Research Centre
Global Education

Coventry
University
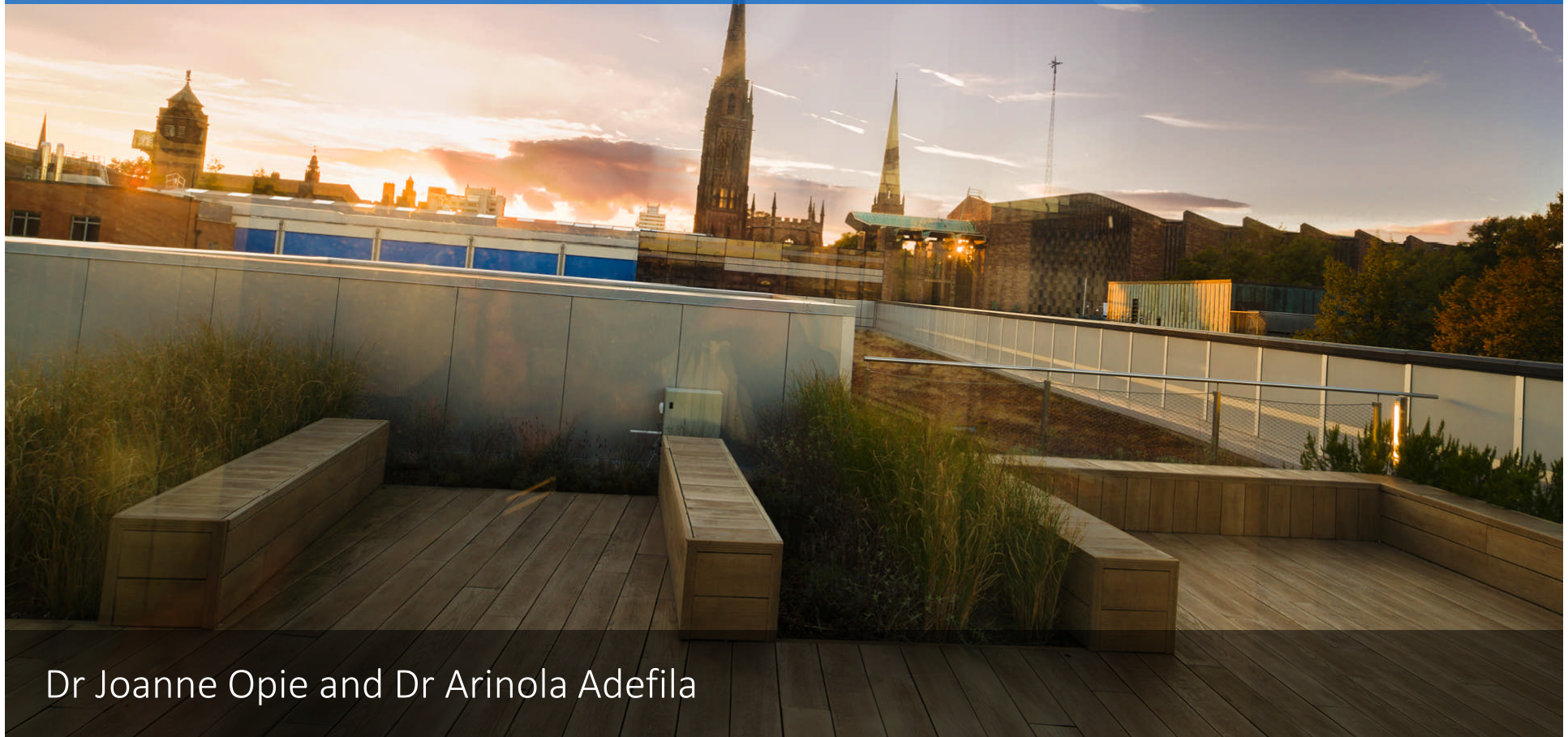
Dr Joanne Opie and Dr Arinola Adefila

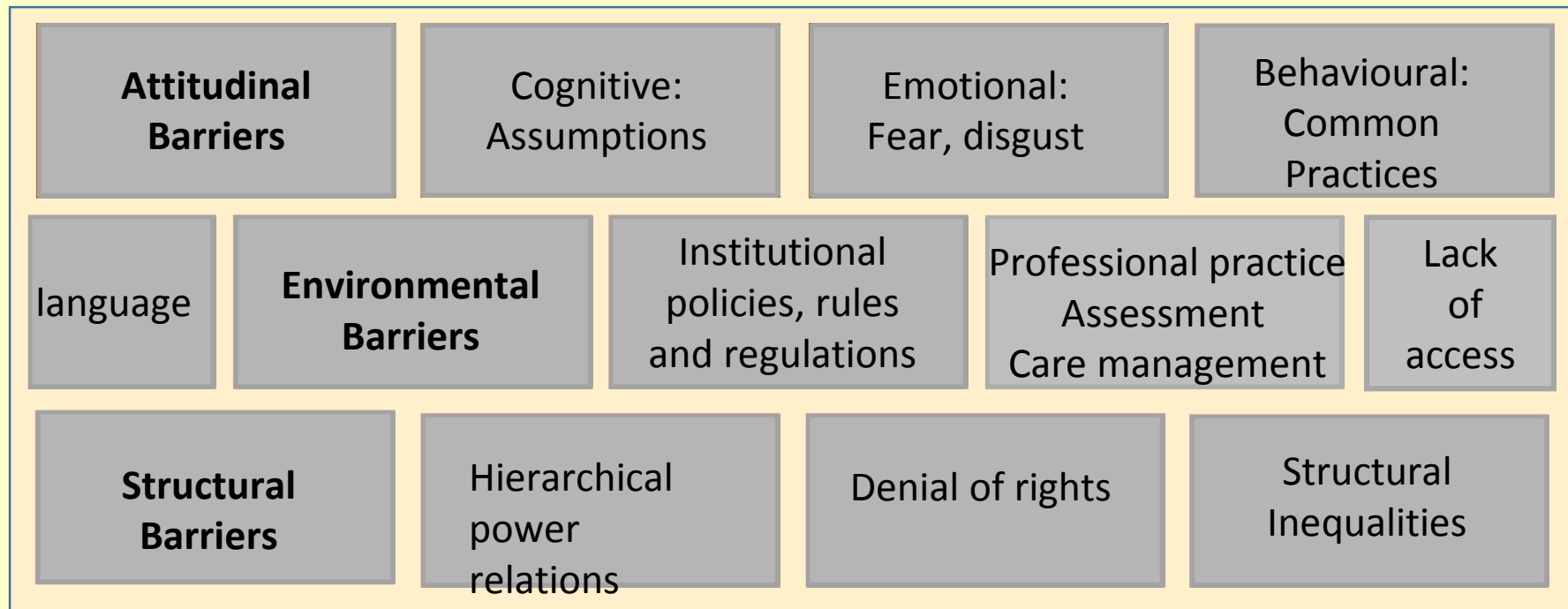# Aims of Session

- Introduce drivers for supporting disabled people to enter the workforce

- Discuss placements in health and social care & barriers

- Responsibilities under the Equality Act (Universities and Placement providers)

- Research on placement experiences

- Practical solutions for students and mentors

- Successful Placement App

Barriers in General Society

Attitudinal Barriers	Cognitive: Assumptions	Emotional: Fear, disgust	Behavioural: Common Practices

language	**Environmental Barriers**	Institutional policies, rules and regulations	Professional practice Assessment Care management	Lack of access

Structural Barriers	Hierarchical power relations	Denial of rights	Structural Inequalities

SEAwall Model of Discrimination.   (Swain, French and Cameron 2003)

Good Practice Framework: Disabled students (OIA 2017)

- Public Equality Duty
- Flexible policies & procedures
- Publicise information to students
- Support development of self-advocacy skills
- Sharing of information with consent
  - Health & safety on placement may require disclosure
- Reasonable adjustments
  - Anticipatory
  - Design courses in consultation with disabled students
  - Be open minded
  - Record & monitor
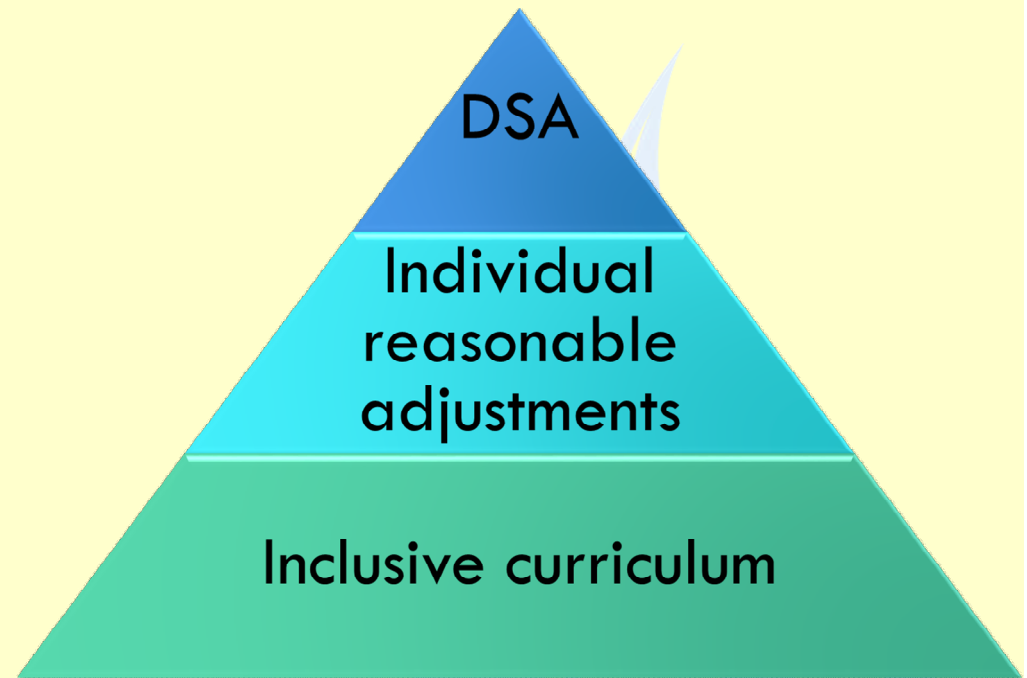
Research on Placement Issues

- Adjustments are readily made in educational environments to support disabled student; in placement settings, they are more difficult to implement. Hargreaves & Walker (2014, 1748)

- Tension 'between inclusive policies, competing needs, including patient safety, public confidence and professional regulation

- Many students do not disclose disability as they wanted to be treated the same as their peers. Brown, James & McKenzie (2006).

- Mentors/Educators have poor understanding of disabilities. Radiography students with dyslexia on placement stressed the importance of having an understanding educator for success. Murphy (2011).

Research on factors that contribute to successful placement experiences

- Procedure to facilitate effective disclosure of a disability (Botham & Nicholson, 2014).

- A tripartite partnership between practice learning team, disability service and student placement facilitator smooths transition into practice (Griffiths, Worth, Scullard & Gilbert, 2010).

- Inclusion of student stories in resources used to prepare mentors to support students with disabilities was found useful in promoting understanding of support needs and reasonable adjustments (Tee & Cowen, 2012).

Solutions: Student recommendations (Opie 2015)

Pre-placement communication	Forward planning (before students arrive) and good communication between the student, university and placement to negotiate putting into place reasonable adjustments	Pre placement visit Three-way communication between student, placement and HEI pays off
Overall support	Information pack Part-time delivery Disabled student mentor Training in computer software/ hardware in advance of course More open-minded responses from tutors Changes in support for disabilities within the profession Make information more accessible	*"My placements were carefully chosen for me based on my academic needs, accessibility and other factors, and I had an input"* (SLT student).
Placements	Assistance with informing placements of learning needs Need to consider the fatigue factor Get to know student as a person Effective & efficient more important than pretty Improved understanding from placement mentors	

Reasonable Adjustments
(Clouder et al 2016)

Physical Support

- Placement close to home if possible to avoid increased stress of staying away
- Paired placements for peer support

Altered working hours

- Regular breaks
- Access to computers
- Adjusted seating arrangements

Extra time for report writing

- Facility to have written reports double checked by someone else
- Use of a communications support worker or assistive technology
- Provision of a quiet space for report writing

Practical solutions for students and mentors

STRUCTURE

Direct links between university and placement.

Provide information packs.

Use the PSED as a driver.

Develop universal curricula.

ENVIRONMENT

Positive information.

Review policies.

Provide ongoing resources (develop repositories).

Share good practice.

ATTITUDES

Attitudes that affirm.

Encourage students to act as drivers for change.

Encourage open minds.

Successful Placement App

https://studentsupport.herokuapp.com/

Pledge for Change

Think of one thing that you will follow up in your own workplace after today's conference that could make a difference for students going out on placement.

Questions

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