

The Role of an Equitable Learning Services Academic Liaison

Pathways14 Conference

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University Profile

- Total number of students= 5046.
- 4 schools:
 - School of Languages and English (SLE).
 - School of Communication and Design (SCD).
 - School of Science and Technology (SST).
 - School of Business and Management (SBM).

Background information of Vietnam

- Vietnam does not have a solid health infrastructure.
- Stereotype discrimination.
- Lack of expert knowledge.
- Limited opportunities for studies and employment.

Background of Equitable Learning Service (ELS)

- ELS was set up in 2014, as part of the Learning Skills Unit.
- In 2015, SLE and ELS worked together to try and solve problems.
 - Mainly the 'Blackboard'.
 - Accessible materials.

Background of Equitable Learning Services (ELS)

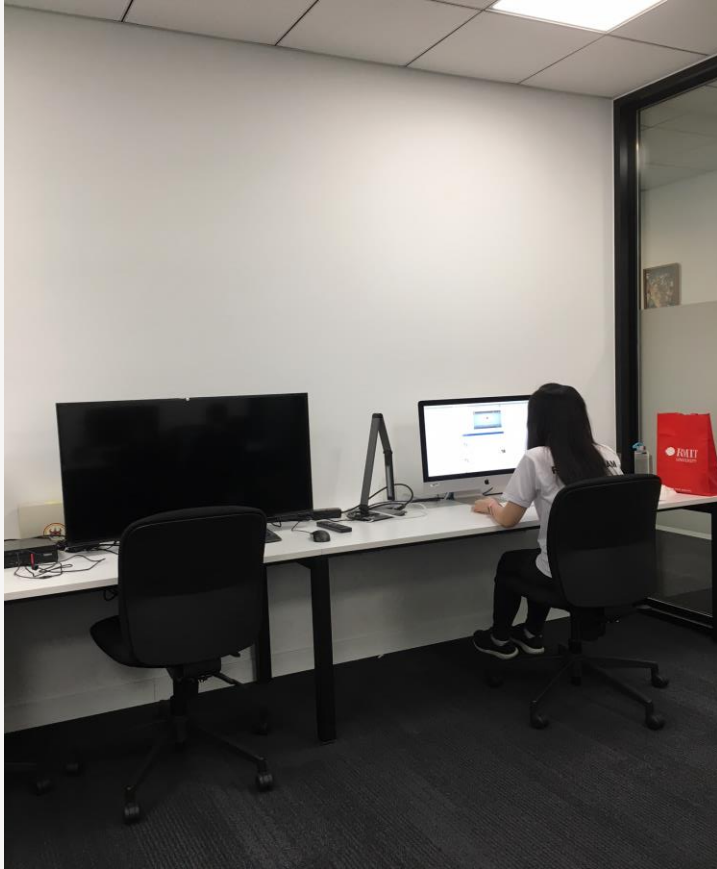
- In 2016, Access Initiative developed because of SLE work on new curriculum.
- Code conference.
 - Scott Hollier reviewed our practices.
 - He presented a workshop and gave a presentation.

Video

RMIT ACCESS



Equitable Learning Services (ELS)



Role of ELS Liaison

1. Service hours allocated to this role.
2. Agreed through the Education Committee.
3. Liaison nominated each semester.
4. Introduce ELS at School meetings.
5. Support academics with interpreting ELPs.
6. Support academics with providing Reasonable Adjustments, Equitable Assessment Arrangements including Alternative Assessment Arrangements.

School of Languages and English.

1. 10 week terms - same students.
2. Intense levels of teaching.
3. ELS registered students learn under multiple teachers from L1-L6.
4. Teachers have limited planning time.
5. Teachers can have large class sizes during peak season.

School of Languages and English.

6. Teachers are able to identify students with issues fairly quickly, but don't know what to do.
7. High turnover of staff.
 - Part-time and full-time educators.

Development of the Role in SLE.

- Create awareness.
 - Introduce ELS to teachers in level meetings.
- VI students tend to have different teachers at every level.
 - Created a guide for teachers.
- Collect feedback from students after exams.
- Feedback session with teachers of VI students at the end of every term.

Development of the Role in SLE.

- Follow-up with teachers who have ELS-registered students.
- Attend Case Management meetings to discuss academically at-risk students in Higher Ed.

Contributions- Showcase: Using technology for visually impaired students



Contributions- Showcase: Using technology for visually impaired students



Contributions- Teachers' Guide to Managing Visually Impaired Students

- Adapted activities and Classroom management.
- Screen Readers and Making Materials Accessible.
- Adapted course book materials.
- Giving Feedback.
- Day 1, Before, During and After Class.
- Useful websites.
- Braille Tools.

Areas for Improvement

1. Issues of time - teaching workload and priority.
2. Requires professional development from Wellbeing services including supervision.
3. Evaluation of ELS liaison service relevant to SLE.

Personal Reflection



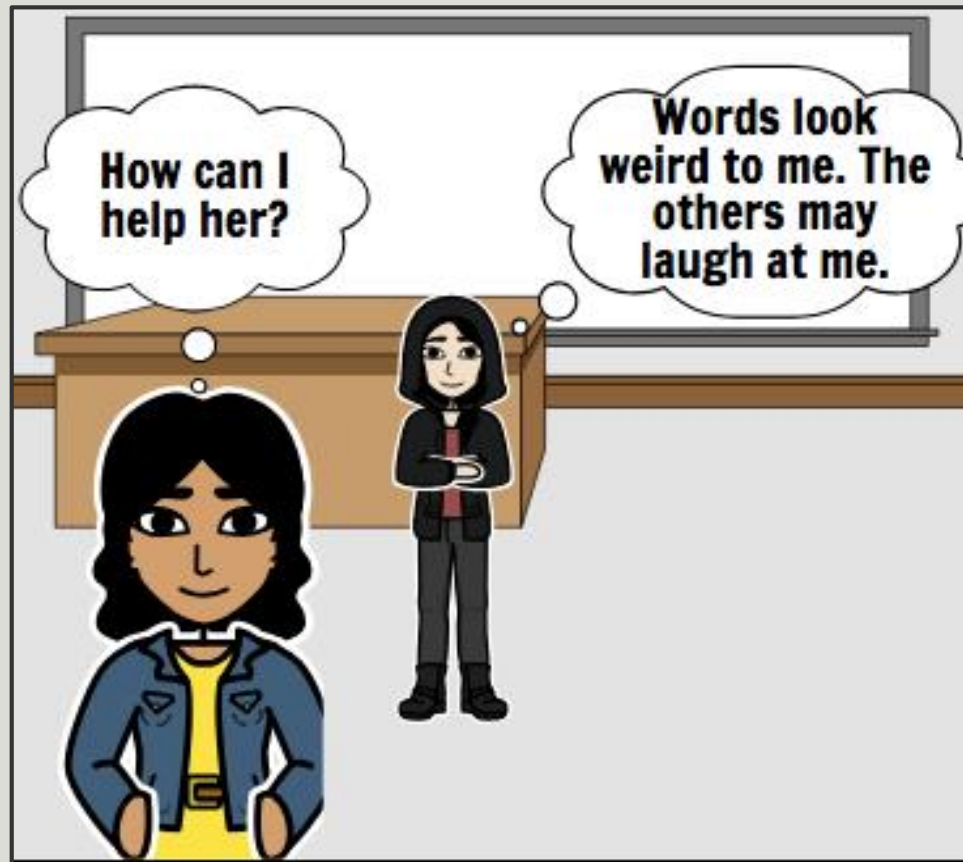
Personal Reflection



Personal Reflection



Personal Reflection



Personal Reflection



My Message

- ELS liaison in every educational department, where possible.
- Provide a bridge between the ELS and departments.
- Aware of students' needs, yet empathic to teachers.

Questions?