Inclusive Post-Secondary Education Programmes for People with Intellectual Disabilities – Staff and Student Training Framework
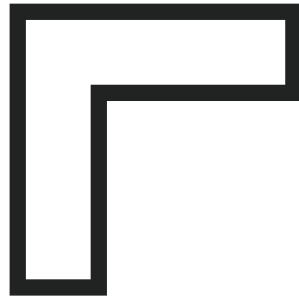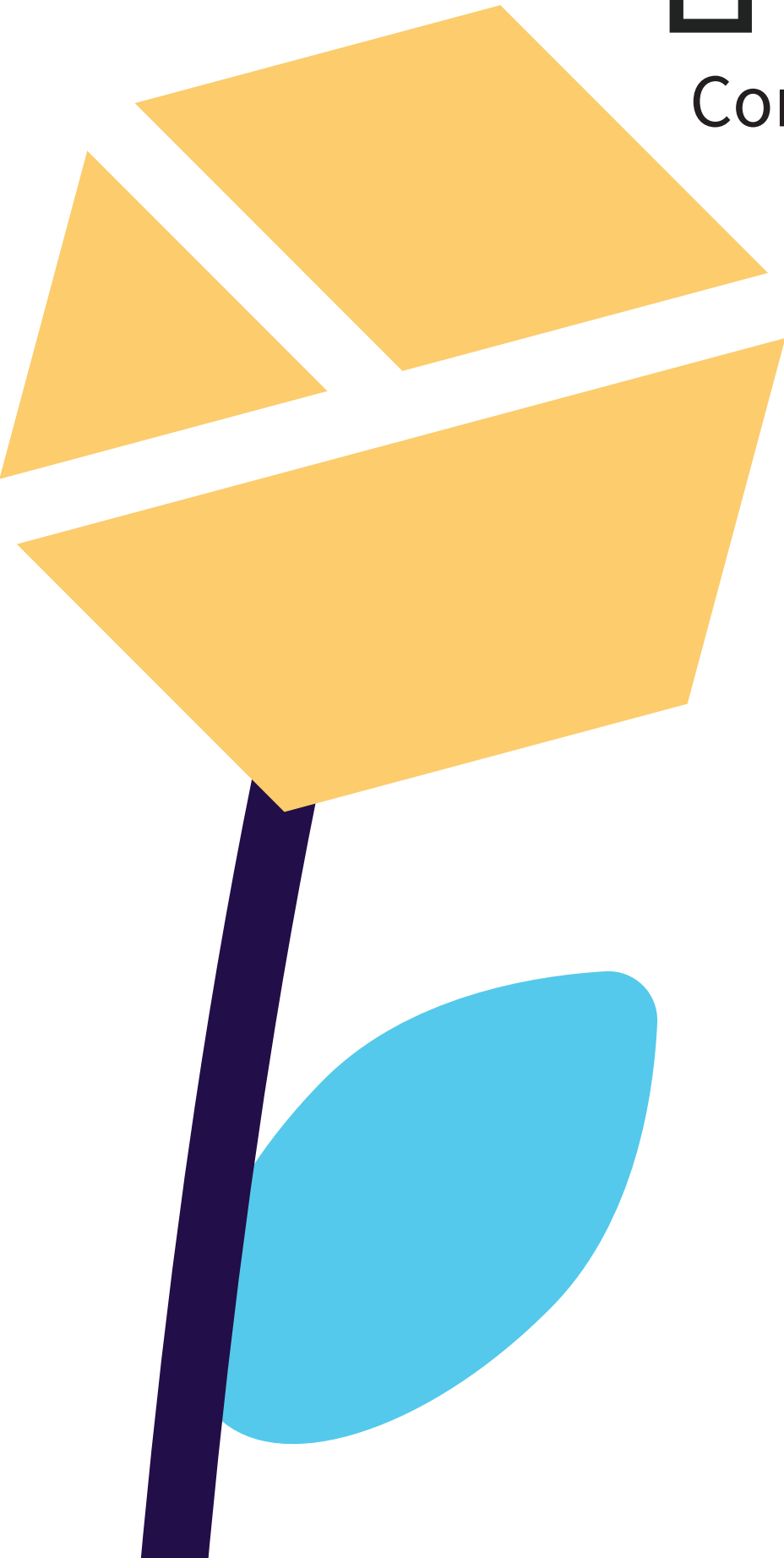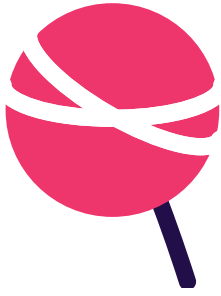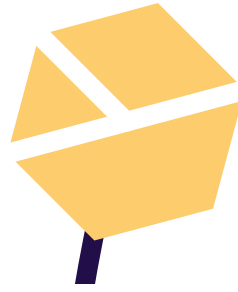
2022

Erasmus+

jOinIN
Inclusive Higher Education
Network Europe

Contents

Acknowledgements

Purpose of the Training Framework

The overall purpose of this training framework is to provide a toolkit of training strategies and resources to Universities and Higher Education Institutions wishing to provide a more inclusive learning environment for students with intellectual disabilities (ID). This includes training and education strategies for teaching staff who may encounter students with ID in the classroom or who may be directly engaged with students with ID in a specific inclusive programme; university staff in management roles; ancillary and administrative staff.

The framework for training is directly linked to the Inclusive Post-Secondary Programmes for People with Intellectual Disabilities (IPSE-ID) Curriculum Framework (https://joinin.education/curriculum/) and should be considered as an additional resource to support the development of high quality inclusive educational programmes in higher education across Europe.

This framework recognises the importance of students without intellectual disabilities who can have a significant influence on the inclusion of students with ID in higher education. The framework provides suggestions for student training in universities that can lead to increased inclusion and acceptance for students with ID and an enhanced experience for all.
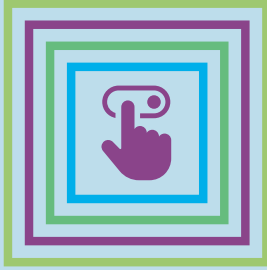
Function of the Curriculum Framework

The training framework is designed to:

- Strengthen the IPSE-ID curriculum framework (https://joinin.education/curriculum/).
- Highlight key concepts and philosophies that underpin each dimension.
- Provide links to information, education, training ideas, activities and other materials that are accessible online.
- Suggest ideas for staff and student education and training directly linked to each dimension of the curriculum.
- Present survey questions that can be used to assess and evaluate the training needs for each institution.
- Provide a basis and inspiration for discussion and development within institutions that offer or plan to offer study programmes for people with ID.
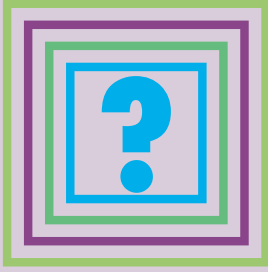
How the Framework was Devised

The training framework for university students and staff is the result of close collaboration between the seven university partners throughout the Erasmus Plus project. The partners met regularly to exchange and discuss their ideas for a training framework. The leading question on this working process was:

What kind of training do students and university staff need to be able to successfully design and implement study programs for people with ID?

Each university gathered information from students and staff within their own institutions to inform the work on the training programme. Information was collected from three cohorts within the universities:

- Students with and without ID that have been enrolled in inclusive courses and experienced learning together in higher education
- Staff who have worked in inclusive courses/students with ID
- The wider university community

This was done by:

- Sending surveys to the target groups
- Formal and informal discussions with staff members
- Formal and informal discussions with students, partly within seminars
- Review research or reports that reveal training needs

The *Index for Inclusion,* a self-evaluative school-development tool designed by Booth and Ainscow (2016), served as a resource and guide in the process of information gathering and designing the framework. According to the *Index*, inclusive development builds on creating inclusive cultures, producing inclusive policies, and evolving inclusive practices.

In May 2022, students and staff from the partner universities met on a training week at University College, Cork. During the training week, possible content of the training programme was presented and piloted through creative work and discussions with students with and without ID and staff from the partner universities.

Throughout the working process, the partners have been gathering education and training material that is accessible online. Links to the material can be found within each chapter on the different dimensions of the framework.

The result of this work is presented in this training framework. We recommend using the framework together with the IPSE-ID curriculum, as it includes suggestions on how to provide training opportunities within each of the dimensions of the curriculum. The framework is supposed to provide resources and ideas for training and the users are encouraged to adapt the ideas and material to their needs.

The surveys used in this project are available in the appendices of this document.

The following diagram (figure 1) summarises and visualizes the sources of input described above contributing to the framework during development:
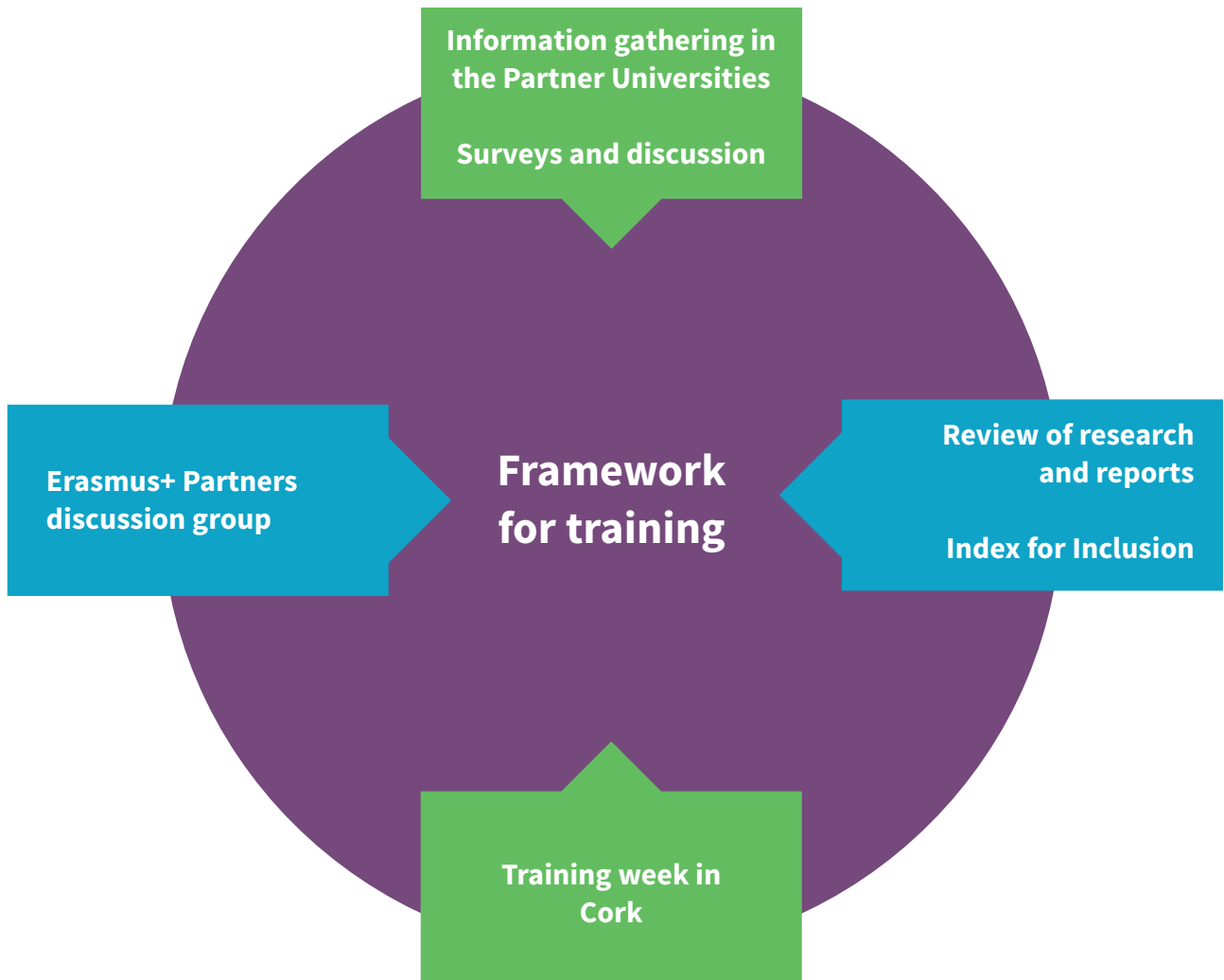
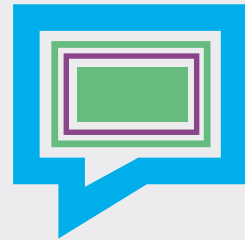*Figure 1: Sources of input for the training framework*

Structure of the Framework

Dimension ▶ Level ▶ Statement

The training framework builds on the structure of the IPSE_ID curriculum framework and is based around the five dimensions:

1. Overall Policy and Structure
2. Universal Design for Learning and Curriculum Design
3. Inclusiveness
4. Person Centredness
5. Impact

Within each dimension, the training framework includes two main components:

(1) Education on key concepts and philosophies connected to each dimension (links to online material).
(2) Training suggestions for students and staff on different levels (see below).

Levels of training

Training and education should target members of faculty, management, administration, and ancillary staff such as cafeteria staff, retail staff, porters, and maintenance staff. Training should also include targeting all students with and without intellectual disabilities at undergraduate and post-graduate levels.

It is envisaged that training regarding the inclusion of students with ID in universities and colleges will occur across three levels: foundational training for everybody in the university (level 1), training for those involved in policy making (level 2) and training for students and staff directly involved in inclusive courses and programmes (level 3).

Level 1

Training at **level 1** should occur as **foundational training** across a wide range of **staff and students at all levels** within the university/college

Level 2

Training should involve **staff and students** who are likely to be **policy makers, strategic planners** and involved in **student welfare** across the university/college
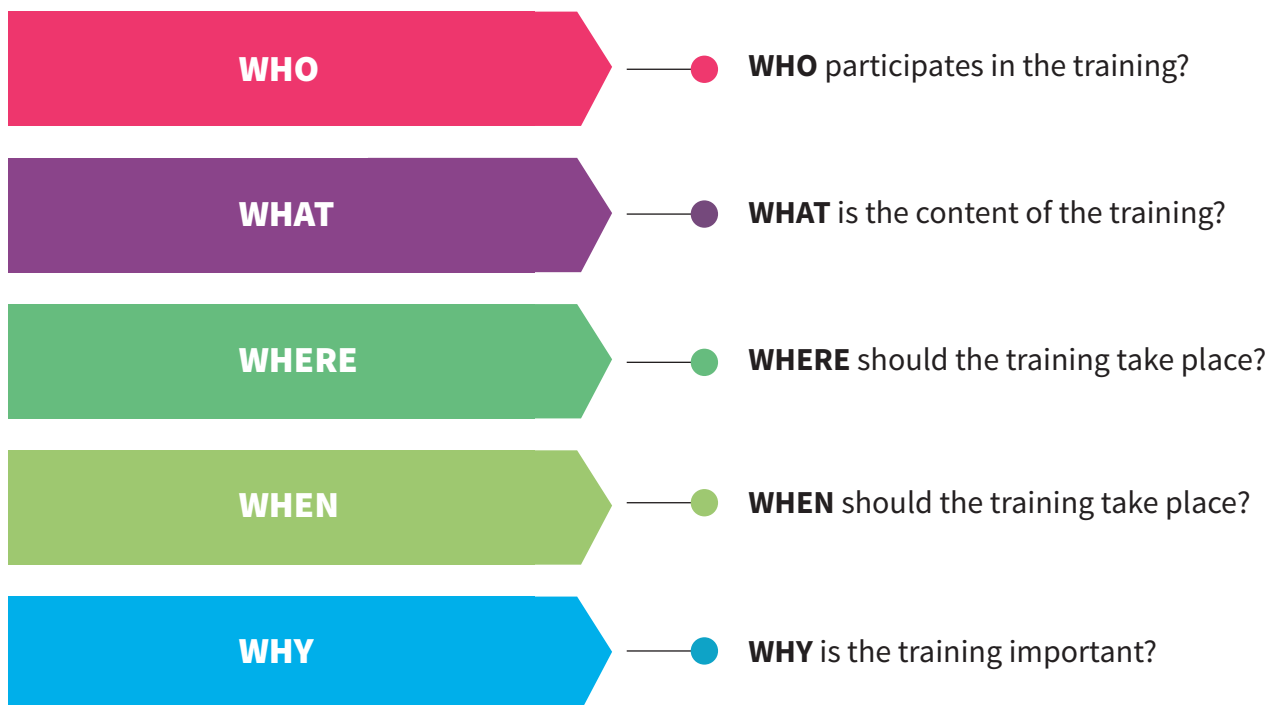
Level 3

Training should include **staff directly involved** in inclusive higher education programmes, like **students** registered in IPSE-programmes, in **inclusive courses** and/or involved in supporting such programmes, **teachers** teaching inclusive courses, and **assistants** and providers **of support/peer-support.**

Key questions: the five W's

Additionally, training is structured according to the **five "W's"**

WHO	**WHO** participates in the training?
WHAT	**WHAT** is the content of the training?
WHERE	**WHERE** should the training take place?
WHEN	**WHEN** should the training take place?
WHY	**WHY** is the training important?

WHO?

Here is an overview of who could be involved in the training on each level.

LEVEL 1
> **University community:** All faculty staff, administrative staff, ancillary staff working in the university/college who are likely to meet students in their day-to-day work
> All students accessing programmes in the organisation both with and without ID

LEVEL 2
> **Leadership and policy makers:** Strategic management staff
> Student representatives and members of Student Union

LEVEL 3
> **Direct involvement:** Faculty involved in direct face-to-face teaching and learning with students with ID
> Students registered on any IPSE programmes in the university/college, students enrolled in inclusive courses. Assistants and support personnel.

WHAT?

Here is an overview of training content on each level:

LEVEL 1
- Reasons for inclusive higher education.
- The United Nations Convention on the Rights of Persons with Disabilities and society's' obligations and responsibilities
- The Social Model of Disability
- Exploring concepts: Inclusion, Equity, Equality, Accessibility
- Introducing intellectual disability

LEVEL 2
- National legal and political framework for inclusive education to include issues of accessibility
- Local policies supporting inclusive education to include issues of accessibility
- Exploring feasibility of IPSE programmes in the college/university

LEVEL 3
- Universal Design for Learning training
- Teaching and Learning Strategies
- Assistive technologies
- Curriculum design (see IPSE-ID Curriculum framework)
- Supporting students with ID in the classroom
- Person Centered Planning approaches
- Co-operative learning approaches
- Student peer support strategies
- Faculty supported to engage in ongoing CPD opportunities

WHERE?

Here are examples on where (on what location) the training could take place on each level.

LEVEL 1
- Can take place as an online or face-to-face programme
- Synchronous or asynchronous
- Mandatory training for all staff and students

LEVEL 2
- Local level meetings and face-to-face training and education, online education

LEVEL 3
- Face to face training with experts in the various aspects identified
- Access online training resources that may assist with specific aspects of training

WHEN?

Here are ideas on when (at what time, occasion) training could take place in each level.

LEVEL 1
> Available throughout all Continuous Professional Development (CPD) programmes within universities and colleges
> Opportunities for student training as stand-alone training or embedded in specific courses and modules

LEVEL 2
> Prior to the IPSE programme start up, regularly throughout the development of inclusive higher education programmes.

LEVEL 3
> Ongoing training and education opportunities for all faculty staff and students involved in face-to-face teaching and learning in inclusive courses with students with ID
> Ongoing training within classes
> Organised student events throughout college year

WHY?

Here is an overview of the goals of the training on each level. The training purpose on the three levels responds to the three dimensions of inclusive development in the *Index for Inclusion* (Booth and Ainscow, 2016).
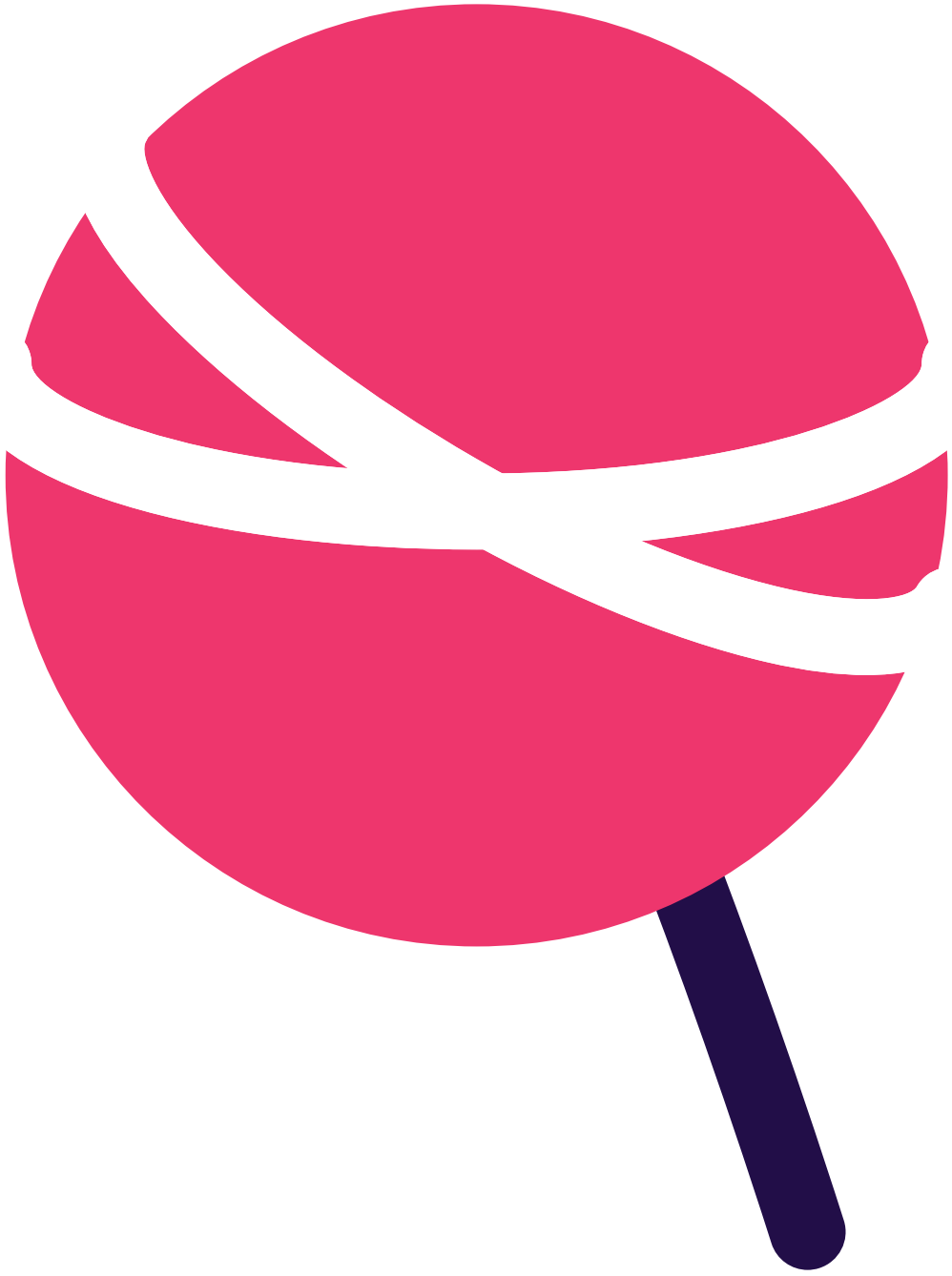
LEVEL 1
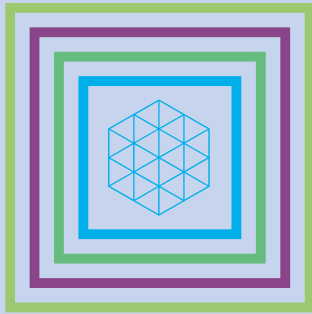> To create an **inclusive culture** within the university

LEVEL 2
> To produce **inclusive policies and** work strategies within the university

LEVEL 3
> To evolve **inclusive practices** within the university

Training framework

The training framework suggests how to work on the three training levels within each dimension.

Each dimension is structured as follows:

1) The **training themes** of the dimension and the **main questions** that should guide the training within the dimension are presented (yellow box).

2) This is followed by a **training overview** (coloured table) that describes how the training answers to the key questions (the 5 W's) on each level.

> **Level 1** education and training is regarded as **foundational** and it is recommended that **everybody** within the institution takes part on that level, also those belonging to **Level 2** and **Level 3**.

3) **Training material** is presented, according to the "what" section of the training overview (purple box).
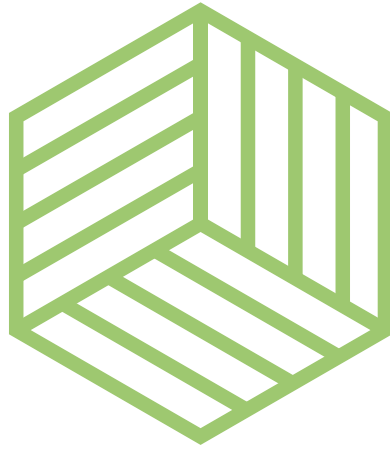
Dimension 1: Overall Policy and Structure

Dimension 2: Universal Design for Learning & Curriculum Design

Dimension 3: Inclusiveness

**Dimension 4**: Person Centredness

Dimension 5: Impact

Dimension 1: Overall policy and structure

The key concepts and philosophies of this dimension are human rights, including the right to education within an inclusive education system at all levels. This right is explicitly manifested in Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (UN-CRPD, 2006).

The training themes of this dimension are:

- Creating a rights-based curriculum for students with ID within university structure.
- Exploring and developing visions, values, policies, structures, and practices responding to the key concepts.
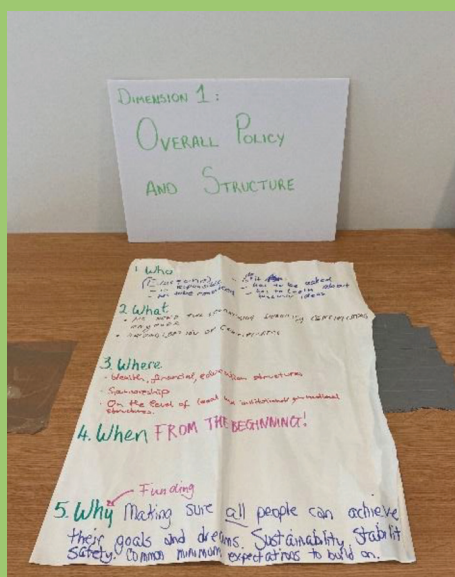
Overall policy and structure: results from group work in Cork in May 2022

Main questions:

- Why inclusive higher education?
- What is inclusive higher education?
- How inclusive is our institution, with respect to policies, practices, research, admission, instruction, graduation, accessibility of buildings/student support services/curricula/social life/school climate?
- How inclusive is our institution for diverse faculty and its' staff (e.g., staff with disabilities)?
- Are our institution's strategic plans/mission statement(s)/financial planning/funding goals/opportunities inclusive?
- How well do our university's policies and practices align with the UN Convention on the Rights of Persons with Disabilities?

Training overview

	Level 1	Level 2	Level 3
WHO?	**University community**	**Leadership and policy makers**	**Directly involved persons**
WHAT?	*Why inclusive higher education?* *What is inclusive higher education?* *What is disability?* *What is society's responsibility regarding inclusive education?* *How inclusive is our institution, with respect to policies, practices, research, admission, instruction, graduation, accessibility of buildings/student support services/curricula/social life/school climate?* *How inclusive is our institution for diverse faculty and staff (e.g., with disabilities)?*	*Are our institution's strategic plans/mission statement(s)/financial planning/funding goals/opportunities inclusive?* *How well do our university's policies and practices align with the UN Convention on the Rights of Persons with Disabilities?*	*How inclusive are our courses?* *How inclusive is our social life?* *How inclusive are our student support services?* *Do I understand what inclusion is about?* *Do I understand why inclusive education is important?* *Do I know what meaningful inclusion looks like?*
WHERE?	Online information accessible on university website Seminars, student union activities	Administrative meetings, faculty and department leaders, student union and other	Seminars and courses, planning meetings, educational and training events
WHEN?	Online information always accessible Group activities at beginning of semester Awareness raising throughout the semester	In connection to policy making, policy discussions, curriculum development	Beginning and end of semester Throughout study programme
WHY?	**To create a culture:** • That respects diversity. • Where everyone feels safe and supported. • That celebrates inclusion. • That respects everyone's contribution.	**To create policy:** • That aligns with the UN Convention on the Rights of Persons with Disabilities. • That promotes inclusion.	**To create practices:** • That lead to all students feeling included and supported, academically, socially, and emotionally. • That ensure diverse learners can truly access higher education.

Suggested Training Resources

The material presented here is accessible online at the respective websites listed below.

It is recommended to work with the material presented in the left column by using the questions in the right column as discussion starters.

Be encouraged to use creative methods in group work, like brainstorming on paper (with post-it notes), mind-map drawing, etc.

| Material	Refers to questions
Study international conventions such as UN-Convention on the Rights of Persons with Disabilities	*Why inclusive higher education?* *What is inclusive higher education?* *What is disability?* *What is society's responsibility regarding inclusive education?* *Do I understand what inclusion is about?* *Do I understand why inclusive education is important?* *Do I know what meaningful inclusion looks like?*
UN-training package on CRPD especially modules 1 and 2: 'What is disability?' and 'A short introduction to the convention'	
See National Education legislation relevant to your country	
Access national advocacy groups	
Access national/international grassroots organisations	
Liaise with key diversity and inclusion personnel at the university/college	
See policy of institution/university	*How inclusive is our institution, with respect to policies, practices, research, admission, instruction, graduation, accessibility of buildings/student support services/curricula/social life/school climate?* *How inclusive is our institution for diverse faculty and staff (e.g., with disabilities)?* *Are our institution's strategic plans/mission statement(s)/ financial planning/funding goals/opportunities inclusive?* *How well do our university's policies and practices align with the UN Convention on the Rights of Persons with Disabilities?*
See university/curriculum/course syllabus	*How inclusive are our courses?* *How inclusive is our social life?* *How inclusive are our student support services?*

Dimension 2: Universal Design for Learning & Curriculum Design

The key concepts and philosophies of this dimension are Universal Design for Learning (UDL), inclusive andragogy and cooperative learning.

UDL is a research-based set of principles that can be used to guide the design of learning environments that are accessible and effective for all students. A literature review on the concept of UDL is to be found in the *IPSE-ID Curriculum Framework* on pages 16–24. Inclusive andragogy refers to the art and science of teaching adult learners (Knowles, 1984) in an inclusive way. Cooperative learning is an approach in education where students work together in groups to accomplish a common learning goal (Cooperative Learning, n.d.)

The training themes of this dimension are:
- Exploring UDL, its principles and guidelines, and how it can be used to design inclusive courses and design inclusive learning environments in higher education
- Exploring a cooperative approach to learning and ways to provide support in an empowering way.
- Looking at multiple possibilities for presenting material, learning, feedback, assessments etc.
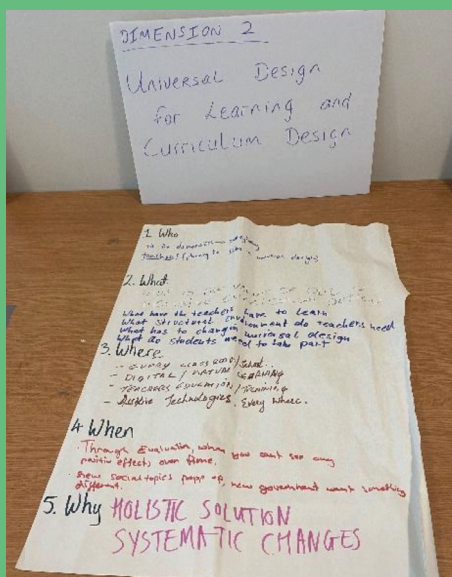
Universal Design for Learning - Results from group work in Cork in May 2022

Main questions:

- What is UDL?
- What is cooperative learning?
- What teaching and learning strategies do we have? Which ones do we need?
- How do we welcome diverse students (e.g., with disabilities) and promote school connectedness?
- How to provide good, useful and empowering support?
- How do we provide fair assessment and feedback?
- How open or receptive are we as staff/ teachers/ students to feedback regarding our behaviour (e.g., teaching, learning, social interactions and word choices, assessment and feedback, etc.) with respect to UDL and inclusion in general?

Training overview

	Level 1	Level 2	Level 3
WHO?	**University community**	**Leadership and policy makers**	**Directly involved persons**
WHAT?	*What is UDL?* *What is cooperative learning?*	*What is UDL?* *What is cooperative learning?* *What teaching and learning strategies do we have? Which ones do we need?* *How do we welcome diverse students (e.g., with disabilities) and promote school connectedness?*	*What is UDL?* *What is cooperative learning?* *What teaching and learning strategies do we have? Which ones do we need?* *How do we welcome diverse students (e.g., with disabilities) and promote school connectedness?* *How to provide good, useful and empowering support?* *How to provide fair assessment and feedback?* *How open or receptive are we as staff/ teachers/ students to feedback regarding our behaviour (e.g., teaching, learning, social interactions and word choices, assessment and feedback, etc.) with respect to UDL and inclusion in general?*
WHERE?	Online information accessible on university website In seminars, student union activities	Online information Meetings of administration, faculty and department leaders, student union and other	Online information In seminars and courses, planning meetings, educational and training events
WHEN?	Online information always accessible Group activities in the beginning of semester Awareness raising throughout the semester	In connection to policy making, policy discussions, curriculum design etc	In connection course, programme and syllable designing Beginning of semesterThroughout study programme
WHY?	**To create a culture:** • That welcomes diversity	**To create policy:** • That aligns with the UN Convention on the Rights of Persons with Disabilities	**To create practices:** • That welcome diverse learners

	Level 1	Level 2	Level 3
WHY?	**To create a culture:** • In which diverse learners' needs are acknowledged and celebrated • That promotes varied ways of teaching and learning, while maintaining academic rigour	**To create policy:** • That promotes inclusion • That requires high quality, flexible, and creative instruction to meet diverse learners' needs	**To create practices:** • That ensure diverse learners' needs are met • That elicit diverse learners' meaningful participation and contribution

Suggested Training Resources

The material presented here is accessible online at the respective websites listed below.

It is recommended to work with the material presented in the left column by using the questions in the right column as discussion starters.

Be encouraged to use creative methods in group work, like brainstorming on paper (with post-it notes), mind-map drawing, etc.

| Material	Refers to questions
AHEAD website The UDL Framework explained	*What is UDL?* *What teaching and learning strategies do we have? Which ones do we need?* *How do we welcome diverse students (e.g., with disabilities) and promote school connectedness?* *How do we provide support, fair assessment, and feedback?* *How open or receptive are we as staff/teachers/students to feedback regarding our behavior (e.g., teaching, learning, social interactions and word choices, assessment, and feedback, etc.) with respect to UDL and inclusion in general*
Homepage CAST – About Universal Design for Learning The UDL Guidelines	
Videos: Universal Design for learning series (6 parts)	
Guidelines on the inclusion of people with intellectual disabilities in adult literacy services (NALA, 2018).	
Article: Building the capacity of adult educators to create inclusive classrooms	
Webpage: What is cooperative learning?	*What is cooperative learning?* *How do we welcome diverse students (e.g., with disabilities) and promote school connectedness?* *How to provide good, useful and empowering support?*
Video: Cooperative learning model: Strategies and examples	
Webpage: Inspired by inclusion	
Manual: Organising inclusive seminars	
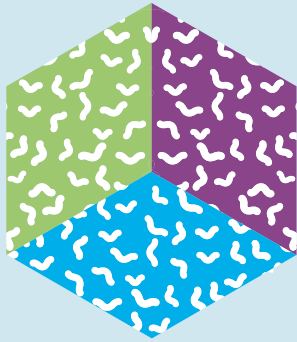
Dimension 3: Inclusiveness

The key concepts and philosophies of this dimension are inclusiveness, diversity, belonging, accessibility, accommodation, peer support, opportunities, and barriers for participation.

The concept of inclusiveness might be described as the state of being inclusion, meaning that environments, structures, contents are designed in a way that they meet a diverse population and all kinds of variability and diversity within that population (see also in *IPSE Curriculum framework*, p. 36). The concept of inclusiveness is strongly related to the concept of belonging. Belonging is a dynamic process happening when persons identify themselves or are identified by others in relation to different groups, situations, or objects and develop a sense of belonging through shared experiences (Yuval-Davis, 2006). Accessibility and accommodation are core principles in the UN-CRPD, and especially emphasised in Article 9. Article 24 provides guidance on accommodation in educational settings.

The training themes of this dimension are:

- Exploring the concepts of inclusiveness, diversity and belonging,
- Investigating accessibility and accommodation within the university
- Learning about peer-support and students' rights
- Identifying opportunities and barriers for participation
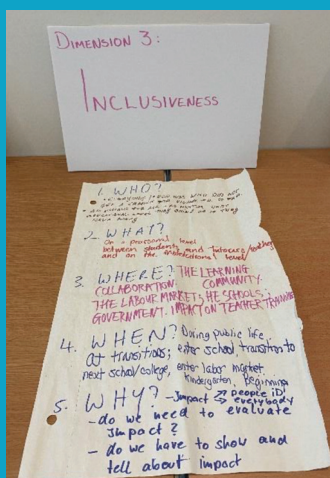
Main questions:

- What is diversity?
- How to be a university student?
- How can we support each other as learners and teachers?
- How do we ensure that everybody belongs?
- How do we ensure accessibility and accommodation?

Inclusiveness - Results from group work in Cork in May 2022

Training overview

	Level 1	Level 2	Level 3
WHO?	**University community**	**Leadership and policy makers**	**Direct involvement**
WHAT?	*What is diversity?* *How to be a university student?* *How can we support each other as learners and teachers?* *How do we ensure that everybody belongs?*	*How do we ensure accessibility and accommodation?*	*How can we support each other as learners and teachers?* *How do we ensure that everybody belongs?* *How do we ensure accessibility and accommodation?*
WHERE?	Online information accessible on university website In seminars, student union activities	Meetings of administration, faculty and department leaders, student union and other	In seminars and courses, planning meetings, educational and training events
WHEN?	Online information always accessible Group activities in the beginning of semester Awareness raising throughout the semester	In connection to policy making, policy discussions, curriculum making etc	In the beginning and end of the studies Beginning and end of the semester Throughout the study programme
WHY?	**To create a culture:** • That welcomes diversity • Where everyone can feel supported, included and develop a sense of belonging	**To create policy:** • That ensures accessibility and accommodation for all learners	**To create practices:** That welcome diverse learners • That imply diversity awareness raising • That promote everybody receiving supported and being able to provide support

Suggested Training Resources

The material presented here is accessible online at the respective websites listed below.

It is recommended to work with the material presented in the left column by using the questions in the right column as discussion starters.

Be encouraged to use creative methods in group work, like brainstorming on paper (with post-it notes), mind-map drawing, etc.

Material	Refers to questions
Homepage Inclusion Ireland - Education	*How can we support each other as learners and teachers?* *How do we ensure that everybody belongs?* *How do we ensure accessibility and accommodation*
Video: What is diversity?	*What is diversity?*
15 Team-building activities to promote diversity and inclusion 15 Activities of Diversity And Inclusion In The Workplace **Webpage:** Inspired by inclusion	*What is diversity?* *How can we support each other as learners and teachers?* *How do we ensure that everybody belongs?*
Webpage: Student minds – starting university	*How to be a university student?*

Dimension 4: Person Centredness

The key concepts and philosophies of this dimension are person centred planning, advocacy, and agency.

Within the context of inclusive higher education, person centeredness means that the student is an active agent within the educational experience and students and staff openly discuss and their expectations of the educational experience and make decisions together. Person-centred planning assures student´s agency in their studies and provides an opportunity for students to explore their strengths and capacities and formulate visions and goals for themselves (see also in *IPSE Curriculum framework, p.39)*

The training themes of this dimension are:

- Learning about person-centred planning
- Getting to know methods and tools in person-centred planning
- Exploring possibilities for student advocacy and agency, communication and expression
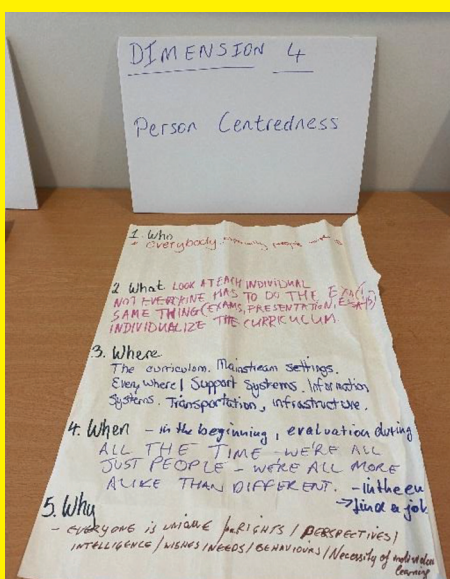
Person-centeredness - Results from group work in Cork in May 2022

Main questions:

- What is person-centred planning?
- How can we be seen and heard?
- How do we promote advocacy and agency?
- How do I plan for myself?
- How do I support person-centred planning?

Training overview

|	Level 1	Level 2	Level 3
WHO?	**University community**	**Leadership and policy makers**	**Directly involved persons**
WHAT? **Suggested Training material below**	*What is person-centred planning?* *What is student advocacy and agency?* *Why are autonomy, agency, and advocacy important for everyone?*	*What is person-centred planning?* *How do we support person-centredness in our policy and structure?* *How do we promote advocacy and agency?*	*What is person-centred planning?* *How do I plan for myself?* *How can we be seen and heard?* *How do I support person-centred planning?* *How person-centred is my teaching?*
WHERE?	Online information accessible on university website In seminars, student union activities	Meetings of administration, faculty and department leaders, student union and other	In seminars and courses, planning meetings, educational and training events
WHEN?	Online information always accessible Group activities in the beginning of semester	In connection to policy making, policy discussions, curriculum making etc	In the beginning and end of the studies Beginning and end of the semester Throughout the study programme
WHY?	**To create a culture:** • That respects and supports everybody's right to autonomy and advocacy • Where everybody knows the ways to exercise autonomy and advocacy	**To create policy:** • That ensures every student advocacy and opportunity to have influence on own studies and studies within the university in general • That implies person-centredness	**To create practices:** • That are person-centred • That support person-centred planning regarding studies and future employment plans • Where there is knowledge about ways and tools in person-centred planning

Suggested Training Resources

The material presented here is accessible online at the respective websites listed below.

It is recommended to work with the material presented in the left column by using the questions in the right column as discussion starters.

Be encouraged to use creative methods in group work, like brainstorming on paper such as flipcharts, mind-map drawing, etc.

Material	Refers to questions
Video: 5 Key Principles of Person-Centered Planning: An Easy Read Guide	*What is person-centred planning?* *How do I plan for myself?*
Video: Michael Smull Person Centered planning session	*What is person-centred planning?* *How do I support person-centred planning?*
Video: What are Person Centered Practices	*What is person-centred planning?* *How do we support person-centredness in our policy and structure?* *How do I support person-centred planning?*
Video: Self advocacy as a university student	*What is student advocacy and agency?* *Why are autonomy, agency and advocacy important for everyone?* *How do I plan for myself?* *How can we be seen and heard?*
Video: What is Self-Advocacy	*Why are autonomy, agency and advocacy important for everyone?* *How can we be seen and heard?*

Dimension 5: Impact

This dimension focuses on evaluating and reflecting on the impact of inclusive higher education and IPSE-programmes on students, staff, university, and the wider community.

This is an important dimension as it assists universities with evaluating the development and success of their programmes. It can also provide information on attitudes, existing knowledge and need for education and training within the organisation. It is essential to look at the impact regularly (see also in *IPSE Curriculum framework*, p. 42)

This dimension includes both training and data collection and it is recommended to use or adapt the student and staff surveys in the appendix for information gathering. It is also possible to use survey questions for discussion in training sessions with groups on different levels.

Impact - Results from group work in Cork in May 2022
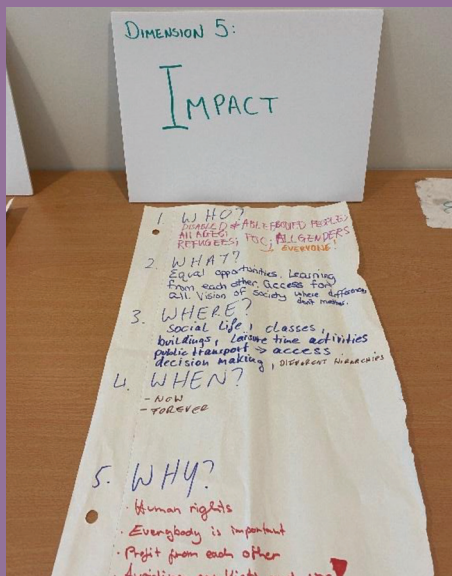
Main questions:

- What impact has our programme on our students both with intellectual disabilities and without intellectual disabilities?
- Have our students with intellectual disabilities progressed to employment/other HE programmes?
- What impact has our programme on our university staff community?
- Does our programme have any impact in our wider community?

Training overview

	Level 1	Level 2	Level 3
WHO?	**University community**	**Leadership and policy makers**	**Directly involved persons**
WHAT?	*Has training increased awareness and understanding of inclusive education among staff and students?* *Has training resulted in positive attitudes towards people with intellectual disabilities in the university community?*	*How can we support ongoing evaluation of inclusive education in our university?* *How do we measure the effectiveness of the training programmes?* *What impact has this IPSE programme had in the university?*	*What impact are my teaching and learning strategies having in the classroom?* *Has the curriculum design met the needs of students with intellectual disabilities?* *What impact has this IPSE programme had in the university?*
WHERE?	Online accessible survey for staff Online accessible survey for students with and without intellectual disabilities Face to face meetings with students with intellectual disabilities	University strategy and policy meetings Programme planning and development meetings During programme quality review meetings Student body meetings	In the classroom Evaluation of student formative and summative assessment At university progression boards/exam boards External examiner review of student work Opportunity for evaluation on teaching and learning methods
WHEN?	On completion of the staff training programme On completion of the student training programme Students with intellectual disabilities contribute to a evaluation forum on completion of studies	An ongoing process in the provision of inclusive education policy in the university	During programme planning and development During programme roll outIn the end of a semester/year/degree
WHY?	**To create a culture that is:** • Welcoming of diversity • Accepting of diversity • Aware of the needs of students with intellectual disabilities	**To create policy that:** • Includes evaluation as a critical element of programme development and review • Seeks to understand the impact of inclusive education in wide range of settings	**To create practices that:** • Include student and staff feedback • Encourage reflective practice in teaching and learning • Adopt student centred approachesUse UDL principles in teaching and learning

Suggested Training Resources

The material presented here is accessible online at the respective websites listed below.

It is recommended to work with the material presented in the left column by using the questions in the right column as discussion starters.

Be encouraged to use creative methods in group work, like brainstorming on paper (with post-it notes), mind-map drawing, etc.

Material	Refers to questions
See appendices for staff and student surveys which may be used pre/post training OR to as a training needs analysis for your institution In person and anonymous student feedback sessions	*Has training increased awareness and understanding of inclusive education?* *Has training resulted in positive attitudes towards people with intellectual disabilities in the university community?* *What impact has the IPSE programme had in the university? What impact are my teaching and learning strategies having in the classroom?* *Has the curriculum design met the needs of students with intellectual disabilities?*
Study Skills: Reflective practice toolkit' CoP ON!' Developing Communities of Inclusive Practice (CoPs) at University College Cork (UCC), Cork, Ireland Can students with an intellectual disability join in? Training university teachers to pursue inclusive higher education Evaluation of Teaching and Learning	*How can we support ongoing evaluation of inclusive education in our university?* *How do we measure the effectiveness of the training programmes?* *What impact has this IPSE programme had in the university?* *What impact are my teaching and learning strategies having in the classroom?* *Has the curriculum design met the needs of students with intellectual disabilities?*
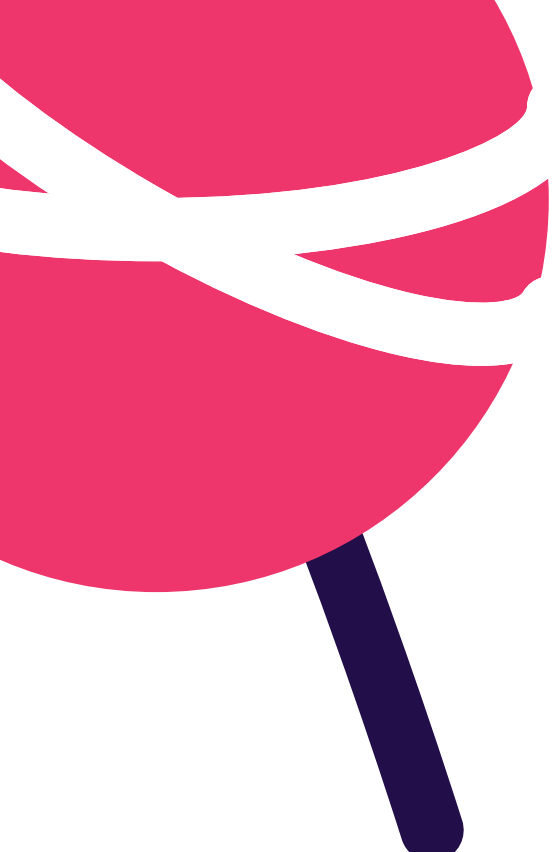
Appendices

Appendix 1 – Student survey

The survey can be used to gather information for need of education and training within the institution and to evaluate the impact of the training.

In the student survey, it is recommended to use a Likert scale for answering options. It is also possible to include visual clues.

Please adapt the survey to an accessible version appropriate to your language, culture and literacy abilities of your student group.

Example:

Please mark how much you disagree or agree with the statements below.

○ I strongly disagree	○ I disagree	○ I neither agree nor disagree	○ I agree	○ I strongly agree

---

Introduction:

Dear student!

In this survey we would like to ask you questions about what is important to you in university. There will be questions about:

- Your participation in university, study courses and social life
- Your experience of
- Courses and lessons
- Teaching material
- Communication with other students and teachers
- Group work

It is important that you answer according to the way you feel.
Your answers will help us finding out what is done well in university and what should be done better, so everyone has equal chances to learn and participate.
It is your choice to answer this survey. You do not have to answer.
If you need support to answer the survey, please ask for it.
If you press the speaker icon beside each question, the computer will read the question aloud.

1. Demographics *(like age, gender)*

2. What study programme are you in? *(Answering options according to university course catalogue)*

3. What is important to you in university? *(Answering options in Likert -scale/example above)*.

	I strongly disagree	I disagree	I neither agree nor disagree	I agree	I strongly agree
To me, it is important to get more education	○	○	○	○	○
To me, it is important to take part in university courses	○	○	○	○	○
To me, it is important to try something new	○	○	○	○	○
To me, it is important to get to know more people	○	○	○	○	○
To me, it is important to make new friends	○	○	○	○	○
To me, it is important to take part in social life	○	○	○	○	○
To me, it is important to become more independent and self-confident	○	○	○	○	○

4. How are things working for you in university? *(Answering options in Likert -scale/example above).*

	I strongly disagree	I disagree	I neither agree nor disagree	I agree	I strongly agree
I have become more educated	○	○	○	○	○
I can take part in the courses I am interested in	○	○	○	○	○
I have tried something new.	○	○	○	○	○
I got to know more people	○	○	○	○	○
I have made new friends	○	○	○	○	○
I have been taking part in social life	○	○	○	○	○
I have become more independent	○	○	○	○	○
I have become more self-confident	○	○	○	○	○

5. How do you experience teaching, teaching method, study materials and support in the courses you are in? *(Answering options in Likert -scale/example above).*

	I strongly disagree	I disagree	I neither agree nor disagree	I agree	I strongly agree
I understand what the teachers are saying.	○	○	○	○	○
The teachers treat me with respect.	○	○	○	○	○
I can participate in tasks and discussions in the course.	○	○	○	○	○
I get the support I need to learn and participate in the course.	○	○	○	○	○
I find the teaching material interesting	○	○	○	○	○
The teaching material is accessible to me	○	○	○	○	○
Instructions on tasks are clear; I understand what I have to do.	○	○	○	○	○
I can always ask my teachers for help.	○	○	○	○	○

6. How do you experience group work in university? (*Answering options in Likert - scale/example above*)

	I strongly disagree	I disagree	I neither agree nor disagree	I agree	I strongly agree
I can fully participate in group work.	○	○	○	○	○
In my group, I can always say my opinion.	○	○	○	○	○
The other students in my group listen to what I say.	○	○	○	○	○
I got to know more people through group work	○	○	○	○	○
I have self-confidence in my group	○	○	○	○	○
Communication in my group is good.	○	○	○	○	○
I feel good and safe in my group	○	○	○	○	○
Tasks are divided evenly between all members of the group.	○	○	○	○	○
I would like to have more group work than individual work	○	○	○	○	○

7. Inclusive culture, accessibility, and social life (*Answering options in Likert -scale/example above*)

	I strongly disagree 😖😩	I disagree 😟	I neither agree nor disagree 😐	I agree 🙂	I strongly agree 😄😄
I feel welcomed in the university community	◯	◯	◯	◯	◯
I feel safe when I am at the university	◯	◯	◯	◯	◯
All university facilities are accessible to me	◯	◯	◯	◯	◯
The university website is accessible to me	◯	◯	◯	◯	◯
I feel that I get sufficient support with my studies	◯	◯	◯	◯	◯
I feel accepted by my fellow students	◯	◯	◯	◯	◯
I feel accepted by the teachers in the university	◯	◯	◯	◯	◯

Open questions:

	I strongly disagree 😖😩	I disagree 😟	I neither agree nor disagree 😐	I agree 🙂	I strongly agree 😄😄
Is there something else you would like to tell us?	◯	◯	◯	◯	◯
Is there something you would like to change?	◯	◯	◯	◯	◯
What is the most helpful thing that could be done in the university to assist you to support the inclusion of students with intellectual disabilities?	◯	◯	◯	◯	◯

Appendix 2 – Staff survey

The survey can be used to gather information for need of education and training within the institution and to evaluate the impact of the training.

Introduction

Thank you for taking this survey. We are interested in finding out about inclusion for students with intellectual disabilities in your college/university. Please complete all sections that apply to you.

1. Age group

2. Gender

3. Level of education
What is the highest level of schooling or degree you have completed to date?

- Some secondary level education
- Completed secondary level education
- Some college/university education
- College diploma
- Bachelor degree
- Masters degree
- Doctorate

4. Country of residency

5. Professional role (please tick all that apply)

- Administration staff
- Security staff
- Catering staff
- Cleaning staff
- Maintenance staff
- Teaching staff
- Research staff
- Management
- Other (Please state):

6. Length of time in current role: _____ **years**

INTERACTIONS WITH STUDENTS WITH INTELLECTUAL DISABILITIES

7. How often do you interact with students with intellectual disabilities in your workplace?

- ☐ Daily
- ☐ Weekly
- ☐ Monthly
- ☐ Occasionally
- ☐ Never
- ☐ Other (please state) _____

8. In what context do you interact with students with intellectual disability?

- ☐ As a teacher/lecturer
- ☐ As a work placement provider
- ☐ As a catering/service staff
- ☐ As a researcher
- ☐ Other (please explain)

_____

TRAINING/EDUCATION FOR WORKING WITH PEOPLE WITH INTELLECTUAL DISABILITIES

9. Have you had any training/education for working with students with intellectual disabilities?

- ☐ Yes
- ☐ No

If yes, please give more detail

_____

10. Have you received any training/education to prepare you for working with students with intellectual disabilities from your college/university?

☐ Yes
☐ No

If yes, please give more detail

> (blank box)

11. What training/education do you believe you need to assist you to support students with intellectual disabilities in your work practices? (please write answer)

> (blank box)

If you are not engaged in teaching activities, please skip to question 16

SELF-EFFICACY

12. How would you rate your confidence in teaching students with intellectual disabilities?
(Circle one)

Extremely low					Extremely high				
1	2	3	4	5	6	7	8	9	10

Please give a reason(s) for your answer:

> (blank box)

13. How would you rate your level of experience in teaching students with intellectual disabilities? (Circle one)

Extremely low									Extremely high
1	2	3	4	5	6	7	8	9	10

Please give a reason(s) for your answer:

14. About what are you MOST confident about in delivering an inclusive education programme within your HEI? (Please tick ALL that apply):

- ☐ Communicating with students with intellectual disabilities
- ☐ Understanding the needs of students with intellectual disabilities
- ☐ Human rights information
- ☐ Developing accessible materials
- ☐ Using easy read language resources
- ☐ Developing learning goals with students with intellectual disabilities
- ☐ Curriculum development for students with intellectual disabilities
- ☐ Advocating the needs of students with intellectual disabilities
- ☐ Communicating with families of students with intellectual disabilities
- ☐ Other (please state):

15. About what are you LEAST confident about in delivering an inclusive education programme within your HEI? (Please tick ALL that apply):

- ☐ Communicating with students with intellectual disabilities
- ☐ Understanding the needs of students with intellectual disabilities
- ☐ Human rights information
- ☐ Developing accessible materials
- ☐ Using easy read language resources
- ☐ Developing learning goals with students with intellectual disabilities
- ☐ Curriculum development for students with intellectual disabilities
- ☐ Advocating the needs of students with intellectual disabilities
- ☐ Communicating with families of students with intellectual disabilities
- ☐ Other (please state):

16. Evolving Inclusive Practices

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Need more information
Curricula can be adapted to meet the needs of students with intellectual disabilities	◯	◯	◯	◯	◯	◯
Teaching & learning activities are planned with students with intellectual disabilities in mind	◯	◯	◯	◯	◯	◯
Learning aids/supports are available to support students with intellectual disabilities	◯	◯	◯	◯	◯	◯

We would like to find out about the level of inclusion present in your college/university. Please rate the following statements whether they exist in your college/university

17. Creating Inclusive Cultures

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Need more information
I view inclusion as increasing participation for all	◯	◯	◯	◯	◯	◯
I feel staff & students with intellectual disabilities respect one another	◯	◯	◯	◯	◯	◯
I believe expectations are high for students with intellectual disabilities	◯	◯	◯	◯	◯	◯

18. Producing Inclusive Policies

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Need more information
There are professional development activities available to help staff respond to diversity	◯	◯	◯	◯	◯	◯
The buildings & grounds are developed to support participation for all	◯	◯	◯	◯	◯	◯
Staff expertise in the field of intellectual disabilities is known & utilised	◯	◯	◯	◯	◯	◯

Final Section

■ **What is the most helpful thing that could be done in this organisation/workplace to assist you in supporting the inclusion of students with intellectual disabilities in your organisation?**
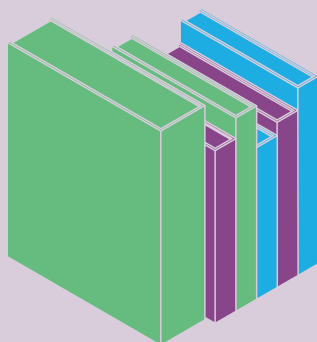
References

AHEAD. (n.d.). Creating inclusive environments in education and employment for people with disabilities. (n.d.). https://www.ahead.ie

AHEAD. (n.d.). *The UDL Framework Explained*. https://ahead.ie/udl-framework

Barret, S. (2017). Building the capacity of adult educators to create inclusive classrooms. *Education for Everyone. Worldwide. Lifelong*. https://www.dvv-international.de/en/adult-education-and-development/editions/aed-842017-inclusion-and-diversity/section-3-method/building-the-capacity-of-adult-educators-to-create-inclusive-classrooms

Booth, T., & Ainscow, M. (2016). *Index for inclusion: a guide to school development led by inclusive values*. Index for Inclusion Network.

Butler, B. and McCarthy, M. (2020). 'CoP ON!' Developing Communities of Inclusive Practice (CoPs) at University College Cork (UCC), Cork, Ireland. *The AHEAD Journal*, Issue 11. https://www.ahead.ie/journal/CoP-ON-Developing-Communities-of-Inclusive-Practice-CoPs-at-University-College-Cork-UCC-Cork-Ireland

CAST. (n.d.) *About Universal Design for Learning*. https://www.cast.org/impact/universal-design-for-learning-udl

Center for Excellence in Teaching and Learning at OU. (n.d.). Universal Design for Learning Series. https://www.youtube.com/watch?v=hwPuJ4l_ukE&list=PLEVdYHEH5JvMbG5R32VRYtKJIRhWoui4g

Cooperative Learning. (n.d.) *An Overview of Cooperative Learning*. http://www.co-operation.org/what-is-cooperative-learning

Corey, T. (2020). *What are Person Centered Practices?* https://www.youtube.com/watch?v=EdtK9hztd1M

Emmers, E. and Hermans, K. (2020). Can students with an intellectual disability join in? Training university teachers to pursue inclusive higher education. *The AHEAD Journal*, Issue 11. https://www.ahead.ie/journal/Can-students-with-an-intellectual-disability-join-in-Training-university-teachers-to-pursue-inclusive-higher-education

Inclusion Ireland. (n.d.). *Education*. https://inclusionireland.ie/education/

Keane, E. and Mac Labhrainn, I. (2005) *Obtaining Student Feedback on Teaching & Course Quality.* Centre for Excellence in Learning & Teaching. National University of Galway, Galway.

Kelley, K. R., & Westling, D. L. (2019*). Teaching, including, and supporting college students with intellectual disabilities.* Routledge, New York.

Knowles, M. S. (1980). *The modern practice of adult education: From pedagogy to andragogy*. Englewood Cliffs, NJ: Cambridge Adult Education.

Marie, D. (n.d.). *SELF-ADVOCACY AS A UNIVERSITY STUDENT: The Importance of Advocating for Yourself While in School*. https://www.youtube.com/watch?v=wao6AsmcT2M

Medina County Board of DD. (n.d.). *What is Self Advocacy?* https://www.youtube.com/watch?v=CdzipgdaRvE

Morrison, R. (2022). *15 Team-Building Activities to Promote Diversity and Inclusion*. Available at https://spacehuntr.com/journal/15-team-building-activities-to-promote-diversity-and-inclusion/ (Accessed 06/10/2022).

National Adult Literacy Agency. (2018). *Guidelines on the inclusion of people with intellectual disabilities in adult literacy services*. Dublin: NALA. https://www.nala.ie/wp-content/uploads/2019/08/Guidelines-for-the-inclusion-of-adults-with-intellectual-disabilities-in-adult-literacy-services.pdf

Roberts, J. (2016). *What is diversity?* https://www.youtube.com/watch?v=HT9dtDSRDFA

Ohio Department of Developmental Disabilities. (n.d.). 5 Key Principles of Person-Centered Planning: An Easy Read Guide. 5 Key Principles of Person-Centered Planning: An Easy Read Guide - YouTube.

Smull, M. (n.d.). *Michael Smull Person Centered Planning Session*. Michael Smull Person Centered Planning Session - YouTube.

Student minds. (n.d.). Resources: Starting University. https://www.studentminds.org.uk/startinguniversity.html

Teachings in Education. (n.d.). Cooperative Learning Model: Strategies & Examples. https://www.youtube.com/watch?v=cnkKHL_dyGE

University of Cambridge (n.d.). *Reflective Practice Toolkit*. https://libguides.cam.ac.uk/reflectivepracticetoolkit

United Nations Convention on the Rights of Persons with Disabilities (2006). *Convention on the Rights of Persons with Disabilities (CRPD)*. https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html

United Nations (2014). *The Convention on the Rights of Persons with Disabilities: Training Guide. Professional Training Series no.19*. https://www.ohchr.org/sites/default/files/Documents/Publications/CRPD_TrainingGuide_PTS19_EN_Accessible.pdf

Vantage Circle. (n.d.). 20 Activities of Diversity And Inclusion In The Workplace. https://blog.vantagecircle.com/activities-diversity-and-inclusion/

Yuval-Davis, N. (2006). Belonging and the politics of belonging. *Patterns of Prejudice*, *40*(3), 197-214. https://doi.org/10.1080/00313220600769331

Notes:

Notes:

Notes:

IPSE_ID