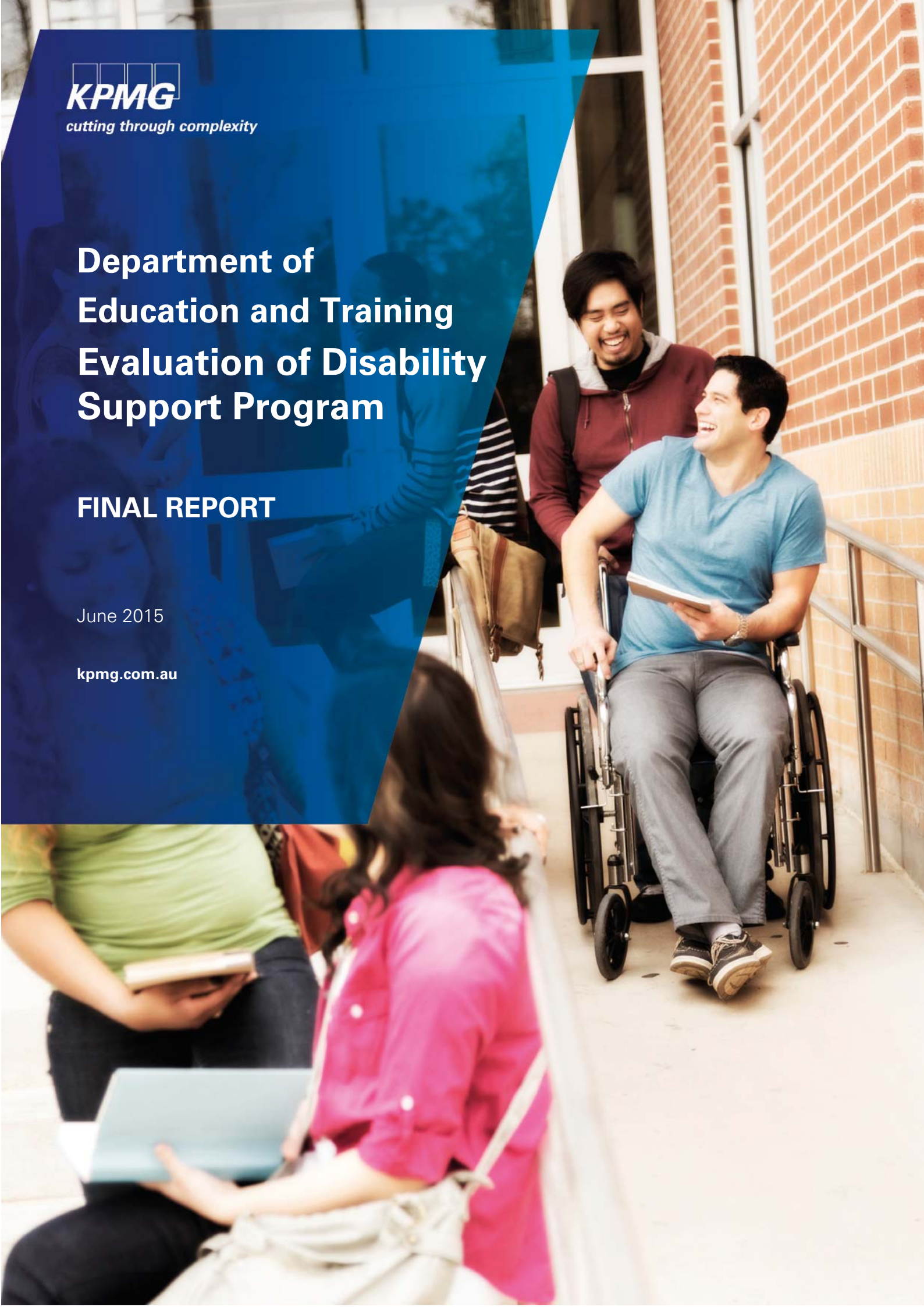


# Department of Education and Training Evaluation of Disability Support Program

## FINAL REPORT

June 2015

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# 1. Introduction

Governments around Australia have recognised that attitudes, practices and structures are disabling and can prevent people from enjoying economic participation, social inclusion and equality. This is not the inevitable result of an individual's impairment<sup>1</sup>. The idea that people with disability can be more disadvantaged by society's response to their disability than the disability itself is driving policy in areas such as health, education and housing.

Access to tertiary education is a major condition for social and professional inclusion, helping reduce the burden of prejudice with respect to disability and increasing the chances of employment. However, access to tertiary education is more difficult for young adults with disability than for their peers in the general population. As educational standards in the general population increase, the lack of a tertiary qualification increases the vulnerability of young people with disability.

There has been a shift in educational policy over the past two decades internationally and across Australia, away from the notion of segregated settings for all students with disability and special needs to a more integrated model of education. This has been supported by a number of legal instruments that make it an offence to discriminate against students with disability. This includes both direct and indirect discrimination.

Discrimination in the university setting can occur in a range of areas:

- Enrolment;
- Participation;
- Curriculum development, accreditation and delivery;
- Student support services; and
- Elimination of harassment and victimisation.

Educators must offer a person with disability the same educational opportunities as others within the community. Their decisions must be based on a person's ability to meet the essential requirements of the course. They should not make assumptions about what a person can or cannot do because of disability.

In Australia, the Disability Standards for Education (2005) provide a framework to ensure that students with disability are able to access and participate in education on the same basis as other students. The Disability Standards do this by providing clarity and specificity for education and training providers and for students with disability. They set out a process to be followed, to ensure that students with disability are provided with opportunities to realise their potential through participating in education and training on the same basis as other students<sup>2</sup>.

## 1.1 The Disability Support Program (DSP)

The DSP was established in 2004 with the objective of increasing access to higher education for students with disability. There are approximately 38 'Table A'<sup>3</sup> higher education providers currently eligible to access DSP funding totalling approximately \$7 million per annum.

Eligible higher education providers are able to access funding annually through an application process which requires providers to complete a claim form available from the Department of Education and Training (the Department).

Funding must not be spent on:

- a) Infrastructure, which includes all buildings, fixtures, roads, pathways and modifications thereof and generic facilities and services that are integral to the provision of education for all students; and

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<sup>1</sup> Commonwealth of Australia, 2011, *National Disability Strategy 2010-2020*.

<sup>2</sup> Commonwealth of Australia, 2005, *Disability Standards for Education 2005* (plus Guidance Notes).

<sup>3</sup> Table A providers are self-accrediting bodies, eligible for all funding under Section 16.15 of the *Higher Education Support Act 2003*.

- b) The provision of personal care for students with a disability, which includes assistance provided by a paid or unpaid carer to ensure that basic activities of daily living and self-care, such as eating, dressing, toileting and mobilising, are accomplished. The provision of personal care also includes providing assistance with medications and treatments.<sup>4</sup>

**The DSP aims to meet its objectives by providing funding across three components:**

- Additional Support for Students with Disabilities (ASSD);
- Australian Disability Clearinghouse on Education and Training (ADCET); and
- Performance Based Disability Support Funding.

**Additional Support for Students with Disabilities (ASSD)**

The objectives of the ASSD component of the Higher Education Disability Support Program are to:

- a) Provide funding support to eligible higher education providers to assist with high costs incurred in providing educational support and/or equipment to domestic students with disability with high cost needs; and
- b) Encourage efficient and effective use of equipment and resources to support students with disability<sup>5</sup>.

Under the ASSD, the DSP funds two broad categories of disability support provision. These are detailed in the table below.

*Table 1: ASSD Supports*

Educational support	Equipment
<p>The type of educational support provided to students is determined by the higher education provider. Educational support must directly assist students with disability in relation to their studies. Examples of educational support may include:</p> <ul style="list-style-type: none"> <li>• Sign-language interpreters;</li> <li>• Production of Braille formats of course materials and lecture notes;</li> <li>• Production of non-Braille alternative formats of course materials and lecture notes, including transcription and adaptation of material for use with screen-reading technology, scanning, enlarged print and audio taping;</li> <li>• Tutorial support (additional tutoring);</li> <li>• Note taker and scribe support; and/or</li> <li>• Examination and assessment assistance, including the costs involved in assessment at a separate location with extra invigilators.</li> </ul>	<p>The type of equipment provided for students is determined by the higher education provider. Equipment must directly assist students with disability in relation to their studies. Examples of eligible equipment include:</p> <ul style="list-style-type: none"> <li>• Adaptive software and/or multiple-user license costs for adaptive software;</li> <li>• Adaptive computer equipment peripherals (e.g. large monitors, adaptive keyboards);</li> <li>• Mobility aids for shared use (e.g. scooters);</li> <li>• Adjustments or modifications to furniture or work stations (not including the purchase of standard ergonomic furniture); and/or</li> <li>• Specialist tape-recording equipment and digital voice-recording devices.</li> </ul>

*Source: Department of Education and Training*

<sup>4</sup> Commonwealth of Australia, Higher Education Support Act 2003 - Other Grants Guidelines (Education) 2012 (DIISRTE).

<sup>5</sup> Ibid.

## The Australian Disability Clearinghouse of Education & Training (ADCET)

The ADCET is a website that provides information and other resources designed to promote inclusive teaching and learning practices for people with disability.

The objective of the ADCET is to facilitate equitable access to education and training for people with a disability. The funds are provided to the higher education provider hosting the clearinghouse, as determined by the relevant Minister. At the time of writing this evaluation, the University of Tasmania was administering this component.

## Performance-based Disability Support Funding

The Performance-based Disability Support Funding component of the DSP is designed to encourage higher education institutions to develop and implement local strategies to attract and support students with disability.

The Performance-based component of funding initially comprised that amount of funding which remained after allocations for the ASSD component, and the ADCET component have been made to eligible providers. Following discussions with higher education providers when it became apparent that ASSD claims were greater than the total funding, higher education providers requested that an amount of DSP funding be quarantined for the performance based component. Since that time, funding in the amount of \$1 million has been set aside from the total funding pool for this component.

The funds under this component are allocated based on the university's comparative performance (against other higher education providers) on the number of domestic students with disability against their success and retention ratios.  $\text{Grant} = (A / B) \times C$ .

Where:

- A is the number of domestic students with a disability enrolled at the higher education provider multiplied by the retention and success ratios for this group.
- B is the total number of domestic students with a disability enrolled at all eligible higher education providers, multiplied by the retention and success ratios.
- C is \$1 million.

## 1.2 Evaluation scope

The purpose of this evaluation is to consider the operations of the DSP to date and whether it is meeting its stated objectives of assisting people with disability to access and participate in higher education, and to identify options and make recommendations for the future operation of the program in a contemporary environment.

The evaluation considers the DSP's:

- **Operational efficiency** – including how the program is operating, what it is providing, and the management and administration of the program from both a Departmental and higher education provider perspective.
- **Appropriateness** – whether the program, given higher education providers' legal obligations, is addressing the right needs of students with disability and is able to meet changing student requirements.
- **Effectiveness** – including whether the program is meeting its stated objectives in terms of the contribution of the program in facilitating access to supports and equipment by students, and contribution of the program in facilitating promotion of participation, access and inclusion.

Key evaluation questions relating to these considerations informed the development of questions for stakeholder consultations (Appendix C). These questions are listed below.

Table 2: Evaluation questions

<b>Operational efficiency</b>	<ol style="list-style-type: none"> <li>1. What does the DSP provide for students with disability and higher education providers?</li> <li>2. Are the Department's program management arrangements operationally efficient?</li> <li>3. Are the Program's administrative requirements for higher education providers operationally efficient?</li> </ol>
<b>Effectiveness of the program</b>	<ol style="list-style-type: none"> <li>4. Has the DSP contributed to facilitating access to supports and equipment for students with disability?</li> <li>5. Has the DSP contributed to minimising or removing barriers for students with disability to participate in higher education?</li> <li>6. Has the DSP contributed to higher education providers' capacity and resources to attract and retain students with disability?</li> <li>7. Has the DSP contributed to building higher education providers' awareness of and access to contemporary research and practice materials relating to inclusive teaching and learning practices and support for students with disability?</li> <li>8. Has the DSP contributed to students with disability being effectively supported in higher education throughout their studies?</li> <li>9. Has the DSP contributed to higher education providers implementing practices and approaches to supporting students with disability which reflect students' changing needs and requirements?</li> <li>10. Has the DSP assisted higher education providers to promote inclusion and access to higher education for people with disability?</li> </ol>
<b>Appropriateness of the program</b>	<ol style="list-style-type: none"> <li>11. What are the legal and other obligations of higher education providers with respect to students with disability?</li> <li>12. What is the relationship between higher education providers' obligations with respect to students with disability and the DSP?</li> <li>13. Does the program assist higher education providers to address the right needs of students with disability and meet changing student requirements?</li> </ol>

Source: KPMG

## 1.3 Out-of-scope

The following elements are not within the scope of this evaluation:

- Long-term outcomes for students with a disability, such as achievement of education outcomes, and long-term outcomes for the higher education sector, such as the openness and inclusiveness of higher education providers for students with a disability. These long-term outcomes will be difficult to measure, and the contribution of the DSP to achieving these long-term outcomes will be difficult to identify given the range of other factors, initiatives and strategies which are or have been put in place to achieve these outcomes;
- The effectiveness of higher education provider activities, initiatives, and strategies for supporting, attracting or retaining students with a disability, provided independently of the DSP;
- The operational efficiency, effectiveness and appropriateness of other government programs related to supporting students with a disability, such as the National Disability Officer Coordination Program; and
- Analysis or assessment of the cost-benefit or cost-effectiveness of the DSP, including the use of accepted economic analysis (cost-benefit analysis or cost-effectiveness analysis) techniques or methodologies.

## 1.4 Evaluation approach and data collection

A mixed methods approach was used to collect information to address the evaluation questions which allowed questions to be answered from a number of different perspectives (e.g. students with disability, higher education providers, the Department of Education). This approach led to greater validity and robustness of evaluation findings. Using a mix of data collection methods also helped minimise possible information ‘gaps’.

Where possible, data sourced from multiple sources was triangulated, so that conclusions could be tested to ensure the findings presented are based on evidence. Data collection was undertaken to form a comprehensive evidence base relating to the effectiveness, appropriateness, and efficient operations of the program. A combination of quantitative and qualitative data was obtained from multiple sources, including:

### ***A document and policy review***

A desktop-based review of key documents provided by the Department, including:

- Disability Support Act 1992;
- Disability Standards for Education 2005;
- Higher Education Support Act 2003;
- Other Grants Guidelines (Education) 2010; and
- Frequently Asked Questions document.

### ***International policy review***

KPMG also reviewed the international policy context to assess practice in other jurisdictions that might help inform reform options (see Appendix B). The key difference highlighted was in the UK and Canada where self-directed funding is provided directly to students from government. While this model could be applied to the DSP, it would represent a radical departure from the current model and would require the development of a strong business case to model and understand the financial implications of such a move.

### ***Administrative and program data***

KPMG obtained data from the Department relating to the administration of funds to higher education providers for the past the years 2010-2013, including the breakdown of individual claims made by higher education providers for the years 2012 and 2013.

### ***A survey of students and higher education providers***

In response to the survey, a total of 1,908 responses were received from students and 648 responses received from staff at higher education providers. Further details on the survey and detailed responses can be found in Appendices C, D and E.

### ***Individual telephone based interviews with students with disability attending university***

Students who completed the online survey had the option to volunteer for a telephone based interview. A total of 40 students were selected to be interviewed from higher education providers across Australia and were asked a series of set questions (see Appendix C).

These questions were designed to inform the evaluation of student experience of disability support provision at university and to provide an avenue for students to have discrete conversations regarding their individual experience.

To ensure a national representation of students, the students were selected based on the location of their university. The profile of these students is presented in the table below:

*Table 3: Student engagement*

Total number of students	Metropolitan higher education providers	Regional/rural higher education providers
40	18	5

Source: KPMG



### Consultation with a range of stakeholder groups

In addition to the evaluation activities listed above, KPMG facilitated a range of consultations which took the form of focus groups and interviews (both in person and via teleconference). Stakeholders included university staff and students as well as organisations with an interest in the DSP.

The table below lists the stakeholders consulted as a part of the evaluation.

Table 4: University engagement

Student and Staff				
University of New England	University of Western Australia	Macquarie University	The University of Queensland	University of South Australia
Staff only				
Curtin University	University of Adelaide	Griffith University	Charles Darwin University	Deakin University
Federation University of VIC	University of Sydney	Australian National University	University of Melbourne	
Other stakeholders				
Higher Education Consulting Group	Australian Disability Clearinghouse on Education and Training (ADCET)	The Australian Tertiary Education Network on Disability (ATEND)	Equity Practitioners in Higher Education Australasia (EPHEA)	National Disability Coordination Officers (NDCOs)

Source: KPMG

## 1.5 Report structure

**Chapter 1** provides the background and scope of the program.

**Chapter 2** discusses the legal obligations higher education providers are required to meet and the extent to which the DSP assists them to meet these.

**Chapter 3** considers the range of supports provided to students and how these are facilitating access and participation.

**Chapter 4** examines the efficiency of the operational and administrative aspects of the program.

**Chapter 5** presents findings on the changing nature of student needs and the educational environment.

**Chapter 6** is a summary of findings and a preliminary discussion of possible reforms.

## 2. Appropriateness: higher education providers' legal obligations and the DSP

Appropriateness relates to whether the program is a suitable or correct response to an identified problem or need. In this context, this encompasses consideration of whether the DSP provides a suitable or correct response given the range of obligations that are in place relating to students with a disability that higher education providers must fulfil.

This section addresses the following evaluation questions:

- What are the legal and other obligations of higher education providers with respect to students with disability?
- What is the relationship between higher education providers' obligations with respect to students with disability and the DSP?
- What does the DSP provide for students with disability and higher education providers?
- Has the DSP contributed to universities implementing practices and approaches to supporting students with a disability which reflect students' changing needs and requirements?

### 2.1 Key findings:

- Under the Disability Standards for Education, higher education providers must make adjustments to ensure that students with disability have the same or similar choices and opportunities as students without disability, particularly in regard to enrolment, participation, curriculum, harassment and support services.
- The objectives of the DSP align most strongly with higher education providers' legal obligations in relation to promoting participation and the provision of support services.
- Eighty-five percent of DSP funding is provided to higher education providers via the ASSD component of the program. The majority of these funds are for the provision of educational support services, such as note taking services, invigilation, participation assistants, Auslan services, accessible formatting and transcription services.
- The ASSD generally meets about 50-60 percent of the costs claimed by higher education providers in any given year.
- Sixty-seven percent of all educational support claims in 2013 were classified as 'high cost' (over \$6,000 in value). These supports were often provided to a small proportion of students with significant disability, such as visual or hearing impairment and other physical disabilities.
- University staff generally perceived the DSP was supporting higher education providers to meet their obligations to students.
- The disability profile of students is changing but funding is focused on physical and sensory disabilities. The evaluation found that, while more students with mental health issues and learning disorders are accessing university disability services, the bulk of funding under the program is still supporting students with hearing and visual impairments, and other physical disabilities.
- Changes in educational practices and improvements in technology has meant that universal design principles are incorporated to a greater extent in contemporary higher education settings. Universal design refers to 'design of products and environments to be usable by all people to the greatest extent possible, without the need for adaptation or of specialised design'.
- The introduction of the National Disability Insurance Scheme (NDIS) further reinforces the focus of the DSP on direct higher education costs, such as equipment and education support. The NDIS will support students to physically access and attend higher education providers.

## 2.2 Higher education providers are legally required to provide support for students with disability to facilitate access and participation

All Australian higher education providers must comply with the obligations outlined in the *Disability Discrimination Act 1992* (DDA) and the Disability Standards for Education (2005).

The DDA aims to:

- Eliminate direct and indirect discrimination against people with disability;
- Ensure that persons with disability have the same rights as able-bodied people; and
- Promote recognition and acceptance of the rights of people with disability in the community.

For example under the Act, it is unlawful for an educational authority to discriminate against a person based on their disability. This includes by denying access to the student to a higher education institution, by submitting the student to detriment, and by developing courses that will, by their nature, exclude people with disability.

Educators must offer a person with disability the same educational opportunities as everyone else. Their decisions must be based on a person's ability to meet the essential requirements of the course. They should not make assumptions about what a person can or cannot do because of disability.

The Disability Standards for Education provide a framework to ensure that students with disability are able to access and participate in education on the same basis as other students. The Disability Standards do this by providing clarity and specificity for education and training providers and for students with disability. They set out a process to be followed, to ensure that students with disability are provided with opportunities to realise their potential through participating in education and training on the same basis as other students<sup>6</sup>.

According to the Disability Standards for Education 2005, "higher education providers must make adjustments to ensure that students with disability have the same or similar choices and opportunities as students without disability, particularly in regard to enrolment, participation, curriculum, and support services<sup>7</sup>".

"Participating in education on the same basis as other students means that students with disability:

- Have the same, or very similar, opportunities to take part in education as other students
- Do not face unnecessary barriers which limit these opportunities
- Have the opportunity to succeed and show their learning
- Are provided with adjustments which make education accessible to them.

*On the same basis* does not mean all students have to be educated in exactly the same way. Higher education providers may have to do things differently for students with disability to ensure they have access to the curriculum<sup>8</sup>".

The figure below summarises students' rights and higher education providers' obligations across key domains of enrolment; participation; curriculum development, accreditation and delivery; student support services; and elimination of harassment and victimisation.

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<sup>6</sup> Commonwealth of Australia, 2005, Disability Standards for Education 2005 (plus Guidance Notes).

<sup>7</sup> The University of Canberra, Disability Standards for Education: A Practical Guide for Individuals, Families and Communities, <http://resource.dse.theeducationinstitute.edu.au/content/same-basis> (accessed 22/02/14)

<sup>8</sup> Ibid.

Table 5: Student rights and university obligations

	Rights		Requirements
Enrolment	Right to seek admission and enrol on the same basis as prospective students without disability including the right to reasonable adjustments.	▶	<ul style="list-style-type: none"> <li>Take reasonable steps to ensure that the enrolment process is accessible.</li> <li>Consider students with disability in the same way as students without disability when deciding to offer a place.</li> <li>Consult with the prospective students or their associates about the effect of the disability on their ability to seek enrolment; and any reasonable adjustments necessary.</li> </ul>
Participation	Right to access courses and programs; use services and facilities; and have reasonable adjustments, to ensure students with disability are able to participate in education and training on the same basis as students without disability.	▶	<ul style="list-style-type: none"> <li>Take reasonable steps to ensure participation.</li> <li>Consult with the student or their associate about the effect of the disability on their ability to participate.</li> <li>Make a reasonable adjustment if necessary.</li> <li>Repeating this process over time as necessary</li> </ul>
Curriculum development, accreditation and delivery:	Right to participate in courses and relevant supplementary programs that are designed to develop their skills, knowledge and understanding, on the same basis as students without disability and to have reasonable adjustments to ensure they are able to participate in education and training.	▶	<ul style="list-style-type: none"> <li>Enable students with disability to participate in learning experiences (including assessment and certification).</li> <li>Consult with the student or their associate.</li> <li>Take into consideration whether the disability affects the student's ability to participate in the learning experiences.</li> </ul>
Student Support Services	Right to access student support services provided by education institutions, on the same basis as students without disability. Students with disability have the right to specialised services needed to participate in the educational activities they are enrolled in.	▶	<ul style="list-style-type: none"> <li>Ensure that students with disability are able to use general support services.</li> <li>Ensure that students have access to specialised support services.</li> <li>Facilitate the provision of specialised support services</li> </ul>
Harassment and victimisation	Right to education and training in an environment that is free from discrimination caused by harassment and victimisation on the basis of their disability.	▶	<ul style="list-style-type: none"> <li>Implement strategies to prevent harassment or victimisation.</li> <li>Take reasonable steps to ensure that staff and students are informed about their obligation not to harass or victimise students with disability.</li> <li>Take appropriate action if harassment or victimisation occurs.</li> <li>Ensure complaint mechanisms are available to students.</li> </ul>

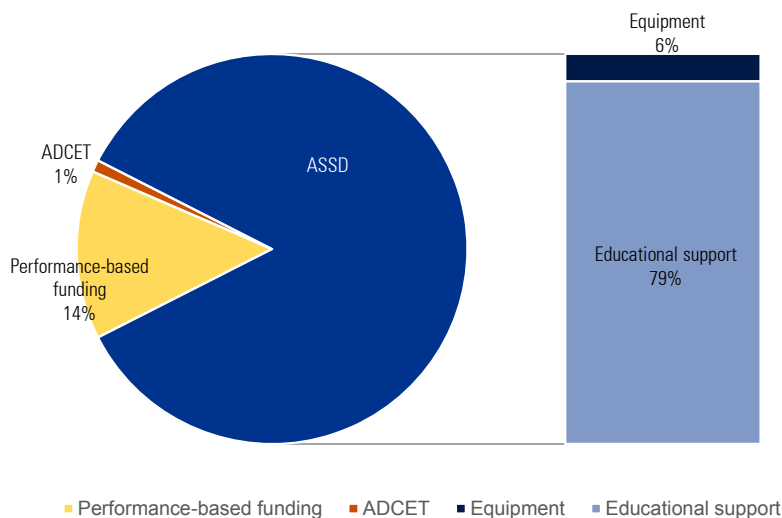
Source: Department of Education and Training, <https://education.gov.au/disability-standards-education>



## 2.3 The majority of DSP funding is provided under the ASSD component of the program

Data provided by the Department showed that in 2014, \$7,032,003 was available under the DSP to reimburse higher education providers for expenses incurred in 2013. Of this, \$1 million (14 percent) was set aside for the performance-based component of the program and \$74,911 (1 percent) was provided to ADCET. Of the remaining funds available under the ASSD, \$418,965 (6 percent) was provided for equipment and \$5,538,126 (79 percent) was provided for educational support<sup>9</sup>.

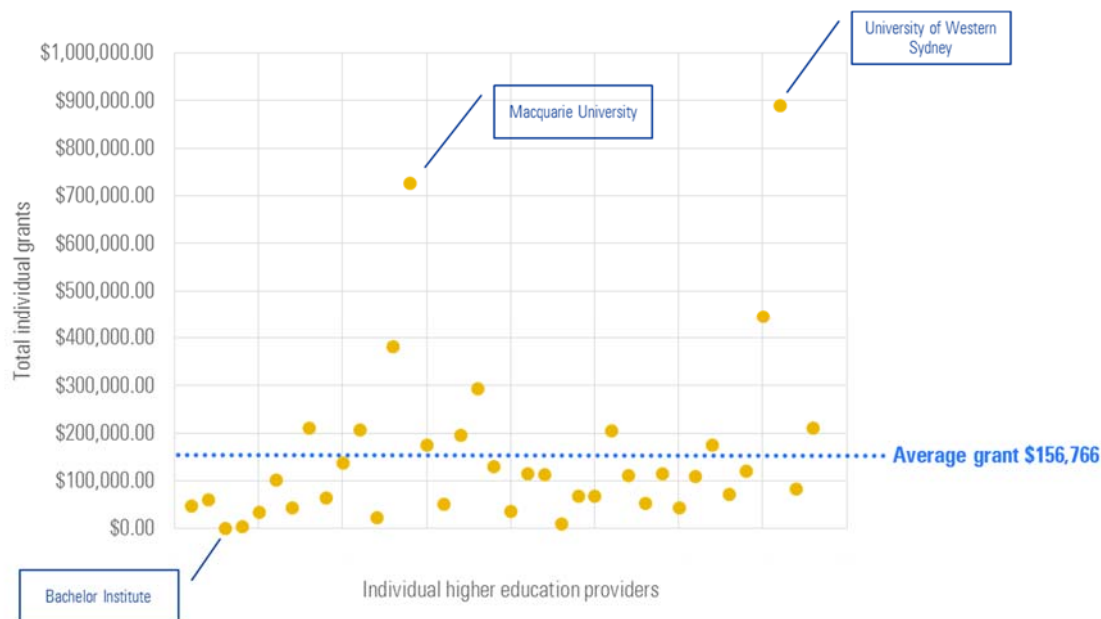
Figure 1: Breakdown of DSP funding 2013



Source: KPMG analysis of unpublished Department of Education and Training data

A review of grants made in 2013 found that the average claim paid to higher education providers under the ASSD component was \$156,766. The table below shows that the majority of claims were below the average, ranging from \$820 to \$890,158.

Figure 2: Individual grants to higher education providers funding 2013



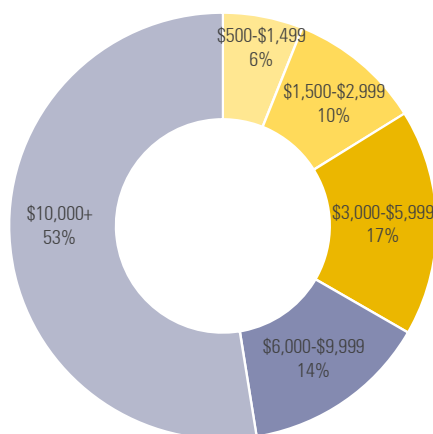
Source: KPMG analysis of Department of Education data

<sup>9</sup> Department of Education and Training, unpublished data.

## Educational support

Claims for educational support were generally for note taking services, invigilation, participation assistants, Auslan services, accessible formatting and transcription services. Educational support claims were often for high cost items with 67 percent of all claims in 2013 being classified as 'high cost' (over \$6,000 in value). These supports were often provided to students with significant disability, such as visual or hearing impairment and other physical disabilities. These supports are provided to around 10 percent of students who receive support via the program. In 2013, educational support was provided to a total of 3,020 students of which 363 were classified as 'high cost'.

Figure 3: Size of educational support claims, 2013



Source: KPMG analysis of unpublished DET data

Consultations found that regional higher education providers often faced additional expenses when accessing educational supports due to limited capacity in the surrounding areas. Support workers often had to be paid additional travel and accommodation allowances to come from metropolitan areas to deliver services.

Higher education providers also reported undertaking some innovative activities to help minimise the costs associated with the provision of educational support:

- One university reported that they had built up a pool of Auslan interpreters on staff who could be deployed to assist students.
- Some higher education providers pay able bodied students to provide peer note taking services and participation support to students with disabilities.

## Equipment support

A review of 2012 and 2013 returns carried out by KPMG found that most commonly claimed equipment were computers and peripherals, such as monitors and smart pens and assistive technology software licence such as Read & Write or Dragon.

These supports are used primarily to facilitate student access and participation in lectures and tutorials, with students reporting that they found accessing the correct supports was generally a straight forward process.

There were examples of technology being used to replace more expensive forms of education support, with staff at one university noting that the use of smart pens was much more cost efficient than the hundreds of note takers that were previously required.

## 2.4 The DSP is helping higher education providers meet some of their legal obligations, primarily through the ASSD component of the program

The evaluation found that the DSP was most effective at assisting higher education providers meet their obligations to promote participation and provide access to support services for students with disability. It should be noted that the DSP's objectives are not completely aligned to higher education providers' legal obligations as set out by the DDA. The scope of the DSP does not extend to providing support to higher education providers to meet their obligations with regards to harassment and victimisation.

It could be argued that higher education providers should be required to meet the costs associated with fulfilling their legal obligations within their base funding envelope, however, maintaining a discrete funding pool for disability support has a number of benefits:

- It sends a signal to the sector about the importance that government attaches to enhancing access and participation by students with disability;
- It provides a financial safety net for higher education providers helping to meet between 50-60 percent of the costs associated with providing support to students with disability, giving them some level of certainty around their financial position; and
- It increases the timeliness of supports by allowing disability support workers to use the funding as leverage to bypass internal budgeting processes.

As noted above, the DSP is most effective in areas where the objectives of the program align most closely with higher education providers' legal obligations. The table below provides a summary of higher education providers' obligations and an assessment of the extent to which the DSP is helping them meet these:

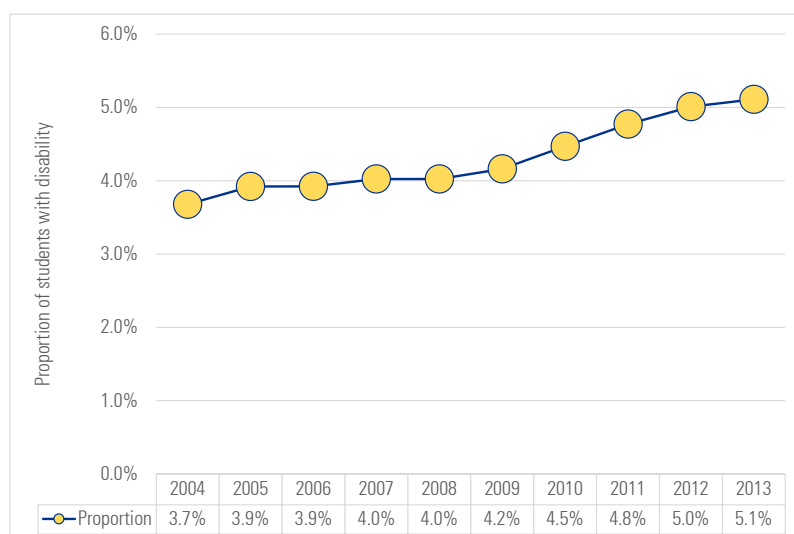
- Where the box is green - the evaluation found evidence that the DSP is supporting higher education providers to meet their obligations to a significant extent;
- Where the box is amber – the evaluation found evidence that the DSP is making a limited contribution to higher education providers' efforts to meet their obligations; and
- Where the box is red – the obligation is outside the scope of the DSP.

In considering whether the DSP is appropriately targeted against each of the areas outlined in the DDA, the following observations are pertinent:

**Enrolment** – There is merit in continuing to focus funds on supporting higher education providers to strengthen their focus on enrolment activities. While the proportion of students with disability has increased (see Figure 4) more could be done to engage students with disability about their specific needs.

Analysis of the responses to the student survey showed that, in deciding which university to attend, 82 percent of respondents had viewed the higher education providers' website, however, only 46 percent of students had contacted a member of staff. When asked if their specific educational needs had been discussed, this figure fell to 29 percent, with only 21 percent receiving a commitment from the provider about specific support and equipment that would be provided. Given that the survey was only aimed at students who were or had been at university, it is not possible to assess the proportion of potential students who did not proceed with applications because they had not benefitted from proactive outreach initiatives.

Figure 4: Proportion of all Student enrolments with disability in higher education, 2004-2013



Source: KPMG analysis of unpublished DET data

Note: A student may have more than one disability type.

**Curriculum development, accreditation and delivery** – The current arrangements provide funding for individual students to receive reasonable adjustments to participate in university life. It does not provide support to encourage the application of universal design for learning<sup>10</sup> principles that make mainstream curricula accessible to all students. While the trend to make more course material available online reflects elements of universal design by providing alternate methods to access material, it was not evident that these are uniformly applied to teaching and learning, and the development and delivery of course curricula.

Given the DSP has been in operation for 10 years, it may be timely to consider a shift in the focus of the DSP to making all curricula accessible rather than providing adjustments for individual students. We note that this would be a significant change and would require extensive consultation with higher education providers, staff and students.

**Harassment and victimisation** – There was only limited evidence of direct discrimination against students with disability, with only 14 percent of students reporting that their university was not an inclusive place. This was further supported by consultation with students and staff. However, both disability support staff and students consulted as part of the evaluation noted that awareness of the impacts of disability and inclusive teaching practices amongst staff could be improved. There is merit in considering providing funding targeted at improving training and awareness amongst staff.

<sup>10</sup> Universal Design for Learning (UDL) is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone—not a single, one-size-fits-all solution but rather flexible approaches that can be customised and adjusted for individual needs.



Table 5: DSP funding alignment

	Requirements	DSP Funding
Enrolment	<ul style="list-style-type: none"> <li>Take reasonable steps to ensure that the enrolment process is accessible.</li> <li>Consider students with disability in the same way as students without disability when deciding to offer a place.</li> <li>Consult with the prospective students or their associates about the effect of the disability on their ability to seek enrolment; and any reasonable adjustments necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Performance based funding should be used to meet these requirements. However, there was limited evidence of this.</li> </ul>
Participation	<ul style="list-style-type: none"> <li>Take reasonable steps to ensure participation.</li> <li>Consult with the student or their associate about the effect of the disability on their ability to participate.</li> <li>Make a reasonable adjustment if necessary.</li> <li>Repeating this process over time as necessary</li> </ul>	<ul style="list-style-type: none"> <li>Funding through ASSD is being used to facilitate access and participation by making reasonable adjustments for students with disability.</li> </ul>
Curriculum development, accreditation and delivery	<ul style="list-style-type: none"> <li>Enable students with disability to participate in learning experiences (including assessment and certification).</li> <li>Consult with the student or their associate.</li> <li>Take into consideration whether the disability affects the student's ability to participate in the learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Funding through ASSD is being used to make reasonable adjustments for students with disability.</li> <li>ADCET funding provides a resource to inform curriculum development, accreditation and delivery.</li> <li>DSP funds are more focused on individual students rather than curriculum development on the whole.</li> </ul>
Student Support Services	<ul style="list-style-type: none"> <li>Ensure that students with disability are able to use general support services.</li> <li>Ensure that students have access to specialised support services.</li> <li>Facilitate the provision of specialised support services</li> </ul>	<ul style="list-style-type: none"> <li>Universities are accessing ASSD funding to provide access to educational supports.</li> </ul>
Harassment and victimisation	<ul style="list-style-type: none"> <li>Implement strategies to prevent harassment or victimisation.</li> <li>Take reasonable steps to ensure that staff and students are informed about their obligation not to harass or victimise students with disability.</li> <li>Take appropriate action if harassment or victimisation occurs.</li> <li>Ensure complaint mechanisms are available to students.</li> </ul>	<ul style="list-style-type: none"> <li>No specific funding provided to universities.</li> </ul>

Source: KPMG

## 2.5 University staff felt that the DSP made a valuable contribution to higher education providers' ability to support students with disability

While many staff noted that the university was legally required to meet the needs of students with disabilities, the funding available through the DSP was viewed as important in a number of key ways:

- **Signalling** – by having a dedicated pool of funding available to higher education providers, the government is signalling the importance it places on providing support for students with disabilities.
- **Financial safety net** – while the DSP only reimburses higher education providers for 50-60 percent of their claims, higher education providers are more likely to spend money knowing there is a dedicated pool from which they can draw for reimbursement. There was a perception that the DSP more generally and in relation to equipment and support costs in particular, provides higher education providers with the security and confidence of knowing they are able to support the needs of a student with disability regardless of the costs associated. Respondents also noted that the availability of the DSP means that the level of support provided to students is not dependent on the state of the university's financial affairs. Staff noted that, whilst there is no longer a large amount of funds being recuperated from the DSP, it is still useful and has been an enabler.

*"The DSP facilitates easy access to funding, which would otherwise be difficult or impossible to obtain. In this way, it makes it easier and possible to provide a high level of support to students with disabilities."*

*"[the university] wouldn't be prepared to support students at this level, without the funding and they would lose hundreds of students as a result."*

*"The university has a commitment to this area and while this commitment will remain – the DSP allows for the university to be able to bank on providing support. It was not there – the potential indirect discrimination might arise that is difficult to quantify. The Commonwealth program allows higher education providers to be able to make provisions and pursue their commitment."*

- **Timeliness** - A number of staff commented that they were able to bypass university budgeting processes and spend money as needed using the existence of the DSP as leverage in negotiations within the university.

*"The DSP facilitates access to timely support. If the DSP was not available, the [disability support] team would need to "fight" to have the university pay for supports and this would mean that students would not be able to access support when they needed it. Without access to timely support, students would not be able to maintain their academic performance. As an example, the [disability support] team has had trouble in arranging for the university to install automatic doors and ramps throughout the campus, which are not covered by the DSP, with these often taking months or years to arrange."*

*"With help from the disability support program the university have been able to purchase improved software and supports without needing to go through complex university budgeting or justifying to staff things need to be done."*

- **Enable support for more students** - the evaluation also found that staff felt funding from the DSP has assisted higher education providers to provide support to more students and provide a broader range of supports. Seventy-four percent of staff respondents 'strongly agreed' (19%) or 'agreed' (55%) that the university has been able to provide support to more students as a result of the DSP.

*"The DSP has allowed higher education providers to take on more students who have disabilities this has been a positive impact."*

*"Whilst the university is obliged to provide support to all students there are often students that require a significant amount of financial allocation in order to provide support ... and the DSP allows for the university to entertain this cost."*

- **Provide a broader range of supports for students** – eighty-one percent of respondents felt their university was able to offer a broader range of support as a result of the DSP, with 22 percent strongly agreeing and 59 percent agreeing with this statement. A number of staff noted that their colleagues in the TAFE sector were unable to access the same level of supports for their students.

*"It helps us 'sell'/seek authority to purchase big ticket items. It has improved the quality and flexibility and has allowed for a broader range."*

*"A majority of students wouldn't make it otherwise."*

*"A lot of them wouldn't survive without those kinds of support."*

*"It's given access to students who would have never had access to uni."*

The staff survey results supported these findings with:

- **69 percent** of respondents reporting that the university has been able to provide support to more students as a result of the DSP;

- **75 percent** of respondents reporting that the university has been able to provide a broader range of supports and equipment to students as result of the DSP;
- **80 percent** of respondents reporting that students with disability are better able to achieve their educational goals as a result of the DSP;
- **80 percent** of respondents reporting students with disability are better able to participate in university life as a result of the DSP;
- **79 percent** of respondents reporting more students with disability are able to access higher education as a result of the DSP; and
- **77 percent** of respondents reporting felt that the university is a more inclusive place for people with disability as a result of the DSP.

## 2.6 The disability profile of students is changing but funding is focused on physical and sensory disabilities

The evaluation found that while more students with mental health issues and learning disorders are accessing university disability services, the bulk of funding under the program is still supporting students with hearing and visual impairments, and other physical disabilities. This is done via the educational support funded under the ASSD component.

While the DSP does not limit funding to specific types of disabilities, the nature of support required by students with mental health issues often involves more intensive staff time to offer counselling, occupational therapy and careers advice. Staff training is not currently supported by the DSP under the existing guidelines. A lack of awareness of the implications of mental health conditions and learning disorders also means that disability support workers spend more time working with academic staff raising awareness and developing learning plans.

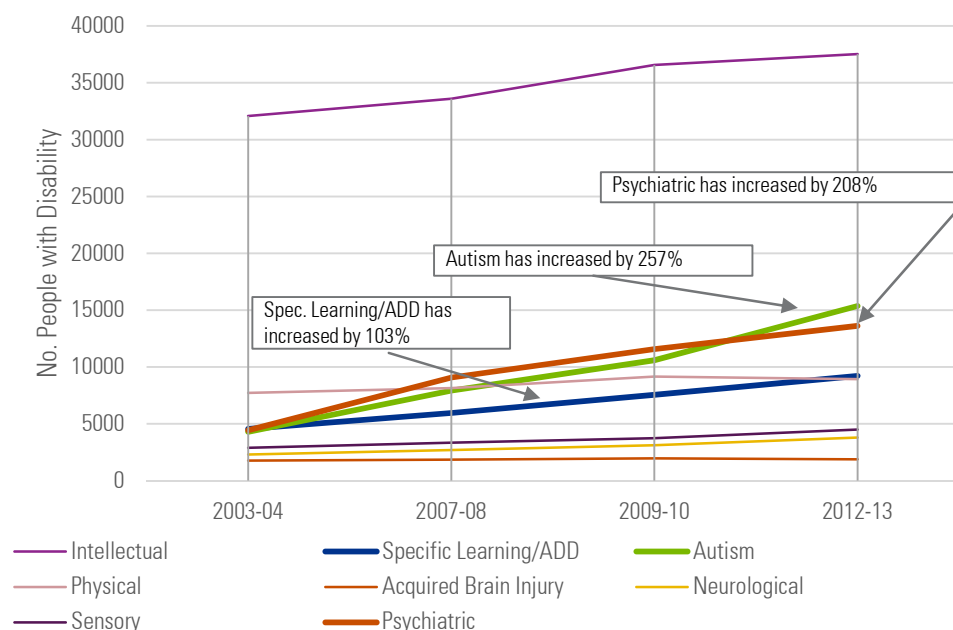
Across consultations with staff, the changing mix of students accessing support services was raised as an issue that was presenting new challenges for higher education providers. At one university, it was noted that the population of presenting students had changed from a high proportion of students with sensory or physical disabilities to a high proportion of students presenting with mental health disorders, such as depression, anxiety, schizophrenia and bipolar disorder. It was also noted that these students tend to present more frequently to disability support services than students with physical disabilities, taking up approximately two-thirds of appointments.

It was observed that very rarely do students present with one disability. Overall, mental health is a significant concern, but it is often accompanied by another disability. The following breakdown was given at another university which reflects the disability or condition students are registered for as their primary or main condition:

- One-third of the profile suffer from a mental health issue;
- Secondly, the next third of the profile have a chronic medical condition, such as insulin dependence; and
- The remaining third include all other types of disability, including learning (numbers of which are increasing - such as dyslexia and ADHD), visual, hearing, psychiatric (terminology for a class of mental health) and mobility.

A review of wider population trends lends weight to these observations, with significant increases in the proportion of students aged 10-29 with learning disorders, autism and psychiatric conditions. The increase in numbers in part reflect diagnostic changes and willingness of people to identify themselves as having problems.

Figure 5: Types of Disabilities and their Instances (10-29 year olds)



Source: Australian Institute of Health and Welfare Disability services data cubes

The challenge posed by the rise in students with learning disorders and mental health issues is that higher education providers do not necessarily have the expertise or training to be able to meet the needs of these students. Disability liaison officers consulted as part of the evaluation reported that academic staff were often inexperienced in dealing with learning disorders and mental health issues and struggled to know what to do to assist students with mental health issues.

There were widespread reports from students with less visible disabilities that staff did not understand the impact of their condition and they had to advocate more for themselves than students with visible disabilities.

This trend is also putting pressure on university resources in a number of ways:

- Some higher education providers are investing staff time and resources in training and development for disability support staff and academics to better prepare them to cater for students' needs.
- Disability staff are facing greater demands for assistance and advice from academic staff liaising with faculties around mental health and allowing for students' mental health issues to be catered for.
- At least one university reported setting up an initiative whereby the university is paying mentors in order to help students with Autism Spectrum to become more independent and adaptive.
- Staff noted that while demands on them had increased, there had been no commensurate increase in funding available under the program nor is funding available for staff training and capacity building.

## 2.7 The DSP could be reframed to reflect changing educational practices and technology

Changes in educational practices and improvements in technology has meant that universal design principles are incorporated to a greater extent in contemporary higher education settings. Universal design refers to 'design of products and environments to be usable by all people to the greatest extent possible, without the need for adaptation or of specialised design'<sup>11</sup>.

<sup>11</sup> Mace, R. (2008) About UD. The Centre for Universal Design.  
[http://www.ncsu.edu/ncsu/design/cud/about\\_ud/about\\_ud.htm](http://www.ncsu.edu/ncsu/design/cud/about_ud/about_ud.htm) (accessed 24/02/15).



'In education, this means the development of course content, teaching materials and delivery methods to be accessible for and usable by students across the broadest diversity ranges. Inclusive education facilitates the access, participation and success of students. This approach acknowledges that students with disability or other needs may learn differently, but are not less academically capable.'<sup>12</sup>

Changes in educational practices and improvements in technology are helping curricula and course material to meet the characteristics of universal design:

- Students can interact with and respond to curricula and materials in multiple ways.
- Students can find meaning in material (and thus motivate themselves) in different ways.
- Web-based course material is accessible to all.
- Information is presented in multiple ways<sup>13</sup>.

By providing funding to support individual students, the DSP may be inadvertently creating an incentive to respond to student demand rather than encouraging higher education providers to proactively create an environment which minimises the need for additional supports and services.

Staff at a number of consultations noted that as technology improves many students have private access to equipment that improves their access to educational material. For example, magnifiers and CCTV to aid with visual impairment, is not something that is regularly provided as students now are able to access these technologies on their computer which typically have these in-built.

Where this is not the case, higher education providers are purchasing individual licenses for software, or providing the software on all their computers to create a level of universal access.

Higher education providers are also adopting technologies, such as Blackboard, Lectopia and Echosystem, to provide universal online access to lectures and course material.

These system are used by higher education providers to provide online learning experiences and assessment to students who can:

- Access lecture notes;
- Access lecture recordings;
- Access tutorial notes;
- Access practical notes;
- Use discussion forums;
- Read news; and
- Access timetables.

In line with the adoption of these new technologies, a number of higher education providers are designating the subject as "all-in", meaning that teaching staff who do not wish to have their lectures recorded will need to opt-out of the system. The advantages of these systems include:

- Greater flexibility for students with timetable clashes and work/family commitments;
- Greater accessibility and flexibility for students with language barriers, learning difficulties and disabilities;
- 'On demand' access to learning materials for both staff and students;
- Revision opportunities;
- Opportunities for students to revisit difficult concepts; and

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<sup>12</sup> Australian Disability Clearinghouse on Education and Training, <http://www.adcet.edu.au/inclusive-teaching/teaching-assessment/#References> (accessed 24/02/15).

<sup>13</sup> Ibid.

- Further support and delivery of course content and resources for both external and remote students<sup>14</sup>.

Given the changes in technology that have occurred over the past 10 years and that continue to impact the sector, it is timely to consider the appropriateness of providing ongoing funding for equipment via the ASSD component. It is reasonable to expect higher education providers to provide accessible material via mainstream systems and take advantage of the proliferation of improved technology to meet students' needs.

## 2.8 The introduction of the NDIS will support students to physically access and attend higher education providers

Disability support in Australia is undergoing substantial transformation through the introduction of NDIS. The NDIS is a critical investment in the future of people with disability to improve their opportunities and well-being, as well as those of their families and carers. This will combine to maximise their capacity for full and productive lives as members of the Australian community. These reforms will fundamentally change the way supports are chosen, funded and provided, which has many implications for individuals accessing assistance. Key to the NDIS are the concepts of choice and control, person centred planning, self-directed and individualised funding.

The NDIS is likely to provide significant benefits for people with a disability, and is intended to contribute to improvements in people's health, wellbeing, and economic and community participation. It is also likely to contribute to people with a disability being able to access education and to participate more fully in educational activities, primarily through access to tailored disability supports and a greater focus on individualised, holistic planning which considers a person's holistic needs rather than only their disability-specific needs.

The introduction of the NDIS further reinforces the focus of the DSP on direct higher education costs such as equipment and education support. The NDIS will provide assistance that will support improved physical access to higher education through practical assistance, such as personal care on campus, assistance with transport to and from campus, aids and equipment, that supports their participation such as wheelchairs, personal communication devices and/or hearing aids and specialised intensive support to transition to higher education.

*Figure 6: Outline of supports provided by NDIS and higher education system*

Types of supports that will be funded by the NDIS	Types of supports which will be the responsibility of the higher education system
<ul style="list-style-type: none"> <li>▪ Personal care on campus related to participants disability such as assistance with self-care.</li> <li>▪ Assistance with transport to and from campus required because of the participant's disability.</li> <li>▪ Aids and equipment that is transportable such as a wheelchair, personal communication device or a hearing aid.</li> <li>▪ Specialised or intensive support to transition into higher education and VET, or transition once the participant finishes studying.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Employing teachers, learning assistants, facilitating access to educational resources.</li> <li>▪ Learning-specific aids and equipment such as computers and textbooks.</li> <li>▪ Making reasonable adjustments to the educational curriculum to enable access by people with disability.</li> <li>▪ Reasonable adjustments to campus buildings, such as ramps, and fixed or non-transportable equipment such as hoists.</li> <li>▪ Transporting students with disability on the same basis as other students for educational activities such as excursions or field trips.</li> </ul>

Source: KPMG

<sup>14</sup> La Trobe University, <http://www.latrobe.edu.au/lectopia/> (accessed 25/02/15).

### 3. Effectiveness: impacting students and higher education providers

Effectiveness relates to whether the program is meeting its stated objectives and is achieving positive change or impact for the stakeholders it targets.

In this context, this relates to whether the DSP is having an impact on students (in terms of access to support and equipment to assist them in their studies, and removing barriers to participation), and higher education providers (in terms of access to resources to support, attract and retain students with a disability, and awareness of and access to information on inclusive teaching, learning and support practices).

This section addresses the following evaluation questions:

- Does the program assist higher education providers to address the right needs of students with disability and meet changing student requirements?
- Has the DSP contributed to facilitating access to supports and equipment for students with disability?
- Has the DSP contributed to minimising or removing barriers for students with disability to participate in higher education?
- Has the DSP contributed to higher education providers' capacity and resources to attract and retain students with disability?
- Has the DSP contributed to building higher education providers' awareness of and access to contemporary research and practice materials relating to inclusive teaching and learning practices and support for students with disability?
- Has the DSP contributed to students with disability being effectively supported in higher education throughout their studies?
- Has the DSP assisted higher education providers to promote inclusion and access to higher education for people with disability?

#### 3.1 Key findings:

- The DSP is supporting higher education providers to meet student needs in areas that are of particular concern to students - completing course assignments and exams and fully participating in lectures and tutorials.
- The DSP contributes to facilitating access to supports and equipment for students with a disability. Higher education providers are using ASSD funding to provide a range of equipment and educational supports to remove barriers and facilitate access and participation.
- The DSP contributes to minimising or removing barriers for students with a disability to participate in higher education and has contributed to students with a disability being effectively supported in higher education throughout their studies. While students do not have a high level of awareness of the DSP, they are generally positive about their experience at university and the support they receive.
- DSP funding could be better utilised to improve higher education providers' capacity and resources to attract and retain students with a disability.
- The DSP contributes to building higher education providers' awareness of and access to contemporary research and practice materials relating to inclusive teaching and learning practices and support for students with a disability. This has primarily occurred via funding for ADCET.

## 3.2 The DSP is supporting higher education providers to meet student needs in areas that are of particular concern to students

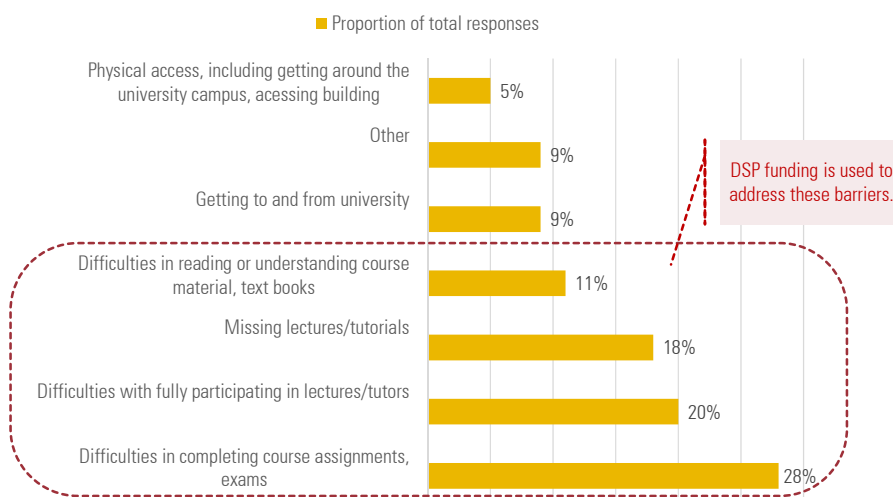
In considering whether the DSP is assisting higher education providers meet the right needs of students with disability, survey data relating to students' concerns were used to gauge their needs.

There is evidence that the DSP is providing support to address the barriers most commonly identified by students. As the figure below highlights, the DSP is meeting the needs that students have identified as most important to them. When students were asked to identify the barriers they faced in getting a university education, many identified difficulties completing course work and participating in lectures and tutorials as being of particular concern:

- 28 percent of respondents felt difficulties completing course assignments and exams were a barrier they faced;
- 20 percent of respondents felt difficulties with fully participating in lectures and tutorials was a barrier;
- 18 percent were concerned about missing lectures/tutorials; and
- 11 percent were concerned about difficulties in reading or understanding course material and text books.

Educational support and equipment which is reimbursed by the ASSD supports students to complete assignments and exams and fully participate in lectures and tutorials.

Figure 7: Barriers to education identified by students when considering higher education



Source: KPMG analysis of survey data

Note: Students could select up to three barriers.



### 3.3 Higher education providers are using the ASSD to provide a range of equipment and educational supports to remove barriers and facilitate access and participation

The evaluation found that while there are variations across what higher education providers are providing students, they were generally able to access a wide range of support and equipment that facilitates access and participation.

Assistance provided to students and supported by the DSP generally falls into the following categories:

- 1) Planning and communication;
- 2) Equipment - purchased or loaned; and
- 3) Educational supports, adjustments and provisions.

In discussing the services provided by higher education providers' and students' perceptions of these, it is important to acknowledge that only 30 percent of students surveyed as part of the evaluation were aware of the DSP. This is not surprising as the program is not promoted to students nor are higher education providers required to acknowledge the support they receive from the Australian Government. While the DSP does not provide funding for planning and communication, the equipment and educational supports below are eligible for funding under the program guidelines.

#### **Planning and communication**

##### **Planning**

The vast majority of higher education providers consulted reported using learning access plans to assess students' needs and determine what supports they received.

Under the DDA higher education providers are required to consult with students before they make an adjustment. This is also reflected in the DSP guidelines with higher education providers being required to obtain evidence of the student's disability and support needs and undertake a needs assessment process, in accordance with the higher education provider's usual procedures, before providing an educational support service or equipment item to a student<sup>15</sup>. Higher education providers generally use the development of a learning access plan as the means of facilitating this consultation.

Depending on the university, the process usually begins at the time an enrolment offer is accepted by the student. In carrying out an assessment of the student's disability, higher education providers usually require students to provide supporting documentation from an appropriate professional. This documentation should include:

- Information on their condition;
- How their study may be affected; and
- Whether their condition is permanent, temporary or ongoing.

If the student has a learning disability, they must provide a report from a psychologist or other qualified professional trained in administering standardised tests and assessing learning disabilities.

As the DSP does not provide funding for assessments, students either have to fund these themselves or seek assistance from the higher education providers which sometimes provide this out of their own funds. Assessments for children and adults consisting of administering standardised cognitive and educational tests, conducted by a fully registered psychologist, can last up to five hours and cost around \$1,200<sup>16</sup>. Students in regional areas were especially disadvantaged as they had to travel to capital cities to find suitably qualified professionals to carry out the assessment. At one university, trainee psychology students were used to conduct learning disability assessments to make it easier for students to get an assessment.

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<sup>15</sup> Commonwealth of Australia, Higher Education Support Act 2003 - Other Grants Guidelines (Education) 2012 (DIISRTE).

<sup>16</sup> SPELD Victoria Inc. <http://www.speldvic.org.au/> accessed 16/02/14.

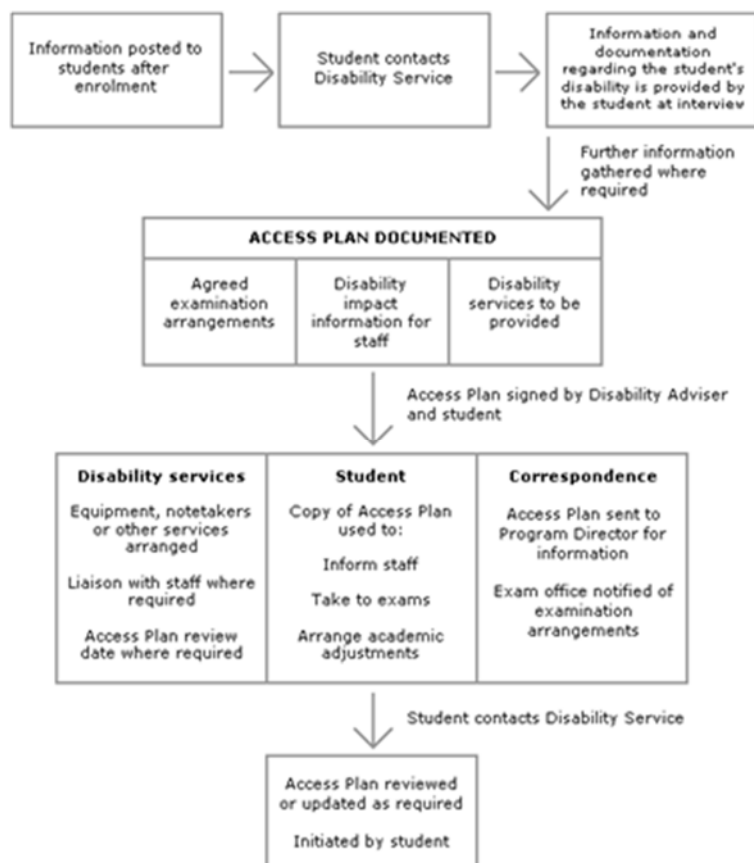
Once a student's condition has been verified, higher education providers work with students and academic staff to agree a set of 'reasonable adjustments'. While this process was generally carried out in a similar manner across higher education providers, students and staff reported variations in:

- The extent to which academic staff were brought into the decision making process - some disability support staff reported that academic staff were not as engaged in some circumstances;
- The extent to which disability access plans were communicated to academic staff – some students felt that disability staff were not proactive in notifying academic staff; and
- How often plans were reviewed - some higher education providers reviewed learning access plans annually as a matter of course, others only reviewed plans if there was a change to the student's circumstances. It should be noted that a number of students interviewed felt an annual review process was time consuming and burdensome.

The process was generally reported as working best when academic staff were engaged early in the process and felt a sense of ownership. Students also reported a smoother process when disability support staff were proactive in communicating their needs to academic staff. However, some staff noted that some higher education providers encouraged students to advocate for their own needs to better prepare them for the workplace and life outside an education environment.

A typical plan development process is outlined below.

Figure 8: Disability Access Plan



Source: University of South Australia

**Assistance in communicating student needs to academic staff** – Most higher education providers offer assistance to students to communicate their needs to lecturers and other academic staff. This is often done through a Learning Access Plan (LAP) that is used to discuss the student's needs with relevant staff at the faculty level. The LAP could include practical information to assist lecturers to meet students' needs, recommendations for inclusive practices, and study adjustments and services recommended for individual students.

This information is not always sent automatically to academic staff as students may not wish to disclose their condition. Where LAPs are provided to academic staff, they do not disclose the student's disability, but indicate the impact the disability may have on their studies.

Consultations revealed that at some higher education providers, the disability support service works proactively with academic staff to liaise between students and faculty. Others encouraged students to share their LAP with academic staff and facilitate conversations as a means of empowering students to explain their needs and advocate for themselves.

Students' views about this was varied, with many complaining that they were often in a situation where academic staff were unaware of their support needs. The converse was also reported, with some students stating that they found it more effective to approach academic staff directly to raise issues rather than waiting for disability support workers to share information.

### Equipment (purchased or loaned)

**Assistive technology (AT)** is any tool that helps students with disabilities do things more quickly, easily or independently. This covers computer hardware and software solutions. These can be elaborate and expensive or simple and low-cost. Recently, the widespread availability of Apps are providing an expanding range of affordable and accessible alternatives for students with disability. AT solutions are commonly used for students with print disability or a specific learning disability.

Some examples of assistive technology software include:

- Dragon Dictate - enables users to quickly create a voice profile that accurately captures text and executes commands.
- Dragon Naturally Speaking – allows users to create documents and email simply by speaking, control their computer by voice and quickly capture thoughts and ideas.
- Jaws - JAWS (Job Access With Speech) is a computer screen reader program for Microsoft Windows that allows blind and visually impaired users to read the screen either with a text-to-speech output or by a Refreshable Braille display.
- Smart pens - a Livescribe smartpen is about the size and weight of a large pen (5/8" x 6 1/8"), and is equipped with a removable ball-point ink cartridge, a microphone to record audio, a speaker for playback, a small OLED display, an infra-red camera, and internal flash memory that captures handwritten notes, audio and drawings.
- Read and Write Gold - this is an assistive technology software program that reads electronic text such as from e-books, websites, and documents created in word-processing programs.
- WYNN - this is the innovative literacy solution that uses Universal Design for Learning (UDL) principles to enhance success of individuals with reading challenges and writing difficulties<sup>17</sup>.

**Loan equipment** – University disability services often offer a range of loan equipment, both short and long term, for eligible students, including: scooters, notebooks/laptops, portable slope boards, phonic ear FM kits, talking calculators, etc.

### Educational support, adjustments and provisions

**Academic adjustments** – These adjustments are generally applied to class based assessment tasks such as assignments, group work, oral presentations, in-class or online tests. Adjustments may include extra time to complete a task, use of a computer rather than writing by hand, undertaking a presentation separately, and exploring different formats of presenting assessable work (e.g. written work instead of class presentation, oral presentation rather than written).

Students were generally satisfied with the provision of academic adjustments and reported these being provided more readily and effectively than more resource intensive supports. Disability and academic staff were well equipped to provide these supports as they were easier to link directly to a student's disability and were generally considered routine adjustments.

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<sup>17</sup> ADCET, <http://www.adcet.edu.au/disability-practitioner/reasonable-adjustments/study-learning-adjustments/> (accessed 20/02/15).

**Physical access**<sup>18</sup> - Students with reduced mobility who may have difficulty accessing a building or room, or travelling around campus in expected timeframes, can often explore if timetabling adjustments can be made to provide appropriate access or more time to move between classes. Assistance travelling between buildings is also sometimes provided via scooters, and whether a locker is required to store items that cannot be carried around constantly.

**Accessible workspaces** - Some students were provided with adjustments to their workspaces, for instance, to accommodate a wheelchair, to provide ergonomic furniture, and a safer environment in which to study.

**Alternative formats** – Higher education providers often arrange for study material, including exam papers, to be provided in an alternative format if the student's disability makes reading standard text difficult. Students can be supported with a text change (font type or size), a paper colour change, or a format change (hardcopy, softcopy, audio, Braille).

Production of materials in an alternative format may require coordination between publishers and academic staff, and can take some time to organise. Students requiring conversion of texts and readers are often required to show proof of purchase (receipt) before access to an alternative format can be provided.

Students often commented that availability of course material and lecture notes was an important enabler to full participation. Many higher education providers now provide recordings of lectures and lecture notes online via systems such as Blackboard Learn and Lectopia.

**Lecture support** - There is a range of lecture support options for students who have difficulty taking their own notes during a lecture or accessing the lecture material in its current format, such as lecture recording, loans of recording devices, AUSLAN interpreting, laboratory assistance, the note taking services, and Remote Capturing Services<sup>19</sup>. In many higher education providers, note takers are students recruited, where possible, from the same classes as the student with disability.

**Exam support** - Higher education providers make adjustments for students with disabilities to sit exams to offset the impact that disability may have on the student's ability to undertake the examination and to perform at their expected level. These adjustments can take the form of extra time, breaks, adjustments to the physical environment or physical assistance.

Many students commented that these adjustments had been particularly important in helping them meet their academic goals and passing subjects. Staff noted that the provision of exam adjustments was one of the most administratively challenging services to provide as it required advance planning, especially for higher education providers with large numbers of off-campus students.

### 3.4 Students are generally positive about their experience at university and the support they receive

Students generally felt higher education providers were able to meet their needs, with 55 percent of survey respondents stating that higher education providers 'mostly' or 'completely' helped students overcome their barriers to getting a university education. Twenty-five percent indicated their university had 'partially' helped them. Similarly, 67 percent of respondents 'agreed' or 'strongly agreed' with the statement "the university was able to provide me with the educational support and/or equipment I need to help me with my studies".

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<sup>18</sup> Note infrastructure spending is not covered by the DSP.

<sup>19</sup> A Remote Captioning Service allows deaf and hard of hearing people to follow what is being said, as it is being said, by having a Speech to Text Reporter (STTR) or electronic note-taker listening to what is being said using either a telephone or internet system. They type what they hear and this text appears on a secure internet service so it can be read.

**To what extent has the university helped you overcome the barriers you faced when entering university? (n=1607)\***

<b>Response</b>	<b>Proportion of respondents</b>
Completely	15%
Mostly	40%
Partially	25%
Very little	11%
Not at all	7%
Don't know	1%

**Please Indicate the extent to which you agree or disagree with the / following statements-The university was able to provide me with the educational support and/or equipment I need to help me with my studies. (n=1545)\***

<b>Response</b>	<b>Proportion of respondents</b>
Strongly agree	28%
Agree	39%
Neither agree nor disagree	16%
Disagree	9%
Strongly disagree	8%
Don't know	1%

**Please Indicate the extent to which you agree or disagree with the / following statements-It would be more difficult to complete my degree without the supports and/or equipment I receive from the university. (n=1573)\***

<b>Response</b>	<b>Proportion of respondents</b>
Strongly agree	52%
Agree	30%
Neither agree nor disagree	9%
Disagree	4%
Strongly disagree	3%
Don't know	2%

When asked what the impact of the support they received, common responses included:

*"I feel supported to achieve – assignments/exams"*

*"It is the difference between success and failure"*

*"Build confidence"*

*"Helps me make friends"*

*"A sense that we can do this together"*

*"Helps me to plan my studies to facilitate success"*

*"Having tools to interface text to speech to assist learning"*

While students' attitudes towards their experience of higher education was shaped by localised factors such as university policies, culture and staff knowledge, a number of common characteristics of successful service provision emerged across consultations:

**Empathy** – Students were happier with their experience when they felt disability support and academic staff treated them with respect and empathy. Students with learning disabilities specifically commented that they did not like being treated like they were 'trying it on'. There may be merit in expanding DSP funding to improving training opportunities for academic staff and disability support workers.

**High levels of awareness amongst staff** – Students appreciated working with staff who had a good understanding of their condition and how it impacted their education. Students with physical disabilities were generally more likely to report this. The DSP should consider supporting awareness raising and training initiatives for staff.

**A 'whole-of-university' focus** – Students who were particularly satisfied with their experience described situations where there was commitment across the university to support students rather than it being viewed solely as the responsibility of disability support staff. While a 'whole of university' focus was evident in a number of higher education providers, it was not widespread across the sector with responses focussing on individuals instead.

**A process characterised by dialogue** – Students felt the relationship with the university was most successful when it was a two-way process exploring students' needs and helping to identify adjustments that meet their needs.

**Adequate information provision** – Students across consultations felt that they did not always know what services were available to them. This was of special concern to students who were diagnosed for the first time at university and lacked a well-developed understanding of their condition and its implications. There were high levels of inconsistency in the way higher education providers addressed this issue across the sector.

**Flexibility** – Students appreciated having flexibility to tailor their supports rather than being limited to a 'set menu' of options linked to specific conditions. Students also welcomed the ability to easily update their LAPs as their needs changed over the course of their degree.

**Understanding of technology** – Some students felt staff did not understand what technology could and could not do, sometimes over-estimating the ability of technology to support students.

### 3.5 Some challenges remain that need to be addressed

The evaluation found that, while there has been significant progress in the provision of assistance to students, many barriers remained where students felt they spent a substantial amount of time advocating for their needs and trying to access the supports they felt were necessary.

Themes that emerged during the course of the consultations are summarised below.

**Lack of information** - Some students who were accessing support for the first time commented that it would be helpful if higher education providers provided a list of options rather than relying on the student to identify their own support needs. Disability support workers also noted that students without a diagnosis of their condition before coming to university often found it more difficult to articulate their needs and identify supports. As one student put it, "we don't know what we don't know". Higher education providers are best

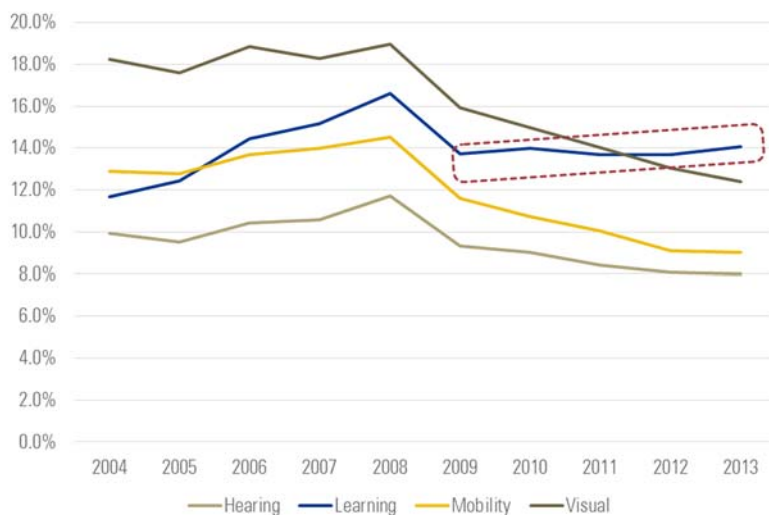


placed to address these issues as they have the networks and information available to improve knowledge sharing.

**Low levels of awareness amongst staff** - Students with cognitive disabilities and learning disorders commented that they felt that students with more visible disabilities found it easier to access suitable supports as disability support staff and academics had a better understanding of how these conditions impacted on students. Disability support staff also verified this, noting that academic staff often found it more challenging to adapt their teaching methods to suit students with cognitive and learning disorders. Given the changing nature of disability, the government should consider providing funding for higher education providers to improve staff training.

As the proportion of students with a learning disability increases (see Figure 9 below), it will become increasingly important to ensure staff are appropriately trained.

*Figure 9: Prevalence of disability by type*



Source: KPMG analysis of Department of Education and Training data

**Lack of communication between disability support staff** - Students at some institutions felt disability staff were not as proactive in contacting academic staff to share agreed plans and ensure students received the support they required. Some students felt that, while support staff were understanding of their needs, academic staff and faculty administration were not always as engaged.

**Inconsistent provision of support** – Students participating in group feedback sessions often reflected on their different experiences based on the particular support worker they were assigned. They often commented that a particular worker would advocate strongly on their behalf and access a wider range of support while other students in the group had a different experience.

Lack of empathy from staff – Some students described negative experiences with staff including:

- Staff not responding in a timely manner;
- Staff not taking students' concerns seriously; and
- Academic staff not adjusting teaching styles to accommodate students' needs.

**Timely access to supports** - Some students were frustrated by perceived delays in accessing support and equipment. These were often attributed to delays in getting assessments finalised, and delays getting texts in accessible formats due to delays at the publishers.

**Timely access to course material** - Students complained that course material was not always available in an accessible format in a timely manner. Many higher education providers now provide all lecture notes online via systems such as Blackboard and Lectoria. Students and disability support staff at higher education providers where this was not the norm reported more issues accessing material in a timely manner. These delays were due to staff not allowing lectures to be recorded, delays in transcription services, and delays in

staff providing material to disability staff so it could be transferred into an accessible format. These delays meant students with disabilities were not able to participate fully in lectures, tutorials and practicals.

**Limited access to disability staff** - Students in many institutions felt that disability staff were overworked and inaccessible due to their workload. Students described difficulties getting appointments to see disability support staff and leaving messages on answering machines but not receiving calls back. Some staff corroborated this, pointing out that while demands on them had increased as students became more aware of their rights, there had been no commensurate investment in staff training and numbers.

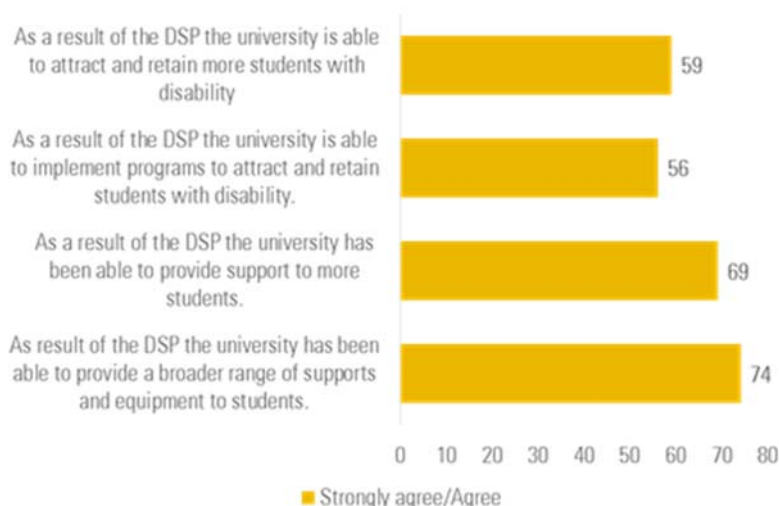
### 3.6 DSP funding is not as effective at promoting strategies to improve attraction and retention of students

The evaluation found that given the small amounts of funding involved, there was a weaker link between performance based funding and efforts to attract and retain students. It was felt that university efforts in this area were patchy and could be improved.

Survey data showed that only 56 percent of respondents 'agreed' or 'strongly agreed' with the statement 'as a result of the DSP the university is able to implement programs to attract and retain students with disability'. Respondents were more favourable about other aspects of the program with:

- 74 percent feeling that the university has been able to provide a broader range of supports and equipment to students; and
- 69 percent reporting that the university has been able to provide support to more students.

Figure 10: Staff perceptions of the DSP



Source: KPMG analysis of survey data

Staff interviewed as part of the consultation were less able to identify specific examples of initiatives implemented by higher education providers to attract and retain students. This may be due to the fact that there is no requirement to acquit the funds provided under the performance-based component of the DSP, making it difficult to link funding to specific initiatives. Some staff consulted indicated performance based funding was being used to support the provision of general disability support services such as the provision of information and top up funding by higher education providers.

The student survey reflected this with only 46 percent of students contacting a member of staff when deciding which university to attend, compared with 82 percent of respondents who had viewed the higher education providers' website. When asked if their specific educational needs had been discussed, this figure fell to 29 percent, with only 21 percent getting a commitment from the provider about specific support and equipment that would be provided.

During consultations with staff, it was evident that university efforts to attract and retain students with disabilities lie on a spectrum from no specific programs, being part of wider access and equity programs, through to strategies specifically targeted at students with disabilities in high school.

**No specific strategies** – Many staff commented that the university did not proactively seek to attract students with disabilities. Many higher education providers have transition and retention teams, who implement programs and initiatives to help students transition to university and successfully complete their studies in general.

Some staff commented that providing a positive experience for a student with disability had resulted in greater demands on their services as students had been attracted through word of mouth.

**Part of wider access and equity strategies** – Some staff noted that the disability support service has a presence at Open Days and information sessions to address any inquiries from students, but that these were more reactive in nature rather than proactive. Some staff commented that they had provided input to marketing divisions within the university to provide information about services that were available for students, but this had been ad hoc and not part of a strategic direction.

**Targeted strategies** – Best practice in this area included the existence of a current Disability Action Plan, targeted outreach for high school students with disabilities, specific entry pathways, targeted orientation programs, and transition programs.

- Best practice higher education providers had approved and costed Disability Action Plans with a clear goal of attracting students with responsibility assigned to an appropriate level. Importantly, these plans cascaded down to specific faculties and schools that were also required to develop their own plans and strategies.
- Some higher education providers facilitated workshops and 'taster sessions' for prospective students who are at risk of not coming to university due to the nature of their disabilities (such as students with vision impairments). The primary aim of the sessions is to encourage students to attend university and to inform them of the supports that the university can provide to them.
- Some higher education providers participated in events hosted by disability support groups, such as Vision Australia, to promote their services. Others hosted targeted campuses days for high school students with disabilities to familiarise them with the available campus and services.
- Some higher education providers developed processes by which applicants whose educational achievements have been compromised or disadvantaged by external factors can have their admission considered in light of those factors. In assessing applications from people with disabilities, the university will give due consideration to the fact that such an applicant may have experienced educational disadvantage because of their disability. Applicants may be granted additional points towards their Australian Tertiary Admission Rank (ATAR).
- Once students have gained entrance to the university, some offer targeted orientation programs in addition to general O-Week programs. These can be targeted specifically at students with disabilities or more broadly at disadvantaged students. These generally provide students with opportunities to meet other first year students; visit areas of interest in which they will be studying; get to know the university campus; receive study skills advice; learn about life as a university student from older students; and participate in social activities<sup>20</sup>.
- Some higher education providers established contact with students with disabilities before the academic year commenced in order to begin the assessment process to ensure adjustments were in place from day one to facilitate a smooth transition to university. Staff noted that the transition was difficult for students coming from a school environment where the system was designed to meet their needs with minimal input from students, to the university system where they were expected to drive their own adjustments.

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<sup>20</sup> University of Western Australia, <http://www.student.uwa.edu.au/new/uniskills/flying-start> (accessed 21/02/15)

## 3.7 ADCET is supporting staff build their awareness and knowledge

The evaluation found ADCET is contributing to building higher education providers' awareness of and access to contemporary research and practice materials relating to inclusive teaching and learning practices and support for students with disability.

ADCET is a web-based resource hosted by the University of Tasmania for disability practitioners. Its primary objective is to facilitate equitable, inclusive access to post-secondary education and training for people with disability and aims to achieve this by:

- Providing information about inclusive teaching practices, legislative obligations, learning and assessment strategies, accommodations and support services available for people with disability; and
- Facilitating and promoting professional development, information sharing and research amongst disability practitioners, teachers and other professionals.<sup>21</sup>

ADCET provides a centralised source of information through its website and, through supporting the 'austed listerv' service <sup>22</sup>, it also ensures that the sole avenue by which disability support practitioners are able to share knowledge and explore best practice in disability support provision at the tertiary level is maintained.

There was also an upward trend in the use of the web based resource, although during consultation the amount of access to the website was reported as inconsistent and relatively unpredictable by ADCET. The increasing volume of traffic on the ADCET website (up 12.6 percent in 2013 compared to 2010) provides some evidence for the increasing demand for this resource.<sup>23</sup>

Table 6: ADCET web site visits

Year	2012	2013
Number of visits to the website	339,686	401,044

Source: Department of Education and Training

Higher education providers consulted as part of the evaluation indicated that ADCET serves as an aid for them to be able to ensure a greater quality of disability support provision exists at university.

- **As a training tool** – New disability support practitioners at higher education providers are able to access the resources provided by ADCET in order to develop their understanding of contemporary disability support and keeps them informed of the sector more broadly.
- **As a resource to guide decisions and promote knowledge** – A centralised source of information acts as a 'one stop shop' for disability practitioners to be able to access in order to make decisions when deciding what support provisions will be put in place for students. It also provides practitioners the opportunity to share information with teaching staff and others involved with a student with links that may be useful to further their understanding and encourage a shared understanding of the needs of the student.

There is a need to increase awareness of the resource amongst the wider staff population with only 29 percent of staff survey aware of the website. However, those who did use it felt it provided a valuable service:

- 61 percent had visited the website in the past three months;
- 74 percent had a good understanding of what was available; and
- 76 percent felt the material helped improve teaching or support practices for students with disability.

<sup>21</sup> ADCET, 2013, Review of ADCET: Final Report, ADCET and University of Tasmania.

<sup>22</sup> Listserv is a closed email group with a subscription base of over 500 tertiary disability practitioners. It is a means by which disability practitioners can share best practice ideas and knowledge and discuss relevant issues.

<sup>23</sup> ADCET, 2013, Review of ADCET: Final Report, ADCET and University of Tasmania.

### **The importance of ADCET to the sector**

The evaluation also found all external organisations consulted discussed the importance of ADCET to the sector. Notably, the Australian Tertiary Education Network on Disability (ATEND) and Equity Practitioners in Higher Education Australasia (EPHEA) felt that ADCET would benefit from additional funding.

ADCET also stated the need for a greater level of resourcing to allow for activities which may promote and enhance the capacity of disability support provision at higher education providers, such as allowing for the creation of new content or to collect and collate the knowledge shared on Listserv in an organised manner which may be accessible to all.

The specific focus on disability support at the tertiary level and centralised aspect of ADCET present an opportunity for it to be used to create consistent systemic changes in the way disability support is provided at higher education providers.

Staff consulted were also supportive of an expanded role for ADCET specifically around providing tailored responses to specific concerns and issues.

## 4. Administration and operational efficiency of the program

Operational efficiency relates to whether the program's operations represent the best use of finite program resources. In economic terms, it is defined as the cost of program inputs relative to the program outputs.

In the context of a grants program such as the DSP, this encompasses the costs of program management and administration for both the funder (government) as well as for the grants recipients (higher education providers), and the outputs of the program in terms of grants and payments made to higher education providers to support, attract and retain students with a disability.

Operational efficiency does not include consideration of outcomes achieved relative to program inputs (that is, value-for-money considerations).

This section addresses the following questions:

- Are the Department's program management arrangements operationally efficient?
- Are the program's administrative requirements for higher education providers operationally efficient?

### 4.1 Key findings:

- The DSP's objectives and guidelines are well understood by university staff who are involved in administering the program. Staff generally considered the program objectives and guidelines were clear, with 60 percent of staff responding to the online survey either 'agreeing' or 'strongly agreeing' with the statement 'the DSP program guidelines are accessible and easy to understand', while 93 percent felt they understood the program's objectives.
- The evaluation found that, while administration of the program can be considered as operationally efficient from the perspective of the Department, there are a range of opportunities to streamline the program and reduce the administrative burden on higher education providers.
- Thirty-one percent of respondents reported that it took their university more than 20 days to prepare the claim. Eighty-three percent of respondents reported that it took two to five people to prepare the claim.
- Higher education providers are completing a large number of claims for small amounts of money. A review of 2013 claims for educational support carried out by KPMG found that 57 percent of claims accounts for only 6 percent of the total amount of funds provided.
- The majority of claims by value are for a limited number of 'high cost' students. A review of 2012 and 2013 claims carried out by KPMG found that the bulk of claims for educational support was for services provided to 'high cost' students – those whose costs were \$6,000 or more for the period 1 January to 31 December.

### 4.2 The DSP's objectives and guidelines are well understood by university staff who are involved in administering the program

Program guidelines and objectives are set out in the Higher Education Support Act 2003 - Other Grants Guidelines (Education) 2012. The Act spells out the objectives of each of the three components of the DSP as well as the conditions of making the grant. In addition, the Department has prepared guidance to assist higher education providers complete their claims in the form of the Frequently Asked Questions document that provides advice on what items can be claimed under the ASSD.

Staff generally considered the program objectives and guidelines were clear, with 60 percent of staff responding to the online survey either 'agreeing' or 'strongly agreeing' with the statement 'the DSP program guidelines are accessible and easy to understand', while 93 percent felt they understood the program's objectives<sup>24</sup>.

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<sup>24</sup> KPMG analysis of survey results.



**Please indicate the extent to which you agree or disagree with the / following statements:-I understand the objectives of the DSP. (n=86)\***

<b>Response</b>	<b>Proportion of respondents</b>
Strongly agree	36%
Agree	57%
Neither agree nor disagree	5%
Disagree	2%

**Please indicate the extent to which you agree or disagree with the / following statements:-The DSP program guidelines are accessible and easy to understand. (n=86)\***

<b>Response</b>	<b>Proportion of respondents</b>
Strongly agree	13%
Agree	47%
Neither agree nor disagree	27%
Disagree	7%
Strongly disagree	1%
Don't know	6%

*Source: KPMG analysis of survey data*

While these findings were largely corroborated in sessions with staff, it was often clear that detailed knowledge of the claim processes rested with a small number of staff who were responsible for processing claims.

Staff often commented that the guidelines were not as important to them as they did not impact their decision making about type and level of support provided to students. These decisions were informed to a greater extent by the higher education providers' legal obligations and internal policies.

### 4.3 The program's administrative requirements for higher education providers could be streamlined

The evaluation found that, while administration of the program can be considered as operationally efficient from the perspective of the Department, there are a range of opportunities to streamline the program and reduce the administrative burden on higher education providers.

While staff felt the guidelines were clear, there were concerns about the process for claiming reimbursements from the Department. The proportion who 'strongly agreed' or 'agreed' with the statement "the requirements in relation to preparing and submitting claims for reimbursement under the DSP are efficient and appropriate" was 29 percent.

This was borne out in survey data about the amount of effort expended by higher education providers in completing the process. As the charts below show, many higher education providers are committing significant resources in terms of people and time to complete the claim form. Thirty-one percent of respondents reported that it took their university more than 20 days to prepare the claim. Eighty-three percent of respondents reported that it took two to five people to prepare the claim. While this data needs to be treated with caution as it reflects individual perceptions, it can be taken as a reasonable indicator and was corroborated during consultations with staff.

Staff in consultations reported taking staff offline for a period of time leading up to claim lodgement or putting on extra casual staff to help complete the claim forms. While some of this effort can be attributed to internal

processes and systems that are specific to higher education providers, it was clear from staff consultations that they felt the administrative process could be streamlined.

These findings were in line with the *Review of Reporting Requirements for Universities*<sup>25</sup> that found the median total staff effort to comply with reporting requirements of the DSP was found to be 18 days per annum while the median cost was \$7,392. While this was relatively modest in absolute terms, when compared to the size of the program, the burden was significant. The DSP had the highest proportionality factor<sup>26</sup> with \$30.75 in reporting for every \$1,000 of funding or 3.08 percent of the revenue higher education providers received from the program. By way of comparison, the proportionality factor for the Higher Education Participation and Partnerships Programme (HEPPP program was \$4.33 or 0.43 percent of the revenue received. The DSP had the highest proportionality factor associated with any of the programs reviewed as part of the work.

Staff concerns generally fell into the following categories:

- **Ambiguity about what is eligible for funding** – As the decision about what supports are provided is left to the higher education providers, some staff noted that they were sometimes unsure about what was eligible for reimbursement from the DSP. While the Department provides a FAQ document that is distributed to higher education providers with the claim form to address some of these questions, there seemed to be limited awareness of its existence.
- **Collating necessary paperwork** – Some university staff felt the process involved in identifying specific expenditure was time consuming. Costs are first entered into the university finance system, then information is pulled out from the university system, recalculated by hand (due to the differing structures of the data between systems) and then inserted into the claim form.
- **Issues related to the claim form** – Staff noted the MS Excel based claim form was difficult to manipulate and required manual input. They mentioned that the claim template had changed multiple times since it had been rolled out, forcing them to recalibrate the information they were capturing. They noted that there had been consistency over the past few years which had made the processes simpler.

*"The process is convoluted...The form is difficult to complete and often takes the manager 4 days to do so due to poor design (have to fill in by hand). Would be much better if we were able to log claims into a central system as they occur."*

*"Filling out return and getting paperwork together is clumsy and horrible. It's unnecessary for the process."*

*"The process is highly time consuming and for the effort that is put in, the output is not as significant. Last year this university received/ recuperated only one fifth of the claims that were submitted."*

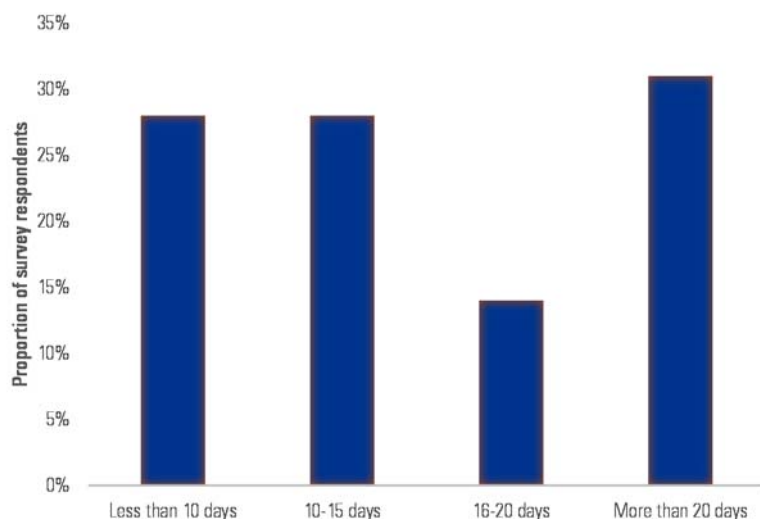
*Whilst the university feels that 'anything is better than nothing' the amount of time having to manually process every single expenditure is laborious."*

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<sup>25</sup> PhillipsKPA, 2012, *Review of Reporting Requirements for Higher education providers: Final Report*, <http://www.lhmartininstitute.edu.au/userfiles/files/news-media/FinalReportReviewofReportingRequirementsForHigherEducationProviders.pdf> (accessed 30/03/15).

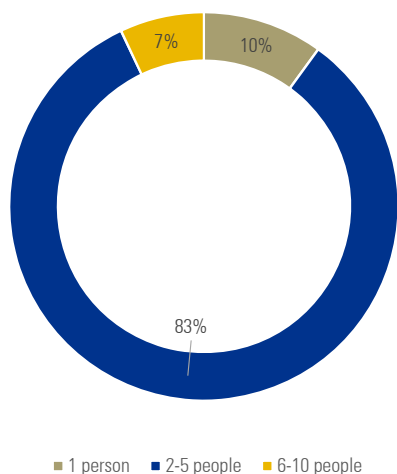
<sup>26</sup> The proportionality factor can be understood as the estimated cost (in dollars) of meeting the specified reporting requirement for every thousand dollars of revenue from the funding source with which it is 'directly associated'.

Figure 11: Time taken to complete claims



Source: KPMG analysis of survey data

Figure 12: Number of people involved in completing claims



Source: KPMG analysis of survey data

#### Tasks carried out by higher education providers in submitting claims:

- 1) Collect receipts.
- 2) Check student IDs and verify eligibility to claim.
- 3) Filtering out education support claims under \$500 per student.
- 4) Inputting data into a spread sheet – all equipment claims need to be listed, while only educational support claims that are considered as high cost (\$6000+) need to be identified in the submissions.
- 5) Internal audit to provide assurance that claims are correct (some higher education providers reported this).
- 6) Respond to any queries from the Department.

The administrative effort expended by higher education providers can be attributed to the large number of claims that higher education providers are making for small amounts of money.

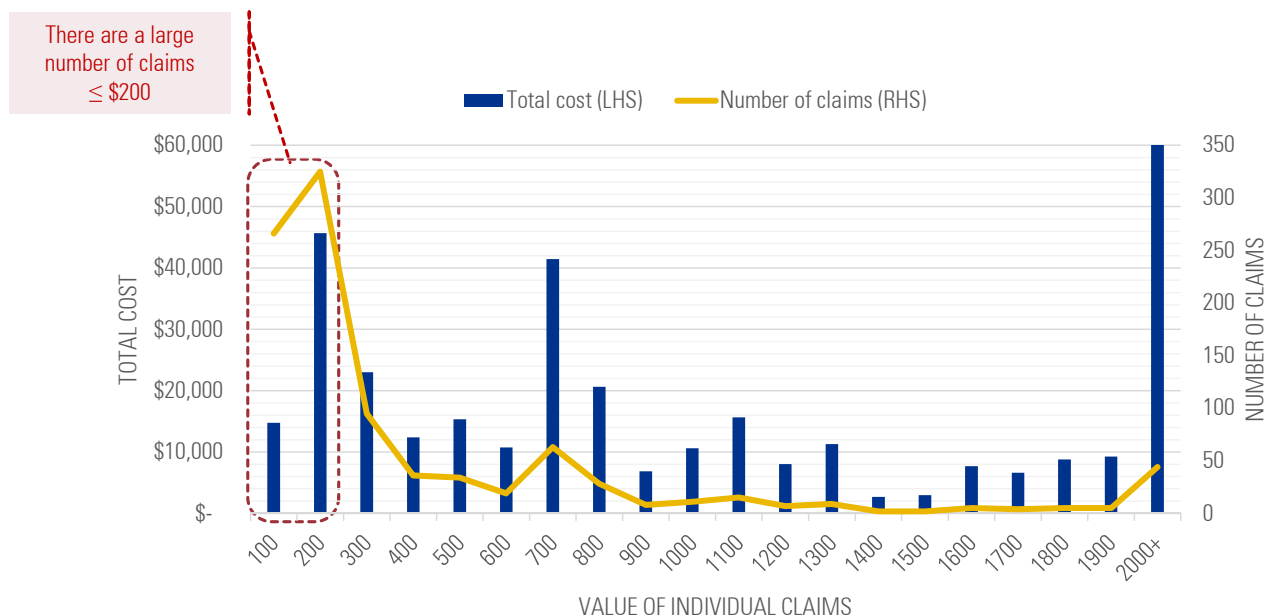
It should be noted that the government accepted all the recommendations of the Review of Reporting Requirements for Universities and has implemented a number of initiatives to reduce the reporting burden on higher education providers. The most relevant is the introduction of a single equity report to collection information on:

1. Low SES students (including accountability requirements for HEPPP)
2. Students with a disability (including accountability requirements for DSP)
3. Indigenous students and staff (the Indigenous Education Statement, including accountability requirements for ISP and the ITAS)
4. Other group/s of high priority for the university. (S – M)

### Higher education providers are completing a large number of claims for small amounts of money

A review of 2013 claims for equipment carried out by KPMG found that 4 percent of claims account for 54 percent of the total amount of funds provided. As the chart below shows, there were a large number of claims for items under \$200 in value. Out of a total 983 claims, 591 were valued at \$200 or less, with only 44 claims valued at more than \$2,000. The value of the average claim was \$429. These ranged from \$2.83 for a single use medi-pack to \$12, 251 for 10 licences of Jaws software.

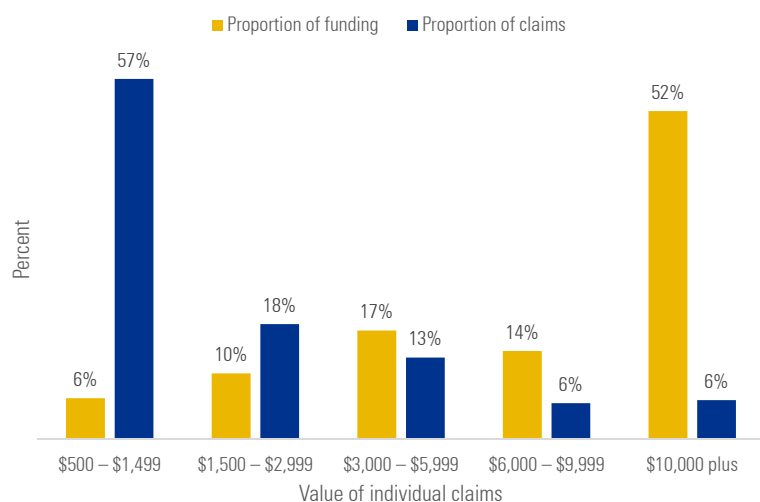
Figure 13: Equipment, Numbers of claims vs Total cost, 2013



Source: KPMG analysis of unpublished Department of Education and Training data.

A review of claims for education support in 2013 revealed a similar story with claims worth more than \$10,000 forming 6 percent of the number of claims but accounting for 52 percent of the funding provided. In comparison, 57 percent of claims valued at \$500-\$1,499 only accounted for 6 percent of the funding provided. This suggests higher education providers are processing a large number of claims for relatively modest returns.

Figure 14: Educational support, Proportion of funding vs Proportion of claims, 2013



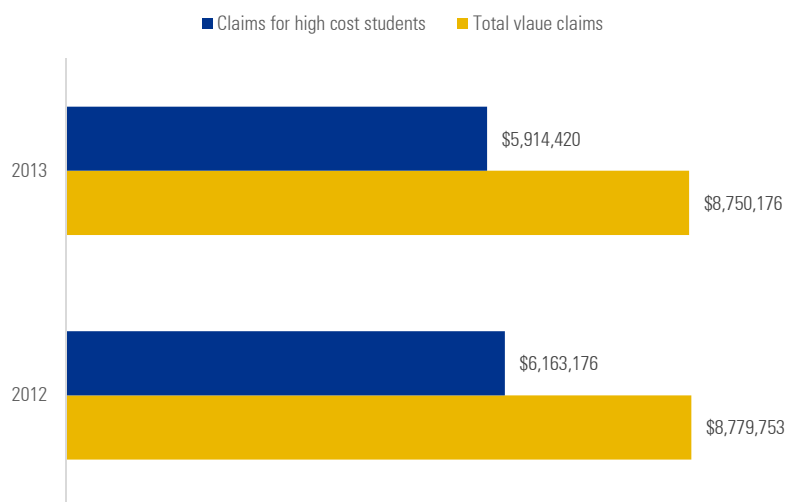
Source: KPMG analysis of unpublished DET data

The above analysis indicates that consideration should be given to changing the thresholds at which higher education providers are required to submit detailed claims.

### The majority of claims by value are for a limited number of 'high cost' students

A review of 2012 and 2013 claims carried out by KPMG found that the bulk of claims for educational support was for services provided to 'high cost' students – those whose costs were \$6,000 or more for the period 1 January to 31 December. In 2012, 70 percent of the value of claims came from high cost students, while the proportion for 2013 was 67 percent. This was also reflected in consultations where a number of staff noted that the DSP, in particular, helps with the higher cost supports and facilitates their ability to pilot new types of supports. It was also observed that the DSP makes it easier for higher education providers to say yes/harder to say no to students with high needs.

Figure 15: High cost claims



Source: KPMG analysis of unpublished DET data

### The burden on the Department is relatively modest

Administration of the DSP sits with the Access and Participation Branch in the Higher Education Reform Group at the Department. The team is led by an Executive Level 2 staff member who is also responsible for management of the Higher Education Participation Programme.

Responsibility for the management of the DSP sits with an Executive Level 1 staff member and a team comprised of one APS 5 and one APS 6 staff member. This team is also responsible for managing the National

Disability Coordination Officer Programme. Staff reported that only a small proportion of their time is spent administering the DSP and that they did not view it as administratively complex.

Program administration staff noted that the bulk of their work occurred between July and December each year once higher education providers had submitted their claims. The processes as described by the team are outlined below:

- ↓ Higher education providers are sent updated claim forms between February and March, which are completed and returned to the Department by the end of July.
- ↓ After claim forms are received by the Department, the team checks that claim forms are complete and unaltered (i.e. all sections are complete and formulas have not been changed).
- ↓ The individual claim forms are then assigned to a specific staff member with all 38 claims shared equally amongst the three staff.
- ↓ The DSP team contact the university statistics area within the Department to check that students' IDs have been submitted. The purpose of the validation of student IDs is to ensure that all students claimed against are domestic students and are enrolled. If it is found that international student numbers are included then the Department asks the university to take out the expenses against the student ID and resubmit the claim. This process causes a delay in processes as it is dependent on other data collections being finalised.
- ↓ After all claims have been checked, the team undertakes a calculation of how much the Department will reimburse the university – generally, the Department reimburses 100 per cent of the university's equipment expenses and a proportion of their support claims (in 2014, the Department reimbursed 63.3 per cent of education support costs across all higher education providers).
- ↓ After the level of reimbursement is calculated, the section seeks approval from the delegate and then enter the payments into Unipay, which is a payment system the Department uses to make payments to higher education providers who receive funding under the *Higher Education Support Act* (2003). After payments are made, letters are sent to the Vice Chancellors and Equity Officers of the higher education providers.

Departmental staff generally felt the programme was easy to administer. Overall if a university has a lot of claims and everything is perfect then it could take the Department 20 minutes to validate a university's expenses after receiving a completed university claim form; if the team has to go back to the university then it might take the team 35 or 40 minutes to validate expenses. The longest phase of the validation process was the student ID check carried out by another part of the Department which can take between one and three weeks.

Staff rely on the FAQ document to guide their decision making around the eligibility of specific claims. Some staff often rely on 'google searches' to verify if the claim was for a legitimate piece of equipment or services.

Departmental reporting against the DSP was also reported as minimal, being limited to the brief that is prepared for the delegate to approve expenditure and preparations for the Senate Estimates process.

Despite the relatively modest amount of effort required to administer the program, it often takes months to complete the process, which is a source of frustration for staff at higher education providers. Only 14 percent of affected survey respondents felt claims were processed in a timely manner (see Table 24 Appendix C). It was reported that the time taken to process claims was extended by the Department waiting on other university data collections to be finalised to verify the enrolment status of students who had received support.

While a stated objective of the ASSD component is to 'encourage efficient and effective use of equipment and resources to support students with disability', it was not evident that this was approached in a systematic way. It could be argued that the acquittal process provides a mechanism for ensuring higher education providers are claiming for appropriate items. There is no requirement for higher education providers to provide any reporting on the ongoing use of equipment and resources or whether these were being used in a way that met this objective.

### **Changes to the HEPPP**

Through its proposed amendments to the *Higher Education Support Act 2003*, the current government has signalled a broadening of focus for the HEPPP to enable it to support students with disability, amongst other disadvantaged groups. It may be opportune to combine DSP funding into the wider administration of the HEPPP given that both are managed by the same branch. While the DSP is dwarfed by the more than \$160 million in funding available per year under the HEPPP, it would be preferable to quarantine DSP funding



as there is no requirement compelling higher education providers to use HEPPP funds to support students with disability.

## 5. Key findings and opportunities for improvement

### 5.1 Key findings

Students with disability face a range of challenges accessing and participating in higher education. Despite this, thousands of students with disability are enrolled in higher education providers across the country. There has been a shift in educational policy over the past two decades internationally and across Australia, away from the notion of segregated settings for all students with disability and special needs to a more integrated model of education.

Overall, the evaluation has found that, while the DSP is supporting higher education providers to meet the needs of students, there are opportunities to improve the administrative efficiency of the program and consider whether it is still appropriate to target individual students or if the focus should be on applying universal design principles to curriculum design more broadly.

#### Appropriateness

As community attitudes have changed, government has legislated to require higher education providers to take steps to provide supports to students with disability to participate in education on the same basis as the rest of the community. The DSP is the key Commonwealth Government funding mechanism that assists higher education providers meet their legal obligations under two important instruments: the *Disability Discrimination Act 1992* (DDA) and the Disability Standards for Education (2005). These make it an offence to discriminate against students with disability and articulate a range of rights for students and responsibilities for higher education providers across a number of domains:

- Enrolment;
- Participation;
- Curriculum development, accreditation and delivery;
- Student support services; and
- Elimination of harassment and victimisation.

The evaluation found that the DSP supports higher education providers in meeting their legal obligations, particularly around participation and student support services. Eighty-five percent of the funds available under the DSP are accessed by higher education providers via the ASSD component of the program which provides funding support to eligible higher education providers to assist with high costs incurred in providing educational support and/or equipment to domestic students with disability with high cost needs. The overwhelming majority of these funds are used to provide educational supports, such as sign language interpreters, note taking support, and examination and assessment assistance.

It could be argued that higher education providers should be required to meet the costs associated with fulfilling their legal obligations within their base funding envelope; however, maintaining a discrete funding pool for disability support has a number of benefits:

- It sends a signal to the sector about the importance government attaches to enhancing access and participation by students with disability.
- It provides a financial safety net for higher education providers helping to meet between 50-60 percent of the costs associated with providing support to students with disability, giving them some level of certainty around their financial position.
- It increases the timeliness of supports by allowing disability support workers to use the funding as leverage to bypass internal budgeting processes.

While it is difficult to foresee what would happen in an environment where DSP funding was not available as a discrete pool of funds, staff surveyed for this evaluation overwhelmingly felt the DSP had made a positive contribution to the number of students they were able to support and the range of supports provided. They

also felt the DSP was contributing to improving students' ability to access higher education and participate in university life.

The evaluation found that the profile of students' disabilities has changed since the program was first introduced. While more students with mental health issues and learning disorders are accessing university disability services, the bulk of funding under the program is still supporting students with physical and sensory disabilities. While the DSP does not limit funding to specific types of disabilities, the nature of support required by students with mental health issues is often more intensive staff time to offer counselling, occupational therapy and careers advice. A lack of awareness of the implications of mental health conditions and learning disorders also means that disability support workers spend more time working with academic staff raising awareness and developing learning plans. This has implications for the appropriateness of the DSP as staff time and training is not currently supported by the DSP under the existing guidelines.

Changes in educational practices and improvements in technology has meant that universal design principles are incorporated to a greater extent in contemporary higher education settings. Universal design refers to 'design of products and environments to be usable by all people to the greatest extent possible, without the need for adaptation or of specialised design'. By providing funding to support individual students, the DSP may be inadvertently creating an incentive to respond to student demand rather than encouraging higher education providers to proactively create an environment which minimises the need for additional supports and services.

## **Effectiveness**

The evaluation found that, on balance, the DSP as a whole is meeting its stated objectives. A detailed review of the individual components of the program provide a more nuanced picture.

### **ASSD**

The ASSD component forms the bulk of the program, with eighty-five percent of the funds available under the DSP accessed by higher education providers via this component of the program. It provides funding support to eligible higher education providers to assist with high costs incurred in providing educational support and/or equipment to domestic students with disability with high cost needs. The overwhelming majority of these funds are used to provide educational supports such as sign language interpreters, note taking support, and examination and assessment assistance. A review of 2012 and 2013 university returns found that the majority of funds in dollar terms was made for support services provided to 'high cost' students - those whose costs were \$6,000 or more for the calendar year.

The evaluation found that, while there are variations across higher education providers, students are generally able to access a wide range of support and equipment that facilitate access and participation. Assistance to students generally falls into the following categories:

- Planning and communication;
- Equipment (purchased or loaned); and
- Educational supports, adjustments and provisions.

Although students are generally unaware of the DSP and their experiences are mediated by specific university policies and cultures, students engaged as part of the evaluation were generally positive about their ability to access supports and participate in university life. Students did however, raise a number of areas of support that could be improved. These largely related to staff awareness, responsiveness and timely access to material in accessible formats.

While a stated objective of the component is to 'encourage efficient and effective use of equipment and resources to support students with disability', it was not evident that this was approached in a systematic way. It could be argued that the acquittal process provides a mechanism for ensuring higher education providers are claiming for appropriate items. There is no requirement for higher education providers to provide any reporting on the ongoing use of equipment and resources or whether these were being used in a way that met this objective.

## *Performance-based funding*

The evaluation found that, given the small amounts of funding involved, there was a weaker link between performance based funding and efforts to attract and support students in line with the component's objectives. Staff interviewed as part of the consultation were less able to identify specific examples of initiatives implemented by higher education providers as a result of the funding. This may be due to the fact that there is no requirement to acquit the funds provided under the performance-based component of the DSP, making it difficult to link funding to specific initiatives.

University efforts in this area also appear inconsistent and could be improved. During consultations with staff, it was evident that university efforts to attract students with disability lie on a spectrum from no specific programs, being part of wider access and equity programs, through to strategies specifically targeted at students with disability in high school.

## *The ADCET*

The ADCET website was generally viewed as a valuable resource by staff that was facilitating equitable access to education and training for people with a disability. It was viewed as contributing to building higher education providers' awareness of and access to contemporary research and practice materials relating to inclusive teaching and learning practices and support for students with disability.

Currently higher education providers consulted as part of the evaluation indicated that ADCET serves as an aid for them to be able to ensure a greater quality of disability support provision exists at university.

- As a training tool – New disability support practitioners at higher education providers are able to access the resources provided by ADCET in order to develop their understanding of contemporary disability support and keeps them informed of the sector more broadly.
- As a resource to guide decisions and promote knowledge – A centralised source of information acts as a 'one stop shop' for disability practitioners to be able to access in order to make decisions when deciding what support provisions will be put into place for students.

## **Administrative efficiency**

The administrative and program managements aspects of the DSP were also considered as part of the evaluation with a number of opportunities for improvement identified below. These relate predominantly to the administrative burden associated with acquitting funds spent on a large number of low value claims. Analysis of 2013 claims for educational support carried out for this evaluation found that a large number of small claims were being processed for very little financial return every year. Fifty-seven percent of claims were valued between \$500 and \$1,499, however, these claims only accounted for six percent of funding provided to higher education providers. Conversely, six percent of claims for support valued at \$10,000 or more accounted for fifty-two percent of all funding provided to higher education providers.

These findings were in line with a 2011 review that found the median total staff effort to comply with reporting requirements of the DSP was found to be 18 days per annum while the median cost was \$7,392. While this was relatively modest in absolute terms, when compared to the size of the program, the burden was significant. The DSP had the highest proportionality factor<sup>27</sup> with \$30.75 in reporting for every \$1,000 of funding or 3.08 percent of the revenue higher education providers received from the program. By way of comparison the proportionality factor for the HEPPP program was \$4.33 or 0.43 percent of the revenue received. DSP had the highest proportionality factor associated with any of the programs reviewed as part of the work.

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<sup>27</sup> The proportionality factor can be understood as the estimated cost (in dollars) of meeting the specified reporting requirement for every thousand dollars of revenue from the funding source with which it is 'directly associated'.

## 5.2 Opportunities for improvement

On balance, it was felt that the current design of the DSP could be changed to improve the function of the program and respond to changing student needs. These range from minor administrative adjustments, changes to the funding mechanisms, through to more significant reform options. The options are grouped to align to the key themes of the evaluation: administrative efficiency, effectiveness and appropriateness.

### 5.2.1 Improving administrative efficiency - Change reporting and/or eligibility thresholds

The evaluation identified that higher education providers are making large numbers of low value claims, especially for equipment provided to students. Changing the reporting and/or eligibility thresholds for the ASSD component can reduce the administrative burden on higher education providers and better target the funding.

There are three options for increasing the threshold:

- 1) Increase the amount at which claims are paid from the current \$500 per student to a higher amount and only pay amounts above the threshold. This would reward higher education providers for providing support to high cost students rather than meeting the basic needs of students. Analysis by KPMG found that raising the claims threshold to \$3,000 would reduce the number of claims made by 75 percent while only reducing the amount of funding provided to higher education providers by 16 percent<sup>28</sup>.
- 2) Set a threshold below which the Department automatically reimburses higher education providers without requiring acquittal. For example, all individual claims for equipment support below \$500 could be paid without the need to collect cost data at a micro-transactional level.
- 3) Cease funding for equipment and focus funding on educational support. While only 6 percent of funding was provided for equipment in 2013, acquitting these represents a significant administrative burden on higher education providers with 983 individual claims being made.

#### **Opportunities:**

- Raising the thresholds has the potential to reduce the effort involved in preparing the annual claims forms for small basic items.
- Limiting payments to more significant items also has the potential to ensure funds are used to bolster the efforts of higher education providers to provide high cost supports rather than merely to cover basic expenses that might be better paid for through base funding.
- Limiting funding to educational support will reduce the administrative burden on higher education providers.

#### **Risks:**

- Higher education providers may increase the expenditure on basic items to maximise the amount of funding they are able to access.
- With no dedicated stream of funding to draw on, higher education providers may be unable to provide equipment support in a timely fashion as disability support staff seek approval for funding.

### 5.2.2 Improving administrative efficiency - Roll into HEPPP and 'ring-fence' funding for disability

Through its proposed amendments to the *Higher Education Support Act 2003*, the current government has signalled a broadening of focus for the HEPPP to include students with disability. It may be opportune to combine DSP funding into the wider administration of the HEPPP given that both are managed by the same branch. While the DSP is dwarfed by the more than \$110 million in funding available under the HEPPP, it

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<sup>28</sup> KPMG analysis of 2013 DET data.

would be preferable to quarantine DSP funding as there is no requirement compelling higher education providers to use HEPPP funds to support students with disability.

**Opportunity:**

- Combining the programs and aligning their reporting will reduce the administrative burden on higher education providers and the Department by allowing them to streamline and consolidate reporting.
- The HEPP provides greater funding for higher education providers that could fulfil the objective of the performance funding component of the DSP and encourage students with disability to aspire to and attend university.

**Risks:**

- Higher education providers do not use the funds to provide support targeted specifically at students with disability.
- The sector views this as a dilution of the government's commitment to students with disability.

### **5.2.3 Improving effectiveness - Change reporting requirements for performance-based funding**

Improving the reporting requirements for the performance-based funding component of the program could encourage higher education providers to identify specific initiatives they are implementing to improve efforts to attract and support students. Higher education providers could be required to submit a brief summary of their efforts to attract students with disability with a focus on those initiatives that are specifically aimed at students with disability. Higher education providers could also be encouraged to work with secondary schools to ensure smoother transitions for students from school to higher education. This would improve accountability for these funds and encourage higher education providers to improve their efforts to attract and support students.

Details of initiatives undertaken by higher education providers could be shared with all higher education providers as a way of improving knowledge sharing and capacity building.

**Opportunities:**

- Improved accountability for funding provided to higher education providers driving improved outcomes for students.
- Improved knowledge and capacity building across the sector could improve outcomes for students with more higher education providers implementing programs aimed specifically at students with disability.

**Risks:**

- Given the modest amount of funding currently available under the performance based component, an increase in reporting may not be well received by higher education providers.

### **5.2.4 Improving administrative efficiency and effectiveness - Distribute all funding based on formula**

The administrative burden associated with the program can be reduced and certainty around funding for higher education providers improved by distributing all funding under the DSP via a formula that accounts for the proportion of students with disability participating and completing higher education at each university.

This also has the potential to improve the effectiveness of the program by rewarding good performance and driving a more outcomes based approach to the provision of support to students with disability. Depending on what indicators are used to develop a formula, there is an opportunity to promote efforts to mainstream services and employ 'universal design' principles by choosing indicators that reflect institution-wide outcomes.



Such a change would need to be accompanied by strengthened reporting requirements to ensure funding is used to support students with disability. Consideration would also need to be given to mechanisms to ensure high cost students' needs continue to be met.

**Opportunities:**

- The administrative burden would be significantly reduced, freeing higher education providers from the need to acquit individual occurrences of expenditure.
- Improve the performance of higher education providers by shifting focus on outcomes rather than inputs.

**Risks:**

- Higher education providers that are unable to meet performance indicators associated with the formula will see a reduction in funding and may be unable to provide a full suite of services to students with disability.
- The specific needs of high cost students may prove too great for individual higher education providers especially if a number of high cost students enrol at the same time.
- A formula based on the number of students who identify as having a disability before the census date risks understating the number of students who access services later in the year.

## **5.2.5 Improving effectiveness - Expanded role for ADCET**

The ADCET website provides an authoritative resource for disability support and teaching staff helping to inform responses to individual students and emerging issues. ADCET's role could be expanded to provide more consultative services where higher education providers can seek targeted advice to address specific issues or implement training programs to improve awareness and capability for their staff. It could also act as a centre for excellence promoting the sharing of best practice and undertaking research to improve outcomes for students. For example, the consultations revealed a number of higher education providers were undertaking work to define inherent requirements for their courses. While the notion of inherent requirements is not universally accepted, this work could usefully be carried out by an expanded capability at ADCET. This would reduce duplication of effort and ensure a nationally consistent approach to the issue.

**Opportunities:**

- An expanded ADCET could act as a centre for excellence for the sector helping to improve capacity within the sector and support knowledge sharing amongst practitioners and academic staff.

**Risks:**

- Higher education providers may not utilise an expanded ADCET leading to duplication of effort and wasted resources.
- ADCET may not have the capacity to expand operations in a sustainable manner.

## **5.2.6 Improving appropriateness - Change ratio of funding split between ASSD and performance based funding**

As it has been more than 10 years since the DSP was first introduced, it may be timely to consider altering the proportion of funds provided between the ASSD and the performance based component. Providing more funding for the performance based component of the program has the potential to encourage higher education providers to focus on broader efforts to attract and support students rather than individual students.

This would recognise institutional effort to provide high quality support in a cost effective manner by building institutional capacity to support students in an inclusive manner. It could also encourage higher education providers to better integrate principles of inclusive practice within curriculum design and delivery.

A proportion of the funds could be quarantined to meet the needs of high cost students to ensure higher education providers are able to meet their needs with some degree of certainty around the level of funding they would receive for meeting these needs.

The impact of varying the split of funding between ASSD and performance based funding has been modelled at Appendix F.

**Opportunity:**

- Increasing funding to the performance based component would shift the focus of the DSP to outcomes, rather than individual student, needs.

**Risk:**

- Such change could result in some higher education providers receiving less funds from the program if they are unable to meet outcomes measures, resulting in a reduction in the university's ability to provide supports to students.

## **5.2.7 Improving appropriateness – Provide funding for staff training**

Changing the program guidelines to make funding available for staff training activities would improve the ability of the DSP to respond to changes in student needs. With the increasing numbers of students presenting with mental health and learning disorders, staff and students consulted during the evaluation noted that there were often lower levels of awareness about the impacts these disabilities had on students when compared with physical and sensory disabilities.

Disability support staff often noted that they had to work more intensively with academic staff to formulate learning access plans and put in place suitable supports to meet student needs. Similarly, students with mental health and learning disorders often felt that students with visible disabilities were better catered for with staff being better equipped and more experienced in responding to their needs.

In 2012, the UK Government provided £500,000 for an annual scholarship program to provide up to £2,000 to talented teaching assistants and school staff to access degree-level and specialist training in helping children with special educational needs and/or disabilities.

The Irish Government supports employers that provide disability awareness training for their staff with grant aids towards the cost of this training. The Disability Awareness Training Support Scheme is aimed at employers that provide training and helps raise awareness of disability issues in the workplace. Disability awareness also addresses the concerns and misconceptions that employers and employees may have about working with disabled people.

**Opportunity:**

- Providing funding for training has the potential to focus the program more on improving awareness of inclusive teaching methods.

**Risks:**

- Funding may be diverted from addressing student needs limiting the available pool of funds.

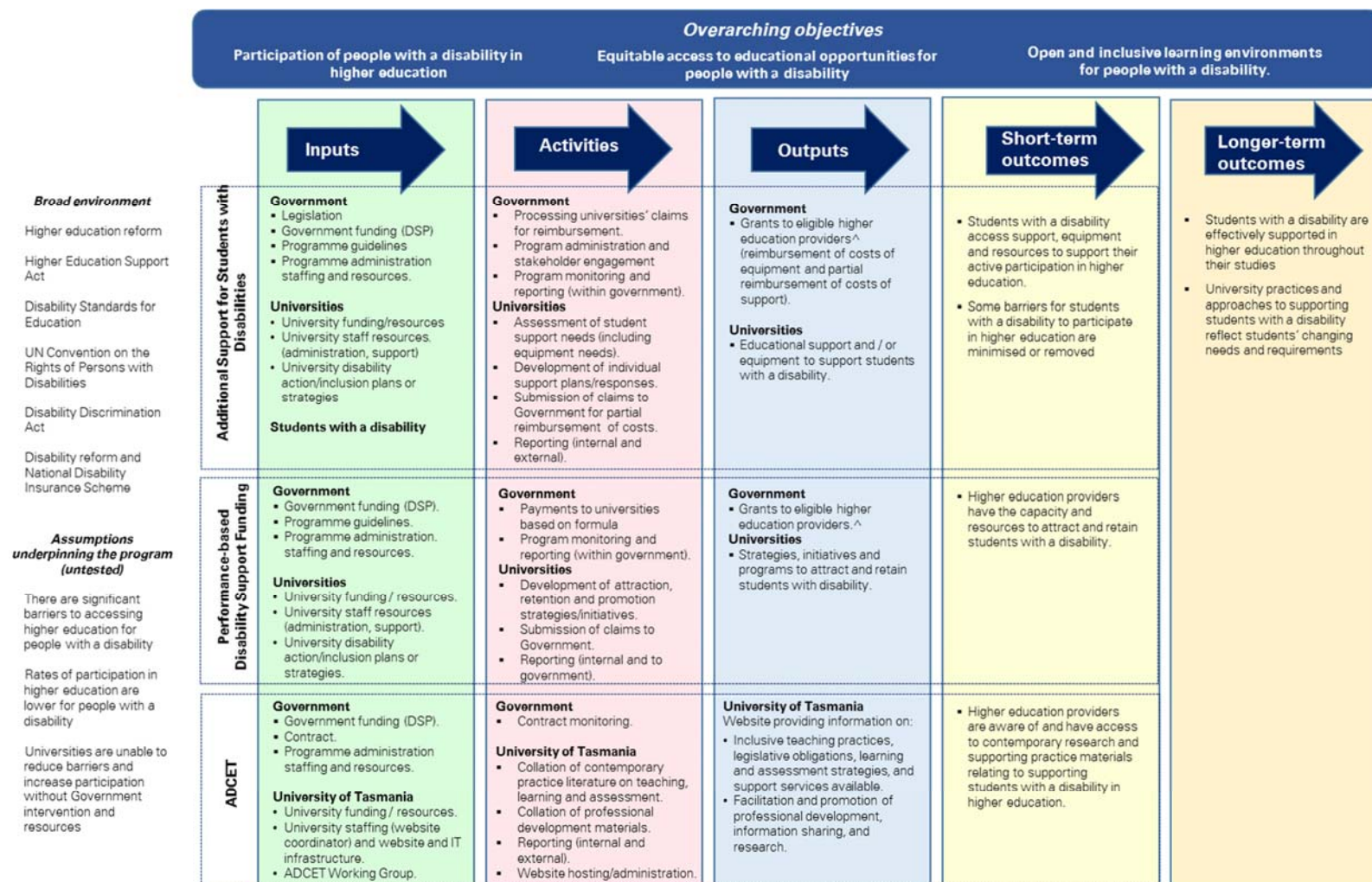
The table below presents a preliminary assessment of options against a set of evaluation criteria.

Table 7: Future options for the DSP

Reform option	Evaluation criteria			
	Reduces administrative burden	Improves certainty for universities	Responds to changing education provision	Responds to changing student needs
Change reporting and/or eligibility threshold	Reduced burden on providers	Providers have greater clarity on what is funded	Focusing funding on educational support would recognise improvements in technology.	Threshold could be raised to focus on high cost students
Roll into HEPPP and 'ring-fence' funding for disability	Providers only report to one program			
Change reporting requirements for performance-based funding			Funding is focused more on outcomes encouraging response to changing education provision	Funding is focused more on outcomes encouraging response to changing student needs
Distribute all funding based on formula	Reduced burden on providers and Department	Overtime providers will be better able to anticipate quantum of funding		
Expanded role for ADCET			ADCET able to provide increased level of support to providers to respond to changing education provision	ADCET able to provide increased level of support to providers to respond to changing student needs
Change ratio of split between ASSD and performance based funding		Overtime providers will be better able to anticipate quantum of funding	Funding is focused more on outcomes encouraging response to changing education provision	Funding is focused more on outcomes encouraging response to changing student needs
Provide funding for staff training			Providers able to raise awareness and training for staff	Providers able to raise awareness and training for staff

Source: KPMG analysis

## Appendix A: Program Logic



\* Students refers to domestic students only

<sup>^</sup> Higher education providers are eligible providers listed in Table A of the Higher Education Support Act (2003)

## Appendix B: International policy context

### The United Kingdom

#### Policy context

The UK Government ratified the United Nations Convention on the Rights of Disabled People in July 2012 and all UK Government policies and laws must comply with this convention.

The UK disability model focuses on consumer-directed support to personalise services to people with disabilities which provides more choice and control to the person with disability and their family and/or carers. The Government see its role as an advocate and catalyst for change, working in partnership with other parts of society to increase opportunities for people with disabilities.

The UK aims to eliminate discrimination for people with a disability in all areas of life including in higher education. To encourage equality the Government enforces legislation that impacts on the accessibility of higher education providers to people with disabilities — including access, modifications to aid in learning and admission requirements – the government provides support and enforcement to people with disabilities as well as institutions. To measure their progress the Government developed indicators around higher education including the participation of people with a disability, satisfaction levels with education, graduate opportunities and lifelong participation in education. Additionally the Government aims to ensure that the Accessible Campus Roundtable group meet regularly to increase the accessibility of higher education to people with disabilities.

#### Legislation

The primary pieces of legislation that relate to the participation of disabled people in education are the *Disability Discrimination Act 2005*, *Special Education Needs and Disability Act 2001* and the *Equality Act 2010*. Higher education providers need to comply with this legislation when providing services to persons with a disability, relevant legislative instruments are discussed in turn below.

The Disability Discrimination Act 2005 was introduced to amend the Disability Discrimination Act 1995. The Act regulates that institutions must take reasonable steps to prevent people with a disability from suffering substantial disadvantage in carrying out official business. Additionally the Act specifies that an authority must remove or provide a reasonable alternative to help disabled people gain access to a benefit, this includes providing an auxiliary aid or service to help people with a disability. Higher education providers must not publish advertisements that suggest that persons will be selected or accepted based on their disability status; additionally a qualifications body must not discriminate against a disabled person when deciding whether or not to confer a qualification to an individual or to withdraw a qualification.

The Special Education Needs and Disability Act 2001 specifies that an institution must not discriminate against somebody with a disability in the arrangements it makes for determining admissions to the institution, the terms on which it offers to admit the individual or by refusing to accept an application for admission to the institution based on disability. Additionally, educational institutions must not place disabled students at a substantial disadvantage when they access student services.

The Equality Act 2010 is an overarching law that encourages equality (by eliminating discrimination) between people despite innate characteristics. The Act legislates against indirect and direct discrimination and reinforces rulings of acts previously stated.

#### Disability support in the higher education sector

In order to comply with the legislation stated previously, the UK government has programs and mechanisms that aim to increase participation of people with a disability in higher education, these include Disabled Student Allowance schemes, the national strategy for access and student success in higher education and the Special Supplementary Grant scheme. In addition to education-related schemes disabled students may be eligible to receive additional social security payments.

## Disabled Student Allowances

The Disabled Student Allowances (DSA) scheme provides additional financial support to students with a disability to allow them to obtain specialist equipment, employ a non-medical helper and to provide additional general support (e.g. photocopying, etc.). To qualify for a DSA students must submit themselves to a needs assessment and fulfil other criteria such as providing a diagnostic assessment from a medical professional and must not receive equivalent support from another funding source. The amount that students receive from the scheme depends on individual needs rather than household income as well as course intensity. Students do not need to pay back the amount that they receive through the DSA scheme. The National Health Service provides a similar allowance for disabled students who are studying a healthcare course, students cannot receive support from both schemes.

DSAs are administered by Student Finance England which is a service provided by the Student Loans Company. It provides financial support on behalf of the UK Government to students from England entering higher education in the UK.

### Who is eligible?

Students are able to access DSAs if they have a disability, long-term health condition, mental-health condition or a specific learning difficulty which affects your ability to study, and:

- are on an eligible undergraduate course (for example, a degree or HND-level course) including distance-learning courses; or
- are on an eligible full-time or postgraduate course (which requires a degree or equivalent qualification to get onto), including distance learning courses.

There's no age limit on getting DSAs.

### How is eligibility established?

Students who are physically disabled, blind, partially sighted, deaf or hard of hearing, have a medical condition or have a mental-health condition, need to provide medical evidence of this, such as a letter from a doctor or specialist or a completed Mental Health Proforma.

Students with a specific learning difficulty such as dyslexia, must provide evidence of a full diagnostic report, carried out after the age of 16, by a practitioner psychologist or a suitably qualified specialist teacher holding a current Assessment Practising Certificate. If the diagnostic report was carried out before the age of 16, an up-to-date report is required.

Students have to pay for any tests they need to prove eligibility for DSAs. Students who need a test but can't afford to pay for it, may be able to get financial help through their university or college's Financial Contingency Fund.

Once the application form and medical evidence have been received students are required to book a needs assessment. A needs assessment helps determine how the student can be supported needs during their time at university or college. The cost of the needs assessment is paid through DSAs. Only one needs assessment is paid for unless the student's needs change significantly.

The table below summaries the eligibility requirements.

For disabilities and long-term health conditions	►	A report or letter from a GP or consultant
For specific learning difficulties	►	A report, produced since the student turned 16, from: <ul style="list-style-type: none"><li>▪ a chartered or practitioner psychologist; or</li><li>▪ a specialist teacher holding a current Assessment Practising Certificate.</li></ul>
For other conditions including mental-health conditions	►	A letter from a GP or other qualified specialist



## What can the funds be used for?

The allowances can help with the cost of having a person to support you (for the additional support you may require while studying), such as a note-taker, items of specialist equipment, travel and other study-related costs. The amount doesn't depend on the student's income or that of their family, but does depend on their needs assessment.

There are four types of allowance, as outlined in the table below:

Type of allowance	What is it for?	How much is available?
Specialist equipment allowance	Major items of specialist equipment needed because of disability, long-term health condition, mental-health condition or specific learning difficulty. Funds can also be used to pay for repairs, technical support, insurance or extended warranty costs arising from owning that equipment.	Full-time and part-time students can get up to £5,212 for the whole course.
Support worker allowance	Support workers such as readers, sign-language interpreters, note-takers, specialist one-to-one support and other non-medical assistants necessary for students to benefit fully from their course.	Full-time: up to £20,725 a year. Part-time: a percentage of the full-time amount, depending on how intensive the part-time course is, up to £15,543 a year.
Travel allowance	Extra travel costs students may have to pay to attend university or college because of disability (for example, if the student needs to take a taxi because disability prevents them from taking public transport).	Full-time and part-time students can get reasonable spending on extra travel costs.
General Allowance	To help pay other disability- and course-related costs. These can be used to buy items such as print cartridges and Braille paper, or to top up the specialist equipment and non-medical helper allowances if necessary.	Full-time: up to £1,741 a year. Part-time: a percentage of the full-time amount to a maximum of £1,305 a year depending on how intensive the course is.

Overall, in 2012-13, the DSA scheme supported 54,900 students at a cost of £119.9 million. A report sponsored by funding councils from Scotland, England and Wales show that uptake of DSA's is low for students with less-visible impairments, international students and postgraduate students. Additionally, the report found that disabled students start a course without a DSA in place despite prospective students and higher education institutions noting that there are benefits from early information, advice and guidance on the support offered by higher education institutions.

## Special Support Grant

Disabled students in Northern Ireland are eligible to receive a Special Support Grant to help with additional course related costs such as books, equipment, travel or childcare. This grant scheme is means tested using a student's household income. Students are not entitled to receive a Special Support Grant if they receive a general maintenance grant.

## Access Agreements

The national strategy for access and student success in higher education (developed by the Office for Fair Access (OFFA) and the Higher Education Funding Council for England (HEFCE)) aims to increase participation in higher education by under-represented groups by requesting that higher education providers formulate plans to increase access and student success. Higher education providers must file an access agreement with



OFFA detailing tuition fee limits, access and student success measures including their cost, targets and milestones and strategies to inform students about financial support on offer if higher education providers:

- Provide undergraduate higher education course and/or postgraduate course that are subject to regulated fees, and
- Are directly funded by the HEFCE or the Teaching agency, and
- Are subject to a 'condition of grant' under the Higher Education Act 2004, and
- Wish to charge home/EU students more than the basic fee for fee-regulated courses.

A total of 162 higher education providers and colleges have approved access agreements for 2014-15. In the academic year 2012-13, higher education providers and colleges spent £563.8 million on access measures under their access agreements. A report by OFFA and HEFCE found that, in 2012-13, higher education providers and colleges increased their activity to widen access and improve student success among students from under-represented groups; in particular the report found that the higher education providers and colleges spent a larger proportion of the income they receive from charging fees above the basic level on access and student success measures than in 2011-12. Similarly a report by CFE Research and Edge Hill University found that access agreements and associated spend have had a positive impact on policies, planning and behaviour in relation to widening participation and have contributed towards progress made in relation to institutional and other widening participation targets and goals. While imbalances in the student population are beginning to be addressed, access agreements are only regarded as one of the drivers that have changed policy and practice at an institutional level.

## Canada

### Legislation

The Canadian Human Rights Act extends the laws in Canada to the principle of anti-discrimination to help individuals make the lives that they wish to have and have their needs accommodated without being hindered by discriminatory practice. In the context of higher education, it is a discriminatory practice in the provision of services or facilities to deny, or to deny access to, people with a disability or to differentiate adversely in relation to an individual. Under the Act, it is an exemption if organisations can prove that making accommodations would cause undue hardship to them. Additionally organisations must not pursue policies that deprives people with a disability of any opportunities on a basis of their disability.

The Integrated Accessibility Standards under the Accessibility for Ontarians with Disabilities Act 2005 establishes the accessibility standards for information and communications, employment, transportation and the design of public spaces. In the context of higher education, the Act states that an organisation shall upon request provide or arrange for the provision of accessible formats and communication supports for person with disabilities (including for training materials) (i) in a timely manner, (ii) at no additional cost and (iii) consult with the person making the request in determining the suitability of an accessible format. Additionally educators must receive accessibility awareness training related to accessible program or course delivery and instruction. Libraries of educational institutions must provide, procure or acquire an accessible format of print, digital or multimedia resources for people with a disability.

### Disability support in the higher education sector

In Canada supports are offered at the provincial level as well as the national level. For this purpose British Columbia and Ontario have been selected as case studies.

### National Level Support

Employment and Social Development Canada facilitate the Grant for Services and Equipment for Students with Permanent Disabilities which provides assistance for students with permanent disabilities. The Grant provides for up to \$8,000 for students who needed education-related services or adaptive equipment. The grant is designed to cover equipment not covered in the student's needs assessment. The Grant is not repayable and requires an application with input from a qualified person confirming the need for educational-related services and equipment.

The federal government offers two specific grants:

### **Grant for Students with Permanent Disabilities**

Under this grant, students with permanent disabilities may receive \$2,000 per academic year to help cover the costs of accommodation, tuition, and books.

Students are eligible if they:

- apply and qualify for a Canada Student Loan;
- attend a designated post-secondary institution on a part-time or full-time basis; and
- meet the criteria for students with permanent disabilities (Applicants must be able to provide proof of their disability in the form of a medical certificate, a psycho-educational assessment, or documentation proving receipt of federal or provincial disability assistance).

This grant is accessed via the Canada Student Loan scheme. Students apply in the first instance in their province or territory of permanent residence at which point, they must also provide proof of their disability in the form of a medical certificate, a psycho-educational assessment, or documentation proving receipt of federal or provincial disability assistance. If they qualify for a Canada Student Loan they will automatically be assessed for the grant. Eligibility for this grant is determined during the assessment of the student loan process.

### **Grant for Services and Equipment for Students with Permanent Disabilities**

This grant of up to \$8,000 per loan year is designed to help cover exceptional education-related costs associated with your disability, such as a tutor, interpreter (oral, sign), notetakers, readers or brailers, attendant care for studies, specialized transportation (to and from school only), or 75% of the cost of a learning disability assessment up to a maximum of \$1,200.. The grant is intended to cover exceptional education-related services or equipment not accounted for in the needs assessment.

Students are eligible if they:

- apply and qualify for a Canada Student Loan;
- are enrolled full-time or part-time in a program (minimum 32 weeks) at a designated post-secondary institution;
- meet the criteria for students with permanent disabilities (Applicants must be able to provide proof of their disability in the form of a medical certificate, a psycho-educational assessment, or documentation proving receipt of federal or provincial disability assistance);
- provide a written document from a qualified person confirming that they are in need of exceptional education-related services or equipment; and
- show in writing the exact cost of the equipment and services they need.

Application is through the Canada Student Loan scheme. Students apply in the first instance in their province or territory of permanent residence at which point, they must also provide with their loan application:

- proof of your disability in the form of a medical certificate, a psycho-educational assessment, or documentation proving receipt of federal or provincial disability assistance;
- a written document from a qualified person confirming that they are in need of exceptional education-related services or equipment; and
- a document showing in writing the exact cost of the equipment and services.

### **Support for Students in Ontario**

The Bursary for Students with Disabilities is for students (in Ontario) who have disability-related educational costs for services or equipment that is required for their successful participation in post-secondary education that is not covered by any other agency or service. The grant provides up to \$2,000 in funding (in 2012-13) per academic year. Applicants within public higher education providers within Ontario must submit their

application through their university's Financial Aid Office, if an application is approved the grant is provided through a cheque through their university.

The Ontario Ministry of Training, Colleges and Higher education providers provides grants to higher education providers specifically for programs for students with a disability. In 2012-13 these grants comprised 1.8 per cent of funding provided to higher education providers by the Ministry. Example funded programs include the Accessibility Fund for Students with Disabilities, an interpreters fund and student with disability tuition fee compensation.

### **Support for Students in British Columbia**

Students in British Columbia may be eligible to receive a B.C. Supplementary Bursary for Students with a Permanent Disability. This grant is designed to help students studying in British Columbia who have additional educational expenses due to their disability. The grant entitles full time students to receive a \$800 bursary if they are studying a course load of 40 per cent or greater. To receive the grant students must document their disability status and have input by the disability coordinator at their university.

The B.C. Access Grant for Students with Permanent helps students with disabilities fund the cost of their education by the government replacing \$1,000 in student loan funding. To be eligible to receive this grant students must be studying in British Columbia and have a permanent disability. Additionally some non-government information sources suggest that a student must have started studying their course between 1 August 2009 and 31 July 2010

The Assistance Program for Students with Permanent Disabilities helps students with a disability pay for exceptional costs related to their disability. This funding can only be accessed after the student has exhausted their grant allocation through the Grant for Services and Equipment for Students with Permanent Disabilities. The Grant provides an additional \$10,000 for students (or \$12,000 if students require an attendant at university).

## **Ireland**

### **Policy Context**

Ireland signed the United Nations Convention on the Rights of People with a Disability in March 2007, at the time of writing they have not ratified this treaty. The Irish Government has established an interdepartmental group to advise on changes that may need to be made to the Irish disability strategy to achieve ratification of the Convention.

The National Disability Strategy builds on pre-existing policy and legislation with aims including mainstreaming services for people with a disability, thus moving away from segregated services for people with a disability to a legal obligation of public bodies to deliver mainstream services including people with a disability. The high level goals of the National Disability Strategy are to ensure people with a disability are equal citizens, people with a disability have independence and choice, increase participation and maximise individual potential.

Access to education in Ireland is underpinned by legislative instruments that limit discrimination against people with a disability and aim to increase access to education for students with a disability. Key initiatives to improve access include grants to students and institutions and admission provisions. The implementation plan of the National Disability Strategy includes measures to increase participation of people with a disability in higher education.

### **Legislation**

The Higher education providers Act 1997 allows for the incorporation of educational institutions as parts of higher education providers or as higher education providers in their own right. The Act provides for the governance of higher education providers that receive public money by covering authorities and makes certain regulations relating to staff, planning and financial scrutiny and reporting of higher education providers. The Act states that a governing authority, within 12 months after establishment and other times as it thinks appropriate, require the chief officer to prepare a statement of the policies of a university as it relates to access to the university and university education by people from under-represented groups — this includes people with a disability.

The Disability Act 2005 enables provision to be made to assess health and education challenges that people with a disability face; the Act also aims to make further and better provisions to increase the participation of people with a disability in Irish society. The Act states that a public body should ensure that its buildings are accessible to persons with a disability unless the building is made exempt by an appropriate part of the bureaucracy; that services provided for people with a disability and people without a disability be integrated — this includes providing assistance for people with a disability if needed; and that communications from the public body are accessible to the people concerned.

The Equal Status Act 2000 is an act to promote equality and eliminate discrimination, harassment and related behaviour in connection to day-to-day activities in Ireland. In relation to educational institutions, bodies must not deny access to students with a disability. In particular educational institutions must not discriminate in relation to (i) admission or conditions of admission to the establishment, (ii) access of the student to any course, facility or benefit provided by the establishment, (iii) conditions of participation in the establishment) and (iv) the expulsion or sanction from the establishment. The Act does not legislate against discrimination in the provision or organisation of sporting facilities or events to the extent that the differences are reasonably necessary or the extent that compliance to the Act would, by virtue of the disability of the student, make impossible (or to severe detriment) the provision of services to other students.

### **Disability support in the higher education sector**

The amount of students with a disability in the Irish higher education system has increased from 466 students (in 2006) to 1,302 students in 2014. The Irish Government offers a range of funding to help people with a disability access education, this funding is targeted at individuals and students.

### **The Fund for Students with Disabilities**

The Fund for Students with Disabilities allocates funding to higher education institutions to ensure students can participate in their program and are not discriminated against because of their disability. The fund can cover assistive technology, personal and academic support and transport; the fund cannot be used, amongst other things, to purchase course related materials, day-to-day provisions (accommodation etc.) and diagnostic methods. To receive funding a student's institution must make a claim on behalf of the student, after approval funds are managed by the institution directly. The fund is not means tested however a minimum age of the applicant does apply.

The Fund for Students with Disabilities allocates funding to further and higher education colleges for the provision of services and supports to full-time students with disabilities. The Fund aims to ensure that students can participate fully in their academic programmes and are not disadvantaged by reason of a disability. A claim under the Fund is made on behalf of an eligible student by their college following an assessment of need. Applications cannot be made directly to the Fund by students. Colleges are also responsible for the management of the funding approved for eligible students.

To be eligible for support under the Fund for Students with Disabilities, a learner on an approved course must meet all the following conditions:

- Have a verifiable disability in one or more of the categories as outlined below;
- As a result of the disability have a need for specific supports and/or assistance arising from study or attendance on the chosen course;
- Meet the Residency and Nationality/Immigration Status as outlined below.

Funding is available to learners across the following categories of disability:

- Autistic Spectrum Disorder (including Asperger's Syndrome)
- Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD)
- Blind/Visual Impairment
- Deaf/Hard of Hearing
- Mental Health Condition
- Neurological Condition

- Neurologically-based Speech, Language or Communication condition
- Significant Ongoing Illness
- Physical Disability
- Developmental Coordination Disorder (Dyspraxia)
- Specific Learning Difficulties (Dyslexia or Dyscalculia)

Funds can be used for

- Assistive Technology Equipment and Software
- Personal and Academic Support
- Transport

Funding is allocated to the college, not the student. The college has full discretion in decisions on the allocation of the Fund at local level, and remains responsible for the management of the funding throughout the duration of each year. The applicants are generally not required to organise the services/supports or source equipment themselves – this is done by the college in consultation with the applicants.

### **Claim process**

The first-time claim is completed by the college when the (eligible) student has presented for the first time after enrolment seeking additional support by reason of his/her disability. Most first-time claims are submitted when the student is in first year however a first-time claim can be submitted during any year of study on an approved course.

Prior to the submission of a first-time claim, the college disability liaison personnel should complete an assessment of the applicant's needs. Before a first-time claim for funding can be submitted, colleges will require documentary evidence of disability from the student, which the college will verify against set criteria. It is the responsibility of the applicant to provide this documentation to the college. For claims for continuing students, evidence of disability documentation is not required to be re-submitted to the college.

### **Back to Education Allowance**

The Back to Education Allowance allows persons who return to education from being on social support payments to retain payments while they are studying. Persons are eligible to work part-time while receiving the allowance and to continue receiving any subsidies that they were previously receiving. To qualify for the Back to Education Allowance an applicant must be at least 21 years old and have received social support payments for a set amount of time. If students qualify for the Back to Education Allowance they are not eligible to receive a standard maintenance grant (a contribution towards the students living cost).

### **Strategic Initiative Scheme**

The Strategic Initiatives Scheme (also known as the Strategic Innovation Fund) allows higher education providers to obtain a grant to achieve its goals. To obtain funding institutions must submit a proposal under a category, one of which promotes access to education, institutions must co-fund the initiatives for which they obtain funding from the scheme. During its operation the fund helped to reform and mainstream the Disability Access Route to Education.

### **Disability Access Route to Education**

The Disability Access Route to Education is a scheme that offers admission to colleges at lower entry scores. The scheme is for school leavers who are under 23 years old and who may not have fulfilled the entry requirements to get into university due to their disability, the scheme therefore recognises that students with a disability may be disadvantaged in school which may result in less chance in qualifying for higher education. In order to qualify for the program students are screened based on the significance of their disability and its impact on their education.

# New Zealand

## Policy Context

New Zealand ratified the United Nations Convention on the Rights of Persons with Disabilities in 2008. The New Zealand Government released the New Zealand Disability Strategy in 2001, the Strategy aims to make New Zealand more inclusive of persons with a disability in daily life.

The New Zealand Disability Strategy lists 15 objectives and has similar objectives to the United Nations Convention on the Rights of Persons with Disabilities. The New Zealand Ministry of Education contributes to the Disability Strategy ensuring that students with a disability have access to the education that they wish to pursue. The Strategy undergoes annual implementation reviews to assess if the Government is achieving the objectives originally set out.

The New Zealand Government takes steps to encourage the participation of people with a disability in tertiary education. To encourage participation in higher education the Government has enacted laws to lower discrimination and increase access to higher education. In addition, the New Zealand Government provides some additional funding to students and institutions to make necessary adjustment so that students with a disability can access mainstream educational services where possible.

## Legislation

The Human Rights Act 1993 aims to provide better protection of human rights in New Zealand including in education. The Act makes it unlawful for a qualifying body to (i) refuse or omit to confer a qualification on a person, (ii) to confer the qualification on less favourable terms, or to withdraw a qualification on a person due to an innate characteristic. In regards educational establishments it is unlawful for the establishment to — on the basis of an innate characteristic — (i) refuse to admit a student, (ii) to admit a student on less favourable terms, (iii) to deny or restrict access to benefits or services provided, or (iv) exclude a person as a student or submit them to any other detriment.

In addition the Act makes it unlawful for a person to (i) refuse to allow any other person access to or use of any place which members of the public are entitled or allowed to use, (ii) refuse the use of any facilities in that place which are available to members of the public, or (iii) to require any person to leave that place based on an innate characteristic — if it is not reasonable to require the provision of special services or facilities to a place then individuals are exempt.

The New Zealand Code of Practice for an Inclusive Tertiary Education Environment for Students with Impairments are voluntary guidelines that aim to assist tertiary education providers in creating an inclusive learning environment. The Code of Practice covers topics such as admission and enrolment, access to general and specialist services, access to buildings, teaching and learning and examinations and assessment. The Code sets out government expectations on the type of support provided.

The Health and Disability Commissioner Code of Health and Disability Services Consumers' Rights Regulation 1996 legislates that all consumers of health services (including those provided through a university) have a right to be free of discrimination (including against people with a disability).

## Disability support in the higher education sector

The Special Supplementary Grants scheme allocates funding for initiatives to meet the needs of students with impairments with priority given to students with high cost support needs. It is not clear if this program has continued running as there is no recent information on this program.

The New Zealand Government provides equity funding to tertiary institutions which is designed to help improve equity of access and achievement for — amongst other groups — students with disabilities. Equity funding is not designed to fund supports for students with disabilities directly, instead it is designed to serve as a top-up to the university's student achievement component funding provided by the Government to contribute to the direct costs of teaching, learning and other costs driver by learner numbers which is agreed through a institutions investment plan. The rate of equity funding for students with disabilities is \$28.60 per overall equivalent full time student. This equity loading is typically calculated for the year, divided in six month blocks (e.g. 48% and 52%) and distributed on a monthly basis to institutions.

Tertiary students in New Zealand may be eligible required to receive an education and employment-related training grant which is for social welfare clients at risk of long-term dependency with specific deficiencies in

employment skills. The fund is means tested and may pay for course fees, transport, books, stationary and any additional caring costs that student may have.

In addition to the above, students with a disability may be eligible to receive private sector grants to help purchase equipment to suit their needs. These grants may be in the form of scholarships that may be competitive.

Another initiative specific to students with special needs is the Special Supplementary Grant – Special Education. In 2012-2014 the New Zealand government set aside \$2.6 million in funding to be distributed as grants to those tertiary education providers of technology and polytechnics. This funding supports the provision of additional tutorial support (over and above normal staffing provided) for students with disabilities that require additional assistance.



## Appendix C: Consultation material



### *Interview with students with disability who have accessed support*

#### *Questions*

1. Can you tell me about yourself – what are you studying, how long you’ve been at university, what you did before university?
2. Can you describe any barriers you thought you might face when you considered going to university when you were at school?
3. Can you describe what types of support and/or equipment have you receive to help you in your studies?
4. Do the supports and/or equipment you receive help you overcome any barriers and challenges you faced? Do they meet your needs and requirements?
5. How did you work with the university to identify and put in place the supports/equipment you needed? Did this process work well, or could it be improved?
6. Do you receive the supports and/or equipment in a timely way? If not, how long did you have to wait for this support to come through?
7. Do you have a Plan or Agreement in place with your university regarding the supports/equipment you receive? Are there opportunities to review the Plan/Agreement with a support worker?
8. How do the supports and/or equipment help you in your studies? What would the impact be of not being able to have these supports/equipment?
9. Are there any barriers or challenges you still face?
10. Do you think your university could do more or do things differently to better support you in your studies?
11. What attracted you to this university?
12. Were you aware of any of the university’s programs or initiatives aimed at people with disability, before you applied?
13. Do you think your university is inclusive for people with disability?
14. What would you like to see your university do to help future students with disability?
15. Are you aware of the Government’s Disability Support Program? If so, how and when did you hear about it?



## *Focus group with current students with disability*

### *Questions*

#### **Support and equipment**

1. Can you describe any barriers you thought you might face when you considered going to university when you were at school?
2. Can you describe what types of support and/or equipment you have received to help you in your studies?
3. Do the supports and/or equipment you receive help you overcome the barriers you thought you'd face? Do they meet your needs and requirements?
4. How did you work with the university to identify and put in place the supports/equipment you needed? Did this process work well, or could it be improved?
5. Do you have a Plan or Agreement in place with your university regarding the supports/equipment you receive? Are there opportunities to review the Plan/Agreement with a support worker as your needs change?
6. How do the supports and/or equipment help you in your studies? What would the impact be of not being able to have these supports/equipment?
7. Are there any barriers you still face?
8. Do you think your university could do things differently to better support you in your studies?

#### **Access**

9. What attracted you to this university?
10. Were you aware of any of the university's programs or initiatives aimed at people with disability, before you applied?
11. Do you think your university is inclusive for people with disability? What would you like to see your university do to help future students with disability?



*Interviews/small group discussions with University Equity Officers and other stakeholders at a sample of higher education providers*

*Questions*

1. Can you describe your role in relation supporting students with disability?
2. What type of supports, equipment and/or resources are provided to students with disability at the university?
3. What is the disability profile of students who access support and equipment?
4. Does the university have a clear process to assess the needs of students with disability and allocate support and/or equipment? Can you talk me through it?
5. Do students have a Plan or Agreement in place with the university regarding the supports/equipment they receive? Is it reviewed as their needs change?
6. Is the university able to meet the needs of all the students with disability who seek assistance?
7. Are your students made aware of the DSP?
8. What role does the DSP play in facilitating access to support and equipment for students with disability?
9. Do you think the DSP program guidelines clearly outline the purpose and objectives of the program and the processes for claiming funds from the program?
10. Is the process for claiming money from the Department clear, consistent and timely? Can you describe the process you follow here at the university?
11. Has the DSP helped the university provide support and equipment to more students that we would have otherwise?
12. Has the DSP helped the university provide a broader range of supports and equipment to students than it would have otherwise?
13. Does the university have a well-developed strategy for attracting and retaining students with disability?
14. What activities/strategies do you fund with DSP money to attract and support students (performance funding component)?
15. Has the DSP assisted the university to design or implement more programs to attract and retain students with disability? If so, how?
16. Do you acknowledge DSP in the information provided to students with disability about the university's support services?
17. In your opinion, is there a high level of awareness across the university about inclusive teaching and learning practices and support for students with disability?
18. In your opinion, what contribution does the DSP make to supporting students with disability? Attracting and retaining students with disability?
19. How could the DSP be improved?



## *Interviews with other stakeholders*

### *Questions*

1. Are you (and your stakeholders) aware of the DSP?
2. What is your understanding of the DSP?
3. Relative to other programs aimed at providing support to students with disabilities, what value do you think the DSP is providing?
4. How effective do you think the DSP is at helping students overcome barriers to higher education?
5. Do you think the introduction of the DSP has assisted higher education providers improve programs aimed at attracting students with disability?
6. Do you think the introduction of the DSP has led to an increase the quality of teaching provided to students with disability?
7. Generally speaking, what aspects of the DSP do you think work well?
8. What could be improved?
9. Do you have any other comments you would like to add?



## Online survey of staff involved in managing or administering support programs for students with disability

### Questions

1. Which university are you currently employed by? *Tick relevant*
2. Does the university provide educational support to assist students with disability to participate in university life?
3. *[Yes/No]*
4. Does the university provide equipment to assist students with disability to participate in university life?
5. *[Yes/No]*
6. What is your role at the university? *[select appropriate]*
  - *Manager/Director – student support*
  - *University Equity/Diversity Officer*
  - *Student liaison officer*
  - *Program administrator – general student programs*
  - *Program administrator – disability programs*
  - *Lecturer/Tutor*
  - *Support worker*
  - *General administrative support*
  - *Other (please specify)*

7. To what extent does your role involve working with or liaising with students with disability, or managing/administering disability-related programs or initiatives?	<b>All/most of my role</b>	<b>A substantial part of my role</b>	<b>Part of my role</b>	<b>A small part of my role</b>	<b>Not part of my role</b>	<b>Don't know</b>
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Please indicate the extent to which you agree or disagree with the following statements:

Questions	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know
8. I have a clear understanding of the university's programs and initiatives aimed at attracting and retaining students with disability.						

Questions	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know
9. The university is proactive about identifying and attracting students with disability.						
10. The university has a clear process to assess the needs of students with disability and allocate support and/or equipment.						
11. The process to assess the needs of students and allocate support and/or equipment works well.						
12. The level of resources allocated by the university to support students with disability is adequate.						

13. How long does it take to assess a student's needs?	<b>0-30mins</b>	<b>0-1hour</b>	<b>0-2hours</b>	<b>More than 2 hours</b>	<b>Don't know</b>
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14. How long does it take your university to process and approve a student's support needs?	<b>0-1week</b>	<b>0-2weeks</b>	<b>0-1month</b>	<b>More than 1 month</b>	<b>Don't know</b>
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15. Students have a Plan or Agreement in place with the university regarding the supports/equipment they receive.	<b>Yes</b>		<b>No</b>			
16. There are opportunities to review the Plan/Agreement with the student as their needs change.	<b>Yes</b>		<b>No</b>			
Questions	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know
17. The university is able to meet the educational support and equipment needs of all students with disability.						

18. What could the university do to better meet the needs of students with disability?	<b>Free text</b>					
19. Reporting against the university's disability support initiatives is appropriate.						

The following questions are about the Disability Support Program

20. Are you aware of the Australian Government's Disability Support Program? If so where did you hear about it from? *[Yes/No – if no skip to section 3]*

21. Are you involved in any aspects of the Disability Support Program? *[Yes/No – if no skip to section 3]*

If yes, what aspects of the Disability Support Program are you involved in?

- *Attracting students with disability*
- *Providing general information to students with disability*
- *Assessing student needs*
- *Providing educational support to students*
- *Processing claims through the Australian Government Department of Education*
- *Accessing information on inclusive teaching methods from the Australian Disability Clearinghouse on Education and Training (ADCET).*



Please indicate the extent to which you agree or disagree with the following statements:

<b>Questions</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Don't know</b>
22. I understand the objectives of the DSP						
23. The DSP program guidelines are accessible and easy to understand						
24. The requirements in relation to preparing and submitting claims for reimbursement under the DSP are clear and straightforward						
25. The requirements in relation to preparing and submitting claims for reimbursement under the DSP are efficient and appropriate.						
26. The Australian Government Department of Education processes claims for reimbursement in a timely way						
27. There is a good understanding of the process by which the DoE distributes Performance Based Disability Support Funding						
28. The process by which the DoE distributes Performance Based Disability Support Funding is transparent and fair						
29. The Australian Government Department of Education is responsive to your questions about the DSP						
30. The DSP is appropriately targeted at the right groups of students						
31. The level of reporting associated with the DSP is appropriate						

32. How long does it take to complete the paperwork necessary to processes a claim through the Australian Government Department of Education?	<b><i>Less than 10 days</i></b>	<b><i>10-15 days</i></b>	<b><i>16-20 days</i></b>	<b><i>More than 20 days</i></b>	<b><i>Don't know</i></b>
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33. How long does it take the Australian Government Department of Education to process claims?	<b>0-1week</b>	<b>0-2weeks</b>	<b>0-1month</b>	<b>More than 1 month</b>	<b>Don't know</b>
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34. How many people are involved in preparing claims for reimbursement?	<b>1person</b>	<b>2-5people</b>	<b>6-10people</b>	<b>More than 11 people</b>	<b>Don't know</b>
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<b>Questions</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Don't know</b>
35. As a result of the DSP the university has been able to provide support to more students.						
36. As result of the DSP the university has been able to provide a broader range of supports and equipment to students.						
37. As a result of the DSP the university is able to implement programs to attract and retain students with disability.						
38. As a result of the DSP the university is able to attract and retain more students with disability.						
39. As a result of the DSP students with disability are better able to achieve their educational goals						
40. As a result of the DSP students with disability are better able to participate in university life.						
41. As a result of the DSP more students with disability are able to access higher education						
42. As a result of the DSP the university is a more inclusive place for people with disability.						

The following questions are about ADCET:

44. I am aware of the ADCET website. Yes/no if no got to the next section
- *I have used the ADCET website in the past three months* yes/no
  - *I have a good understanding of what is available on the ADCET website.*

Questions	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know
45. The materials and resources provided by ADCET help improve teaching or support practices for students with disability						
46. There are high levels of awareness across the university about inclusive teaching, learning and support practices for students with disability.						

45. What are the strengths of the Disability Support Program?

46. How could the Disability Support Program be improved to better support students with disabilities, and higher education providers?



## Online survey of current and past students with disability

### Questions

1. How old are you? *Numeral*
2. What state/territory do you live in? *drop down menu*
3. Are you currently studying? *[Yes / No]*
  - If yes:
    - What institution are you currently attending? *Tick relevant*
    - What level is your course of study? *Tick relevant*  
(E.g. Bachelor's degree, Master's degree, Doctoral degree)
    - How long have you been studying at this university? *drop down menu*
    - Are you a full-time student? *[Yes / No]*
    - Do you study on-campus or by distance? *on-campus/distance/both*
  - If no
    - When did you stop studying? *drop down menu*
    - What Institution did you attend? *Tick relevant*
    - What level was your course of study? *Tick relevant*  
(E.g. Bachelor's degree, Master's degree, Doctoral degree)
    - How long were you studying at this university? *drop down menu*
    - What was the highest degree course you completed? *drop down menu*
    - Did you study full-time? *[Yes / No]*
    - Did you study on-campus or by distance? *on-campus/distance/both*
4. Do you have disability or impairment? *Yes/no*

If yes, what is the nature of your disability or impairment? *Tick relevant*

  - Hearing impairment
  - Visual impairment
  - Physical impairment
  - Neurological
  - Learning difficulties
  - Multiple difficulties
  - Mental Health
  - Other
5. Has the university provided you with any educational support to assist you in your studies?  
[Educational support might include academic note takers, readers, practical assistants and sign interpreter]  
*[Yes/No]*

If yes, what type of support do you receive (or received in the past three years)? *Free text*

6. Has the university provided you with any equipment to assist you to you in your studies? [Equipment might include training in and access to assistive technology, textbooks and educational material in alternative formats]

[Yes/No]

If yes, what type of equipment has the university provided to you (or provided in the past three years)? *Free text*

What other types of support or equipment do you access, outside of university? (e.g. at home, at work, in the community, to get from one place to another) *free text*

7. If you have not accessed any educational support or equipment from your university, why not? Tick all that apply
- I do not need any educational support or equipment
  - I did not know I can access educational support and equipment from my university
  - My university will not provide the educational support and/or equipment I need
  - I access support and/or equipment from other organisations ( e.g. disability support organisations)
  - I pay for the support and/or equipment I need myself
  - Other (free text)

8. When you were deciding on which university to attend, how important were the following factors in influencing your decision to attend the university you currently attend (or attended in the past three years)?

Questions	Very important	Important	Not very important	Not important at all
University's reputation				
University's location ( e.g. it was close to where you live, good transport links)				
University environment and facilities				
Your friends attend (or were planning to attend) the same university				
Physical access considerations ( e.g. to buildings)				
Degree courses offered				

Questions	Very important	Important	Not very important	Not important at all
Scholarships or other financial support provided by the university				
Your knowledge of student life at the university				
Your knowledge of programs and initiatives for students with disability				

9. What did you do to inform your decision about which university to attend?

Questions	yes	no		
I visited the university/faculty website				
I visited the university (e.g. Open Days, special tours etc).				
I spoke to/emailed university academic staff				
I spoke to/emailed university support staff				
I found out about programs and initiatives available for students with disability				
I spoke to/emailed university staff about the types of educational support and equipment I would need and be able to access				
I got a commitment from the university about the specific educational supports and equipment they would provide				
None of the above – I already knew which university to attend				
Other (free text)				

10. What are/were the main barriers to you attending university and successfully completing your studies? (select up to three)

- Difficulties with fully participating in lectures/tutorials – e.g. listening to lectures, participating in discussions
- Missing lectures/tutorials
- Difficulties in reading or understanding course materials, text books
- Difficulties in completing course assignments, exams
- Getting to and from university
- Physical access, including getting around the university campus, accessing buildings
- Other – free text

Questions	Completely	Mostly	Partially	Very little	Not at all	Don't know	Not applicable
11. To what extent has the university helped you overcome these barriers?							

1 Please indicate the extent to which you agree or disagree with the following statements:

Questions	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know	Not applicable
12. The university has clear and accessible information about programs and initiatives for students with disability							
13. When I first came to the university I knew where to go to discuss my education support needs							
14. When I first came to the university, the university worked with me to identify and put in the place the supports and equipment I need							
15. I have a Plan or Agreement in place with my university regarding the supports/equipment I receive.	Yes		No				
16. The university was able to provide me with the educational support and/or equipment I need to help me with my studies.							
17. As my needs have changed, the university has worked with me to modify the support and/or equipment I receive.							



Questions	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know	Not applicable
18. The support and/or equipment I have received has had a significant positive impact on my university experience.							
19. The support and/or equipment I have received has improved my ability to participate in lectures and tutorials.							
20. The support and/or equipment I have received has improved my ability to participate in extra-curricular activities.							
21. It would be more difficult to complete my degree without the supports and/or equipment I receive from the university							
22. I would not be able to complete my degree without the supports and/or equipment I receive from the university							
23. The university is an inclusive place for people with disability.							
24. I am aware of the Government's Disability Support Program.	Yes		No				

25. What could the university do to better support students with disability? (Free text)

## Appendix D: Student Survey Data tables

**Table D1: How Old Are you (n=1804)**

<b>Age Range</b>	<b>Proportion of total responses</b>
<i>Possible Errors (10 and 15)</i>	0%
17-19	8%
20-29	40%
30-39	17%
40-49	17%
50-59	13%
Over 60	5%

**Table D2: What state/territory do you live in? (n=1908)**

<b>State or Territory</b>	<b>Proportion of total responses</b>
<i>Australian Capital Territory</i>	1.6%
<i>New South Wales</i>	18.4%
<i>Northern Territory</i>	0.3%
<i>Queensland</i>	24.1%
<i>South Australia</i>	4.9%
<i>Tasmania</i>	28.7%
<i>Victoria</i>	12.8%
<i>Western Australia</i>	1.6%

**Table D3: Are you currently studying? (n=1908)**

<b>Response</b>	<b>Proportion of Respondents</b>
Yes	94%
No	6%

**Table D4: What university are you currently attending? (n=1753)**

<b>Response</b>	<b>Proportion of Respondents</b>
<i>Australian Catholic University</i>	4.0%
<i>Australian National University</i>	0.1%
<i>Central Queensland University</i>	1.4%
<i>Charles Darwin University</i>	1.0%
<i>Charles Sturt University</i>	0.2%
<i>Curtin University of Technology</i>	3.3%
<i>Deakin University</i>	9.8%
<i>Edith Cowan University</i>	0.9%
<i>Federation University</i>	0.1%
<i>Flinders University</i>	0.9%
<i>Griffith University</i>	0.8%
<i>James Cook University</i>	2.0%
<i>La Trobe University</i>	6.8%
<i>Macquarie University</i>	0.1%
<i>Monash University</i>	5.5%
<i>Murdoch University</i>	4.5%
<i>Queensland University of Technology</i>	5.8%
<i>RMIT University</i>	0.4%
<i>Southern Cross University</i>	4.8%
<i>Swinburne University of Technology</i>	2.1%
<i>The University of Adelaide</i>	3.4%
<i>The University of Melbourne</i>	1.6%
<i>The University of New England</i>	4.1%
<i>The University of New South Wales</i>	1.1%
<i>The University of Newcastle</i>	0.1%
<i>The University of Queensland</i>	5.4%
<i>The University of Sydney</i>	3.8%
<i>The University of Western Australia</i>	4.0%
<i>University of Canberra</i>	1.5%
<i>University of South Australia</i>	4.6%
<i>University of Southern Queensland</i>	7.0%
<i>University of Tasmania</i>	4.7%
<i>University of Technology Sydney</i>	0.2%
<i>University of the Sunshine Coast</i>	0.1%
<i>University of Western Sydney</i>	2.7%
<i>University of Wollongong</i>	0.3%

**Table D5: What level is your course of study? (n=1708)**

<b>Response</b>	<b>Proportion of Respondents</b>
Bachelor's degree	79%
Postgraduate Certificate	2%
Postgraduate Diploma	5%
Master's degree	10%
Doctoral degree	4%

**Table D6: How long have you been studying at this university? (n=1754)**

<b>Response</b>	<b>Proportion of Respondents</b>
1 year	29%
2 years	22%
3 years	18%
4 years	12%
5 years	7%
6 years	4%
7 years	3%
8 years	2%
9 years	1%
10 years	2%
More than 10 years	2%

**Table D7: Are you a full time student? (n=1774)**

<b>Response</b>	<b>Proportion of Respondents</b>
Yes	56%
No	44%

**Table D8: Did you study on campus or off campus? (n=1777)**

<b>Response</b>	<b>Proportion of Respondents</b>
On-campus	64%
Both	16%
Distance	19%

**Table D9: Non-current students - when did you stop studying? (n=94)**

<b>Year</b>	<b>Proportion of Respondents</b>
2014	62%
2013	26%
2012	7%
2011	3%
Prior to 2011	2%

**Table D10: Non-current students - what university did you attend? (n=113)**

<b>Response</b>	<b>Proportion of Respondents</b>
Central Queensland University	7.1%
Curtin University of Technology	1.8%
Deakin University	23.9%
Edith Cowan University	0.9%
Griffith University	1.8%
James Cook University	0.9%
La Trobe University	0.9%
Macquarie University	0.9%
Monash University	5.3%
Murdoch University	9.7%
Queensland University of Technology	0.9%
RMIT University	0.9%
Southern Cross University	1.8%
Swinburne University of Technology	1.8%
The University of Adelaide	0.9%
The University of Melbourne	0.9%
The University of New England	6.2%
The University of Newcastle	0.9%
The University of Queensland	3.5%
The University of Sydney	6.2%
The University of Western Australia	1.8%
University of Canberra	1.8%
University of South Australia	5.3%
University of Southern Queensland	5.3%
University of Tasmania	5.3%
University of Technology Sydney	0.9%
Victoria University	2.7%

**Table D11: Non-current students - what level was your course of study? (n=109)**

<b>Response</b>	<b>Proportion of Respondents</b>
<i>Bachelor's degree</i>	68%
<i>Postgraduate Certificate</i>	10%
<i>Postgraduate Diploma</i>	5%
<i>Master's degree</i>	11%
<i>Doctoral degree</i>	6%

**Table D12: Non-current students -how long were you studying at this university? (n=110)**

<b>Response</b>	<b>Proportion of Respondents</b>
<i>1 year</i>	18%
<i>2 years</i>	13%
<i>3 years</i>	8%
<i>4 years</i>	26%
<i>5 years</i>	11%
<i>6 years</i>	7%
<i>7 years</i>	5%
<i>8 years</i>	4%
<i>9 years</i>	4%
<i>10 years</i>	3%
<i>More than 10 years</i>	1%

**Table D13: Do you have disability or impairment? (n=1998)**

<b>Response</b>	<b>Proportion of Respondents</b>
<i>Yes</i>	95%
<i>No</i>	5%

**Table D14: What is the nature of your disability? (n=1897)**

<b>Response</b>	<b>Respondents</b>	<b>Proportion of total respondents</b>
Hearing Impairment	160	8%
Visual Impairment	159	8%
Physical Impairment	590	31%
Neurological	312	16%
Learning difficulties	329	17%
Multiple difficulties	211	11%
Mental Health	845	45%
Other	324	17%

**Table D15: Has the University provided you with any educational support to assist you in your studies? (n=1895)**

<b>Response</b>	<b>Proportion of Respondents</b>
Yes	62%
No	38%

**Table D16: Has the University provided you with any equipment to assist you in your studies? (n=1868)**

<b>Response</b>	<b>Proportion of Respondents</b>
Yes	29%
No	71%

**Table D17: If you have not accessed any educational support or equipment from your university, why not? (n=1200)**

<b>Response</b>	<b>Number of respondents</b>	<b>Proportion of total respondents</b>
I do not need educational support or equipment	656	55%
I did not know I can access educational support from my university	238	20%
My university will not provide educational support and/or equipment I need	87	7%
I access support and/or equipment from other organisations (e.g. disability support organisation)	61	5%
I pay for the support and/or equipment I need myself	192	16%
Other	183	15%



**Table D18: When you were deciding on which university to attend how important were the following factors in influencing your decision to attend the university you currently attend (or attended in the past three years) - university reputation (n=1772)**

<b>Response</b>	<b>Proportion of Respondents</b>
Very Important	30%
Important	49%
Not Very Important	16%
Not Important At All	4%

**Table D19: When you were deciding on which university to attend how important were the following factors in influencing your decision to attend the university you currently attend (or attended in the past three years) - university's location (n=1773)**

<b>Response</b>	<b>Proportion of Respondents</b>
Very Important	47%
Important	28%
Not Very Important	15%
Not Important At All	10%

**Table D20: When you were deciding on which university to attend how important were the following factors in influencing your decision to attend the university you currently attend (or attended in the past three years) - university environment and facilities (n=1714)**

<b>Response</b>	<b>Proportion of Respondents</b>
Very Important	31%
Important	45%
Not Very Important	16%
Not Important At All	8%

**Table D21: When you were deciding on which university to attend how important were the following factors in influencing your decision to attend the university you currently attend (or attended in the past three years) - Your friends attend (or are planning to attend) the same university (n=1705)**

<b>Response</b>	<b>Proportion of Respondents</b>
Very Important	3%
Important	8%
Not Very Important	29%
Not Important At All	60%

**Table D22: When you were deciding on which university to attend how important were the following factors in influencing your decision to attend the university you currently attend (or attended in the past three years) - Physical access considerations (n=1694)**

<b>Response</b>	<b>Proportion of Respondents</b>
Very Important	13%
Important	21%
Not Very Important	28%
Not Important At All	38%

**Table D23: When you were deciding on which university to attend how important were the following factors in influencing your decision to attend the university you currently attend (or attended in the past three years) - Degree courses offered (n=1717)**

<b>Response</b>	<b>Proportion of Respondents</b>
Very Important	71%
Important	25%
Not Very Important	3%
Not Important At All	2%

**Table 24: When you were deciding on which university to attend how important were the following factors in influencing your decision to attend the university you currently attend (or attended in the past three years) - Scholarships or other financial support provided by the university (n=1701)**

<b>Response</b>	<b>Proportion of Respondents</b>
Very Important	18%
Important	25%
Not Very Important	32%
Not Important At All	24%

**Table D25: When you were deciding on which university to attend how important were the following factors in influencing your decision to attend the university you currently attend (or attended in the past three years) - Your knowledge of student life at the university (n=1701)**

<b>Response</b>	<b>Proportion of Respondents</b>
Very Important	10%
Important	24%
Not Very Important	34%
Not Important At All	32%

**Table D26: When you were deciding on which university to attend how important were the following factors in influencing your decision to attend the university you currently attend (or attended in the past three years) - your knowledge of programs and initiatives for students with disability (n=1708)**

<b>Response</b>	<b>Proportion of Respondents</b>
Very Important	23%
Important	30%
Not Very Important	26%
Not Important At All	21%

**Table D27: What did you do to inform your decision about which university to / attend?-I visited the university/faculty website (n=1693)**

<b>Response</b>	<b>Proportion of Respondents</b>
Yes	82%
No	18%

**Table D28: What did you do to inform your decision about which university to / attend?-I visited the university (b=1681)**

<b>Response</b>	<b>Proportion of Respondents</b>
Yes	53%
No	47%

**Table D29: What did you do to inform your decision about which university to / attend?-I spoke to/emailed university academic staff (b=1684)**

<b>Response</b>	<b>Proportion of Respondents</b>
Yes	46%
No	54%

**Table D30: What did you do to inform your decision about which university to / attend?-I spoke to/emailed university support staff (n=1678)**

<b>Response</b>	<b>Proportion of Respondents</b>
Yes	47%
No	53%

**Table D31: What did you do to inform your decision about which university to / attend?-I found out what programs and initiatives are available for students with disability (n=1683)**

<b>Response</b>	<b>Proportion of Respondents</b>
Yes	39%
No	61%

**Table D32: What did you do to inform your decision about which university to / attend?-I spoke to/emailed university staff about the specific educational supports and equipment they would provide (n=1680)**

<b>Response</b>	<b>Proportion of Respondents</b>
Yes	29%
No	71%

**Table D33: What did you do to inform your decision about which university to / attend?-I got a commitment from the university about the specific educational supports and equipment they would provide (n=1659)**

<b>Response</b>	<b>Proportion of Respondents</b>
Yes	21%
No	79%

**Table D34: What did you do to inform your decision about which university to / attend?-None of the above - I already knew which university to attend (n=1428)**

<b>Response</b>	<b>Proportion of Respondents</b>
Yes	27%
No	73%

**Table D35: What did you do to inform your decision about which university to / attend?-Other (n=1111)**

<b>Response</b>	<b>Proportion of Respondents</b>
Yes	19%
No	81%

**Table D36: What were the main barriers to you attending university and successfully completing your studies? (Select up to 3) (n=1674)**

<b>Response</b>	<b>Respondents</b>	<b>Proportion of total respondents</b>
Difficulties with full participating in lectures/tutorials	775.00	46%
Missing lectures/tutorials	669.00	40%
Difficulties in understanding course materials, text books	437.00	26%
Difficulties in completing course assignments, exams	1074.00	64%
Getting to and from university	321.00	19%
Physical access, including getting around the university campus, accessing buildings	180.00	11%
Other	344.00	21%

**Table D37: To what extent has the university helped you over come these barriers? (n=1607)**

<b>Response</b>	<b>Proportion of respondents</b>
Completely	15%
Mostly	40%
Partially	25%
Very little	11%
Not at all	7%
Don't know	1%

**Table D37i: To what extent has the university helped you over come these barriers? - Other Disability (n=261)**

<b>Response</b>	<b>Proportion of respondents</b>
Completely	18%
Mostly	41%
Partially	21%
Very little	12%
Not at all	6%
Don't know	2%

**Table D37ii: To what extent has the university helped you over come these barriers? - Hearing impairment (n=145)**

<b>Response</b>	<b>Proportion of respondents</b>
Completely	10%
Mostly	42%
Partially	27%
Very little	10%
Not at all	8%
Don't know	3%

**Table D37iii: To what extent has the university helped you over come these barriers? - Visual Impairment (n=132)**

<b>Response</b>	<b>Proportion of respondents</b>
Completely	13%
Mostly	40%
Partially	30%
Very little	11%
Not at all	5%
Don't know	1%

**Table D37iv: To what extent has the university helped you over come these barriers? - Physical impairment(n=508)**

<b>Response</b>	<b>Proportion of respondents</b>
Completely	18%
Mostly	42%
Partially	21%
Very little	9%
Not at all	8%
Don't know	1%

**Table D37v: To what extent has the university helped you over come these barriers? - Neurological (n=264)**

<b>Response</b>	<b>Proportion of respondents</b>
Completely	14%
Mostly	37%
Partially	23%
Very little	15%
Not at all	10%
Don't know	0%

**Table D37vi: To what extent has the university helped you over come these barriers? - Learning difficulties (n=281)**

<b>Response</b>	<b>Proportion of respondents</b>
Completely	9%
Mostly	41%
Partially	26%
Very little	16%
Not at all	8%
Don't know	1%

**Table D37vii: To what extent has the university helped you over come these barriers? - multiple difficulties (n=186)**

<b>Response</b>	<b>Proportion of respondents</b>
Completely	13%
Mostly	38%
Partially	32%
Very little	9%
Not at all	8%
Don't know	1%

**Table D37viii: To what extent has the university helped you over come these barriers? - mental health (n=738)**

<b>Response</b>	<b>Proportion of respondents</b>
Completely	13%
Mostly	39%
Partially	27%
Very little	13%
Not at all	7%
Don't know	1%



**Table D38: Please Indicate the extent to which you agree or disagree with the / following statements-The university has clear and accessible information about programs and initiatives for students with disability. (n=1689)**

<b>Response</b>	<b>Proportion of respondents</b>
Strongly agree	23%
Agree	43%
Neither agree nor disagree	15%
Disagree	10%
Strongly disagree	5%
Don't know	3%

**Table D39: Please Indicate the extent to which you agree or disagree with the / following statements-When I first came to university I knew where to go to discuss my education support needs. (n=1625)**

<b>Response</b>	<b>Proportion of respondents</b>
Strongly agree	19%
Agree	32%
Neither agree nor disagree	14%
Disagree	21%
Strongly disagree	12%
Don't know	2%

**Table D40: Please Indicate the extent to which you agree or disagree with the / following statements-When I first came to university, the university worked with me to identify and put in place the supports and equipment I need. (n=1526)**

<b>Response</b>	<b>Proportion of respondents</b>
Strongly agree	27%
Agree	29%
Neither agree nor disagree	17%
Disagree	15%
Strongly disagree	11%
Don't know	1%

**Table D41: Please Indicate the extent to which you agree or disagree with the / following statements-The university was able to provide me with the educational support and/or equipment I need to help me with my studies. (n=1545)**

<b>Response</b>	<b>Proportion of respondents</b>
Strongly agree	28%
Agree	39%
Neither agree nor disagree	16%
Disagree	9%
Strongly disagree	8%
Don't know	1%

**Table D42: Please Indicate the extent to which you agree or disagree with the / following statements-As my needs have changed, the university has worked with me to modify the support and/or equipment I receive. (n=1403)**

<b>Response</b>	<b>Proportion of respondents</b>
Strongly agree	28%
Agree	32%
Neither agree nor disagree	20%
Disagree	10%
Strongly disagree	9%
Don't know	1%

**Table D43: Please Indicate the extent to which you agree or disagree with the / following statements-The support and/or equipment I have received has had a significant positive impact on my university experience. (n=1582)**

<b>Response</b>	<b>Proportion of respondents</b>
Strongly agree	37%
Agree	35%
Neither agree nor disagree	14%
Disagree	6%
Strongly disagree	6%
Don't know	1%

**Table D44: Please Indicate the extent to which you agree or disagree with the / following statements-The support and/or equipment I have received has improved my ability to participate in lectures and tutorials. (n= 1372)**

<b>Response</b>	<b>Proportion of respondents</b>
Strongly agree	25%
Agree	28%
Neither agree nor disagree	27%
Disagree	11%
Strongly disagree	8%
Don't know	1%

**Table D45: Please Indicate the extent to which you agree or disagree with the / following statements-The support and/or equipment I have receive has improved my ability to participate in extra-curricular activities. (n=1150)**

<b>Response</b>	<b>Proportion of respondents</b>
Strongly agree	12%
Agree	17%
Neither agree nor disagree	37%
Disagree	17%
Strongly disagree	13%
Don't know	3%

**Table D46: Please Indicate the extent to which you agree or disagree with the / following statements-It would be more difficult to complete my degree without the supports and/or equipment I receive from the university. (n=1573)**

<b>Response</b>	<b>Proportion of respondents</b>
Strongly agree	52%
Agree	30%
Neither agree nor disagree	9%
Disagree	4%
Strongly disagree	3%
Don't know	2%

**Table D47: Please Indicate the extent to which you agree or disagree with the / following statements-I would not be able to complete my degree without the supports and/or equipment I receive from the university. (n=1557)**

<b>Response</b>	<b>Proportion of respondents</b>
Strongly agree	38%
Agree	25%
Neither agree nor disagree	17%
Disagree	11%
Strongly disagree	6%
Don't know	3%

**Table D48: Please Indicate the extent to which you agree or disagree with the / following statements-The university is an inclusive place for students with disability. (n=1654)**

<b>Response</b>	<b>Proportion of respondents</b>
Strongly agree	36%
Agree	31%
Neither agree nor disagree	15%
Disagree	7%
Strongly disagree	7%
Don't know	3%

**Table D49: I have a Plan or Agreement in place with my university regarding the supports and equipment I receive. (n=1697)**

<b>Response</b>	<b>Proportion of respondents</b>
Yes	79%
No	21%

**Table D50: I am aware of the Government's Disability Support Program. (n=1695)**

<b>Response</b>	<b>Proportion of respondents</b>
Yes	30%
No	70%

## Appendix E: Staff Survey Data tables

**Table E1: "What university are you currently employed by?" (n=578)**

<b>University</b>	<b>Proportion of responses</b>
<i>Australian Catholic University</i>	1 %
<i>Australian National University</i>	0%
<i>Central Queensland University</i>	1 %
<i>Charles Darwin University</i>	0%
<i>Charles Sturt University</i>	0%
<i>Curtin University of Technology</i>	1 %
<i>Deakin University</i>	1 %
<i>Edith Cowan University</i>	0%
<i>Federation University</i>	1 %
<i>Flinders University</i>	2%
<i>Griffith University</i>	2%
<i>James Cook University</i>	1%
<i>La Trobe University</i>	1 %
<i>Macquarie University</i>	1 %
<i>Monash University</i>	52 %
<i>Murdoch University</i>	0%
<i>Queensland University of Technology</i>	1 %
<i>RMIT University</i>	1%
<i>Southern Cross University</i>	6%
<i>Swinburne University of Technology</i>	1 %
<i>The University of Adelaide</i>	0%
<i>The University of Melbourne</i>	2%
<i>The University of New England</i>	2%
<i>The University of New South Wales</i>	4%
<i>The University of Newcastle</i>	1 %
<i>The University of Queensland</i>	4%
<i>The University of Sydney</i>	3%
<i>The University of Western Australia</i>	5%
<i>University of Canberra</i>	1 %
<i>University of South Australia</i>	1%
<i>University of Southern Queensland</i>	1 %
<i>University of Tasmania</i>	2%
<i>University of the Sunshine Coast</i>	1 %
<i>University of Western Sydney</i>	1 %
<i>Victoria University</i>	0%

**Table E2: "Does the university provide educational support to assist students with disability to participate in university life?" (n=553)**

<b>Response</b>	<b>Proportion of responses</b>
Yes	100%
No	0%

**Table E3: "Does the university provide equipment to assist students with disability to participate in university life?" (n=536)**

<b>Response</b>	<b>Proportion of responses</b>
Yes	97%
No	3%

**Table E4: "What is your role at the university?" (n=551)**

<b>Role</b>	<b>Responses</b>	<b>Proportion of total responses</b>
Manager/Director - student support	33	6%
University equity/diversity officer	52	9%
Student liaison officer	50	9%
Program administrator - general student program	25	5%
Program administrator - disability programs	15	3%
Lecturer/Tutor	273	50%
Support worker	29	5%
General administrative support	29	5%
Other	68	12%

**Table E5: To what extent does your role involve working with or liaising with students with disability, or managing/administering disability-related programs or initiatives? (n=543)**

<b>Response</b>	<b>Proportion of total responses</b>
All / most of my role	19%
A substantial part of my role	10%
A small part of my role	43%
Part of my role	20%
Not part of my role	8%
Don't know	0%

**Table E6: Please indicate the extent to which you agree or disagree with the / following statements-I have a clear understanding of the university's programs and initiatives aimed at attracting and retaining students with disability. (n=481)**

<b>Response</b>	<b>Proportion of total responses</b>
Strongly agree	27%
Agree	42%
Neither agree nor disagree	16%
Disagree	10%
Strongly disagree	3%
Don't know	2%

**Table E7: Please indicate the extent to which you agree or disagree with the / following statements-The university is proactive about identifying and attracting students with disability. (n=479)**

<b>Response</b>	<b>Proportion of total responses</b>
Strongly agree	19%
Agree	35%
Neither agree nor disagree	23%
Disagree	7%
Strongly disagree	2%
Don't know	14%

**Table E8: Please indicate the extent to which you agree or disagree with the / following statements-The university has a clear process to assess the needs of students with disability and allocate support and/or equipment. (n=480)**

<b>Response</b>	<b>Proportion of total responses</b>
Strongly agree	38%
Agree	44%
Neither agree nor disagree	6%
Disagree	4%
Strongly disagree	0%
Don't know	8%

**Table E9: Please indicate the extent to which you agree or disagree with the / following statements-The process to assess the needs of students and allocate support and/or equipment works well. (n=480)**

<b>Response</b>	<b>Proportion of total responses</b>
Strongly agree	25%
Agree	41%
Neither agree nor disagree	15%
Disagree	6%
Strongly disagree	1%
Don't know	12%

**Table E10: Please indicate the extent to which you agree or disagree with the / following statements-The level of resources allocated by the university to support students with disability is adequate. (n=478)**

<b>Response</b>	<b>Proportion of total responses</b>
Strongly agree	12%
Agree	34%
Neither agree nor disagree	20%
Disagree	13%
Strongly disagree	5%
Don't know	15%

**Table E11: How long does it take to assess a student's needs? (n=478)**

<b>Response</b>	<b>Proportion of total responses</b>
0-30 minutes	4%
30 minutes-1 hour	22%
1 hour-2 hours	13%
More than 2 hours	5%
Don't know	56%

**Table E12: How long does it take your university to process and approve a student's support needs? (n=477)**

<b>Response</b>	<b>Proportion of total responses</b>
0-1 week	23%
1-2 weeks	16%
3 weeks-1 month	3%
More than 1 month	1%
Don't know	57%

**Table E13: Do students have a Plan or Agreement in place with the university regarding the supports/equipment they receive? (n=435)**

<b>Response</b>	<b>Proportion of total responses</b>
Yes	95%
No	5%

**Table E14: Are there opportunities to review the Plan/Agreement with the student as their needs change? (n=423)**

<b>Response</b>	<b>Proportion of total responses</b>
Yes	94%
No	6%



**Table E15: Please indicate the extent to which you agree or disagree with the / following statements:-The university is able to meet the educational support and equipment needs of all students with disability. (n=472)**

<b>Response</b>	<b>Proportion of total responses</b>
Strongly Agree	8%
Agree	44%
Neither agree nor disagree	17%
Disagree	12%
Strongly disagree	2%
Don't know	17%

**Table E16: Please indicate the extent to which you agree or disagree with the / following statements:-Reporting against the university's disability support initiatives is appropriate. (n=469)**

<b>Response</b>	<b>Proportion of total responses</b>
Strongly Agree	10%
Agree	34%
Neither agree nor disagree	19%
Disagree	5%
Strongly disagree	1%
Don't know	31%

**Table E17: Are you aware of the Australian Government's Disability Support Program? (n=476)**

<b>Response</b>	<b>Proportion of total responses</b>
Yes	56%
No	44%

**Table E18: Are you involved in any aspects of the Disability Support Program? (n=260)**

<b>Response</b>	<b>Proportion of total responses</b>
Yes	37%
No	63%

**Table E19: What aspect of the Disability Support Program are you involved in? (n=87)**

<b>Response</b>	<b>Responses</b>	<b>Proportion of total responses</b>
Attracting students with disability	43	49%
Providing general information to students with disability	70	80%
Assessing student needs	66	76%
Providing educational support to students	68	78%
Processing claims through the Australian Government Department of Education	30	34%
Accessing information on inclusive teaching methods from the Australian Disability Clearinghouse on Education and Training (ADCET)	53	61%

**Table E20: Please indicate the extent to which you agree or disagree with the / following statements:-I understand the objectives of the DSP. (n=86)**

<b>Response</b>	<b>Proportion of total responses</b>
Strongly agree	36%
Agree	57%
Neither agree nor disagree	5%
Disagree	2%

**Table E20(i): Please indicate the extent to which you agree or disagree with the / following statements:-I understand the objectives of the DSP - staff involved in the processing of claims for the department (n=30)**

<b>Response</b>	<b>Proportion of total responses</b>
Strongly agree	63%
Agree	37%

**Table E21: Please indicate the extent to which you agree or disagree with the / following statements:-The DSP program guidelines are accessible and easy to understand. (n=86)**

<b>Response</b>	<b>Proportion of total responses</b>
Strongly agree	13%
Agree	47%
Neither agree nor disagree	27%
Disagree	7%
Strongly disagree	1%
Don't Know	6%

**Table E22: Please indicate the extent to which you agree or disagree with the / following statements:-The requirements in relation to preparing and submitting claims for reimbursement under the DSP are clear and straightforward. (N=86)**

<b>Response</b>	<b>Proportion of total responses</b>
Strongly agree	8%
Agree	28%
Neither agree nor disagree	49%
Disagree	7%
Strongly disagree	1%
Don't know	7%

**Table E22 (i): Please indicate the extent to which you agree or disagree with the / following statements:-The requirements in relation to preparing and submitting claims for reimbursement under the DSP are clear and straightforward. - people involved in processing claims through the Australian Government Department of Education (n=30)**

<b>Response</b>	<b>Proportion of total responses</b>
Strongly agree	17%
Agree	53%
Neither agree nor disagree	20%
Disagree	10%

**Table E23: Please indicate the extent to which you agree or disagree with the / following statements:-The requirements in relation to preparing and submitting claims for reimbursement under the DSP are efficient and appropriate. (n=86)**

<b>Response</b>	<b>Proportion of total responses</b>
Strongly agree	6%
Agree	22%
Neither agree nor disagree	51%
Disagree	8%
Strongly disagree	5%
Don't know	8%

**Table E23(i): Please indicate the extent to which you agree or disagree with the / following statements:-The requirements in relation to preparing and submitting claims for reimbursement under the DSP are efficient and appropriate. - Only staff involved in the processing of claims through the Australian Government Department of Education (n=30)**

<b>Response</b>	<b>Proportion of total responses</b>
Strongly agree	10%
Agree	43%
Neither agree nor disagree	23%
Disagree	13%
Strongly disagree	7%
Don't know	3%

**Table E24: Please indicate the extent to which you agree or disagree with the / following statements:-The Australian Government Department of Education processes claims for reimbursement in a timely way. (n=30)**

<b>Response</b>	<b>Proportion of total responses</b>
Strongly agree	7%
Agree	7%
Neither agree nor disagree	23%
Disagree	37%
Strongly disagree	20%
Don't Know	7%

**Table E25: Please indicate the extent to which you agree or disagree with the / following statements:-There is a good understanding of the process by which the Australian Government Department of Education distributes Performance Based Disability Support Funding. (n=30)**

<b>Response</b>	<b>Proportion of total responses</b>
Strongly agree	3%
Agree	13%
Neither agree nor disagree	40%
Disagree	30%
Strongly disagree	7%
Don't know	7%

**Table E26: Please indicate the extent to which you agree or disagree with the / following statements:-The process by which the Australian Government Department of Education distributes Performance Based Disability Support Funding is transparent and fair. (n=30)**

<b>Response</b>	<b>Proportion of total responses</b>
Strongly agree	3%
Agree	13%
Neither agree nor disagree	40%
Disagree	27%
Strongly disagree	10%
Don't know	7%

**Table E27: Please indicate the extent to which you agree or disagree with the / following statements:-The Australian Government Department of Education is responsive to your questions about the DSP. (n=30)**

<b>Response</b>	<b>Proportion of total responses</b>
Strongly agree	20%
Agree	40%
Neither agree nor disagree	30%
Disagree	7%
Don't know	3%

**Table E28: Please indicate the extent to which you agree or disagree with the / following statements:-The DSP is appropriately targeted at the right groups of students. (n=84)**

<b>Response</b>	<b>Proportion of total responses</b>
Strongly agree	12%
Agree	42%
Neither agree nor disagree	30%
Disagree	11%
Strongly disagree	1%
Don't know	5%

**Table E29: Please indicate the extent to which you agree or disagree with the / following statements:-The level of reporting associated with the DSP is appropriate. (n=85)**

<b>Response</b>	<b>Proportion of total responses</b>
Strongly agree	4%
Agree	33%
Neither agree nor disagree	41%
Disagree	11%
Strongly disagree	2%
Don't know	9%

**Table E29 (i): Please indicate the extent to which you agree or disagree with the / following statements:-The level of reporting associated with the DSP is appropriate. - Only staff involved in processing claims through the Australian Government Department of Education (n=30)**

<b>Response</b>	<b>Proportion of total responses</b>
Strongly agree	7%
Agree	57%
Neither agree nor disagree	23%
Disagree	13%

**Table E30: How long does it take to complete the paperwork necessary to process a claim through the Australian Government Department of Education? (n=87)**

<b>Response</b>	<b>Proportion of total responses</b>
Less than 10 days	11%
10-15 days	10%
16-20 days	9%
More than 20 days	14%
Don't know	55%

**Table E30 (i): How long does it take to complete the paperwork necessary to process a claim through the Australian Government Department of Education? - people involved in processing claims through the Australian Government Department of Education (n=30)**

<b>Response</b>	<b>Proportion of total responses</b>
Less than 10 days	27%
10-15 days	27%
16-20 days	13%
More than 20 days	30%
Don't know	3%

**Table E31: How long does it take the Australian Government Department of Education to process claims? (n=87)**

<b>Response</b>	<b>Proportion of total responses</b>
3 weeks-1 month	2%
More than 1 month	37%
Don't know	61%

**Table E32: How many people are involved in preparing claims for reimbursement? (n=87)**

<b>Response</b>	<b>Proportion of total responses</b>
1 person	14%
2-5 people	41%
6-10 people	6%
More than 11 people	3%
Don't know	36%

**Table E32 (i): How many people are involved in preparing claims for reimbursement? - staff involved in processing claims through the Australian Government Department of Education (n=30)**

<b>Response</b>	<b>Proportion of total responses</b>
1 person	10%
2-5 people	80%
6-10 people	7%
Don't know	3%

**Table E33: Please indicate the extent to which you agree or disagree with the / following statements:-As a result of the DSP the university has been able to provide support to more students. (n=86)**

<b>Response</b>	<b>Proportion of total responses</b>
Strongly agree	17%
Agree	51%
Neither agree nor disagree	16%
Disagree	6%
Strongly disagree	1%
Don't know	8%

**Table E34: Please indicate the extent to which you agree or disagree with the / following statements:-As result of the DSP the university has been able to provide a broader range of supports and equipment to students. (n=86)**

<b>Response</b>	<b>Proportion of total responses</b>
Strongly agree	20%
Agree	55%
Neither agree nor disagree	12%
Disagree	5%
Strongly disagree	1%
Don't know	8%

**Table E35: Please indicate the extent to which you agree or disagree with the / following statements:-As a result of the DSP the university is able to implement programs to attract and retain students with disability. (n=86)**

<b>Response</b>	<b>Proportion of total responses</b>
Strongly agree	14%
Agree	42%
Neither agree nor disagree	21%
Disagree	10%
Strongly disagree	2%
Don't know	10%

**Table E36: Please indicate the extent to which you agree or disagree with the / following statements:-As a result of the DSP the university is able to attract and retain more students with disability. (n=83)**

<b>Response</b>	<b>Proportion of total responses</b>
Strongly agree	16%
Agree	43%
Neither agree nor disagree	19%
Disagree	5%
Strongly disagree	1%
Don't know	16%

**Table E37: Please indicate the extent to which you agree or disagree with the / following statements:-As a result of the DSP students with disability are better able to achieve their educational goals (n=86)**

<b>Response</b>	<b>Proportion of total responses</b>
Strongly agree	20%
Agree	60%
Neither agree nor disagree	10%
Disagree	1%
Strongly disagree	1%
Don't know	7%

**Table E38: Please indicate the extent to which you agree or disagree with the / following statements:-As a result of the DSP students with disability are better able to participate in university life. (n=86)**

<b>Response</b>	<b>Proportion of total responses</b>
Strongly agree	21%
Agree	59%
Neither agree nor disagree	10%
Disagree	1%
Strongly disagree	2%
Don't know	6%

**Table E39: Please indicate the extent to which you agree or disagree with the / following statements:-As a result of the DSP more students with disability are able to access higher education (n=86)**

<b>Response</b>	<b>Proportion of total responses</b>
Strongly agree	23%
Agree	56%
Neither agree nor disagree	12%
Strongly disagree	2%
Don't know	7%

**Table E40: Please indicate the extent to which you agree or disagree with the / following statements:-As a result of the DSP the university is a more inclusive place for people with disability. (n=86)**

<b>Response</b>	<b>Proportion of total responses</b>
Strongly agree	22%
Agree	50%
Neither agree nor disagree	16%
Disagree	3%
Strongly disagree	2%
Don't know	6%



**Table E41: I am aware of the ADCET website. (n=462)**

<b>Response</b>	<b>Proportion of total responses</b>
Yes	29%
No	71%

**Table E42: I have visited the ADCET website in the past three months. (n=136)**

<b>Response</b>	<b>Proportion of total responses</b>
Yes	61%
No	39%

**Table E43: I have a good understanding of what is available on the ADCET website. (n=136)**

<b>Response</b>	<b>Proportion of total responses</b>
Yes	74%
No	26%

**Table E44: Please indicate the extent to which you agree or disagree with the / following statements:-The materials and resources provided by ADCET help improve teaching or support practices for students with disability. (n=135)**

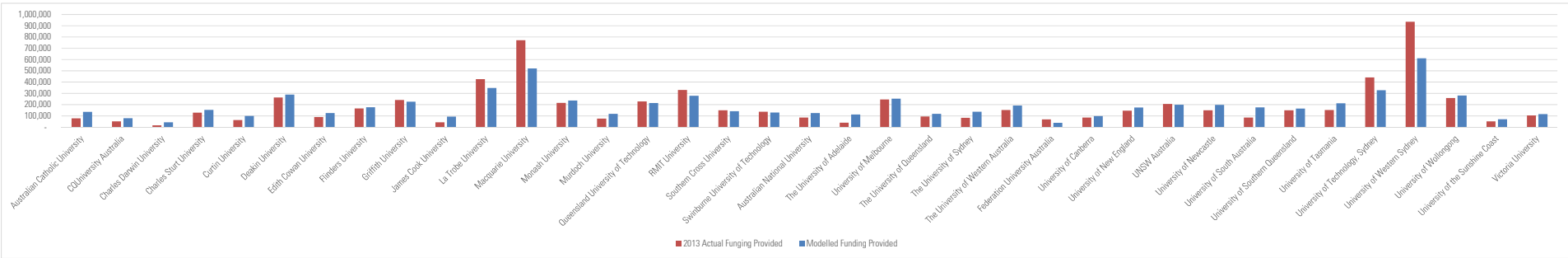
<b>Response</b>	<b>Proportion of total responses</b>
Strongly agree	32%
Agree	44%
Neither agree nor disagree	13%
Disagree	1%
Don't know	11%

**Table E45: Please indicate the extent to which you agree or disagree with the / following statements:-There are high levels of awareness across the university about inclusive teaching, learning and support practices for students with disability. (n=135)**

<b>Response</b>	<b>Proportion of total responses</b>
Strongly agree	3%
Agree	27%
Neither agree nor disagree	36%
Disagree	27%
Strongly disagree	5%
Don't know	1%

# Appendix F: Modelled impact of changed funding ratio between ASD and performance based funding

50-50 split of funding between ASD and performance based funding vs 2013 actual funding



100% performance based funding vs 2013 actual funding

