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A transition pedagogy to enable disabling curriculum



Overview

- Transition pedagogy for the First Year Experience (FYE)
 - Why?
 - What is it?
 - Whole-of-institution approach with a curriculum focus
- Harnessing transition pedagogy to enable inclusive curriculum design for diverse entering cohorts, including students with disabilities
- Some examples of good practice throughout
 - Also, a short mental health and wellbeing case study



Why?

Taking student retention seriously...



Student retention is one of the most widely studied areas in higher education...The result has been an ever more sophisticated understanding of the complex web of events that shape student leaving and persistence...

But for all that, **substantial gains in student retention have been hard to come by...** More importantly, there is **much that we have not yet done to translate our research and theory into effective practice.**

Tinto (2006-7, 1-2)

Legal framework



- [The Disability Discrimination Act 1992 \(Cth\)](#)
 - prohibits unlawful discrimination against people with disability & promotes **an inclusive approach whenever possible (instead of parallel or separate service provision)**
 - Applies to (eg) employment; education; access; the provision of goods, services, accommodation and facilities.
- **Other legislative provisions** [United Nations Convention on the Rights of Persons with Disabilities \(2006\)](#)
 - [Australian Government's Disability Standards for Education 2005](#) [Australian Vice-Chancellors' Committee Guidelines Relating to Students with a Disability \(2006\)](#)
 - [Australian Government's Disability \(Access to Premises – Buildings\) Standards 2010](#)
 - [Fair Work Act 2009 \(Cth\)](#)
 - State legislation such as, eg, [Equal Opportunity Act 2010 \(Vic.\)](#)

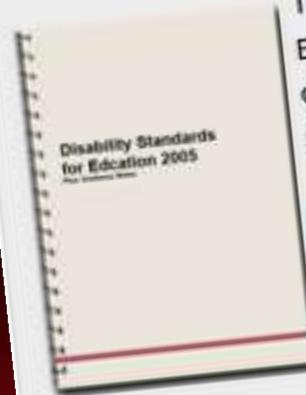


Australian Vice-Chancellors' Committee
the council of Australia's university presidents

AVCC Guidelines relating to Students with a Disability

May 2006

Disability Standards for Education (DSE)



The Disability Standards for Education (DSE) outline the legal obligations of all education providers in Australia in relation to students with disability. To download a copy of the Standards, see the attachments on this page.

"The Australian Government considers that all people with disability have the right to participate as fully as possible in community life and is committed to increasing fair access to education and training for all groups. Increasing access to education is one of our goals for Australia's future." (Phillip Ruddock MP, Attorney General; Julie Bishop MP, Minister for Education, Science and Training (2005))

Login or register to post comments

Read more

<http://www.dsetraining.org.au/>

<http://www.universitiesaustralia.edu.au/resources/343/327>

<http://myuniversity.gov.au>



COOK
UNIVERSITY



University of
South Australia

Make an informed choice about your future! MyUniversity provides students with a broad range of information about Australian universities and other higher education providers. Click on the links below to start your search.

Subject Area Level

▼ Student Survey Results and S...

Course Search

Search thousands of Australian courses and compare details such as fee and entry requirements.

University Search

Search for and compare information on Australian universities. Find detailed statistical information and campus facilities here. Information on other higher education providers coming soon...

Postgraduate Research

Find information on postgraduate research by masters and doctorate. Search for information on postgraduate research activity by field of education.

Change subject area ? - Select...

University Level

▼ Student Demographics (2011)

Student Numbers

Female	58.0%
Male	42.0%
Domestic	70.0%
International	30.0%

Domestic Student Background

Aboriginal and Torres Strait Islander	1.53%
Low socio-economic status ⓘ	20.33%
Non-English speaking background ⓘ	4.16%
Regional / remote ⓘ	16.76%



No disability statistics



Student success
is largely determined by
student experiences
during the first year.

Upcraft, M. L., Gardner, J. N., &
Barefoot, B. O. (Eds.). (2005).
*Challenging and supporting the first-
year student*. San Francisco: Jossey-
Bass, p 1.

Tinto (2009) offered words of advice

*“stop tinkering at the margins of institutional academic life and **make enhancing student success the linchpin about which they organize their activities** ... [E]stablish those **educational conditions** on campus that promote the retention of students, in particular those of low-income backgrounds”.*



<http://dalnews.dal.ca/2007/06/11/studentsuccess.jpg>

Tinto, V (2009) *Taking Student Retention Seriously: Rethinking the First Year of University*. Keynote address delivered at the ALTC FYE Curriculum Design Symposium, QUT, Brisbane, Australia, February 5, 2009 <http://www.fyecd2009.qut.edu.au/resources/>.



Version 1.0

1. Approaches the first year in ways that are intentional, explicit, and based on clear philosophy/rationale for students' first year.

2. Seeks to engage students in the collegiate experience both in and out of class.

3. Ensures that all first-year students encounter diverse ideas, viewpoints, and people.



Dr Randy L. Swing

http://www.fyhe.com.au/past_papers/keynote2.htm

4. Serves all first-year students, including various segments of the first-year student population, according to their needs.

5. Has organizational structures and policies that provide a comprehensive, coordinated approach to the first year.

6. Uses a variety of quantitative and qualitative designs and methods to examine all aspects of students' first-year experience and to evaluate and understand the impact of institutional policies, strategies, and interventions.

‘Embedded institutional change takes 10 years’

Foundational Dimensions[®] (Four-Year College Version) <http://www.fyfoundations.org/4year.aspx>



Foundations Institutions

...create **organizational structures and policies** that provide a **comprehensive, integrated, and coordinated approach to the first year**. ...[that] is realized and maintained through **effective partnerships** among academic affairs, student affairs, and other administrative units and is enhanced by ongoing faculty and staff development activities and appropriate budgetary arrangements.

...serve all first-year students **according to their varied needs**. The process of **anticipating, diagnosing, and addressing needs is ongoing** and is subject to assessment and adjustment throughout the first year. ...Institutions also ensure a campus environment that is inclusive and safe for all students.



What Matters to Student Success in the First Year of University?

George D. Kuh

Pacific Rim First Year
in Higher Education Conference
QUT Gardens Point, Brisbane

July 5, 2007



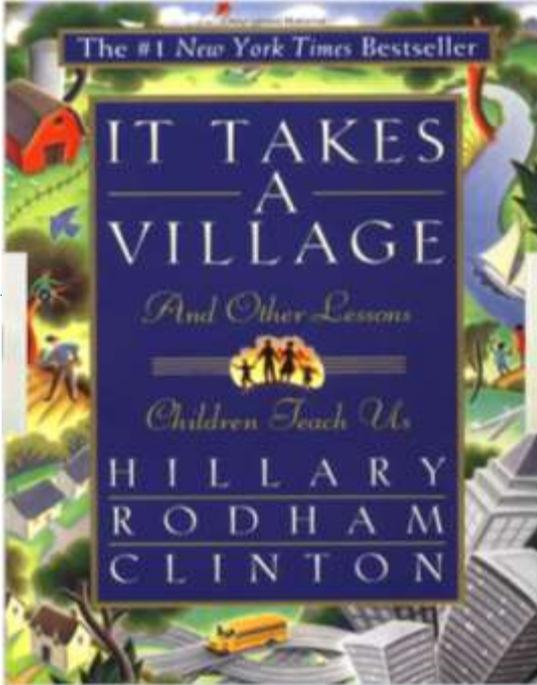
INDIANA UNIVERSITY
Center for Postsecondary Research

George Kuh (2007) — Keynote at *Pacific Rim FYHE Conference*



Student engagement varies
more *within* than between
institutions.





It takes a whole institution to educate
[and support and engage] a student
with a disability.

With apologies to
Hillary Clinton and African proverbs



FYE approaches (Kift, Nelson & Clarke, 2010; Kift, 2009; Wilson, 2009)

- **1st generation FYE**
 - Essentially co-curricular – professionals on curriculum's periphery
- **2nd generation FYE**
 - Curriculum focus – recognises entering diversity and supports student learning experience via pedagogy, curriculum design, & L&T practice – requires faculty & professional **partnerships**
- **3rd generation FYE**
 - 1st *and* 2nd generation FYE quality assured and seamless across institution, across all its disciplines, programs & services *via* faculty & professional partnerships
 - = **Transition pedagogy** –
a guiding philosophy for intentional first year curriculum design and support that carefully scaffolds and mediates the first year learning experience for contemporary heterogeneous cohorts.

Kift & Nelson (2005)

http://conference.herdsa.org.au/2005/pdf/refereed/paper_294.pdf

University of Newcastle: FY Student's Guide



STUDENTS ▾

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PREPARE

BELONG

LEARN

SUCCEED

About the guide

The First Year Students' Guide to University Study has been prepared for you by Dr Jill Scevak, from the School of Education and Teresa Dluzewska and Di Kirby, University Counsellors.

The guide is set out in chronological order:

- **Prepare** - helps you get ready for uni and offers hints about what to expect
- **Belong** - has tips for settling in
- **Learn** - helps you know how to learn and study best
- **Succeed** - has tips for exams, for first semester and beyond

Each section covers three key aspects of your journey:

- Personal
- Social
- Academic

Should you have any questions about this guide or would like to give any suggestions or feedback, please email us.

- Jill.Scevak@newcastle.edu.au
- Teresa.Dluzewska@newcastle.edu.au
- Dianne.Kirby@newcastle.edu.au

<http://www.newcastle.edu.au/students/my-journey/about-the-guide.html>

Good luck on your journey.

Search

University Website ▾

Go

My Journey

About the guide

Prepare

Belong

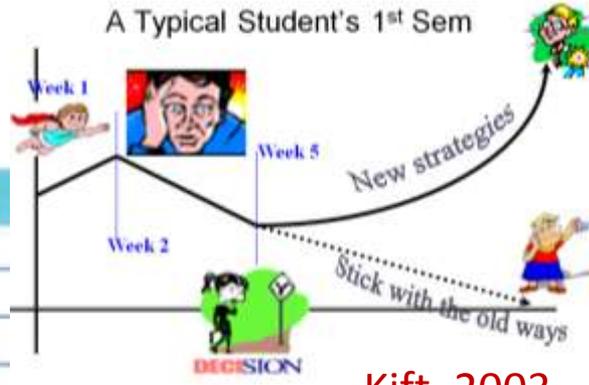
Learn

Succeed

[The Motivated Strategies for Learning Questionnaire](#)

Uni of Newcastle Travel Diary

A Typical Student's 1st Sem



JAMES COOK
UNIVERSITY

Kift, 2003

Feelings

Happy / Enthusiastic 10
 9
 8
 7
 6
 5
 4
 3
 2
 1
 OK
 -1
 -2
 -3
 -4
 -5
 -6
 -7
 -8
 -9
 Unhappy / Low / Anxious -10

excited - looking forward to uni
 confused - a lot of information
 enjoying classes and making friends
 worried about money - should I work more? Drop courses?
 pleased - good feedback on first essay
 stressed - behind with assignments
 calm - studying with friends
 nervous about exams
 happy - passed courses
 satisfied with efforts

<http://www.newcastle.edu.au/Resources/Divisions/Services/Academic%20Registrar/Student%20Support%20Services/Counselling/PBL/First%20Year/PDF/My%20Travel%20Diary.pdf>

The Academic Cycle

Event	Enrolment	O Week	Lectures Begin	HECS cut off	Lectures	Assignments	Lectures	Assignments	Exams	Mid-year Break
Week			1, 2, 3, 4, 5		6, 7, 8, 9	10, 11, 12			13	
Month			March		April	May			June	July

University of New England (award winning) Early Alert

<http://blog.une.edu.au/studentexperience/2011/03/22/early-alert-new-student-support-tool-details-how-it-works/>

Your name popped up today in our 'Early Alert' system and we want to make sure that everything is OK with your studies? The Student Support Team is here to help with all aspects of your experience at UNE and we specialise in troubleshooting issues for students. Our service is 100% confidential and we find we can solve most student concerns in a couple of phone calls.

EARLY ALERT: New student support tool; detail

works

Posted on March 22, 2011 by ED

Today we switched on the Student Support Team's Early Alert S a tool that allows us to contact students we're worried about (mo make sure you're all getting the support you need to get your de to the way banks keep an eye on illegal credit card transactions us (and no one else but the Student Support Team) to keep an basically make sure you're all OK.

Dear Ed and SU team

Like most of the off-campus mature-aged students at times I have found uni very challenging. And I don't like to ask for help bec I always assume that 'everyone else is coping just fine', the problem must lie in my court.

Thank you for putting this together and making 2011 one of the most promising starts that I can remember. From the Study Planner to the YouTube Diary and ASO updates plus the updates here, it's felt a lot more like I'm part of a community, not just a number. ☺

Regards Mel

What matters to success – through a disability lens

The total experience of university

- **Preparedness & self-efficacy**
- **Finances**
- **Peers:** learning ‘profoundly a social experience’;
- **Expectations:** mismatch; ‘how things work around here’;
- **3rd Gen Student support:** coordinated and ‘just-in-time’ & ‘just-for-me’

- **Program/career certainty**
- **Staff:** contact with staff & teaching quality
- **Course design:** Clear, coherent, responsive, flexible, relevant, engaging, inclusive, achievable, & motivating;
- **Assessment for learning:** relevant, consistent & integrated;
- **Feedback/forward:** early, prompt & constructive.



(Eg: Scott, 2006; Yorke & Longden, 2008; Kift, 2009; James et al, 2010)

(Eg: FCYS, 2009; NSSE, 2009)

How things work around here...



<http://arts.monash.edu.au/psi/life-at-uni/>



Monash home | Arts home | Schools and Centres | Campuses | About Arts | Contact Arts | [Staff Only]

Staff directory | A-Z index | Site map

Search All of Monash

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Arts Faculty » Political & Social Inquiry » Life-at-uni «

life @ uni

Differences between School and Uni

...back to main menu

first-year survival tips

Leah
Maddee
Belinda
Kirsty



Kirsty

Differences between School and Uni:

- Top of class in school, but everyone top of class at Uni
- No one constantly on your back, making sure you get the work done – up to you to succeed.
- Can no longer get away with writing an essay the night before and still scraping an A for it.
- Call everyone by their first name. No sit, or Mr/Mrs. Can be weird at first but you get used to it quite quickly.
- Uni semester goes much faster than high school. Before you know it, it is week 7 or 8, when most major assessments are due, and not long after that it is week 13 and exams are literally around the corner! Year 12 seemed to drag on forever. First year uni just flew by.
- DO NOT TALK DURING A LECTURE!! No one is forcing you to be there, so if you feel you have better

Guide for students with a disability, injury or health condition

Contents

About Disability Services

What is a disability?

Meeting with your Disability Adviser

Supports and services available

Parking on campus

Other services on campus

Equity programs and services

Financial assistance

QUT Library

Learning Environment Technology Services

Frequently Asked Questions

Contacts

Tips for success

University support services: eg –



Supports and services include:

- Assistive technology
- Alternative formatting
- Note taking
- Assessment support
- Assistive hearing technology
- Accessibility maps
- Transport on campus

and, other services, including:

- Counselling
- Careers and employment
- Health services
- Financial assistance

<http://www.monash.edu.au/lls/inclusivity/Technology/4.2.html?accessible=true>

Table of contents



Home

▶ Inclusive practices

▶ Students

▶ Strategies

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▼ Technology



Making audio-visual material and websites more inclusive

▼ **Assistive Technology**

Assistive technology support at Monash

▶ Resources

Videos

▶ About

Assistive Technology

Use of assistive technology is required by many students with disabilities so that they can access their educational environment and information.

Assistive technology can assist students with a writing style. However, since the effects of the assessment be made as to the most appropriate

The following is a list of some of the assistive technologies not designed to be prescriptive.

Some of this technology could also be helpful for students with health issues having difficulty with reading and

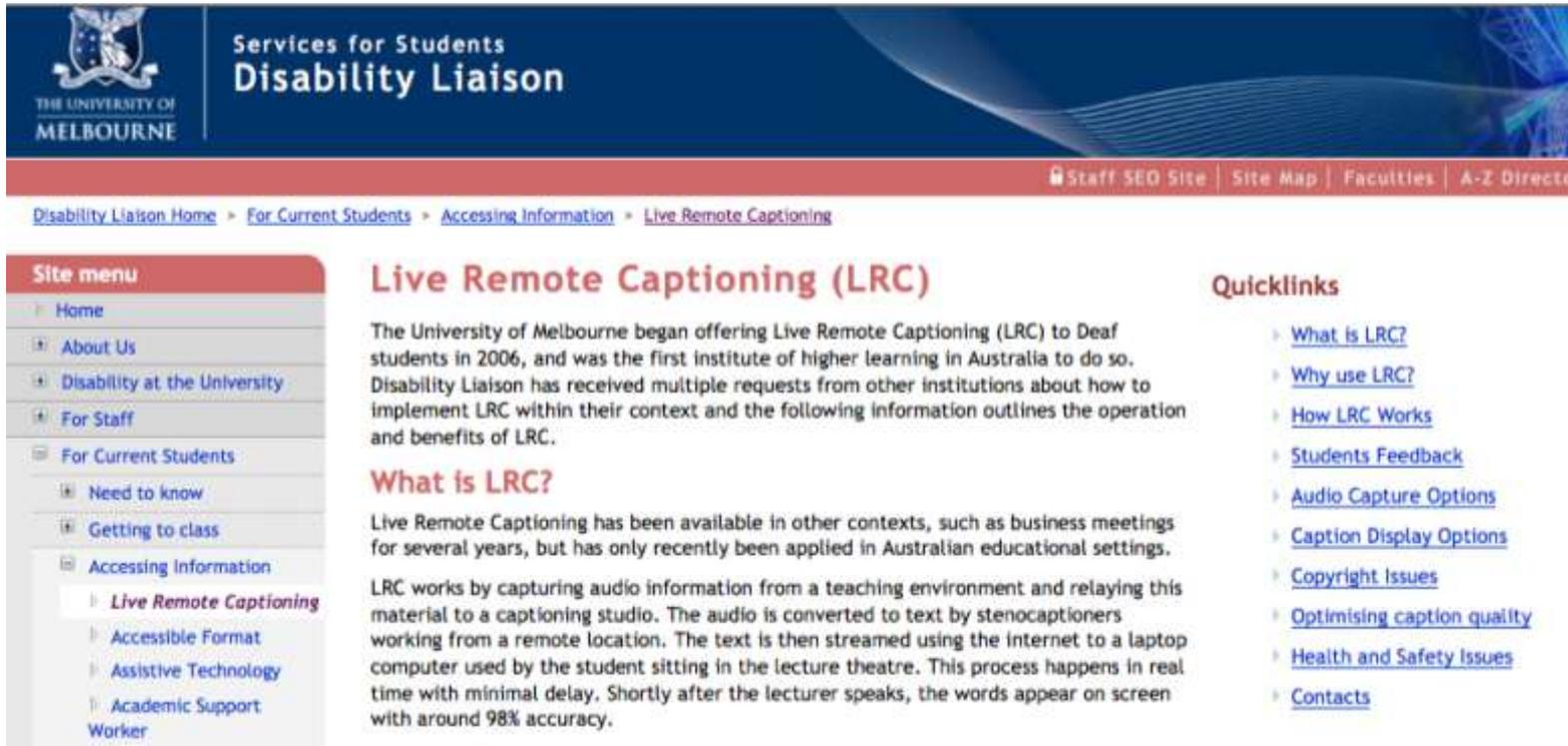
- **Screen readers** - allow text on a computer screen to be read aloud. This allows the student to hear the text as they read. It is designed specifically to assist students with visual impairments, comprehensive spelling and grammar checking.
- **Text-to-speech software** - for students with reading difficulties. ReadPlease.

- **Optical Character Recognition (OCR)** - uses a scanner and relevant software to recognize printed text. This allows students to scan documents and have the text read aloud to them.

For example:

- **Screen readers**
- **Text-to-speech software**
- **Optical Character Recognition (OCR)**
- **Spell-checker and thesaurus** (eg, a speaking dictionary and thesaurus)
- **Word prediction**
- **Voice recognition software**
- **Math technologies** (eg, a Talking Calculator)
- **Palm pilots**

Live Remote Captioning



The screenshot shows the top navigation bar with the University of Melbourne logo and 'Services for Students Disability Liaison'. Below the navigation bar is a breadcrumb trail: 'Disability Liaison Home > For Current Students > Accessing Information > Live Remote Captioning'. On the left is a 'Site menu' with categories like 'Home', 'About Us', 'Disability at the University', 'For Staff', 'For Current Students', 'Need to know', 'Getting to class', and 'Accessing Information'. The 'Accessing Information' category is expanded to show 'Live Remote Captioning', 'Accessible Format', 'Assistive Technology', and 'Academic Support Worker'. The main content area has the heading 'Live Remote Captioning (LRC)' and a paragraph explaining that the University of Melbourne began offering LRC in 2006. Below this is a sub-heading 'What is LRC?' followed by a paragraph describing the process of audio capture and streaming. On the right is a 'Quicklinks' section with a list of links: 'What is LRC?', 'Why use LRC?', 'How LRC Works', 'Students Feedback', 'Audio Capture Options', 'Caption Display Options', 'Copyright Issues', 'Optimising caption quality', 'Health and Safety Issues', and 'Contacts'.

Services for Students
Disability Liaison

THE UNIVERSITY OF MELBOURNE

Staff SEO Site | Site Map | Faculties | A-Z Directo

Disability Liaison Home > For Current Students > Accessing Information > Live Remote Captioning

Site menu

- Home
- About Us
- Disability at the University
- For Staff
- For Current Students
 - Need to know
 - Getting to class
 - Accessing Information
 - Live Remote Captioning**
 - Accessible Format
 - Assistive Technology
 - Academic Support Worker

Live Remote Captioning (LRC)

The University of Melbourne began offering Live Remote Captioning (LRC) to Deaf students in 2006, and was the first institute of higher learning in Australia to do so. Disability Liaison has received multiple requests from other institutions about how to implement LRC within their context and the following information outlines the operation and benefits of LRC.

What is LRC?

Live Remote Captioning has been available in other contexts, such as business meetings for several years, but has only recently been applied in Australian educational settings.

LRC works by capturing audio information from a teaching environment and relaying this material to a captioning studio. The audio is converted to text by stenocaptioners working from a remote location. The text is then streamed using the internet to a laptop computer used by the student sitting in the lecture theatre. This process happens in real time with minimal delay. Shortly after the lecturer speaks, the words appear on screen with around 98% accuracy.

Quicklinks

- What is LRC?
- Why use LRC?
- How LRC Works
- Students Feedback
- Audio Capture Options
- Caption Display Options
- Copyright Issues
- Optimising caption quality
- Health and Safety Issues
- Contacts

Audio converted to text by stenocaptioners remotely and then streamed back to student's computer in lecture theatre. Process happens in real time with minimal delay – around 98% accuracy.

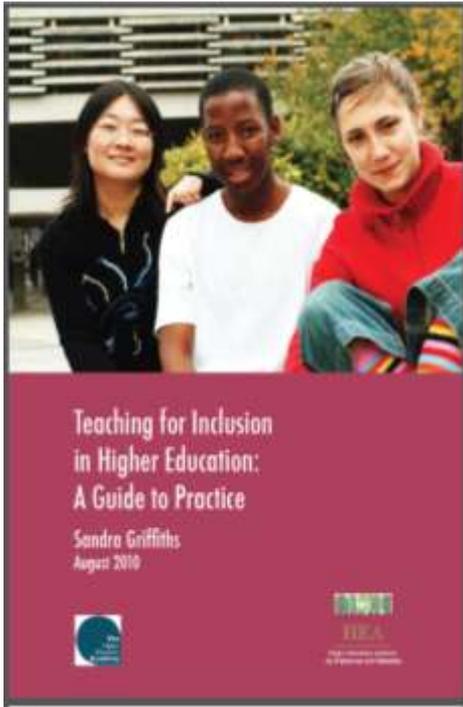
Student feedback on LRC indicates that “the quality, availability and reliability of information generated from LRC significantly enhances their access to academic information”.

Transition pedagogy: the premise

- ‘Joined-up’ *institutional approaches* enacted via partnerships
 - Generalist and specialist
 - Academic and non-academic
 - Curricular and co-curricular
- Once 1st Sem starts, harness *the curriculum* as academic and social ‘organising device’ to do serious transition & retention work
 - Both in- and out-side (physical and virtual) classroom – eg, by
 - **Inclusive** curriculum design
 - Facilitation of student **role mastery for success**
 - **Sense of belonging** to reduce sense of ‘other’
 - **Facilitating** pathways & interactions
 - Respect and value what *all* students bring to the classroom

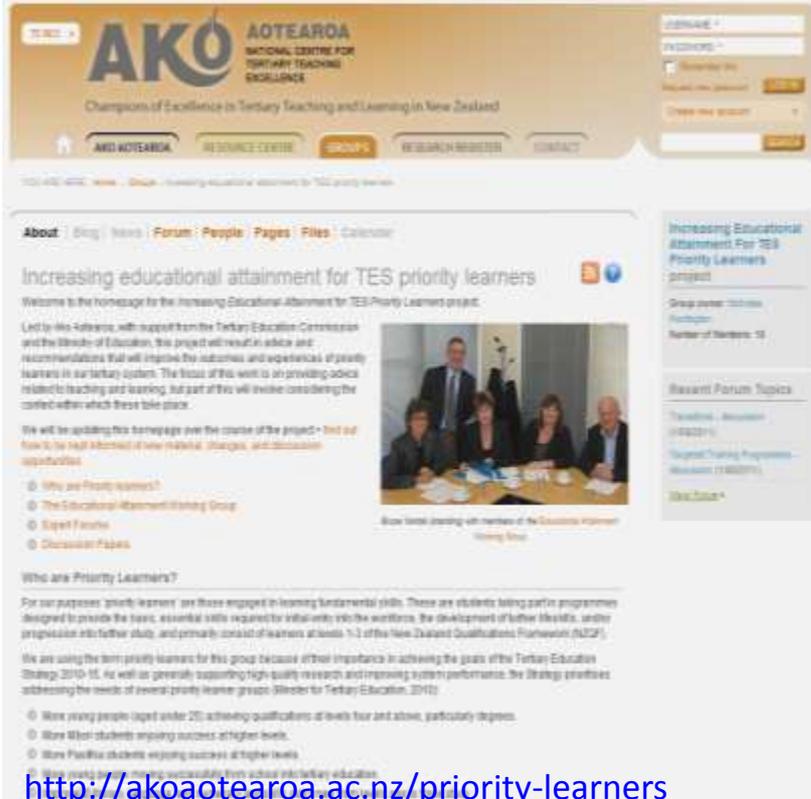
Inclusion: An international agenda – eg

- **US:** ‘low income students’ (eg, Tinto, Tierney);
‘underserved students’ (eg, Kuh)
- **UK:** Widening Participation
Teaching for Inclusion
- **NZ:** Increasing educational
attainment for ‘Priority learners’



Respects
‘students as
individuals who
have different
learning needs, a
variety of
experiences and
come from
diverse
backgrounds’.
(Griffiths, 2010, 8)

<http://www.heacademy.ac.uk/assets/documents/inclusion/Framework.pdf>



AKO AOTEAROA
NATIONAL CENTRE FOR
TERTIARY TEACHING
EXCELLENCE

Champions of Excellence in Tertiary Teaching and Learning in New Zealand

AKO AOTEAROA RESOURCE CENTRE ABOUT RESEARCH REGISTER CONTACT

100-400-4000 Home About Increasing educational attainment for TES priority learners

About Blog News Forum People Pages Files Calendar

Increasing educational attainment for TES priority learners

Welcome to the homepage for the Increasing Educational Attainment for TES Priority Learners project.

Led by the Aotearoa, with support from the Tertiary Education Commission and the Ministry of Education, this project will research, advise and recommend actions that will improve the outcomes and experiences of priority learners in our tertiary system. The focus of this work is on providing advice related to teaching and learning, but part of this will involve considering the context within which these take place.

We will be updating this homepage over the course of the project. Find out how to be kept informed of new material, changes, and discussion opportunities:

- Why are Priority Learners?
- The Educational Attainment Working Group
- Expert Panels
- Discussion Papers

Who are Priority Learners?

For our purposes, 'priority learners' are those engaged in learning fundamental skills. These are students being certain programmes designed to provide the basic, essential skills required for entry into the workforce, the development of better life skills, and/or progression into further study, and primarily consist of learners at levels 1-3 of the New Zealand Qualifications Framework (NZQF).

We are using the term 'priority learners' for this group because of their importance in achieving the goals of the Tertiary Education Strategy 2010-15. As well as generally supporting high quality research and improving system performance, the Strategy prioritises addressing the needs of several priority learner groups (Ministry for Tertiary Education, 2010):

- Most young people (aged under 20) achieving qualifications at levels four and above, particularly degrees.
- Most Maori students enjoying success at higher levels.
- Most Pacific students enjoying success at higher levels.
- Most young people responsible for their own education.

Increasing Educational Attainment For TES Priority Learners project

Group owner: Victoria Pugh
Number of members: 19

Recent Forum Topics

Tutorials - Overview (10/02/11)
Targeted Teaching Programme - Overview (10/02/11)

View Data

How to link starting with members of the Education Register

Working Group

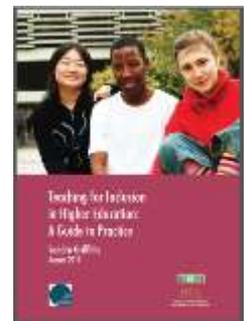
<http://ako.aotearoa.ac.nz/priority-learners>

What students say:

Factors **promoting** engagement & inclusion

Griffiths, 2010 pp16-18 (UK)

- **Respect** and equal time for all students: including
 - **Careful preparation** and content presented in an organised/**structured** way; **'help'** offered by lecturers taking time to **explain** difficult concepts; explain assessment rules; give **feedback** on assignments; relate **theory to practice**
- **Teacher interest** in students/ knowledge of their backgrounds
 - **Valuing** all students & what they bring to the classroom
 - **Supporting** student interactions
- **Teachers** who are: enthusiastic; use variety of teaching methods; are challenging/ thought provoking; have **sense of humour**; able to handle contentious subjects
- A **sense of belonging** to the university: including
 - Non-academic support; welcome pack and guidance





Effective teaching and support of students from low socioeconomic status backgrounds

Resources for Australian higher education

‘Assistance to master the student role’

- *...when I first started I had a really **good lecturer who showed you how to format an essay**. She told you what type of font to use, what size font, spacing and went through all of that because I wouldn't have known, I'd have just done it with one line spacing and handed it in...**it was just information that you don't know that you need to know**. [STU_095]*
- *...[it] is **very confusing, how it works** and maybe there needs to be an induction of all those sorts of things...so that people can sit down and map out what they need to know first up. Yes, there's a big document that you can read about all this but **it doesn't make sense when you first come into that world**. [STU_001]*

Building student engagement and belonging in Higher Education at a time of change:

a summary of findings and recommendations from the What Works? Student Retention & Success programme



<http://www.heacademy.ac.uk/resources/detail/what-works-student-retention/What Works Summary Report>
<http://www.heacademy.ac.uk/resources/detail/inclusion/Diversity/Inclusive curriculum design in higher education>



Inclusive curriculum design in higher education

GENERIC CONSIDERATIONS OF INCLUSIVE CURRICULUM DESIGN

The following inclusive curriculum design considerations will apply in most if not all subjects albeit to different degrees. These need to be taken into account along with the subject-specific considerations, which in some instances will also apply to more than one subject.

Considering cost and financial implications

Financial considerations may be an incentive as well as an obstacle to changing the design processes that influences learning, teaching and assessment practices and institutional learning support services. Inclusive curriculum design processes may have no costs associated with them, or may involve greater initial costs, for example to enable student engagement or to access specialist resources. However, over time inclusive curriculum design should reduce the need to make individual adjustments or changes. Many examples of effective practice intended to produce inclusive resources or develop inclusive methods. When reviewing curriculum design it is important to think about ways of adopting some of the ideas mentioned in the subject briefings, as well as embedding and maintaining provision developed within your own institution, this is particularly important when time-limited funding ceases or when competing bids for the funding or resources exist. The opportunity to make the business case to change for budget holders or other sections of the university; for instance, inclusive curriculum design can change the use of space or the type of technology that is required. Involving staff from estates or ICT services can draw on their expertise and help ensure best value in purchases and building projects.

Principles of inclusive curriculum design

- Anticipatory
- Flexible
- Accessible
- Collaborative
- Transparent
- Equitable

Generic considerations

- cost and financial considerations
- embedding student and staff well-being
- promoting student engagement;
- use of technology to enhance learning;
- responding to different approaches to learning;
- avoiding stereotypes and celebrating diversity;
- making reasonable adjustments.

Generic considerations

- cost and financial considerations;
- embedding student and staff well-being;
- promoting student engagement;
- use of technology to enhance learning;
- responding to different approaches to learning;
- avoiding stereotypes and celebrating diversity;
- making reasonable adjustments.



Access without Support is not Opportunity

(Tinto, 2008, 9)

‘To be serious about student success, institutions would recognize that **the roots of student attrition lie** not only in their students and the situations they face, but also in the **very character of the educational settings** in which they ask low-income students to learnIt is simply not enough to provide low-income students access to our universities...and claim that we are providing opportunity if we do not construct environments that support their efforts to learn and succeed beyond access. ***Simply put access without support is not opportunity***’.



Educational conditions that promote success amongst low-income students (Tinto, 2008)

1. **Institutional commitment** – all actors, esp teachers
2. Hold uniformly high **expectations** of all students
 - **Equitable** formal and informal advising (eg, of expectations)
3. Normalise and facilitate **access to support**– academic & social
4. **Link classroom activities to support** services
 - 3rd generation FYE to **push proactive** support
5. Assure **engagement** for academic & social belonging – an institutional culture where all students are valued
 - Esp via curriculum/classroom – the **only** place many (esp **time-poor** equity) groups will come together
 - Intentional, facilitated interaction between different ‘cultural’ groups

Significant culture and systemic change required at policy *and* practice levels

- ***From*** a deficit model of student blame ***to*** a focus of inclusion and achievement
- ***From a primary focus*** on student **integration** (into particular institutional culture) ***to*** an ‘**adaptation**’ approach whereby institutions **also adapt** culture, processes and practices to support diversity (Zepke et al., 2005)



UTS: ACCESSABILITY

<http://www.accessability.uts.edu.au/>

AccessAbility

Do you identify?

Essentials

Get involved

Cultural life

Careers

AccessAbility: perspectives on UTS life from students with disabilities or ongoing illness...from the practical to the creative.

'...by UTS students with disabilities for UTS students with disabilities'

Academic study is demanding enough, but you might also be managing a lifestyle which incorporates living with disability or ongoing illness. You might be long used to this or just becoming newly acquainted with it.

This website has been written by UTS students with disabilities for UTS students with disabilities or ongoing illness. The creators of UTS AccessAbility know the UTS study environment from both undergraduate and postgraduate perspectives.

Whatever your experience of education so far, you've chosen the exciting, inspiring and sometimes daunting experience of university study. UTS AccessAbility aims to support and inform as you map your unique UTS journey.

Important note: The Disability Resource Room (DRR) is relocating. From Wednesday 29th February 2012 the new DRR will be located in Building 2, Level 4.

Welcome! AccessAbility is an insiders view on managing uni studies when you're dealing with disability or ongoing illness.

Get the best out of your time at UTS. These are our insights.

Contact

UTS Disability Action Group of Students (DAGS)

e: dagsuts@gmail.com

City Campus

15 Broadway,
Ultimo, NSW 2007

A help-seeking environment (Taylor, 2009)

I asked the lecturer for help. Am I on the right track? It helped to a ridiculous degree, to the point that...is this all it takes to do well? Is all I need to do is ask for help and ask questions...a big epiphany. I asked for and got help and things were clearer.

(Arts Student quoted in Lawrence, 2005, 250)

- Research refers (varyingly) to resilience, self-confidence, self-efficacy, self-regulation, self-discipline, self-advocacy...
- Scot QAA FYE Enhancement Theme: Overview (Mayes, 2009, 4)
<http://www.enhancementthemes.ac.uk/documents/firstyear/FirstYearOverview.pdf>
 - **Engagement:** student's commitment and motivation to study.
 - **Empowerment:** equipping the FY student with the competency [the skills and knowledge required] to learn effectively.
 - Student **inclusion** and **agency** in course design
- Lizzio (2009): 'Five Senses of Successful Transition'
 - Five areas of student need relevant to early success at university.
http://www.fyhe.qut.edu.au/transitionpedagogy/expertcommen/documents/Lizzio-TheFivesensesofStudentSuccessSelf-AssessmentFrameworkforplanningandreviewofOT_doc.pdf

**A SENSE OF
CONNECTEDNESS**

Institutional
Identification

Community
Participation
&
Contribution

**A SENSE OF
CAPABILITY**

Student-Staff
Relationships

Task &
Role
Clarity

***The 'Five
Senses'
of
Successful
Transition
(Lizzio, 2009)***

Student-Student
Relationships

Academic
Competence

**A SENSE
OF
CULTURE
Clear Values**

Disciplinary
Engagement

University – Life
Interface

Vocational
Direction

Physical
Environment

Personal
Development

**A SENSE OF
RESOURCEFULNESS**

Systems
Access and
Navigation

**A SENSE OF
PURPOSE**

Kift ALTC Fellowship: Six (6) Curriculum Principles [HE word bingo]

[Concurrent with good teaching and good support]

- Transition
- Diversity
- Design
- Engagement
- Assessment
- Evaluation and Monitoring



A curriculum that does serious transition and retention work!

<http://www.fyhe.qut.edu.au/transitionpedagogy/firstyearcur/>

‘A more sophisticated understanding of diversity’

Educational

Eg: Type of entry qualifications; skills; ability; knowledge; educational experience; life & work experience; learning approaches ...

Dispositional

Eg: Identity; self-esteem; attitudes; confidence; motivation; sexuality; gender; aspirations; expectations; preferences; assumptions; beliefs; emotional intelligence; maturity...

Circumstantial

Eg: Age; disability; time poor; paid/vol employment; finances; carer responsibilities; geographical location; access to IT & transport services; flexibility; entitlements...

Cultural

Eg:

Language; values; social & cultural capital; religion & beliefs; ethnicity...

From Thomas, L and May, H. (2010) *Inclusive Learning and Teaching in Higher Education*
York: Higher Education Academy at

ALTC/OLT funded HEADS-UP

1 HEADS UP

Home DSE Resources About us Contact Us

User login

• Username:

• Password:

Welcome to HEADS-UP

Thank you for visiting the HEADS-UP project website. The ANU and UC pilots have now closed. Thank you for your participation and interest.

me 20% of people in Australia have a disability. According to the Disability Standards for Education (DSE), Australian education providers must give students with disability equal opportunities for learning. HEADS-UP provides a quality, on-line training for staff of Australian universities to bring them up to date with the requirements of the DSE.

To view the training, click on the button below. Note that this is a demonstration site only. Each university is required to download the training and install it on their institution's Learning Management System.

[VIEW TRAINING](#)

Disability Standards for Education (DSE)

The Disability Standards for Education (DSE) outline the legal obligations of all education providers in Australia in relation to students with disability. To download a copy of the Standards, see the attachments on this page.

"The Australian Government considers that all people with disability have the right to participate as fully as possible in community life and is committed to increasing fair access to education and training for all groups. Increasing access to education is one of our goals for Australia's future." (Phillip Ruddock MP, Attorney General; Julie Bishop MP, Minister for Education, Science and Training (2005))

[Read more](#)

<http://www.dsetraining.org.au/>

About HEADS-UP



HEADS-UP is a team of professionals from a consortium of organisations dedicated to advancing the Australian Disability Standards for Education (DSE).

HEADS-UP is funded by the Australian Learning and Teaching Council (ALTC).

[Login or register to post comments](#)

[Read more](#)

[Login or register to post comments](#)

[Read more](#)

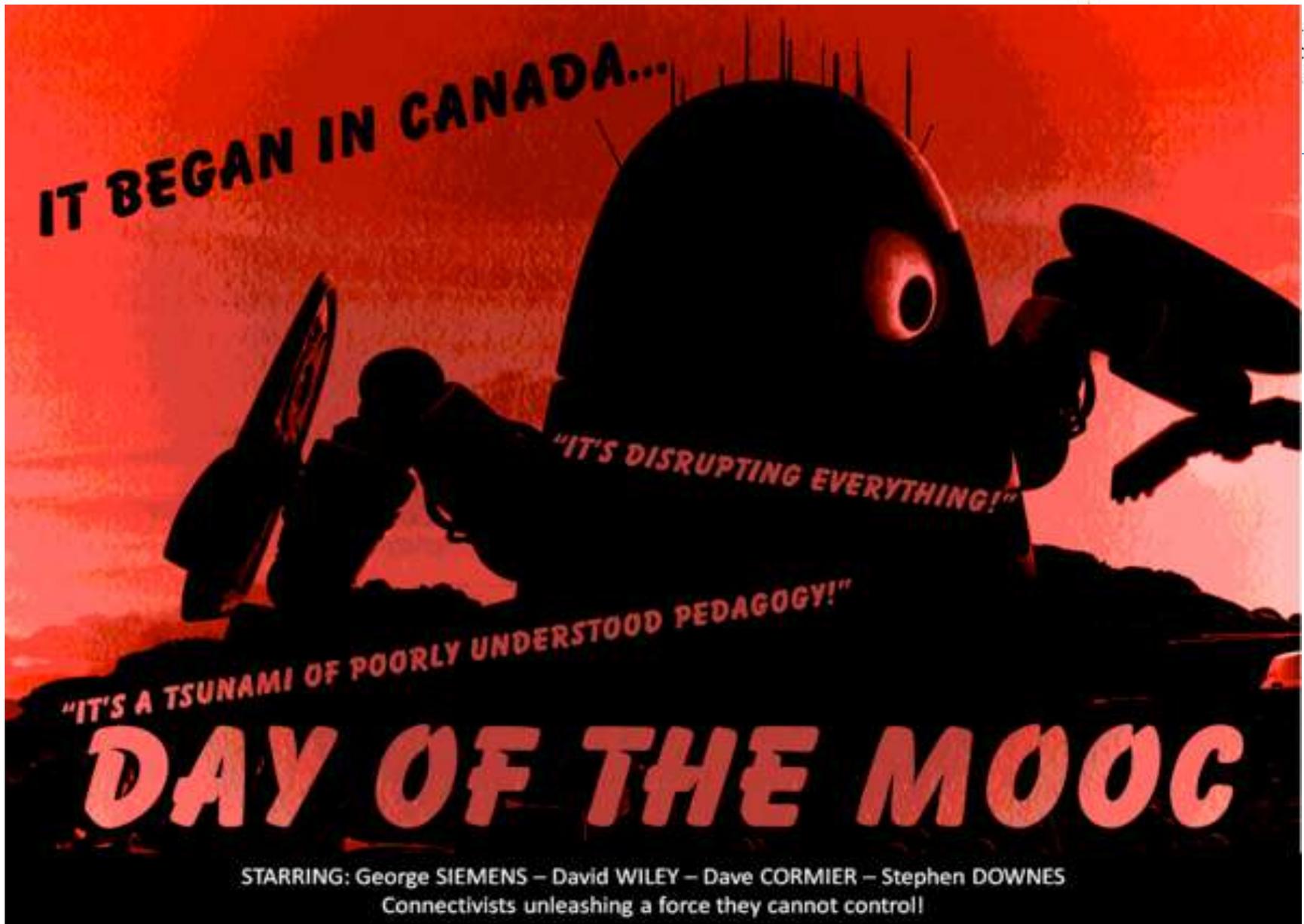
“...Australian education providers must give students with disability equal opportunities for learning. HEADS-UP provides a quality, on-line training for [university] staff to bring them up to date with the requirements of the [Disability Standards for Education] DSE.”

<http://www.youtube.com/watch?v=vSG6LGutkHo&feature=related>

Staff Development







<https://twitter.com/dkernohan/status/250889990828089344/photo/1>

A curriculum focus ...

Kift & Nelson (2005) http://conference.herdsa.org.au/2005/pdf/refereed/paper_294.pdf

- Because in all their diversity, with multiple identities and changing patterns of engagement, curriculum is
 - What all students have in common
 - Within our institutional control
 - Only place we have contact with **all** students to mediate diversity

 - Because otherwise our interventions are not comprehensive and their effect is left to chance
 - Will be bolt-on, lacking in integration and inequitable
-

What that might look like...

Intentional curriculum design strategies – eg

- **Inclusive** curriculum (eg, multiple perspectives in examples, readings, etc)
 - Use **curriculum time to normalise** transition & diversity issues: eg –
 - class time for course & admin advising; acad support services; pastoral care/ counseling; financial support; peer mentoring opportunities;
 - self-management skills: time management, goal setting, study skills, etc
 - Harness **peer-to-peer** networks and interactions in FY (eg PASS/ SI)
 - **Value prior knowledge**: constructivism to assist students connect prior background, knowledge & experience *with* new learning; ePortfolio/ PDP.
 - **Scaffold** academic behaviours (eg workbooks, cumulative assessments) to embed (eg) acquisition of essential academic literacies in curriculum
 - Proactive, at-risk **monitoring** – (eg UNE Early Alert)
-

At the heart of transition pedagogy: Inclusive curriculum design



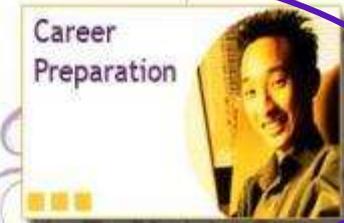
An inclusive curriculum is one
**where all students' entitlement to access and
participate in a course is anticipated, acknowledged
and taken into account.**

Morgan & Houghton, 2012

http://www.heacademy.ac.uk/resources/detail/inclusion/Disability/Inclusive_curriculum_design_in_higher_education

Course and Career information: Six Career Development Modules at QUT

- Developed to underpin current curriculum and assist students to:
 - make sound course and career choices;
 - make successful transitions to life as a student; life at University; and post University
 - make connections between their course of study and where that might lead; and
 - further develop career pathways.



QUT Career Development Modules



University Preparation

(for students prior to QUT)

- Defining Myself (Self Understanding 1)
- Course Exploration & Decision Making
- Awareness of Influences
- Assessing Readiness for Study
- Introducing the Student ePortfolio

Career Preparation

(for first year students)

- Defining Myself (Self Understanding 1)
- Thriving at University
- Choosing Majors/Electives
- Defining My Opportunities (Career Research & World of Work)
- Using the Student ePortfolio

(McAlpine et al, 2009: At pp 95-98 of

http://www.fyecd2009.qut.edu.au/resources/FYE_ShowcaseAbstracts_4Feb09_FIN_SJ.pdf)

<http://www.uow.edu.au/student/services/pass/index.html>

Harnessing Peer-to-Peer Interactions

<http://www.telesangels.com.au/>

Telemachus Ancient History Mentor Program
Department of Ancient History, Faculty of Arts, Macquarie University

Macquarie University



Tele's Angels



To Give Is To Receive DARE EST ACCIPERE αν αποδιδω αυτος και αναλαμβάνει πρεψτ πε πρεψτ

MACQUARIE UNIVERSITY

About Us | Events | Tips, Links & FAQs | Awards & Prizes | Resources | Planning Your Degree | Notes
Links | Copyright 2009 | Site by hypenandesign.com

University of Wollongong

Site Map Campus Map A-Z Index

PASS

Home > Current Students > Student Services > PASS

PASS
Overview
Information for Students
Information for Academic Staff / PASS Supervisors
PASS Site Map

OTHER SERVICES

QUICK LINKS

- > About the University
- > Dean of Students
- > Scholarships



PASS
is provided for all students who want to improve their understanding of course material and improve their grades.

Peer Assisted Study Sessions (PASS)

PASS is a program where students work together to consolidate understanding, reinforce key concepts and develop effective study strategies. PASS consists of weekly one-hour, non-credit-bearing sessions for students who have excelled at the subject in the past.



Student Sharehouse

A QUT Student Blog

I've been asked back to blog this year!

Home About QUT About this blog Current bloggers Past bloggers

2011 FEBRUARY 2

RECENT POSTS

- I've been asked back to blog this year!
- I want to live at home forever (well as long as I can)
- Need an infusion of Enthusiasm and Ambition in your studies? I recommend a Power Song and so
- What Nobody Talks Beginners
- Headlining the latest Evil Question in All the Lands

EMAIL SUBSCRIPTION

Show your email address to this blog and we'll e-mail you when you post by email.

Your email:

SHAREHOUSE NEIGHBOURS

- Dear to Dearest - Follow James Tibby, QUT Graduate and Rhodes Scholar, in Cambridge

2011 DECEMBER 19

I want to live at home forever (well as long as I can)

8 Responses

To leave



0:00 / 6:01

YouTube

From: Good Times, Sharehouse

I want to live at home forever (well as long as I can)

2011 DECEMBER 19

http://www.sharehouse.qut.edu.au

"A real account of student life". Posts are not edited. Only moderate content to ensure it doesn't breach [QUT's Student Charter](#).

QUT's bloggers were selected by a panel based on their first blog titled, 'My top tips for surviving the first year of university'. The students aren't paid for their blogs, but have received a netbook as a prize to help them post their updates during the year

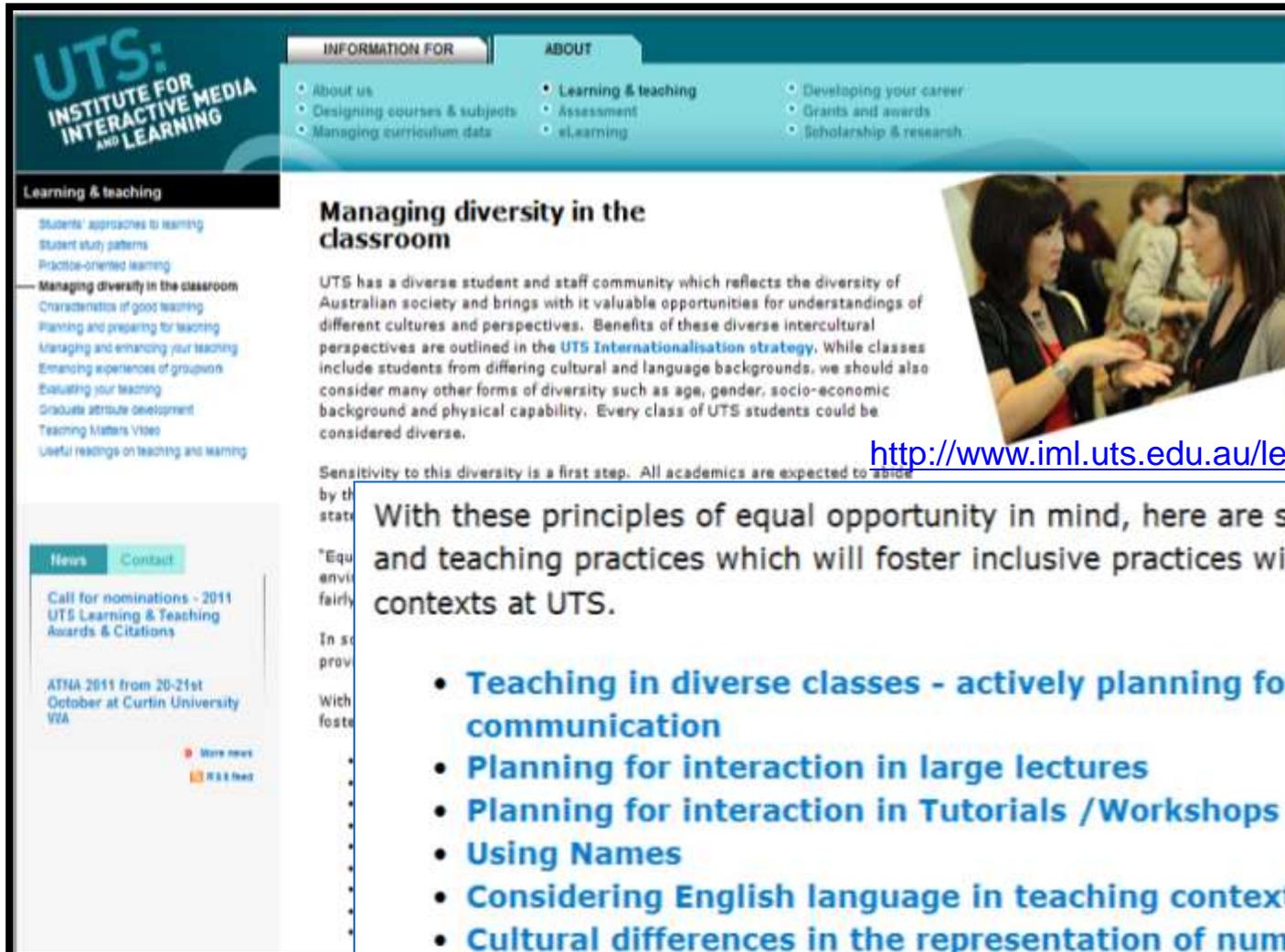
QUT First Year Student Blog

Claire's Little Secrets to Surviving University

...your very first day..is going to be both exciting and horrifying. I remember stepping into a room of over 500 students, totally overwhelmed.. [Then].. my lecturer said: "The class may seem crowded at the moment, but at least 50 students will leave after a month, and only half of you will graduate after four years."... So to get you started, I ..share.. tips (I wish someone had told me!) on how to survive your first year at university.

1. Sit next to the best looking person in the room.

UTS: Managing diversity in the classroom



The screenshot shows the UTS Institute for Interactive Media and Learning website. The header includes the UTS logo and navigation tabs for 'INFORMATION FOR' and 'ABOUT'. The 'ABOUT' tab is active, showing a list of topics: 'About us', 'Designing courses & subjects', 'Managing curriculum data', 'Learning & teaching', 'Assessment', 'eLearning', 'Developing your career', 'Grants and awards', and 'Scholarship & research'. The main content area is titled 'Managing diversity in the classroom' and features a photograph of two women in conversation. Below the photo is a URL: <http://www.iml.uts.edu.au/learn-teach/diversity.html>. The page also includes a sidebar with a 'Learning & teaching' menu and a 'News' section with a 'Call for nominations - 2011 UTS Learning & Teaching Awards & Citations'.

Managing diversity in the classroom

UTS has a diverse student and staff community which reflects the diversity of Australian society and brings with it valuable opportunities for understandings of different cultures and perspectives. Benefits of these diverse intercultural perspectives are outlined in the [UTS Internationalisation strategy](#). While classes include students from differing cultural and language backgrounds, we should also consider many other forms of diversity such as age, gender, socio-economic background and physical capability. Every class of UTS students could be considered diverse.



<http://www.iml.uts.edu.au/learn-teach/diversity.html>

Sensitivity to this diversity is a first step. All academics are expected to abide

by the
state

"Equ
envi
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With
foste

With these principles of equal opportunity in mind, here are some suggestions for activities and teaching practices which will foster inclusive practices within the various teaching contexts at UTS.

- **Teaching in diverse classes - actively planning for inclusion and communication**
- **Planning for interaction in large lectures**
- **Planning for interaction in Tutorials /Workshops**
- **Using Names**
- **Considering English language in teaching contexts**
- **Cultural differences in the representation of numbers**
- **Thoughtfully considering groupwork**
- **Awareness of support services**
- **Case studies of diversity in courses and subjects**

Diversity and Inclusiveness

Learning and Teaching Unit
Teaching in Higher Education

UniSA home Directory search UniSA website Search Staff

About UniSA Study at UniSA Research

Teaching in Higher Education

Who we are
What we do
Quality assurance
Evaluation
Course design

Diversity

Learning and Teaching Unit staff work collaboratively with teaching all students. Services include learning advice, disability services support. Please contact LTU staff on your campus for more information in supporting your students.

Referring students to the Learning and Teaching Unit

Students can be referred to the LTU when you are concerned about a student. The LTU has developed an electronic referral that replaces the traditional paper referral.

Support

- Support for academic staff
- Support for sessional teachers
- Supervising sessionally employed teaching staff
- Inclusive teaching
 - Inclusive Curriculum Checklist
 - Teaching Controversial Issues
 - Recommended Resources
- Support for offshore teachers
- Supervising Students

- A checklist for auditing inclusive teaching**
- The following checklist is constructed around characteristics of inclusive teaching.
- I know the cultural, linguistic and educational profile of my student group.
 - I have indicated to students the difference between a lecture and a tutorial at the beginning of each session, and I communicate this to students at the beginning of each session.
 - I provide an outline of the lecture topics, tutorial topics and assessment tasks for my course before or during the first lecture.
 - I structure my presentations clearly and effectively.
 - I provide a handout outlining the content, structure and the aims of each teaching session.
 - I use clear and concise visual aids to support my teaching.
 - I ensure that all students can see my face and hear me clearly in the classroom.
 - I am aware of my pace of delivery and consciously pause when I have made an important point.
 - I encourage students to take notes.
 - I routinely introduce myself and require my students to do the same in tutorials and other group settings.
 - I model appropriate cultural awareness and interpersonal behaviour with all students, particularly in small group settings.
 - I provide frequent formative feedback to students early in the study program.
 - I regularly invite and obtain feedback on my teaching from a representative sample of my students.
 - I analyse patterns of student assessment completions and results for signs of any particular difficulties for particular groups of students.
 - I am familiar with the learning resources for students available through Learning and Teaching and refer my students to them.

Flinders University

HOME ABOUT FLINDERS FACULTIES & DIVISIONS LIBRARY STAFF DIRECTORY A-Z INDEX SITE MAP

Quicklinks < please wait >

Flinders University > Teaching and learning > Support > Inclusive teaching > Inclusive Curriculum Checklist

Inclusive Curriculum Checklist

Compiled by Kirsten Hutchison as part of the Inclusive Curriculum Project, Victoria University
October 1997

1. Course Design & Content

- Does content acknowledge diverse cultural values? In what ways?
- Does content value and build on diverse prior learning, experiences and goals? In what ways?
- Does content contain a uniform view of knowledge? How?
- Is "assumed knowledge" made explicit in the stated prerequisites of the course?
- Are opportunities provided for students to access knowledge and skills that are assumed in the course?

2. Course Materials

- Are women, Aboriginal and Torres Strait Islander people, people with disabilities, people from diverse socioeconomic and cultural backgrounds represented? Stereotypically? As problems?
- How are issues of gender, race, class, disability and sexuality addressed?
- Are inequalities based on gender, race, class, disability and sexual orientation explored and analysed?

<http://www.flinders.edu.au/teaching/support/inclusive-teaching/inclusive-curriculum-checklist.cfm>

The University of Adelaide

Centre for Learning and Professional Development

Learning & Teaching Home International Quality & Reviews Strategy & Planning CLPD ACE With You

You are here: CLPD Home > Information for Staff > Teaching

test zoom: S | H | L Login

Teaching students with a disability

The primary responsibility of any tertiary institution is to provide the best possible academic experience for all students. Students may reach their goals in different ways - and this is true particularly for students who have a disability. The University has policies and procedures relating to access and support for students with a disability. In meeting the academic needs of these students staff may need to consider varying their teaching, assessment and supervision practices, or changing course structures.

The CLPD has staff who provide assistance with:

- designing and implementing alternatives to the established curriculum
- introducing alternative teaching and assessment strategies
- evaluating teaching and assessment strategies

Contact the CLPD for more information about these services, or to arrange a consultation. See also information about academic skills support for all students in the 'University of Adelaide Students' section of the CLPD website.

CLPD Home

- Information for Staff
- Assessment
- Awards & Grants
- Curriculum
- eLTP
- Grad. Cert. Higher Education
- Grad. Cert. Online Learning
- MyUni Support

<http://www.adelaide.edu.au/clpd/teaching/disability/>

<http://www.unisa.edu.au/academicdevelopment/diversity/eal.asp>

CATS

Creating Accessible Teaching & Support (CATS) is a web based information source that provides up to date, accurate and comprehensive information about inclusive teaching, learning and assessment strategies, accommodations and support services for people with disabilities.



Search bar with 'Search' text, a search input field, and links for 'Advanced Search' and 'Help/Search Tips'. Includes the CATS logo and tagline 'Creating Accessible Teaching & Support'.

Start here if you are new to the site...
[Teaching Staff](#) [Other Staff](#) [Students](#)



Improving the quality of teaching and support for students with disability



Latest News and Events

- ▶ Research project: Students with an autism spectrum disorder ...
- ▶ Conference: Pathways 2012
- ▶ Disability Employment Summit
- ▶ Conference: EPHEA 2013
- ▶ Pathways 2012: Program available

Latest Resources

- ▶ The Olga Tennon Autism Research Centre (OTARC)
- ▶ Auslan Tutor: Key Signs
- ▶ Dual sensory loss: Equipment & Assistive Devices
- ▶ Stethoscope information for medical professionals ...
- ▶ Consolidation of Commonwealth anti-discrimination ...
- ▶ Live captions ("subtitles") in the operating theat...
- ▶ VET: Creating effective learning experiences for s...

<http://www.adcet.edu.au/cats/>

- ▶ **CATS Home**
- ▶ Understanding Disability
- ▶ Specific Impairments
- ▶ Working with Students
- ▶ Teaching & Assessment
- ▶ Policy & Administration
- ▶ Technology & Facilities
- ▶ Campus Life & Services
- ▶ CATSuite

Quick Links to key topics...

- A**
- Accommodations/Adjustments
 - ADHD
 - Allied Health
 - Arts/Humanities
 - Asperger's Syndrome
 - Assessment
 - Assistive Technology

- B**
- Behaviour Management
 - Blindness/Vision Impairment
 - Brain Injury
 - Business/Commerce

C

Disability Effective Inclusive Policies Project (DEIP)



<http://www.lancs.ac.uk/fass/projects/reap/projects/deip.htm>



Researching Equity, Access and Participation, County South, Lancaster University, Lancaster LA1 4YD, UK
Tel: (01524) 594067 E-mail: a.houghton@lancaster.ac.uk

 Google Custom Search

[Home](#) > [Projects](#) > DEIP

Find out about:

- [REAP Home](#)
- [Research](#)
- [Resources](#)
- [Teaching](#)
- [Staff](#)
- [News and Events](#)
- [Contact Us](#)
- [Links](#)
- [Site Map](#)

Disability Effective Inclusive Policies Project (DEIP)

The Disability Effective Inclusive Policies (DEIP) Project is funded by the European Social Fund and co-ordinated by the [Centre for Continuing Education at University of Sussex](#). Lancaster University is one of three partners the other is Bristol University.

The DEIP project aims to explore ways in which the Higher Education sector can support equality of opportunity in education and employment for people who are disadvantaged through a range of disabilities, and who may also be disadvantaged because of their race, gender, class and / or age.

At Lancaster we have been reviewing the literature relating to disability policy with respect to education and employment and reviewing institutional policy and practice to identify examples of good practice in relation to careers support and employability skills.

Researchers at Lancaster University and Sussex University have also explored the experiences and understandings of services through interviews with disabled students, university staff, disabled graduates, and employers.

DEIP Discussion Papers

The following discussion papers are based on the research activities of the DEIP project which have included analyses of institutional disability policy and interviews with disabled students, university staff, disabled graduates and employers.

The papers are designed to stimulate discussion in forums such as staff training sessions and in student seminars.

NEW Research Activities Database

Search our research activities database for:

[Current Research Activities](#)

[Research Archive](#)

Search by keyword:

[REAP ONLY](#)

[ALL depts](#) in Faculty Arts and Social Sciences



DEIP Discussion Papers: eg

- Institutional Disability Policy analysis DP1
- Disability and disclosure DP3
- Transition issues: entering and leaving HE DP5
- Identity, disability and students in HE DP6
- University students experiencing mental health difficulties DP7
- Dyslexia: experiences of students and staff DP8
- University students with hearing impairments DP9
- Physical and sensory impairment DP10



Disability Effective Inclusive Policies

INSTITUTIONAL DISABILITY POLICY ANALYSIS

DEIP: an introduction

Funded by the European Social Fund, the Disability and Effective Inclusion Policies (DEIP) project is a collaborative research undertaken by Sussex and Lancaster Universities to support disabled students. It is important not to overlook other factors (e.g. social

Discussion
Paper



Disability Effective Inclusive Policies

DYSLEXIA: EXPERIENCES OF STUDENTS AND STAFF

Overview

The focus of this discussion paper is dyslexia, specifically the experiences of students with dyslexia in higher education institutions and staff who are working to support these students. It is important not to overlook other factors (e.g. social

Discussion
Paper

8

Student Mental Health and Wellbeing

For example

University of Wollongong



Vitality
for life and law



University of Wollongong
Faculty of Law

Email: judithm@uow.edu.au

The voice of
Atlantic Canada's
Universities

ES COOK
UNIVERSITY
SACKVILLE
NEW BRUNSWICK

About AAU

Council of Nova Scotia University
Presidents

Research

Media Centre & Resources

Faculty Development Committee

Statistics

Reports & Publications

Atlantic Leaders' Summit

Careers

Atlantic Common University Data
Set

Making the Connection: Developing a University Team Approach to Student Mental Health Care

November 1, 2012 - [Click here for News Release](#)

**Presented by the Association of Atlantic Universities (AAU)
in partnership with Medavie Health Foundation
Mount Allison University, Sackville, NB
Thursday, November 1, 2012**

Short-and-long term objectives for this event:

- Short term objective – bring greater awareness and focus on student mental health
- Short-to-mid term objective – develop an institutional policy framework
- Long term objective – develop a regional policy framework

Student Keynote Speaker: [Kayti Baur, student, Mount Saint Vincent University](#)



Kayti Baur, student, Mount Saint Vincent University

Kayti Baur is a graduate of NSCAD University and a current 4th year Honours Psychology student at Mount Saint Vincent University. Having endured bipolar disorder and post-traumatic stress disorder throughout her university career, Kayti offers a unique perspective on dealing with mental illness in academia.

ENGAGING PROFESSORS

the majority of problems that arise are not with the services provided, but the integration of these services into daily functioning, and explaining the need for change to third parties.



IN SUMMARY...

- symptoms are fluid and inconsistent
- the inactive periods are as important as the active periods
- differences in need mean differences in accommodations
- self advocacy is important and needs to be encouraged
- professors play a key role in implimenting policy and creating a feeling of acceptance

Student Keynote Speaker: [Kayti Baur, student, Mount Saint Vincent University](#)

<https://www.thedesk.org.au/index>



the desk

About

Modules

Tools

desk
My Profile

Take a Quiz

Getting things done

Staying Calm

Staying Connected

Feeling Good

Setting Goals
Setting Priorities
Managing Time
Beating Procrastination

the desk

Home About Modules Tools Coffee House Take a Quiz Get Help

Using Feedback

1 Feedback

Getting feedback is part of being a student. You are constantly being assessed and receiving feedback back on how you did - sometimes just a mark, other times written or verbal feedback. Feedback can be helpful in developing your skills and abilities. It helps you continue to develop in your field of study.

This tool has 4 steps that will help you make the most of feedback you have just received.

Write down the subject and type of description of this piece of assessment

Have you already started using this tool for feedback about this piece of work?

Yes

No

the desk promoting student success and wellbeing

Tools • Modules • Quizzes

www.thedesk.org.au

© The University of Queensland

My Unit

My Photos

Take a Quiz

Student Mental Health & Wellbeing (in Law)

Positive Curriculum Strategies to Address Psychological Distress in Law Students

Rachael Field
ALTC Fellow 2010

National Summit on the Mental Health of Tertiary Students

About Program Registration Supporters Contact



PROGRAM
4 - 5 AUGUST 2011

VENUE: Rydges on Swanston | 791 Swanston St | Carlton | Victoria
Program (PDF 3.1MB)
Discussion paper (PDF 397kB)
Guidelines for Tertiary Education Institutions (PDF 306kB)
Notes from Day 1 in preparation for Day 2 (PDF 650kB)

KEYNOTE SPEAKERS
Professor Elizabeth Harman >>
Professor Patrick McGorry, University of Melbourne >>
Dr Helen Stallman, University of Queensland >>
Professor Simon Marginson, University of Melbourne >>



Queensland University of Technology

CRICOS No. 92513J

http://www.cshe.unimelb.edu.au/nationalsummit/PPT/Rachael_Field.pdf



The Foundation's objective is to decrease distress, disability and the causes of depression and anxiety in the legal profession.

Since the Foundation's inception in August 2008, the organisation has strived to create greater awareness of depression and anxiety amongst the legal fraternity.

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SITEMAP

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NEWS | RESOURCES | VIDEO
Video: 2011 Tristan Jepson Memorial Foundation Annual Lecture
October 19, 2011

The 2011 Tristan Jepson Memorial Foundation Annual Lecture was hosted by Julie McCrossin, freelance journalist and UNSW law alumna.

Julie McCrossin
Moderator, Freelance Journalist

<http://www.cshe.unimelb.edu.au/nationalsummit/program.html>

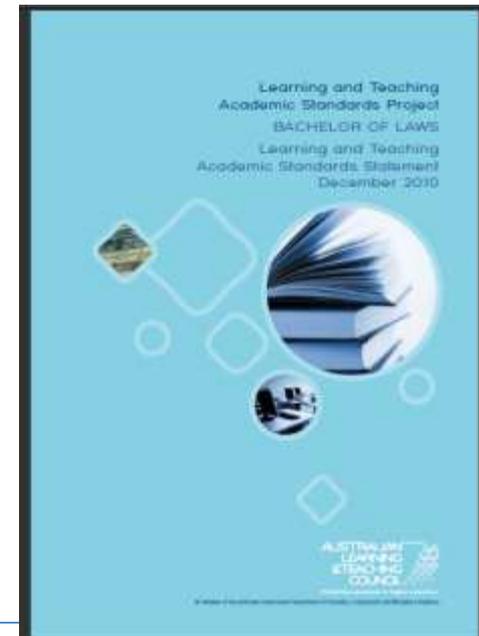
<http://www.tjmf.org.au/>

Law Learning Outcomes: Bachelor of Laws

Six (6) Threshold Learning Outcomes

- Knowledge (Priestley 11 + some)
- Ethics and professional responsibility
- Thinking Skills
- Research Skills
- Communication and collaboration
- Self-management

<http://disciplinestandards.pbworks.com/w/page/52746378/Law>



Law Textbooks framed around the TLOs

WILEY

Book Companion Site | Co



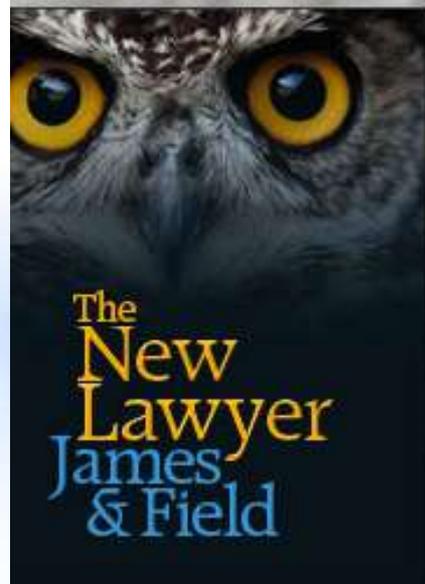
About the Book

TLOs + Objectives

iStudy

Resources

Teaching & Learning Ap



Threshold Learning Outcomes

Academic Standards for the Bachelor of Laws degree

Developed in 2010 the Threshold Learning Outcomes cover the 6 areas of knowledge, ethics and professional responsibility, thinking skills, research skills, communication and collaboration, and self-management.

The TLOs represent what a law graduate is expected to know, understand and be able to do as a result of their studies and learning. Throughout *The New Lawyer* chapters make frequent connection to reinforce what students are expected to know and do as a result of their learning.

The Threshold Learning Outcomes are as follows and graduates are expected to demonstrate skills and attributes assigned to each:

TLO1 Knowledge:

- a. The fundamentals areas of legal knowledge, the Australian legal systems, and underlying principles and concepts, international and comparative contexts

Sally Kift, JCU

http://www.johnwiley.net.au/highered/james/showcase_demo/objectives.html

Guidelines for tertiary education institutions to facilitate improved educational outcomes for students with a mental illness



Includes advice for and about:

- **Policy:** content, development and implementation, and communication
- **Staff:** mental illness awareness, training, support for staff, how to communicate with and support a student with mental illness
- **Support Services:** awareness of, what services should be provided, accessibility to, relationship to other services
- **Other types of support**
- **Reasonable adjustments**
- **Students:** rights & responsibilities, awareness, dealing with mental health crises, funding, research and evaluation.

GUIDELINES FOR TERTIARY EDUCATION INSTITUTIONS to facilitate improved educational outcomes for students with a mental illness

These guidelines consist of actions tertiary education institutions can take to facilitate improved educational outcomes for students with a mental illness. They were produced using the Delphi method, which is a systematic way of assessing the consensus of a panel of experts. The actions have been rated as important or essential by expert panels of tertiary education mental health professionals and student consumers. The guidelines will be used to improve the advice to tertiary institutions as they support students with a mental illness.

POLICY

Policy content

- The institution should have a mental health policy covering mental health promotion, mental illness prevention and services for students with a mental illness.
- Disability policies must address the needs of students with a mental illness as well those with physical disabilities.
- Strategic planning in relation to mental health should include objectives, performance indicators, accountabilities and timeframes, so that all involved are clear about what needs to be achieved, who is responsible for achieving it, and by what date.
- The institution should have a policy to ensure that alternative examination and assessment procedures and arrangements are applied consistently across the institution.
- Institution-wide policies and procedures should include confidentiality and disclosure that protect the privacy of an individual with a mental illness.
- Mental health training should be provided to all members of the institution's community (students, staff, faculty) to increase awareness about, recognition of, and the impact of mental illness on study, work and life.

To conclude: A paradigm shift



We need to “challeng[e] educators to think of their curriculum as disabled rather than the students”

Edyburn (2010)

Transition pedagogy provides a framework for intentional and inclusive first year curriculum design and support for students with disabilities that will also benefit all students.

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