiation that includes HR to provide attendant care	
Centrelink Changes – ‘Welfare to work’	2				
Childcare availability	1				

Medical & physical issues (inclusive of barrier to full time course loads)	3	Evolving Reasonable Adjustment process Attendance/course modification Tutorial Assistance	1 1 2		
Lack of Appropriate Courses & loss of courses that were appropriate without financial barriers (common example noted– Intro level IT)	6	Using 9422		Comprehensive systematic exploration of courses / pathways including all stakeholders Increasing availability of intro level courses / allow 2 fee exemptions p/year / provisions to enter 'commercial only' courses Develop systems that adapt to the student (not the reverse)	1 2 1
Independent Training <i>ie not relying on external help/support</i>	1	Encourage an atmosphere of independence	1		
Dual Disability (example given: ABI)	2				
Emotional Issues	4				1
Staff & Teaching Sections perceptions	5	Develop individual relationships with staff & teaching sections	3	Better use of the Disability Discrimination Act by all staff within TAFE – needs to be widely disseminated	2

5. What would you require when a student is being referred as part of the SpinalWorks project

Requirements	
Early notification & consultation to provide time for preparation of equipment, requirements, course enrolments etc	5
Contacts of other supporting professionals	4
Information on the extent of a students own resources	3
Clear IEP (<i>inclusive of comprehensive information about student background, abilities, needs & aspirations</i>)	4
A tight referral process where the expectations of the student match the information provided to the T/C	1
Support in ensuring that the student has the means to travel to TAFE & that their carer needs are met adequately & reliably	2
Adaptive & assistive technology equipment and training to meet departmental shortfalls	3
Support in employment transition & vocational service referral	1
Medical support information in relation to OH & S and critical incident strategy	3
Spinal Works support for student in regard to life adjustment phase while progressing to VET	1
Going through the usual process	1