STEWART: My name is Stewart Mailer and I am your host, I suppose you could call me, today. On behalf of the University of Wollongong, it gives me great pleasure to welcome you all here today.

Before we begin proceedings, we acknowledge that Country for Aboriginal Peoples is an interconnected set of ancient and sophisticated relationships. The University of Wollongong spreads across many interrelated Aboriginal countries that are bound by the sacred landscape and intimate relationship with that landscape since creation. From Sydney to the Southern Highlands to the south coast, from freshwater to bitter water to salt, from city to urban to rural, the University of Wollongong acknowledges the custodianship of the Aboriginal peoples of this place and space that has kept alive the relationship between all living things. The University acknowledges the devastating impact of colonisation our campus’s footprint and commit ourselves to truth-telling, healing and education.

So folks, before we get started on our first session, I’d just like to quickly run through some housekeeping. So emergency evacuation, folks, really simple. Straight out these doors to the end of the hallway. Turn right, car park on your right. Okay. That's the easiest and quickest way out of the building in the case of an emergency. Bathrooms, out either door, turn right. At the end of the hallway, turn right again. You'll see the bathrooms on your right.

Water refill. Straight out this door there is a small water station just across the hall. Coffees have been delivered. But Hemingway is great coffee and is just straight up around to the right. But we have, I think it's nine cafes on campus, lots of food options as well. So if you are looking for something, please just tap one of our friendly colleagues in red or any other staff members you might see and they'll be able to direct you or give you the hot tip on where to go.

Bins at the doors, at the door. Wi-Fi password and username is on the maps that were provided. You should see that. If you don't have that, please just reach out and I'll get that to you.

Folks. We're now going to start our first session. So to begin, I would now like to introduce Dr. Kylie Austin - please come up - to say a few words and to introduce our special guests here today.

KYLIE: We're just having some colleagues join us online today, so we'll just let them all in before we get started. Okay. Good morning, everyone. Thank you to our colleagues online today, and those career advisers are joining us in the room. And as part of a broader session that we're running at the University of Wollongong over the next week as part of our discovery days, we'll be launching our Career Development Learning Hub for Students with Disability. I'll provide a little bit more information in a moment. However, I'd like to start by acknowledging country. So we'd like to start by acknowledging that today we meet on the Aboriginal lands of the Yuin nation which so many of us carry out our daily lives. We acknowledge Aboriginal elders, custodians and knowledge holders of this place and the knowledge embedded in country. We extend our respect to Aboriginal and Torres Strait Islander people here today and those who are joining us online. And as a way of showing our respect, we'd like the country to speak for itself in a short video.

Okay, so hi, everyone. My name is Kylie Austin. I work here at the University of Wollongong. I was a school teacher, and over the last 15 years I've worked at the university designing outreach programs for school students to think about higher education as a post-school option and destination.

Back in 2020, myself and the team of lovely people sitting in front of us, received a grant from the National Careers Institute to fund a project to understand best practice to investigate career support for students with a disability. And the aim of this project was to establish the first career development learning hub for students with disability. And so what we've done over the last two years is to develop a suite of resources, both for career advisers, as well as for students, parents, their supporters, to support those career conversations across the student life cycle.

So across this week, we're going to be we've got a session happening each day as part of the UoW Discovery Day here at the University of Wollongong, and it will be available online each week, and each week we have different researchers from the project showcasing the resources that have been developed and to be talking about the project and their learnings with you in a bit more detail.

So today we'll have Professor Sarah O'Shea and Dr Janine Delahunty talking about the project itself, and they will be talking about some of the overarching research that was conducted and some key insights. Tomorrow, for those who are in the room, you're welcome to jump back and join us online while you're back at school, if you like. We'll be having a student panel tomorrow that will be discussing their experiences of CDL, and then we'll be running other workshops towards the end of the week around students as partners and specific workshops and resources for students, for neurodivergent students as well.

So before I introduce Sarah and Janine, I'll just let you know that today we will be recording the session. The session, along with all of the resources from the CDL Hub, will be available on the Australian Disability Clearinghouse and Training website over the coming weeks, So we'll send you some further information with those resources that will be available to you after the session.

And just to also let you know that we have got closed captions available for our colleagues joining us online. Just go down to the bottom menu bar to turn that on and there's a CC button that you can turn on for closed captioning online today as well.

So that's a really brief overview of what this week's going to be looking like. I'll be here all week, so I'm looking forward to seeing - if you're wanting to jump back online all week, there'll be other sessions which I'll talk about at the end of today's workshop.

But I'd like to introduce Professor Sarah O'Shea, who's an Honorary Fellow at the University of Wollongong, and led the research of the CDL project, and Janine Delahunty, who's also an Honorary Fellow at UoW and was the project manager for the CDL Hub as well. So thanks.

SARAH: Thank you. Thanks, Kylie. Welcome, everyone. And I, too, would like to acknowledge the traditional owners of the land.

Thank you so much for coming here today. I know this is sort of an optional extra for you, and thank you for everyone on WebEx who is joining us online. So what I'm going to do today is I'm going to take you through this project and explain why it was that we did this. This was a really large project. It spanned five different universities with a very large team. And I'm very pleased with the resources that we've developed out of this. And today I'm just going to briefly sort of showcase what we've developed and there's going to be opportunity for feedback and discussion as well, which I'm going to try and manage both in the room and online. Never an easy process to do, so please bear with me while I do that.

So just to give you an overview of today and what we're going to cover, I'm going to talk a bit about why we looked at this project; what brought us to this particular focus; why we did this now or when we got the funding - as Kylie mentioned, it was back in 2020 - what we actually did and the approach we took, because the resources were very much grounded in the lived experience of living with disability; the key findings that came out of the research arm that ran alongside the project; and the recommendations that we came up with from the project; and also what were the actual outputs and the resources and how you might access these.

So there was a number of reasons why this project, we felt, was needed. And it probably comes as no surprise to anyone in the room that, you know, young people's movement from schools to work is very challenging. I know you would all know that, and I'm sure most of the people online would know that as well. There are lengthy transitions from full-time education to full-time work. And we know that young people need to engage and re-engage with further education and training throughout their lives, with research indicating that today's 15-year-olds will have up to 17 jobs across multiple careers. And 60% of young people are currently studying for jobs that will be radically affected by automation.

So that came out of a number of research and literature that we did as part of a project that predated the one I'm going to talk about today, which was where we looked at best practice careers education for students from low socioeconomic backgrounds. And I'm going to touch briefly and just tell you a little bit about what we found in that project as well.

So there are a number of sectorwide reasons as well why we undertook this project. Turning particularly to the higher education graduate environment. it probably comes as no surprise to anyone in this room that the employment market for graduates is equally highly stratified. So not only are the transitions from school to work increasingly complex, but from university to work, our graduates experience a highly stratified employment market, and that means it is often a highly fragmented relationship, particularly for those from more diverse backgrounds. So for those students who fall into the equity groups, such as being from low socioeconomic backgrounds, from rural remote areas, Aboriginal or Torres Strait Islander students, students with a disability, or students from non-English speaking backgrounds.

Language is also very important in this field. So terms such as “employment skills or employability”, which are bandied around in university sector quite frequently, are not really very neutral. In fact, they present a particular perspective relating to what makes a good employee or a good worker. And also the responsibility for being employable is firmly placed on the shoulders of students. And so failure to achieve this outcome is equally blamed, if you like, upon the graduate. And we need, instead, to focus on the wider systemic issues and power relations that exist in this environment. So there were some of the sort of the broader reasons that were attracted to looking at this particular field.

So, you know, different cohorts have different experiences, again, in the graduate employment market. So in 2021, if we just look at socioeconomic status, you know, within a period of time, 70% of high SES undergraduates were employed full time, but only 68.7 of those in medium SES and that drops down to 67.6.

But as our Minister for Education, Jason Clare, has said, you know, it's not - it shouldn't be that the fact that where you live, how much your parents earn, whether you're Indigenous or not, it shouldn't be a major factor on whether you're a student or a graduate of a university. And equally, it shouldn't be a factor when you go into that employment market.

So not only though, when we look at singular equity points and equity categories, what we need to realise is that students rarely fit into just one category. You know, usually students fit into multiple equity categories and this then further impacts on their success within the graduate employment market. A recent study by the Institute of Social Science Research up in Queensland showed how those who fall into more than equity group, what we call cumulative disadvantage, experienced very different outcomes from university and this impacts not only students commencing university, but also completing university, as this figure indicates, and also for students when they then enter the employment market. And I won't go through the figures here. I think it's fairly clear that when you have more than one equity category, then that impacts how you experience being employed, the probability of you working in a high status occupation, and also the average hourly wage that you would earn. But you know, this work on cumulative disadvantage or multiple disadvantaging factors is really in its early stages. We don't have a very clear measurement of how systematic disadvantage plays out in the lives of young people and our university graduates.

There are also some very specific reasons why we undertook this particular project. And so as Kylie mentioned, this project focused particularly on students living with disability or with disability. And this is a group that historically has experienced poor employment outcomes from university. And this is a trend that has continued year on. So despite maybe the best intentions, this is a group that continues to have severe impacts on their employment prospects. The full-time employment rates for undergraduates who reported disability were much lower, for example, than those without disability. 58.7% of those with disability compared to 70% - sorry, the other way around, 58% of students without disability who had full-time employment compared to 70%. And a higher proportion of graduates with disability were in a job that did not fully utilise their skills or education.

So as I mentioned at the beginning, this project also grew out of a project that we undertook in 2018 and 2019, and that particularly explored career education and advice for students from low socioeconomic backgrounds. And what we did out of that project is established principles to guide career advice provided to school and non- school leavers, we investigated best practice initiatives that related to career advice and productive industry engagement, and we also, similar to this project, we ran a number of different interventions and programs across the sector and partnered with UNSW, UTS, University of Canberra and University of Tasmania and the Australian Catholic University.

And some of the key outputs from the previous project I've just outlined here in case any of you might like to go and have a look at those, but they included, as I said, the best practice principles for career development learning for students from low socioeconomic status backgrounds, a guide to partnerships, which was designed to look at how students, universities, industry can all partner appropriately, and communities to provide best practice in career development, and also a number of case studies. So at each of the partner universities, we ran different interventions. So some of those were a teacher professional development program looking at how teachers could build career aspirations amongst young people. We ran a career information program for parents of high school students. We also ran a place-based career education program for high school students, and looked at industry partnerships, and a career exploration and mentoring program for primary school students. And all of those are available online with details of the resources and also the outcomes. So that's sort of the background to why we then focused in on students who are living with disability.

So I'm going to stop there briefly, because I'm conscious that I've done a lot of talking - unfortunately, I do a lot of talking before I pass over to Janine. But what I wanted to do is to actually ask if – sorry, I'm just making sure I'm on the right - sorry, I'm a bit behind in the -my mind is way ahead of everyone else's. Sorry, everyone.

STEWART: So you are ---

SARAH: Just checking on - over to you. Is that the right ---

STEWART: Slide 14.

SARAH: Yeah, sorry, just checking this is ---

STEWART: Too far ahead.

SARAH: Yeah, I've already done that.

STEWART: You've done that?

SARAH: Yeah.

STEWART: Here we go.

SARAH: Yeah. Thanks. Okay, so I'm just going to pause for a couple of minutes and ask you in the room - and I'm aware that we've also got people on the WebEx as well, so I'm going to ask the people on the WebEx if they could use the chat to maybe reflect on these two questions. So the purpose of this project was to investigate and showcase best practices in the field of career development learning for students living with disability. And I'm going to ask the people in the room just at your tables, just to talk amongst yourself for a couple of minutes to reflect on whether you have any examples of best practice in this field or you're aware of any best practice in this field, or if you don't, or if you run out of ideas on that one, to think about what best practice should look like or should include. This will give you an opportunity to enjoy your coffee as well.

So if we just take five minutes to talk about that and then I'll ask in about five minutes if you have anything just to to report back. And for those on the WebEx, if you could add any thoughts into the chat function so that I can draw on that as well.

Okay. Thanks, everyone. I can hear a lot of discussion going on. And we've had a lot of discussion the chat as well and in WebEx. So I'm going to get Janine just to give us the main points from the chat. Are you happy to do that?

JANINE: Yeah.

SARAH: So we've got a couple of ideas in chat.

JANINE: So the first one is from Julie, and Julie says that students should get tailored career advice from a career consultant at work. I don't know whether everybody – I don't know how to go louder.

Yeah. So this the first one is from Julie, and she has commented that students should get tailored resources, tailored career advice from career consultants at school.

The next one is from Robyn, and Robyn talks about the Australian Network on Disability, which offers supported internship and Step Up for Students with Disabilities. I'm not sure if you're aware of that particular program.

And the next comment is from Elle. And she says that partnerships with employers to build a more coherent transition from the uni experience to the workplace. So I'm assuming that she means that's what is needed or there's a gap. Julie agrees. Yes, Robyn, agree. And then Andrew -

I've missed Andrew. Yeah.

SARAH: I just wonder what were the main points in the groups here? Did you have anything different or similar?

STUART: Yeah. Just like from a personal point of view, because my daughter is in a special needs unit, as I am, and I also work with it at my other school. One of the things about this field is it's changed in the last five years with NDIS, so where we got a lot of support and it was funded, ever since it's been - and they would come into school and help with these projects. Ever since it's been tied to a student, it's become incredibly difficult and expensive for a school to bring in someone. And it's not the fault of the people who used to support us, but they have to get the funding now for direct from the student and they've got no funding. So, in fact, a lot of the programs have disappeared and a lot of the links. And one of the things we talked about, even with schools that have units, we've lost a lot of the connections over the last few years. Whatever the blame is, we've lost a lot of the connections and a lot of the programs aren't being advertised or processed through schools as they once were when it was funded and they could come in. So actually the NDIS, which personally is great for Chelsea and all that, actually on a school basis has actually been detrimental to serving her for work transition programs.

SARAH: Yeah, a really good point. What’s your ---

STUART: Stuart.

SARAH: Stuart. Thanks Stuart. That's a really good point. And actually, when I get on to the findings from the project, that's actually one of the key findings that we had from parents. So part of this project, we interviewed parents and students, and it was the - the nature of the funding landscape is so complex and navigating that was hugely difficult. So thank you. And anyone else in in the groups come up with any other points? Yeah.

- So I'm from Tamworth. We brought a student last year to tour several universities, including here. The student is in a wheelchair, very low socioeconomic, but also a very active student. She was on the Youth Advisory Council, she was on a disability advocacy council, she was the Young Citizen Tamworth of the Year. Basically it was trauma bringing her on the university, sort of looking at them all, because she couldn't access it. She has a non-motorised wheelchair. We're pushing her up hills. And she really wanted to go to Sydney Uni. That was desperately where she wanted to go to. She wanted to do education. And got there and it was like, “I can't do this, this is just dreadful.”

Ended up going to Macquarie and were met by a student in a wheelchair and that made the world of difference. She then felt she could do this because the person beside her in the wheelchair was sort of third year and was doing it. And these were the - it was possible. Yes. So that’s where she’s ended up. And then, you know, I suppose it was a bit of a hill to die on for me. I pursued quite a few scholarships and got that for her.

SARAH: Yeah. So important. I think a really key message for universities there, in terms of if they're welcoming students with disability into the environment, then they need to ensure that, number one, that the landscape is accessible, but also to provide role models and provide, you know, examples of people who've made it. And again, this was a key finding from our study as well, which I'll talk about in just a moment. Any other points before we move on? I'd encourage those on WebEx as well. I know it's very difficult trying to do this, but if you can chat amongst yourselves in chat, because then you can exchange ideas and hopefully you can also - you're also able to hear, I know that the room here is mic’d for these discussions as well.

But I'm going to move on and just talk a little bit about what it is we found. I'm going to just check with Stewart. So is that - Stewart just needs to set himself up. Okay. All right. That's great.

Okay. So looking at what we actually did in this project then. So we did a number of things. First of all, investigated existing resources and programs that support the CDL, the career development learning of students with disability and - and yeah, sorry, we received the funding. That's a wrong order. And then critical engagement with existing good practice to consider whether it was valid in the light of changing contexts. And Stuart in the audience mentioned some of those changing contexts around the NDIS and additional educational challenges. And we also collaboratively developed and piloted examples of best practice, and then dissemination of examples of best practice to complement existing practices. So we'll go on to the next slide now.

This rather complicated chart sort of highlights all the things that we did. So down the middle you have there the key project activities. But in order to do those, we had a research part of this project ,which is in the yellow there. So we reviewed the key literature, we did a desktop audit of CDL programs, we did an analysis of extant data that was already available. We then did surveys and interviews with students, parents, carers and stakeholders, and then we evaluated the pilot projects.

On the other side of that, we also had an expert working party who consisted of stakeholders from across the field who were able to provide timely advice on the project as it proceeded. And we did a lot of consultation with peak bodies. And as I mentioned, the key outputs then were case studies of best practice, an audit report that indicates some of the CDL programs that are available, online resources and, of course, the project report.

So just looking at each of the key outputs from the research. So the national audit is where we looked at CDL programs that exist across the student educational lifecycle and looked at those that were specific to students with disability. And this online desktop search initially found 53 programs. So, you know, not a huge number of programs out there. But then we got another layer of referrals which were provided in the surveys and the video interviews, and that increased to 156.

So at this point, I think it's worth mentioning if it was so - we had a dedicated research officer on this, and that person could only locate 53 programs. So we then relied on other experts within the field to provide additional referrals. This is a really complex field and it's very, very difficult to navigate. And 96 programs were identified and then assessed according to an inclusion exclusion criteria. So I won't talk too much about the inclusion and exclusion. We're pretty specific in the kinds of programs we're looking for. We're really looking for those within Australia with a disability focus. We're looking to those that referenced learning about the world of work. We also were looking at development programs for students with disability that were specific for universities and then also state education, secondary/ senior. And weren't really looking at international programs, and job or employment services or websites, or general websites. It's interesting, on the WebEx chat I noted that one of the comments was - and I'm sorry, I don't remember who said it - that they relied on international programs for students with disabilities. So they often would source out programs, according to the chat, that were internationally flavoured, which means that there is a lot of work that we probably need to do within Australia in this field.

The second project was the - just the next slide - was best practice principles. Now we're on the next one, Stewart.

STEWART: Were you showing that one there?

SARAH: Yeah. That's the one. Yeah. So the best practice principles, and that was really derived from data collection and analysis of extant data sets. So we interviewed and surveyed students, parents and stakeholders, and this just gives you a breakdown of the various people that we talked to. So we actually managed to talk to parents and carers who had students at different levels in education. So some were parent and carer to a primary age student, 9 were caring for a secondary student, and then some were also university students and VET as well. And they often talked about how their students in their families had multiple conditions. So, for example, 14 listed autism or neurodivergence as the first condition. But other first-listed disabilities included mental health conditions, learning difficulties and Down Syndrome.

And we also had access to extant datasets. This included existing research that had been conducted by members of the research team and that gave us access to 621 survey responses from university students with disability and also 169 email interview responses from university students with disability. So we really had quite a rich data source.

So the approach and methodology was we looked at this data to inform the best practice principles that we developed. So we developed a number of principles that will be available online. And also we mapped the pilot programs against those best practice principles. So each of the pilot programs actually addressed the best practice principles that came out of the project. And then it also informed how we designed the CDL Hub.

So just looking at the key findings, first was, not surprisingly, the current model of disability support that is available in universities, in particular, it very much tends towards the self-advocacy approach. And while that might seem to be empowering one level, it was also very pressuring on another. So students and parents and carers talked about the pressure of actually having to go out and find the support for themselves.

And another key finding was that this advocacy often relied on parental determination. So it was often the parents who had to become the advocates for the students. And just an example of a quote there that sort of sums that up. We had a lot of quotes related to this. Obviously, I haven't included them all.

So there was an assumption then that parents and carers had the required skills and knowledge to perform this advocacy and support. But often they talked about loneliness and isolation in having to do that. And Farrah sort of sums that up, you know, that she had to go and beg and borrow from everyone. They had to pay for the petrol so that he could get some work experience. And basically, talking about how the onus was on her as a parent to do all this for her son.

Some student participants also revealed that their aspirations and career thinking were impacted by disability or approaches to the support. So examples of that would be opportunities were made available to the student with disability defined by the level of engagement or advocacy that their parents could mobilise, and also post schooling options could be sort of limited, if you like, by low expectations set by people around them. So Victoria talks about, you know, young people that are deterred from doing subjects that they want to do because of their disability.

Language is also really important. So this language that we use, often it's used a lot in universities and other educational settings, and it is like a foreign language, you know. So Bell talks about - you know, we talk about adjustments, reasonable accommodations, but there's an assumption that everyone has a common understanding of what that vocabulary relates to. And often employers don't really have an understanding of what that vocabulary means. Identity as well. And that's about normalising disability rather than making it an exception and avoiding stereotypes.

So they were some of the key findings. Obviously there was more that we discuss in greater detail in the report, but I suppose overwhelmingly -and just the next slide - what the key participants in this study talked about - and we briefly discussed it earlier - was the confusing nature of the landscape, and the level of frustration because of the lack of consistency across different environments and state programs, and different institutions having different affiliations. And then these frequent changes, where resources, processes and legislation were kept. So finding information was variously described as fractured, disjointed, reliant on happenstance. So having a casual conversation or stumbling across some resources and also requiring a lot of focused energy.

So on that note, I'm now again going to stop talking for another five or a couple of minutes and ask you at the tables, and also in the chat, just to talk amongst yourself by, firstly, are you surprised by any of these findings; how might they inform the work that you do; or how have they already informed the work that you do? And just if you had one take-home message from this overview of the findings. So just spend five minutes, if you could, at your tables. Feel free to move to a different table if you're on your own, or turn around and talk to the people behind you. And we'll come back in a few minutes. And people on WebEx, if you could just jump into the chat and put your thoughts in there. Thanks.

I'm just going to tell you some of the chat online. So just to give you some idea of what's happening in the chat room online. There's been a lot of concurrence that our findings are not at all surprising. And so, Andrew, thank you. Andrew has talked about how students frequently report that they need to educate TAFE staff, for example, about their deafness or hearing loss, and then fight for reasonable adjustments and accommodations. Elle talks about the fragmentation of support and the demand on parent advocacy also makes a lot of sense based on her experience. And Karen talks about how students are often challenged into pathways very early on in their schooling career. Andrew, thank you. Yes, we're glad that the research is occurring as well, and hope that it will actually somehow inform what happens in this space.

But I'm going to move now to in the room, and if anyone at the tables would like to reflect briefly on what you discussed, either what was your take home message or any of the findings that surprised you or would inform your work? Now, there was a lot of chat.

- I wasn't surprised. I've got lots of people I know who are navigating the NDIS and advocating for families, and they've been exhausted since the day they started because it is such a massive process. I have a sibling who is in NDIS and had no problems navigating it, but is high, very high functioning ASD and doesn't work, so has the time. Whereas my friends who are advocating for their family, their children, they're exhausted because they're working full time parenting and then trying to do the same level of advocacy for sometimes more than one of their family members. So I look at both sides and think, well, my sister's fine because she's got the time. The kids are at school so she can spend 9 to 3 reading the legislation, going through everything. So she's stepped, bang, bang, bang through the process fine. But people who have more in their lives, more, I guess to juggle, it's so hard and it is non-stop which is, I think, really sad. They have to make it more streamlined. They have to make it more user friendly because a lot of the people can't advocate for themselves.

SARAH: Yeah. Thank you. Thank you. Yeah.

- A couple of things. One, there's still that hole, which I know that they've started investigating, which is that autistic children aren't covered by NDIS and, therefore, don't get support. So there is still that struggle for some parents to even find a solution. Two, I'm just wondering, there's a - I don't know what you call it, but there's a House Committee presently in Canberra are investigating the NDIS. Have you guys given your results to the committee?

SARAH: Well, we have to run it through the funders first. So once the funders get - the NCRP is actually part of the Department of Business and Industry. So they get the report first. But yeah, certainly down the track will be making it available to anyone, really, who could benefit. Yeah.

- Yeah. That's what I'll do.

SARAH: Okay. Anyone else have anything?

STEWART: There’s a little bit of chat online between the actual participants.

SARAH: Yeah. Okay. Andrew on chat as well talking about

some work that's been done on career development for deaf and hard of hearing people, and there's some very good resources apparently with the Victorian Deaf Education Institute, and also there's some deafness awareness training for the Skills and Job Centre network in Victoria. Thanks, Andrew.

I'm going to pass over to Janine now. Janine's going to go through all the resources that were developed just to sort of give you a snapshot of what came out of the project and the applied outputs. So over to you, Janine.

JANINE: So I'm going to step here so that you have a better chance to mouth read or lip read if you can't hear me.

- Janine, you'll have to move the things along.

JANINE: Sorry, people over there. Okay. So Sarah has already mentioned that the four pilot programs were based on the best practice principles, and the four pilots were conducted by four different institutions. So we have the Curtin team, we have the Deakin team, the UoW team and the UTAS team.

So what they decided, based on best practice principles, was what to focus on which was going to be relevant to their particular context. So they were involved in the research, the development, the implementation, the evaluation and the refining of their pilot program. And this also resulted in some supporting resources that were developed, as well as writing up a case study of best practice.

So this is an overview of the four pilot programs that were developed. And you can see that there's quite a range of focus areas that each team developed around. So the pilot program for the Curtin team, they looked at support for neurodivergent tertiary students. Deakin University looked at redesigning work integrated learning placements to support students living with disability. The pilot program here from UoW were interested in how to support career practitioners in their career development learning support that they gave to students with disabilities. And the fourth one was the VET Career Pathways, which was looking at supporting employers who host students on work placement from schools. Yes.

- Sorry, was that school based VET or post-school based VET?

JANINE: School-based VET.

- School-based VET.

JANINE: Yeah.

- And were some of those programs not ATAR programs or were they all ATAR programs?

JANINE: You can hear more from Sue on Thursday.

- Sorry, but it makes a big difference.

JANINE: Yes. Yeah. Is that right, Kylie, Sue is presenting on Thursday. If you wanted to tune in, you can get more details then.

So next slide. So this is the team from Curtin. This was led by Associate Professor Jane Coffey, who I think is online at the moment. The resources that the Curtin team developed were targeted, as I said, at neurodivergent students and the resources also are supporting careers practitioners and employers. You can hear more from Sue on Friday. But I'm also just going to have a look at some of the resources that Curtin developed. So they developed a workshop, quite a comprehensive workshop, and a really lovely interactive PDF workbook that supports the workshop.

And the other resources that they developed were - can you go to the next slide - so there was a series of tips. So the tips are targeted to students, to careers practitioners, but also to employers. So you can see on the screen there the range of topics that they covered. The nice thing about these resources is that the students themselves said this is what was needed. So the Curtin team responded to that.

The next one is from Deakin University, and this was led by Dr. Molly Dollinger, who's at our table here. So these resources are targeted to university students who are going on work integrated learning, and their resources are for students, supervisors, placement organisations as well as practitioners. The lovely thing about these resources is that the student voice comes through loud and clear. So we have blogs by students and there's also a lovely podcast where Molly and her student talk through issues of disclosure. So you can hear more from Molly on Wednesday. So come here or tune in online.

Okay. The next one is from our team here at UoW. So this was led by Dr. Kylie Austin, and this team was really interested in how to support careers practitioners who were supporting students with disabilities in their own career development, learning and planning. So based on a lot of involvement from students and career practitioners, they developed a set of online modules, and they’re self-paced modules so you can go through them at your own pace. And it covers four key areas that were identified. So communication, the working rights of people with disability, disclosure and employability programs and funding. And as Kylie mentioned before, tomorrow is the day where Kylie and the team will be presenting. And I believe some of the students who were involved will also be presenting tomorrow.

And the fourth pilot program was developed at the University of Tasmania with a team led by Professor Sue Kilpatrick. So the resources they developed were targeted at employers who were hosting school-based VET students. And the – it says hosing there. They were hosting, they're actually hosting them. So the resources were largely developed by employers, host employers with experience and school-based practitioners, and it was kind of their advice to other potential hosts. So it's really a resource for employers and practitioners, very much informed by employers and practitioners. And as I said before, you can hear more from Sue on Thursday.

So as well as the four teams, there was also a central research team, and they were very busy developing other resources as part of their research and analysis of all the other processes that they were going through. So this just gives you a glimpse of four of the guides or the tips that were developed from the central research team. And so they are relevant to employers, to general audience, to students, to parents and carers. So quite a broad range of audiences there. Okay.

Another set of resources that were developed are student stories. And these came out of some of the interview data that student university students who were involved in the project. And I always love student stories because they just are so insightful and give a real insight into their own experience. And so these stories have been constructed from the interviews and very much the student perspective comes through.

And you can see also the range of topics that that is discussed just by the headings.

And then finally, as Sarah mentioned, there's the other documents that were produced, the audit, the background paper, the best practice principles in the final report. So these are the background or the backbone to the whole research project. And these documents would appeal to anyone who wants to get a bit of an insight into what happened behind the scenes and what these resources are founded on.

So that's it from me, from the resources. But we're just going to go through a last over to you. And we didn't really have enough time to give you a lot of detail about the resources, but you've probably got some initial impressions about them. So just in your groups again for five minutes, if you can just talk about how might you be able to - or what your initial impressions are and how might you be able to use these kinds of resources.

STEWART: Folks, just in the interest of time, we're just going to jump into this last discussion. Okay. So just go back to the centre and we'll go from there.

- Hi. I had just a question, really. Just wondering when we would have access to those. Do we have access to those now or is that something that's happening in the future?

JANINE: No, not yet. It's happening in the very near future. So all the resources are going to be housed with ADCET and what we'll do is send everybody out a link to that, to that landing page so that you can access them once they’re ready. So it's in process. Yeah, yeah.

- With the self-paced online training, so for someone with a disability, is that training for us to be aware or is it - and then we go and create resources for our students from there, or will the resources be training for us?

JANINE: I'll hand that over to Kylie.

KYLIE: We'll be presenting on that tomorrow. But it's training directly for career advisers. But what we're hoping to do is in the next iteration of our development of that professional development training is to update the training resource with student-facing resources and provide to your students as well. So phase one was focused on the career adviser. Phase two will be focused on the student via the career adviser.

- And then kind of a question off the back of that, if that's all right. Obviously this is a national survey, you've got UTAS, Deakin, et cetera, et cetera. I'm thinking more of the UTAS stuff where the VET system in school is very different to New South Wales. How relevant can the resources be to New South Wales in that that's what we'll need to utilise. We can't really use what happens in Tasmania.

JANINE: Mmm, that is a good point. I think probably the principles behind - it's a case study based in Tasmania.

- Yeah, that's right.

JANINE: I think what they demonstrate is that the best practice principles can apply across whatever contexts are relevant. And so that was the interesting thing about these case studies and the pilot programs is that they went off on a range of different areas. So yeah, there's definitely going to be some specific to state, but that's not really the purpose of our project, it’s to give an overview and to put these principles in place. Yeah.

- Just on that, yeah, the VET system's different, but I think the principles and weeding out some of the resources that apply directly to employers. Employers are pretty much the same. They all have a similar sort of needs and skill shortages and all the rest of it. So I think - I think the group should be applauded for looking at an employer perspective rather than everything being a student perspective or a school perspective or a university perspective. So I think there could be something in that for everybody here in this room in terms of developing partnerships and opening up dialogue with employers, not only for people with disabilities or students, but anyone. So I think that could be interesting.

SARAH: Thank you. Yeah.

JANINE: And I think a lot of the value comes from actually going to employers, going to careers practitioners, students, parents, carers ---

- It takes the village to raise a child.

JANINE: Yes. Yeah. Did anybody think about how you might be able to use the resources?

- I think they will be helpful with conversations with parents because they're very good at saying what they want, sometimes that doesn't mirror what the kids want, and what the kids are capable of to start with, because you've got to build their, I guess, their confidence in themselves, usually. I mean most P-12 students, whether they've got disability or not, don't have that high level of confidence themselves. So probably, yeah, just on that side of it, say, “Well, there is research and it is showing these findings. Let's see how that can be used with your child and how it can support your child. Let's be realistic with what outcomes we're trying to achieve for everyone”, so that the kid is actually happy in what they choose to do beyond school.

SARAH: Well, thanks, everyone, for your patience and thank you to everyone who's on WebEx, because we had a few technical difficulties to start with. And, yeah, as Janine mentioned, we will be sending out the link to everyone. So hopefully there is something in amongst all the resources that we've produced that you'll find that is relevant to your own context. Thank you for your time today.

Thank you.

KYLIE: Thank you to Sarah and Janine. As we said, we'll be running these sessions between 10.30 and 12.00 all week. So for those in the room who are heading back to schools over the next few days, if there's anything that sparks your interest, please jump on line and join us. Tomorrow’s session will be speaking - will be having a student panel and students sharing their journey to higher education and what career advice - sharing kind of their stories about what career advice worked best for them to getting to where they needed to get to today as well. So we're really looking forward to having some of our students who worked with us on this project and who co-designed the resources with us, share their stories and journeys with you tomorrow as well. So thank you. Thank you.