



NCSEHE

National Centre for Student
Equity in Higher Education



Curtin University

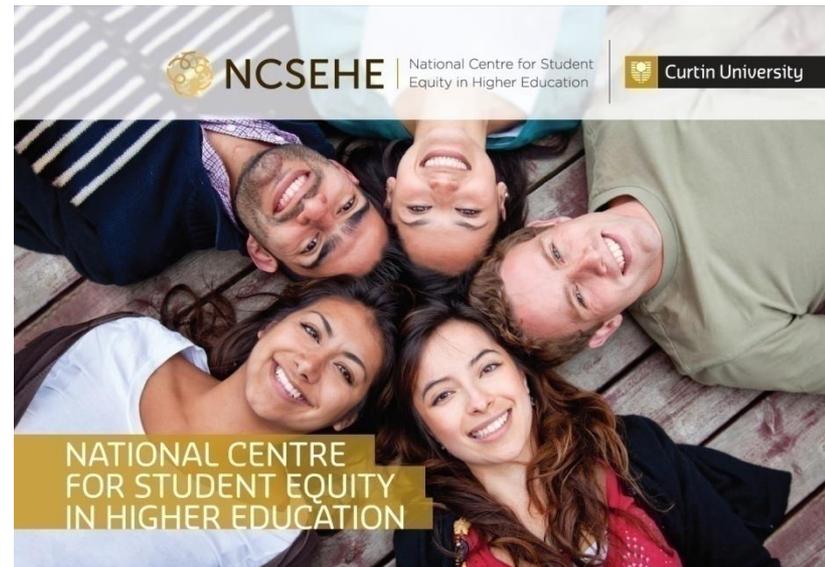
EMERGING CHALLENGES FOR STUDENTS WITH DISABILITY PARTICIPATING IN HIGHER EDUCATION

Ian Cunninghame and Sue Trinidad, NCSEHE

30/11/2016

Emerging Challenges for Students with Disability Participating in Higher Education

- Role of Higher Education
- Equity participation
- Opportunity
- Access
- Comparisons



Collaborating with ADCET/ ATEND



Australian Disability Clearinghouse on Education & Training (ADCET)

The Australian Federal Government, under the Higher Education Disability Support Program, is funding the maintenance of the Australian Disability Clearinghouse on Education and Training (ADCET) website. The site,...

Disability, General



Supporting Students with Autism Spectrum Disorder in Higher Education

...ADCET and the Australian Tertiary Education Network on Disability (ATEND), in partnership with the National Centre for Student Equity in Higher Education (NCSEHE) are excited to be able to...

General



Supporting tertiary students with disabilities: individualised and institution-level approaches in practice

...This **webinar**, a joint ADCET and National Centre for Vocational Education Research (NCVER) event, will present findings from a recently released research project, Supporting tertiary students with disabilities: Exploring...

General

Collaborating through ADCET/ ATEND Webinars

NEWS & EVENTS

HOME / NEWS & EVENTS / EVENTS / HOW TO TRANSITION TO TERTIARY STUDY: HELPFUL HINTS FOR STUDENTS WITH AUTISM SPECTRUM DISORDER WEBINAR

NOV 2016						
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How to Transition to Tertiary Study: Helpful Hints for Students with Autism Spectrum Disorder Webinar

EVENT DETAILS

Webinar
23 June 2015
1pm - 2pm AEDT

[ADCET](#) in partnership with [ATEND](#) invite you to participate in a webinar, **How to Transition to Tertiary Study: Helpful Hints for Students with Autism Spectrum Disorder**.

Led by National Disability Coordination Officer Programme (NDCO) Project Officer, Debbie Hindle, this webinar will introduce a new, freely available resource, aimed at helping students with Autism Spectrum Disorder navigate new learning environments.

Increasing numbers of students with Autism Spectrum Disorders (ASD) are undertaking studies at university and TAFEs. Many of these students find these learning environments 'unpredictable, illogical, noisy and populated with people who communicate unclearly and are unreliable' (Beardon, Martin & Woolsey, 2009). This can present many challenges for students with ASD including those associated with understanding the new environment, managing the study requirements, communication, and seeking additional assistance

- VIEW NEWS
- VIEW EVENTS
- VIEW EDITORIAL
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 - Editorial
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 - My Story
 - Regional

NEWS & EVENTS

HOME / NEWS & EVENTS / EVENTS / SUPPORTING STUDENTS WITH AUTISM SPECTRUM DISORDER IN HIGHER EDUCATION

NOV 2016						
M	T	W	T	F	S	S
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28	29	30	1	2	3	4



Supporting Students with Autism Spectrum Disorder in Higher Education

EVENT DETAILS

Webinar
7 April 2016
1pm - 2pm Australian Eastern Standard Time

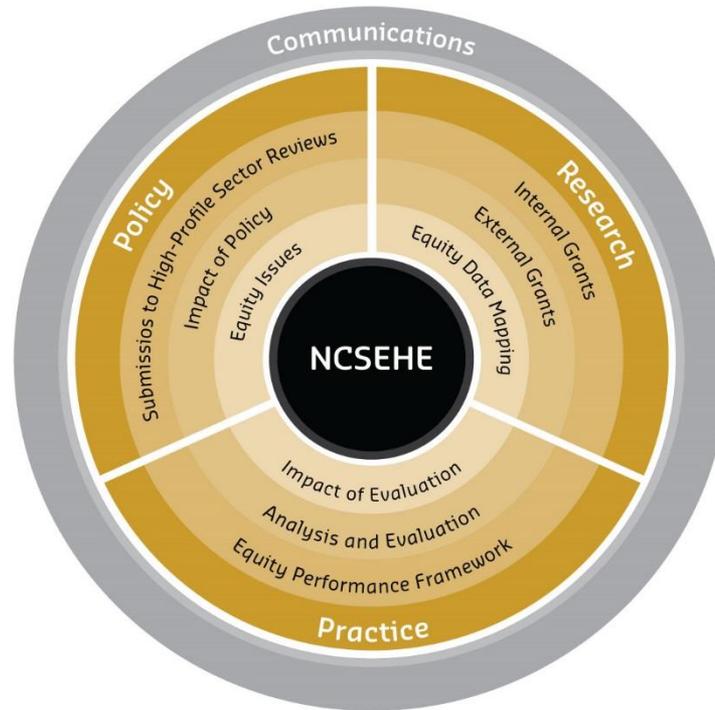
ADCET and the Australian Tertiary Education Network on Disability (ATEND), in partnership with the National Centre for Student Equity in Higher Education (NCSEHE) are excited to be able to bring you a webinar titled **Supporting Students with Autism Spectrum Disorder in Higher Education**.

The webinar will be presented by Dr Ceridwen Owen, Senior Lecturer and Program Director (Architecture), in the School of Architecture & Design at the University of Tasmania. Dr Owen will discuss the design of the built environment and how this affects higher education students with Autism Spectrum Disorder (ASD), drawing on the results of a self-directed photography study undertaken by students at the University of Tasmania.

The webinar will highlight aspects of the built environment that are both barriers and enablers of inclusion in higher education and identify priorities for modification and future development of campus and learning environments. Dr Owen's research was funded through the NCSEHE via the Centre's [2015 Student Equity in Higher Education Research Grants program](#). Her final report will be released here on the NCSEHE website in the lead up to World Autism Day 2016.

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National Centre for Student Equity in Higher Education (NCSEHE)



Closing the loop between Equity Policy, Research & Practice



CLOSING THE GAP BETWEEN EQUITY POLICY, RESEARCH & PRACTICE



IMMERSED IN THE FUTURE

POSTED ON 1 NOVEMBER 2016

2016 NCSEHE Equity Fellow Erica Southgate, with University of Newcastle Australia colleagues Shamus Smith and Hayden Cheers, reports on existing and emerging technologies and their potential for use to explore careers and bridge the equity gap for disadvantaged learners.

[READ IN FULL](#)

< 1 2 3 >



LONGITUDINAL DATA CONFERENCE 2016

POSTED ON 3 NOVEMBER 2016

Written by Paul Koshy and Mike Dockery, NCSEHE The National Centre for Longitudinal Data (NCLD) hosted the inaugural Longitudinal Data Conference from 25 to 27 October at the National Convention ...



ALEX JUN PRESENTS "NARRATIVES OF ACADEMIC MOBILITY OF DISENFRANCHISED YOUTH IN CAMBODIA"

POSTED ON 20 OCTOBER 2016

Earlier this year, Professor Alexander (Alex) Jun from Azusa Pacific University in California visited the NCSEHE as one of the Centre's 2016 Visiting Fellows. Alex is a renowned expert on ...



THE BELONGING PROJECT

POSTED ON 11 OCTOBER 2016

The Belonging Project at RMIT University was a four-year project that took place from 2011-2014, investigating, designing and piloting an integrated program and school-based approach to enhancing ...

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- Post-conference summation: 2015 Global Access to Postsecondary (GAPS) Education Conference
- Engagement at the Interface: Indigenous Pathways and Transitions into Higher Education
- Choosing University: The Impact of Schools and Schooling
- AIME and the University of Wollongong

IN OTHER NEWS

Educational opportunity in Australia 2015: Who succeeds and who misses out

Educational opportunity in Australia 2015: Who succeeds and who misses out is one of the most comprehensive data studies undertaken into Australia's education and training system.

[Continue reading...](#)

NCSEHE Roundup - 27 October 2015



As we reach "the pointy end" of the year, I'm pleased to advise that the NCSEHE team is busy finalising a number of significant projects, which we look forward to sharing with you soon.

NCSEHE Research Fellow, Paul Koshy, was recently in Kuala Lumpur, Malaysia, for the 2015 GAPS Conference. Paul's summation is below, for those of you who are interested to know more about the GAPS initiative.

I was recently invited to present to a Social Inclusion Community of Practice at the University of Tasmania on social inclusion in higher education in Australia. The presentation was conducted via video-conference and went very well. Our UTAS colleagues advised us that they found the session useful and interesting and subsequently are thinking about initiatives for 2016.



Last week, NCSEHE Research Fellow Tim Pitman and Media and

NCSEHE Roundup - 8 October 2015



It was wonderful to meet so many new people at the ACER-sponsored **Equities for Student Retention conference** held in Melbourne on day 29 and Wednesday 30 September.

Daniel Edwards from ACER set the Australian scene by presenting **Research** highlighting the key points of the study that he has just completed funded via the NCSEHE's 2014 Student Equity in Higher Education Research Grants Program.

Continuing on from Daniel, I **provided an overview** of current equity research, practice and policy and introduced colleagues to the work we have undertaken in producing a series of equity student profiles (personas) that can be used to better support at-risk students.

NCSEHE case study publications proved a real hit again. If you are not out on a copy of either, you can visit our website to download **Access and Participation in Higher Education: Outreach - Access and Support**, which illustrates how universities reach prospective at-risk students, help students progress into university, and provide support once students commence, improving the retention and completion rates of those students; and **Partnerships in Higher Education**, which looks at the important partnerships that universities have with community and other institutions to assist and support students from disadvantaged backgrounds.

Presentations given during the course of the two days included

NCSEHE Roundup - 25 September 2015



As part of the Centre's *Online and Student Engagement project*, the NCSEHE has developed a series of student personas to better understand and advise on how university services might support equity students.

Personas are profiles of archetypal students that can be used as stand-ins for real students and aggregate common issues and concerns that map to students belonging to particular cohorts. The personas will enable better-informed and targeted problem-solving and service delivery.

The Centre recently held a focus group aimed at refining the equity student personas. The focus group comprised of UniPASS (University of Wollongong Assisted Study Success) facilitators, who work with students in various study situations focused on historically difficult units. Based on their collective experiences, the group provided us with excellent input on our draft personas, and we thank the UniPASS facilitators for their participation. This work will also complement the QUT-led *Social Marketing strategy to low-SES communities project* which will also develop a series of personas.

Other news, the selection process for the 2016 intake of Equity students is well underway. The Selection and Reference Committee met on Wednesday morning to discuss the nominations received. The successful nominees will be announced in due course via our website and a subsequent email newsletter.



Collaborating with Tweets



We're @CDUni today for day 1 of #HEPP2015.

6:43 AM - 22 Oct 2015



The team from @Macquarie_Uni are here at #HEPP2015, ready for this morning's keynote 😊

7:01 AM - 22 Oct 2015



Chris Lee presenting at the #HEPP15 on the Making the Connection projection

10:43 AM - 22 Oct 2015



Bronwyn Fredericks

@BronFredericks

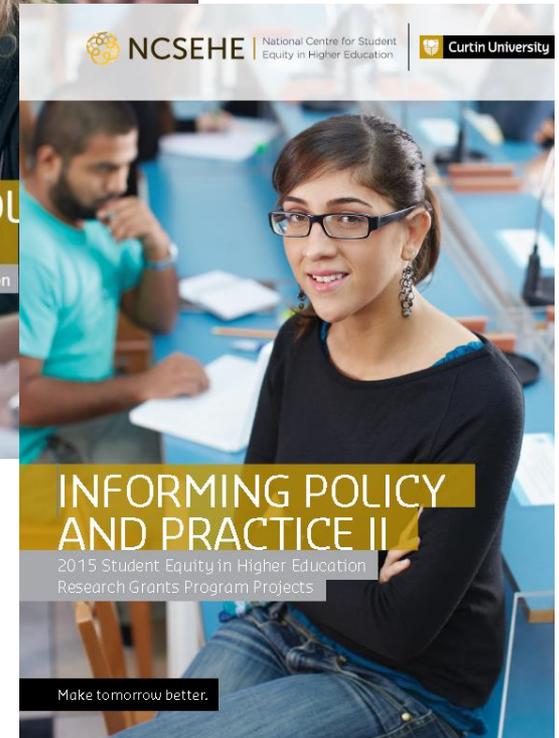
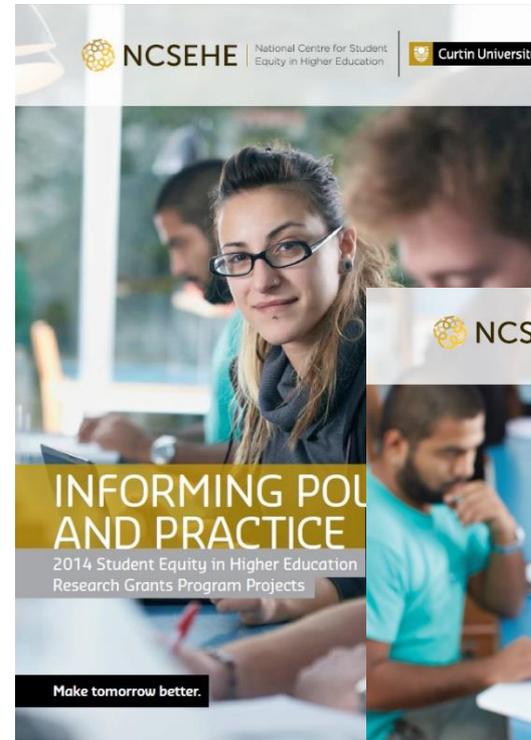
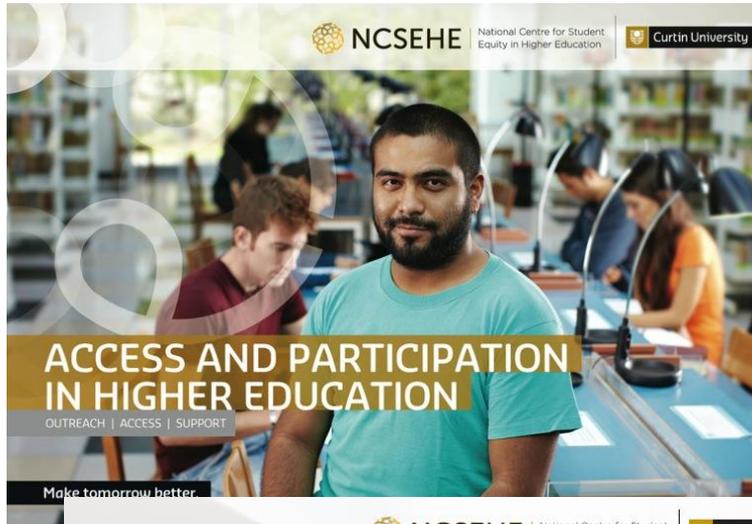


@NCSEHE @CDUni @ACIKE_ Thank you NCSEHE for all of your tweets. Great for all of us who couldn't attend the #HEPP15 focused event in person.

4:01 PM - 23 Oct 2015



Research Informing Policy and Practice



Celebrating Outcomes, Measuring Success



Best practice in supporting Indigenous students with **disability** in higher education

...Aboriginal and Torres Strait Islander students with **disability** face multiple layers of disadvantage. There is a broad range of literature and numerous recommendations for improving Indigenous people's wellbeing, for...

Disability, Featured, General, Indigenous



Exploring the retention and performance of students with **disability**

...In Australian universities, participation, retention and performance rates for students with **disability** vary. The differences in performance are evident across university grouping and geographical location. Innovative Research Universities (IRU)...

Disability, General



Online learning benefits higher education students with **disability**

...student **disability** is managed, can help students with **disability** to gain higher education qualifications. Dr Mike Kent, a researcher from Curtin University's Department of Internet Studies, said students with **disability**...

Disability, Featured, General



Australian **Disability** Clearinghouse on Education & Training (ADCET)

...The Australian Federal Government, under the Higher Education **Disability** Support Program, is funding the maintenance of the Australian **Disability** Clearinghouse on Education and Training (ADCET) website. The site, currently...

Disability, General

NCSEHE-Funded Research Review Series

INDIGENOUS EQUITY SCHOOLS: A META-ANALYTIC REVIEW OF PROVISION AND OUTCOMES
A Meta-Analytic Review
Professor Gail Whiteford & Professor Paul Koshy

ISSUES AND TRENDS FOR GRADUATE OUTCOMES IN AUSTRALIA
Review of NCSEHE-Funded Research
Mr Ian Cunninghame, Dr Diane Costello & Associate Professor Mike Dockery

ISSUES AND TRENDS FOR TRENDS FOR LOW SES AND RURAL STUDENTS
A Meta-Analytic Review
Mr Ian Cunninghame, Dr Diane Costello & Professor Sue Trinidad

ISSUES AND TRENDS FOR STUDENTS WITH DISABILITY
Review of NCSEHE-Funded Research
Mr Ian Cunninghame, Dr Diane Costello & Professor Sue Trinidad

Make tomorrow better.

Emerging Challenges for Students with Disability Participating in Higher Education

A review of six NCSEHE-funded research reports

POLICY AND PRACTICE

To better support equity students



Exploring the Retention and Success of Students with Disability

- Exploring the relationship between disability support policies and retention and success
- Higher Education Student Data Collection figures from 2007-2013
- Semi-structured interviews across 12 institutions
- Desktop audit of disability service websites



Exploring the Retention and Success

of Students with Disability

Sue Kilpatrick, Susan Johns, Robin Barnes, Darlene McLennan,

Sarah Fischer and Kerri Magnussen

Exploring the Retention and Success of Students with a Disability (continued)

- Student numbers vary widely; smaller universities (10-20,000 students) have larger percentages of students with disability
- Share of disability classifications remains relatively stable
- Retention and success rates stable across institutions, yet lower than total student population rates
 - University groupings show increasing variation in retention rates

Exploring the Retention and Success of Students with a Disability (continued)

- Support options and attitudes toward service delivery varied across institutions
- Accessibility of information on services lacking
- Disability Action Plans not always supported by staff
- Move away from medical model toward inclusivity model of disability support

Best Practice in Supporting Indigenous Students with Disability in Higher Education

- Extensive literature review
- Enrolment data for Indigenous students obtained from DET
- Survey of current disability advisers at Disability Unit (DU) support groups, and Indigenous Education Units (IEU) at Australian universities



BEST PRACTICE IN SUPPORTING INDIGENOUS STUDENTS WITH DISABILITY IN HIGHER EDUCATION

Michele J. Fleming and Diana M. Grace
University of Canberra

This research was supported by a grant from the Australian National Centre for Student Equity in Higher Education (NCSEHE).

Disclaimer

The views and opinions expressed in this report do not reflect the views of, or have the endorsement of, the National Centre for Student Equity in Higher Education (NCSEHE), nor do they reflect the views, or have the endorsement of, the University of Canberra. Neither the NCSEHE nor the University of Canberra is responsible for the accuracy of the contents. All errors or omissions are the authors' own.

Best Practice in Supporting Indigenous Students with Disability in Higher Education (continued)

- Acknowledgement ‘that Aboriginal and Torres Strait Islander peoples have been over researched and under consulted’ (p. 3)
- Students with disability likely to rely on ‘informal’ or external supports, rather than university services
- Many disadvantages amplified by cross-sectional equity identity (i.e. proving capability whilst proving limitation)
- Indigenous students with disability are a growing proportion of Indigenous higher education students

Best Practice in Supporting Indigenous Students with Disability in Higher Education (continued)

- Survey results obtained from 17 institutions
 - At least one from each state, Go8 and non-Go8, as well as urban and regional
- Less than half of DUs collected data on Indigenous status upon registration
- Additional support for Indigenous students with disability uncommon, and often in the form of referral to IEU
- Coordination with IEUs common, but limited to complex cases and rarely involved case management plans

Supporting Students with Autism Spectrum Disorder in Higher Education

- Review of published literature
 - Focus on ASD in HE
 - Broad analysis of ASD and built environment
- Cross-sectional analysis of supports at Australian universities via survey of practitioners
- In-depth qualitative analysis of student experience through visual-based research

SUPPORTING STUDENTS WITH AUTISM SPECTRUM DISORDER IN HIGHER EDUCATION



Supported by the National Centre for Student Equity
in Higher Education (NCSEHE) at Curtin University

Supporting Students with Autism Spectrum Disorder in Higher Education (continued)

- A need for more comprehensive, integrated supports
 - Peer-mentoring and transition supports, but also non-academic skill development
- Awareness and understanding of the complexity of ASD
- Greater utilisation of supports which facilitate self-management and exercising agency in higher education

Supporting Students with Autism Spectrum Disorder in Higher Education (continued)

- Impact of built environment critically underestimated
- Tension between forced social interaction and social spaces causing sensory overload
- Recent teaching method improvements making spaces more dynamic and collaborative can be overstimulating
- Greater attention to legibility and logical flow of campus and learning environments so students with ASD can ‘make sense’ of university spaces

The Role of Inherent Requirement Statements in Australian Universities

- Outline of broad legislative, demographic and policy context
- Analysis of Australian and international (predominantly US) literature and policy
- Findings from select audit of current inherent requirement statement policies



The Role of Inherent Requirement Statements in Australian Universities (continued)

- Lack of literature providing guidance for relevant stakeholders about reasonable adjustments
- Disability Standards for Education provide guidance which allows for upholding academic requirements in the face of reasonable adjustments
- Inherent requirement statements not only formed for students with disability

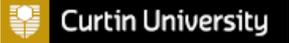
The Role of Inherent Requirement Statements in Australian Universities (continued)

- Severe lack of consistency in application at Australian universities
- Need for evidence-based guidelines and/or framework for development and application
- Concerns regarding exclusionary language and practices, particularly given lack of coordination/consultation with disability services

Resilience/Thriving in Post-Secondary Students with Disabilities

- Online survey of student demographics, experience and performance
 - One regional university
 - Recruited through Disability Resources Division
- In-depth qualitative interviews
 - Purposeful sampling of successful students

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**RESILIENCE/THRIVING IN
POST-SECONDARY STUDENTS
WITH DISABILITIES**

An Exploratory Study

**Dr Rahul Ganguly, Dr Charlotte Bronwlow, Dr Jan Du Preez
and Dr Coralie Graham, University of Southern Queensland**

Make tomorrow better. ncsehe.edu.au

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Resilience/Thriving in Post-Secondary Students with Disabilities (continued)

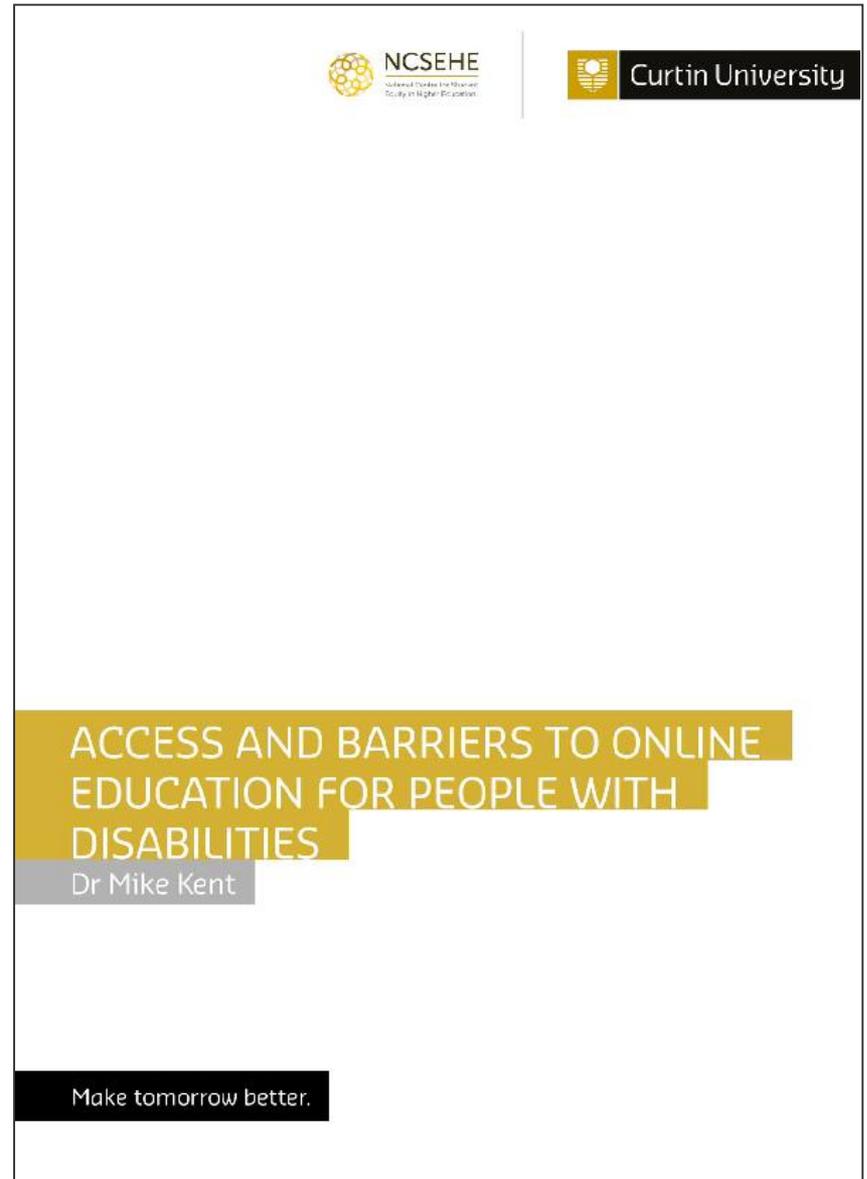
- Students with a GPA ≥ 5.5 had greater levels of resilience and academic satisfaction
- Academically successful students interviewed tended to be strategic, self-motivated learners
- Despite this, no direct link between resilience and academic achievement was noted

Resilience/Thriving in Post-Secondary Students with Disabilities (continued)

- Students interviewed attributed barriers to academic success to external factors, rather than individual characteristics
- Interviews identified cases where reasonable adjustments were not provided, often due to concern about standards
- Report authors recommend the principle for providing support should be ‘first enable the environment, and then enable the student’

Access and Barriers to Online Education for People with Disabilities

- Online survey of online learning accessibility and students' approach to disclosure
- 143 interviews to expand on survey information



Access and Barriers to Online Education for People with Disabilities (continued)

- Students with disability found online study was a preferred means to access higher education
- Unexpectedly high proportions of students with mental illness (44.9%) and medical impairments (39.2%), comparatively lower proportion of hearing and vision impairments, and learning and intellectual disabilities
- Indicates need to reassess how universities approach disability support

Access and Barriers to Online Education for People with Disabilities (continued)

- Administrative restrictions on disclosure can be unnecessarily prohibitive and onerous
- Universal design principles lacking, with online courses attempting to mirror on-campus content delivery
- Continuous study cycle presents greater inflexibility for students with intermittent, severe study interruptions

Common Findings

- Official disability classifications need revision
- Overall percentage of enrolled students with disability is rising
 - Slight increase at smaller universities
- Labour market outcomes are poor, both in likelihood of employment and earnings
- Students who seek support have greater retention and success
 - Stigma still affects disclosure rates
- Disability awareness training is needed at all levels of university structures
- Universal design must be revisited and applied across all courses

Recommendations and Future Research

Recommendation 1

That disability related data collection and performance indicators be refined to generate a better understanding of the participation of students with disability in higher education.

Recommendation 2

Universities must ensure Inherent Requirement Statements are clear, transparent, and in accordance with the Higher Education Standards Framework, Disability Discrimination Act 1992, and Disability Standards for Education 2004.

Recommendations (continued)

Recommendation 3

Pedagogical methods, materials and technology should (where possible) adhere to the principles of universal design, and further efforts should be made to provide a variety of options for engaging with learning content and spaces.

Recommendation 4

That disability awareness training be made a mandatory component of induction materials and institutional policy training modules for all administrative and academic staff, to ensure staff are competent in their understanding and administration of disability support provisions.

Recommendations (continued)

Recommendation 5

That the option for increased agency be provided to students as to the management of information and disclosure regarding their disability.

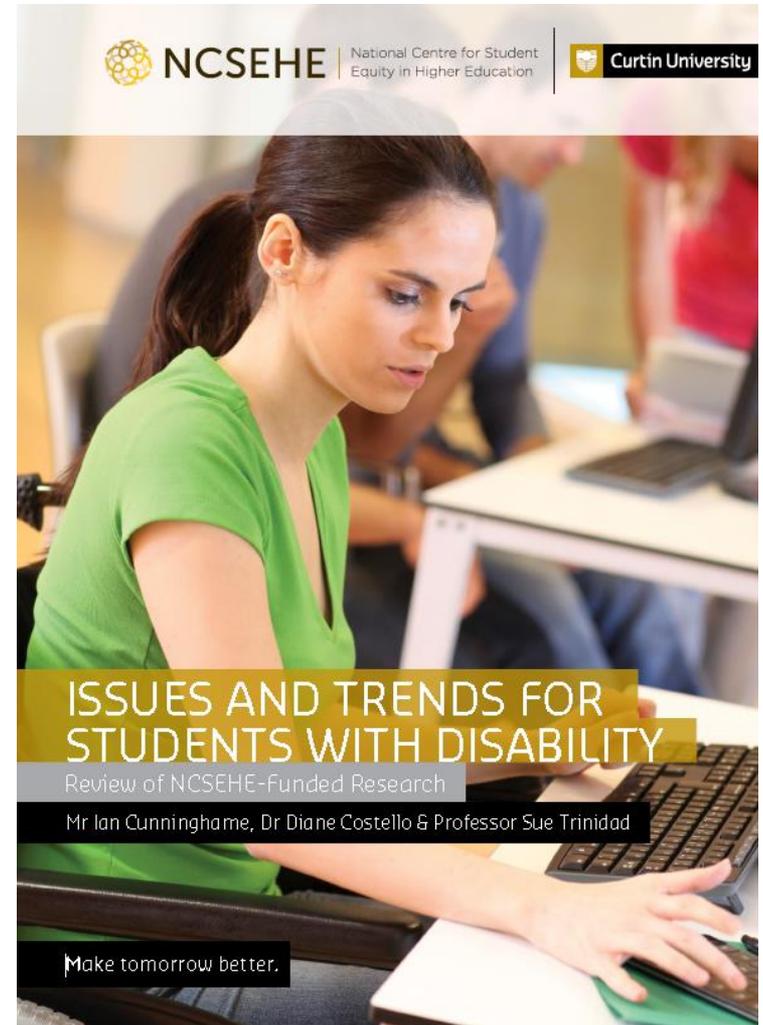
Recommendation 6

Develop a more holistic approach to support for students with disability, providing study and organisational skills in conjunction with Learning Access Plans and in consultation with faculties and other educational support units (such as Indigenous Education Units for Indigenous students with disability).

Recommendations (continued)

Recommendation 7

There is a need for support services and study terms to offer more flexible options for students with disability.



Future Research

Achievement and Retention

A number of the reports suggested directions for further research to better understand a range of aspects impacting on student achievement and retention.

Disability Classifications and Cohort Characteristics

As strongly recommended in a number of reports, further research might assist in the implementation of greater quality in data collection, so that classifications for disability types may be expanded.

Future Research (continued)

Pedagogical Approaches and Support Programs

A few areas for further research were identified to build the pedagogical evidence base, particularly in regards to students with Autism Spectrum Disorders (ASD).

Inherent Requirements

Further research is needed to build a comprehensive knowledge base and inform development of inherent requirement statements.

Future Research (continued)

Employment Outcomes

Relatively little is known about the particular disadvantages contributing to inequitable employment outcomes for students with disability.

Recruitment and Outreach

An implicit focus on recruitment of and outreach to students with disability appears to be lacking in widening participation initiatives amongst Australian universities.

Thank you

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