



Australian Government
**Department of Education,
Science and Training**

An Investigation Into International Best Practice

**In Facilitating The Transition Of Tertiary
Education Students With Disabilities
Into Their Post-Graduate Careers**

Eric Boardman
Regional Disability Liaison Officer
Central Queensland

03/10



Enhancing post secondary education,
training and employment opportunities
for people with disabilities

NATIONAL REGIONAL DISABILITY LIAISON OFFICER INITIATIVE

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An Investigation into International Best Practice in Facilitating the Transition of Tertiary Education Students with Disabilities into their Postgraduate Careers

National and International Models of Best Practice in the Support of the Transition of Students with Disabilities from Tertiary Education to Employment

AIM

This report aims to describe a model of best practice in Australia that will facilitate the transition of people with disabilities from tertiary education and training into their postgraduate careers. A review of the literature and an investigation of strategies currently being utilised in both the United Kingdom and Australia will inform this description.

CONTEXT

People with disabilities make up a significant proportion of the population of all western countries. In 1998 the Australian Bureau of Statistics stated that 19 percent of the population of Australia had some form of disability. (Australian Bureau of Statistics, 1998).

This large proportion of the Australian population experience levels of unemployment and underemployment far beyond that of their non-disabled fellow citizens. In Australia, as in most western societies today, lack of access to paid employment impacts financially on people with disabilities to the extent that many of them are effectively excluded from full participation in society.

Annison, Jenkinson, Sparrow & Bethune (1996) state that:

'Participation in employment is highly valued in society. In addition to increased income, other factors such as self identify, development of social relationships, changing work practices that increase the range of skill development, enhanced quality of life and the experience of facing challenges and frustrations in achieving goals are just as important.'

[cited in Mungovan A. and O'Day A. (1997)]

This exclusion is manifest in two forms of disadvantage:

1. people with disabilities are up to three times more likely to be unemployed (Thornton P. and Lunt N. 1995) and
2. they are more likely to be in the 'poorly paid, low-skilled low status jobs which are both unrewarding and undemanding' (Barnes, 1991 p.65) (Perry, Hendricks and Broadbent (2000) p. 923).

The double disadvantage in the latter trend is that within the new and highly competitive economies, it is just these positions that are increasingly disappearing.

There are two compelling arguments why a society might act to remedy this situation.

The economic case

In a globally competitive market place, nations are striving to maximise the potential contribution of all of their members. The exclusion of a significant number of its people from the mainstream of society impedes this goal and weakens the overall economic potential of Australian society. This was recognised by the Commonwealth Government in its 'Bridging Pathways' document-

'Over 16% of the Australian working age population has a disability.... (and) are currently not participating in or contributing to our society to anywhere near their full potential.'

(Australian National Training Authority 2000)

The civil case

In a socially just society people with disabilities have a right to equitable access to all the benefits that participation in that society offers. To accept conditions within a society that exclude any of its members from full participation, for reasons beyond their control, is legally and morally indefensible.

One avenue by which people with disabilities can more readily gain employment and compete for positions at a higher level is to complete a higher education degree or undertake Vocational Education and Training (VET). Previous governments have recognized this and have enacted policies that have succeeded in improving access rates of people with disabilities into tertiary education. In the five years since data was first collected in 1996, the number of students with disabilities commencing at University alone has risen by over 60% from 11 656 to 18 926 or over 5% of the total student population (Department of Education, Training and Youth Affairs, 2000).

The current Commonwealth Government has stated its commitment to continuing this trend in the belief that this will improve the access to employment of people with disabilities.

'One of the main purposes of education is to inspire and enable individuals to effectively participate in the workforce and take part in and contribute to society.....This will lead to a long term increase in the number of people with disabilities gaining access to higher paid and more secure jobs through improved education and training.'

(The 'Australians Working Together' document, Commonwealth Government, 2001)

While evidence suggests that tertiary education and training does indeed improve access to employment, tertiary graduates with disabilities continue to experience lower levels of employment than their non-disabled peers.

It is incumbent upon the developers of social policy to ensure that public monies are utilised in the most effective means possible. They need therefore to identify and address any barriers that may stand in the way of the maximum achievement of successful outcomes of any proposed initiative.

This project undertook to investigate the reasons why graduates with disabilities are not achieving employment rates comparable to their peers, and suggest practical strategies that have proven themselves effective in addressing such issues.

METHOD

To do this, a literature review was undertaken to identify what the issues were, that prevented career access for graduates with disabilities and what strategies were being used to address this. This was followed by a series of interviews (pro forma attached in appendix 3) with representatives of various programmes in the UK and Australia to ascertain first hand what they considered to be effective practice in assisting graduates achieve enhanced career outcomes. The findings from these interviews were then combined with the findings of the literature review to arrive at a model of effective policy and practice across three tiers of the Australian graduate careers sector - namely that of public policy, cross sectoral networking and collaboration and graduate career advisory service delivery.

EMPLOYMENT OF TERTIARY GRADUATES WITH DISABILITIES: a literature review

Graduates with disabilities are not accessing postgraduate employment at a rate comparable to their non-disabled peers. According to a survey of graduates with disabilities undertaken by Anna Mungovan and Alison O'Day, it was found that -

'38% of this population felt that they had, to date, been unsuccessful in their ability to follow their career aspirations. Furthermore 37% of respondents were not employed at the time of completion of surveys. This figure was four times the then national unemployment figure of approximately 9%'

(Mungovan A. & O'Day A., 1996).

Later figures extracted from the Graduate Destination Survey (1999) by Jaye Johnson supported this finding.

'Overall, in 1999 employment prospects for Australian citizens or permanent residents were strong. Of those available for full time work, 86% had obtained full-time employment with another 7.5% working part-time.' However 'at the bachelor level, of those students with a disability available for employment 31.7% were unemployed.

(Graduate Destination Survey, Johnson J. 2001)

A similar pattern emerges in studies done in other western countries (Perry, Hendricks & Broadbent, 2000) (Enright, Conyers & Szymanski, 1996), (Stross E. 2001) (Farrar V. and Waddlelove C., 1998).

Mungovan and O'Day (1996); Johnson (2001); Hynes, Syme, Lawn, Jones, Brown & Edwards, (1997) and Enright M.S., Conyers L.M. & Szymanski E.M. (1996) all describe the underlying

causes for this pattern of disadvantage. From their research three categories of issues can be used to summarise the disadvantages graduates with disabilities face in accessing employment.

- Issues that exist within the graduate with a disability.
- Issues that exist within employer attitudes and behaviours.
- Issues that exist within career advisory services established within universities and TAFE's.

Each of these issues is driven and influenced by the others. Practitioners are advised therefore, to address more than one category in their practice. To ignore the interrelationship of the three categories will put in jeopardy any attempt at effective practice. Following is a more detailed description of the various aspects of each category together with a description of what possible strategies might be adopted to effectively address each issue.

NB. The descriptions and recommendations that follow are based upon generalisations about the nature of individuals with disabilities and the societies they live in. It is fully understood that each individual student/job seeker will present for career transition with their own unique background and set of abilities, and in direct service provision, these should remain the focus.

ISSUES THAT EXIST AND STRATEGIES TO BE ADOPTED IN ASSISTING GRADUATES WITH DISABILITIES TRANSITION TO EMPLOYMENT

1. Graduate centered issues

Relevant work skills and experience.

Studies suggest that graduates with disabilities are more likely to begin their career transition with a lack of relevant work skills and experience compared to their non-disabled peers (Enright et.al. 1996). This is most often caused by a lack of access to pre-graduate employment.

It may also be caused by the extra time some students with disabilities are required to spend in meeting the demands of their academic and social commitments, such as organising personal careers, finding and using accessible public transport, acquiring accessible study texts, finding and using accessible technology, etc.

Effective strategies

A career service can offer programmes of work placement or mentoring to address the lack of relevant work skills and experience of students with disabilities.

'All students benefit from the opportunities work-based learning affords...However, for students with disabilities, the benefits of internships and other work experiences may be even greater than for their non-disabled peers.'
(DO-IT, 2001, p.1)

These may be offered in-house as with the University of South Australia's programme or be in collaboration with employer groups external to their institution, viz. EMAD (Employers Making a Difference). They can be administered by one university as with the Staffordshire mentoring programme or be in collaboration with a cluster of Universities as with the SUCCEEDS programme in Scotland and the Interact programme in Manchester. Alternatively students can be referred to specialist services such as the Willing and Able Mentoring programme that, although based at Deakin University, will be offered nationally during 2002.

Another option is to adjust mainstream programmes to accommodate the specific issues faced by students with disabilities.

Experience in career planning, decision-making and the application process

Enright et.al. (1996) suggest that students with disabilities approach the job search process with fewer skills in career planning, decision-making, and knowledge of the application process. According to Enright et.al., parents and teachers tend to shield people with disabilities from risk and decision making. A consequence of this can be that they fail to learn the important career planning skills associated with making realistic and informed decisions.

Effective strategies

Career planning workshops/training are an essential element of mainstream graduate career services across the tertiary education and training sector both in Australia and overseas [Johnson J. (2001), DO-IT (2001), Farrar V. & Waddlelove C. (1998) and Mungovan A. & O'Day A. (1997)].

Effective provision for students with disabilities requires that this training be supplemented with workshops (offered in either a segregated or inclusive setting) that address issues specific to the needs of graduates with disabilities including:

- a) awareness of anti-discrimination legislation,
- b) timing and nature of disability disclosure,
- c) negotiating workplace modifications with employers and
- d) representing their disability in a positive framework.

Aspects of this training may also be included in meetings with mentors or as part of work placement programmes.

Timing and manner of disclosure of disability

Disclosure is a complex issue involving decisions around whether to disclose as well as how, when and what to disclose. Even students who are confident and comfortable about discussing their disability may still be uncertain about the nature of the careers market, their legal rights and responsibilities and the timing and pros and cons of disclosure. This may cause them to disclose unnecessarily or inappropriately and may potentially impede their access to employment by prematurely exposing them to discriminatory attitudes and behaviour.

Effective strategies

Discussion of the timing and manner of disclosure and its possible implications should be an essential element of any career service offered to people with disabilities. Such discussion can take place in one-on-one sessions with the student, in workshops or in meetings with mentors, as discussed in the previous section.

Self-confidence issues.

A lack of self-confidence and self-image are common elements in much of the literature's description of barriers to successful career transition for graduates with disabilities. Low self confidence can lead students to under-estimate their potential and fail to apply for positions or promotions they are qualified to hold. It may also lead them to pursue or accept positions below their potential. It may also manifest in poor performance in interviews or acceptance of discriminatory behaviour from employers or fellow workers. There is some evidence to suggest that similar to decision-making, poor self-confidence and self-image stems from parental/societal-child interactions relating to the person's disability. (Turner K. & Szymanski E. 1990). Importantly it was found that additional services were more likely to be required when the student themselves saw their disability as a significant factor (if not barrier) influencing their career transition (Farrar V. 1998).

Effective strategies

Careers services in Universities and TAFE's need to understand the nature of, and if required, have the capacity to address, issues of self confidence and self realisation relating to the student's disability. Addressing such issues requires a range of skills often found in the field of counseling. Career services need to ensure that they have staff with such skills, who are capable of guiding a person through individual and personal issues, to arrive at realistic and relative career goals.

This can be achieved by -

- a) providing cross service awareness and skills training for all careers staff,
- b) training one person to act as a specialist officer in this field or
- c) referral to a professional, within or external to the service.

2. Employer centered issues

Employer attitudes.

Negative employer attitudes are widely considered to be the single greatest barrier to the achievement of employment for people with disabilities.

'a general consensus that employer attitude towards people with disabilities is a primary factor contributing to both the unemployment of this group and their under utilization at work.'
(Jackson et. al. 2000)

American literature indicates that there is a persistent reluctance on the part of employers to recruit people with disabilities (Hernandez B., Keys C. and Balcazar F. 2000). It would seem

that employers attitudes and actions are still informed more by traditional perceptions of poor productivity and dependability, safety concerns and lack of social aptitude (Hindle K., Noble J. and Phillips B. 1999), (Jackson C., Furnham A. and Willen K. 2000) (Hernandez et.al. 2000). This is despite the fact that numerous studies have shown these to be largely inaccurate myths and stereotypes (Hindle et.al. 1999), (Perry et.al. 2000).

Effective strategies

An effective response to this barrier requires a range of policy planning and enactment that encompasses both the macro and micro planning environments.

Macro planning

Governments can enact various social policy initiatives to encourage positive changes in employer behaviour around the recruitment of people with disabilities. Social policy planners in various western countries have used such strategies as:

- offering financial incentives,
- offering tax havens,
- imposing quota systems,
- enacting anti-discrimination legislation and
- appealing to the employer's sense of responsible corporate citizenship.

(Thornton P. and Lunt N., 1997)

Addressing such macro level infrastructure will encourage a change in employer behaviour that individual programme and students with disabilities can take advantage of.

Micro planning

Improving employer awareness of relevant anti-discrimination legislation and initiating disability awareness campaigns may also influence employer behaviour [Jackson et.al. (2000)]. In Australia there are a number of such initiatives represented by employer associations which have a direct disability recruitment focus viz., Employers Making A Difference (EMAD), Partnerships with Industry (Qld) and Diversity @ Work (Vic.). Associating with such organizations can better enable the recruitment of employers into mentoring and work placement schemes and thus facilitate positive contact between employers and students with disabilities. The result of such contact, if positive, can be less stereotypical thinking, greater awareness and changed attitudes amongst employers.

Discrimination based on disability in the search and application process.

Stemming from the negative and ill informed employer attitudes described above is a range of discriminatory practices evidenced in the search and application process. Such practices, while often illegal, are unfortunately, not uncommon within the experience of job seekers with disabilities. They can take the form of

- inaccessible recruitment procedures,
- inaccessible interview venues,
- a greater rate of rejection of applications at every stage of the recruitment process,

- a tendency to focus interview questions upon what the applicant cannot do rather than what they can and
- a tendency not to promote people with disabilities within organisations.

Effective strategies

All of the services investigated included information in their workshops and training on how best to negotiate the job search and application process with regard to negative employer attitudes. Strategies offered to students included how best to address issues of disclosure and present disability issues in a positive manner.

Information and strategies on understanding and enacting anti-discrimination legislation were also offered to students with disabilities as an added precaution against negative employer behaviour. This litigant approach has an inherent weakness however, in that it requires the individual to have not only the skills but also the determination to follow through with such actions. To date this has not been widely in evidence. Of the few complaints of disability discrimination that have been brought against employers, the majority have been either withdrawn or settled out of court with no precedence set.

Career service staff need therefore, to have at least knowledge of, if not direct liaison with, advocacy agencies in the community to whom they can refer clients if required. Effective practice also recommends that training be offered for individuals in negotiation and empowerment techniques.

Job requirements vs. disability,

At times the nature of a job applied for, throws up inherent requirements that seemingly exclude the graduate with a disability. This can challenge the job seeker, the prospective employer and the career advisory staff.

Through investigation, exclusions of this kind are often found to be more related to

- inaccurate understanding on the part of the employer of the abilities of the jobseeker with a disability,
- a lack of flexibility within the workplace in adopting different work practices to accommodate the jobseeker with a disability,
- a misconception as to the cost of accommodating the jobseeker with a disability or
- a misunderstanding of what is inherently required for the position in question,

Effective strategies

In most cases such issues can be overcome by empowering the student to negotiate flexible work practices with the prospective employer. Career services may also become involved in campaigns to improve employers' awareness of possible workplace modifications and adaptive technology [Jackson et.al. (2000)].

When modifications, flexibility and greater awareness do not alter the situation and the inherent requirements of a position legally and reasonably exclude the job seeker with a disability then work is required to assist the job seeker to understand this and move on to explore other more viable options. It is hoped that this form of career guidance and insight would have been

undertaken with the job seeker during if not before the beginning of their tertiary education and training, but this is not always the case and graduate career services need to be prepared for this.

3. Issues centered in the graduate career services

Lack of information, skills or willingness to assist students with disabilities overcome the barriers above.

Previous studies have suggested that a gap in services exist between the Disability Officers and graduate career services, when it comes to the provision of services for graduates with disabilities. In an email survey undertaken as part of this report however, it was found that of 19 careers advisory services in Australian universities, all 19 indicated a willingness to accept responsibility for the careers assistance required by students with disabilities. While it is recognised that this represents a small and biased sub-group of the entire graduate careers sector in Australia it is nonetheless a promising result. Within the same group while there was only minor evidence of specialist knowledge there was a strong commitment to improving knowledge and skills in this area.

The availability of information and training to enable improved knowledge and skills amongst graduate career advisory staff is currently largely unavailable and/or inaccessible due to a lack of funding and infrastructure.

Effective strategies

An effective graduate career information and training in-service module will include the following:

- awareness of the issues facing people with disabilities in accessing employment
- knowledge and promotion of existing information resources relevant to the needs of job seekers with disabilities.
- collaborating with employer groups supportive of the recruitment of graduates with disabilities and

Graduate career services will also incorporate structures that

- establish, promote or support external programmes that target the specific issues faced by students with disabilities.
- provide training for career advisory staff on disability specific issues
- promote and support inter-collegiate liaison that enhances skills in the area of disability

The development of the necessary skills and information amongst personnel within the graduate career sector requires an increase in the funding and resource commitment of the sector as a whole; including governments, education and training providers and graduate career advisory services specifically.

Low access rates of students with disabilities to careers services.

Very few graduate career services in Australia have any procedure to ascertain or record the rate of access by students with disabilities. Given that the disabilities of students within tertiary

education and training are not overt, there is currently no way of ascertaining or tracking the access rates of students with disabilities to their respective graduate career services.

Effective strategies

Students with disabilities will more readily access a service that they perceive to be inclusive, accessible, relevant and effective.

Enright recommends that career services that are serious about addressing such issues should specifically consider the following- 'a) *the accessibility of career services, b) the appropriateness of assessment procedures, and c) the scope of vocational guidance*' (Enright et.al. 1996).

- Accessibility of career services
Career personnel can use their institution's Disability Action and Access Audit to review and ensure that their services are both accessible and inclusive. The response to these documents should address access issues within the physical, information and administrative environments.
- Appropriateness of assessment procedures.
A number of adjustments can and should be appropriately applied to better enable an individual with a disability to undertake formal careers assessments. The impact of such accommodations on the interpretation of results however is problematic and should be accounted for. Enright et.al. (1996) recommend that career service personnel consult their various associations' codes of practice in using such assessment tools,
- Scope of vocational guidance.
To develop more responsive services, careers advisory staff will need to broaden the scope of their vocational guidance to encapsulate the issues related above.

To further improve their delivery, services can develop a mechanism to ascertain and monitor access rates of students with disabilities to their services. One recommendation might be to include a question in the induction interview with students.

The DO-IT programme of the University of Washington also advocates the use of marketing to encourage participation by students with disabilities in careers services-

'Many students with disabilities see internships and cooperative education experiences as optional program components that are not designed for them. To increase their participation, it may be necessary to directly market your programs to students with disabilities.'

(DO-IT, 2001)

They go on to suggest that career services collaborate closely with the disability services within their institution as a means of accessing the target audience of such marketing.

INVESTIGATION OF EXISTING MODELS OF PRACTICE IN THE UK AND AUSTRALIA

Following is a short summary of how different models of practice can be utilized to address the issues discussed above. These five models arose out of a comparative investigation of provision,

by graduate career personnel in Australia and internationally. A full summary of the results of this investigation can be found in Appendices 1, 2 and 3.

1. Mentoring

e.g. InterAct- Manchester

Staffordshire University Mentoring Scheme – Stoke-upon-Trent

Willing and Able Mentoring Programme (WAM) - Melbourne

The primary targets for mentoring programmes is to create networks and raise awareness and skills for the mentees (students with disabilities) and to improve the awareness and attitudes of the mentors (employers). Mentoring programmes recognise and attempt to address issues that are centered within the graduates themselves. Issues for participants are identified during the recruitment and induction stage and addressed at various times during the programme, but particularly during the career planning and searching workshops and the mentor/mentee meetings.

Issues centered on employer attitudes and behaviour are also targeted. The awareness of disability issues and legislative structures are covered in orientation workshops for the mentors. The mentor programme aims to positively enhance employers' awareness of and attitude towards the employment of people with disabilities through contact with their mentee. The approach taken to address this second aim is less structured and requires intensive and committed staff resources to undertake the monitoring and support necessary to ensure a positive impact upon both the employer's and the student's attitudes and confidence.

2. Work Placement

e.g. S.U.C.C.E.E.D.S. - Scotland

Link to Employability - University of South Australia

Like the mentoring model described above the work placement model aims to address both issues centered within the students with disabilities as well as the attitudes and awareness of employers. Some examples of the model, such as the 'SUCCEEDS' programme in Scotland, also take on the responsibility of informing, training and coordinating graduate career advisory staff in the provision of effective services for students with disabilities. These programmes therefore accept a role in addressing all three of the identified categories of barriers. This is only an essential element to the model if it intends utilising mainstream services rather than creating specialist services.

3. Networking

e.g. Disability Development Network (DDN) - England

The networking model takes on responsibility for issues within the provision of services by graduate career advisors. The model has two primary aims -

- to inform practitioners of the issues for graduate job seekers with disabilities and
- to resource practitioners with the skills, support and infrastructure to address these issues

In the English example of the model contact amongst the network members is maintained by means of an e-mail list server and a regional meeting each year. 'Information Packs' on various issues confronting students with disabilities have been produced and distributed to members. A telephone help line has been established, as has an Audit Checklist for career services wishing to assess their provision for students with disabilities. The Network has developed a 'Directory of External Agencies' and 'Graduate Destinations Survey'. Whilst this model recognises the importance of the many issues that are centered within graduate job seekers with disabilities and employers these are only addressed indirectly.

4. Research and Resource Initiatives

e.g. Centre for Research and Policy in Disability - Coventry University, England

Research and resource initiatives are ultimately targeted at improving the quality and scope of services provided by the sector for students with disabilities. This includes the task of building infrastructure and best practice models for adoption by the sector. They do not so much address any category alone but rather are a resource for the sector as a whole. By their nature they are flexible in how and what category they identify and address within the sector.

The Coventry Centre for example is currently establishing an email mentoring project that is career specific and an email peer support list that is not career specific. Each will address issues centered within the students with disabilities themselves. Such a model however could just as easily be directed toward addressing either of the two other categories of issues.

The challenge such programmes constantly face is the extent to which they succeed in embedding continued support and responsibility for their various projects after the withdrawal of the programme's funding.

This is the decisive factor that determines the ultimate success of this model and therefore effective, sector-wide research and consultation is an essential pre-requisite component of all phases of this model.

5. Cross-sectoral Collaboration Initiatives

e.g. Workable - Europe

Regional Disability Liaison Officer Initiative - Australia

Cross-sectoral initiatives are programmes that endeavour to address issues within the second and third categories i.e. they work with both career advisory services and the business and industry sector to promote an improvement in the transition of post-secondary graduates with disabilities into employment.

The RDLO initiative achieves this within the scope of various regions, while 'Workable' is a transnational project across Europe.

Both examples of this model work within their geographic reach to assist in the development of appropriate services/resources that support graduates with disabilities in their search for employment.

This model may also undertake some aspects of the research and resource model in that it can:

- consult across various sectors to identify gaps in provision,
- undertake research in understanding the nature of these gaps and
- develop resources that can be used by practitioners to address these gaps.

A MODEL OF EFFECTIVE PRACTICE IN GRADUATE CAREER SERVICES IN AUSTRALIAN HIGHER EDUCATION AND VOCATIONAL EDUCATION AND TRAINING.

All the models investigated and literature reviewed during the course of this report support the notion that the career issues facing students with disabilities in Australia are multi-faceted yet inter-connected. It is desirable therefore to pursue a diverse approach that utilises a range of the models described above with greater collaboration between the key sectors.

The following therefore is a description of the current state of policy and service provision followed in bold by a description of the components of effective provision for career services across three tiers of policy and practice. Namely:

- Public policy initiatives
- Cross-sectoral collaboration and
- Practice within graduate career services

Public Policy Initiatives

The involvement of government in the establishment and resourcing of new and effective strategies across all three aforementioned tiers is essential.

Current practice

Governments in Australia, over the last decade, have committed resources and succeeded in increasing the rate of access of people with disabilities into tertiary education and training. Over the same period there has not been a commensurate commitment to resourcing the transition of this cohort beyond the completion of their tertiary education and training and into employment.

This lack of available funding is a significant difference between the graduate career advisory sectors in Australia and the UK. Many of the UK programmes receive direct seeding funding through the Higher Education Funding Councils (HEFCE and SHEFC⁺) under the British Department for Education and Skills. Funding through pan-government initiatives such as those emanating out of the European Economic Community (EEC) are also utilised.

To date, in Australia, individuals or services that have wished to develop effective initiatives for graduates with disabilities have had to cobble together the necessary funds from a variety of sources and/or enlist in-kind support from key stakeholders within their immediate institutions to fill the short fall left by inadequate resources. While this demonstrates efficiency and a great deal of creative programme planning it tends also to present a number of challenges -

- such programmes over time become reliant upon the good will and energy of a small number of committed individuals (if not one person) and with their withdrawal the programme struggles to continue,
- such programmes are susceptible to changing priorities within their host institutions and the resultant instability of tenure of programme staff ultimately impacts on the level of support from students, employers and other key stakeholders,

⁺ Higher Education Funding Council of England and the Scottish Higher Education Funding Council

- such programmes can only hope to achieve their goals within the scope of their good will. The result of this is a star light effect i.e. there are pockets of good practice but they are few and there exists little collaboration between them to achieve a national impact.

A model of effective public policy and practice for the government sector would include:

- **the provision of sufficient funding and resources to enable the higher education and vocational education and training sectors to-**
 1. **develop a national network of key designated personnel within universities and TAFE's with a commitment to, the enhancement of careers services for, students with disabilities.**
 2. **develop a range of initiatives based on the five models of practice discussed earlier, that can be accessed nationally and are targeted specifically at assisting students with disabilities transition into postgraduate employment.**
- **development, in collaboration with tertiary education and training providers, of a means by which the access rates of students with disabilities to career advisory services can be measured and monitored.**
- **enactment of social policy initiatives in the form of financial and other incentives, that would encourage employers to identify and generate employment opportunities for graduates with disabilities.**
- **encouragement for the development of networks of employers who initiate, demonstrate and encourage recruitment practices that facilitate the hiring of graduates with disabilities.**

Cross- sectoral collaboration

Effective practice nationally requires not only government backing but also the formation of networks and alliances between individuals and groups, not only within and across the higher education and vocational education and training sectors but also with individuals and groups within and across other sectors. A more comprehensive and effective range of services to graduates with disabilities will be enabled by greater collaboration between:

- career services
- employer groups,
- disability advisers,
- advocacy services and networks,
- student groups and
- community based organizations

Current Practice

Currently in Australia there is little collaboration between career advisers in different institutions on the specific needs of students with disabilities. There is, occasionally some consultation between career advisory staff and disability officers within their various institutions around individual students, but such issues are not high on the national agenda. The repercussions of this are that career advisory staff, while being keen to provide accessible and relevant services for

students with disabilities, have had very little opportunity to gain greater awareness of and contact with the expertise, resources, information and infrastructure that might enable such provision.

A further outcome that is evident is that students with disabilities themselves continue to identify expertise as residing within the Disability Units within their institutions rather than the Career Services. Two national projects known as the Regional Disability Liaison Officer (RDLO) and the Disability Contact Officer (DCO) initiatives exist within the university and vocational education and training sectors respectively and have a role in facilitating such alliances around transition from tertiary education and training to post graduate careers.

A model for the development of effective practice in cross-sectoral collaboration would include:

- **A special interest group within the National Association of Graduate Career Advisory Services (NAGCAS) comprising at least one staff from each graduate careers advisory service with an interest in promoting more effective career services for students with disabilities.**
- **A national forum that facilitates the sharing of information from key stakeholders across various sectors, particularly-**
 - **Employers and employer networks,**
 - **Graduate Career Advisors,**
 - **Disability practitioners from universities and TAFE's,**
 - **Community employment agencies,**
 - **Students and graduates.**
 - **Community based advocacy agencies.**
- **The involvement of the RDLO and DCO initiatives in -**
 - **promoting greater awareness amongst career advisory staff of the career transition issues for graduates with disabilities and**
 - **promoting collaborative links between career advisory staff and key stakeholders from other sectors.**
- **Collaboration between graduate career advisory staff and employer networks such as Employers Making A Difference (EMAD), Partnerships with Industry (Qld) and Diversity @ Work (Vic.) for the common goal of enhancing the recruitment of graduates with disabilities.**
- **National and regional collaboration between graduate career advisory staff on the development, utilization and marketing of a range of different initiatives, that assist in the career transition of graduates with disabilities.**
- **A national clearinghouse for any initiatives, resources, publications or information developed to assist students/graduates with disabilities transitioning into employment.**

Practice within graduate career services

While national and cross-sectoral initiatives are important, the face-to-face provision of services to students remains the most important factor for individual graduates.

Current practice

Currently there is no method of ascertaining the rate of access of students with disabilities to graduate career services or any way of monitoring the provision of services to such students. It is difficult therefore to make any conclusive statement on the effectiveness or otherwise of current services. What can be said is that the poor employment access rates described in the literature are not improving and while the impact of current practice on those figures is unavailable, the description of effective practice in addressing these rates will be unreliable.

A model of effective practice within graduate career advisory services would include

- **A mechanism to ascertain and monitor the access rate of students with disabilities to graduate career services is developed and utilised nationally.**
- **A policy to ensure staff are familiar with their institution's Disability Action Plan and Access Audit and the service's materials, environment and procedures are compliant with the Disability Discrimination Act.**
- **Assessment tools, utilised by staff of career advisory services are appropriately modified to accommodate the needs of individual students with disabilities and staff who are aware of the difficulties and imperfection of using such tests with people with disabilities.**
- **A marketing strategy aimed at attracting students with disabilities that highlights the accessible, and disability relative, nature of the career service.**
- **At least one officer within each career advisory service who takes responsibility for the provision of accessible services for students with disabilities and the collation of relevant resources within their service.**
- **Professional development workshops for at least one if not all career advisory staff on such issues as**
 - **workplace modifications and adaptive technology,**
 - **relevant anti-discrimination legislation**
 - **barriers to the career transition of students with disabilities**
 - **information and resources available to assist students with disabilities transition into their careers.**
- **Annual student workshops that cover the specific issues of-**
 - **disability disclosure,**
 - **representing disabilities in a positive framework,**
 - **workplace modifications,**

- **employment barriers**
- **negotiation and empowerment techniques and**
- **legislative rights and responsibilities.**
- **A collection of resources and information relevant to the needs of students / job seekers with disabilities in each career advisory service's resource library**
- **A regular review by staff of the contents of their resource library.**
- **At least one annual visit from the local community employment (CETaP) agencies and/or CRS Australia.**
- **Advocacy and personal counseling services are available if required.**
- **Staff who-**
 - **collaborate with other services on the development of work mentoring, placement or experience programmes for students with disabilities or**
 - **promote and support such programmes to their students.**

CONCLUSION

People with disabilities are currently not participating in, nor contributing to, Australian society to anywhere near their fullest potential. It has been suggested that one avenue by which this can be addressed is by enhancing their access to employment opportunities by way of greater participation in tertiary education and training. This report has shown that tertiary education and training is not the panacea to improved access to employment for people with disabilities. A number of other issues persist to obstruct the pathway to employment for tertiary graduates with disabilities.

Models of policy and practice with specific strategies have been proposed that will if implemented help clear a pathway for graduates with disabilities into their post graduate careers.

APPENDIX I

Name	Type Of Program	Primary Category target	Student Nos.	Staff Nos.	Funding/ year & Source	Aspects of the programme	Challenges
InterAct Contact: Chris Hughes Location: Manchester University	Mentoring	Employer attitudes & graduate skills	30	0.5	\$90000 Source: HEFCE*	<ul style="list-style-type: none"> - Marketing & recruitment - Induction training - Orientation - Mentor/mentee meetings - Email contact - Monitoring by the Project Coordinator - Career planning and searching workshops - Evaluation 	<ul style="list-style-type: none"> * attracting sufficient students * meeting timelines * maintaining the time consuming task of monitoring the matches
Staffordshire University Contact: Jill Allen - Staffordshire University Location: Stoke upon Trent	Mentoring	Employer attitudes & graduate skills	20	1.4	\$115000 Source: HEFCE	<ul style="list-style-type: none"> - Marketing & recruitment - Interview and induction - Orientation workshops - Mid program evaluation - Mentor/mentee meetings - Monitoring by the Project Coordinator - Final evaluation 	<ul style="list-style-type: none"> * access to students in the initial stages of the project. * recruiting sufficient numbers of mentors * maintaining the travel requirements of mentees to a manageable level * ensuring sufficient understanding amongst both the mentees and mentors of the principles of mentoring.
S.U.C.C.E.E.D.S. Contact: Lis Brown, Stirling University Location: Stirling	6 week work placement	Employer attitudes & graduate skills	target of 75	1.4	\$120000 Source: SHEFC# + minimal support from the Bank of Scotland	<ul style="list-style-type: none"> - Registration via website or careers service - Orientation through resource file - Initial interview and preparation of CV with career adviser. - Submission of CV to the Project. - Presentation by and short interview with the Project Manager at their university - Recruitment of suitable employers by Project Manager. - Terms of placement are negotiated between students and employers. - 6-8 week placement. - Monitoring by Project Manager through visits to the workplace. - Evaluation by both student and employer. 	<ul style="list-style-type: none"> * meeting externally allocated targets. * dealing with influences that are external to the programme. * recruiting sufficient numbers of employers and acquiring early student commitment * heavy workloads and large regional coverage. * philosophical difference between funding body and project manager (interviewer observation)
Disability Development Network Contact: Val Farrar - University of Central Lancashire Location: Lancaster / various	Careers staff network	Service infrastructure		1	\$46 000 Source: HEFCE	<ul style="list-style-type: none"> - Provision of services to network member- - Annual meeting. - Professional development information packs. - Discussion List server. - Telephone help line. - Audit checklist. - Graduate destination surveys. - Directory of external agencies 	<ul style="list-style-type: none"> * distance from students themselves. * insufficient time to see all students. * gaining comprehensive membership.

Name	Type Of Program	Initial Category target	Student Nos.	Staff Nos.	Funding/ year	Aspects of the programme	Challenges
Coventry University Contact: David French and Amanda Crowfoot - Coventry University Location: Various	Research and Policy	Service infrastructure		1	\$380 000 Source: HEFCE - \$275000 + 4 Universities - \$105 000	<ul style="list-style-type: none"> - A JISC-mail list for students with disabilities. - E-mail mentoring scheme between students with disabilities and employers. - A website with information on transition for students with disabilities and employers. 	<ul style="list-style-type: none"> * maintaining energy for the project amongst the partners. * Attracting students to the programme given the constraints on their time * Maintaining energy amongst students and employer mentors in their email relationship * Juggling schedules and timing for student interviews undertaken by DO's in partner institutions.
Workable Contact: Jenny Hawks Location: London	Networks	Employer attitudes and service infrastructure		1.6+	\$210 000 Source: EU Leonardo da Vinci Programme	<ul style="list-style-type: none"> - Development a network of key people in various European countries with a shared commitment to the transition of graduates with a disability into employment - A project to provide: <ul style="list-style-type: none"> - job search and entrepreneurial skills training, - career counseling, - international work placement opportunities and resources to inform prospective employers, career guidance staff and graduates with a disability. 	<ul style="list-style-type: none"> * Finding employers willing to take on students with disabilities. * Encouraging students with disabilities to apply * Unrealistic expectations (both negative and positive) of students with disabilities in terms of what they are capable of achieving. * Co-opting support for the programme from University career guidance staff and disability officers. (exception Val Farrar) * Working across national borders and cultures
WAM Contact: Kevin Murfitt - Deakin University Location: Melbourne	Mentoring	Employer attitudes & graduate skills	20	0.5	\$25 000 Source: Higher Education Equity Programme (HEEP) - \$5000 and in kind support from Careers Unit and Disability Unit.	<ul style="list-style-type: none"> - Marketing & recruitment - Pre-programme Career workshops - Induction training - Mentor/mentee meetings - Monitoring by the Project Coordinator - Evaluation 	<ul style="list-style-type: none"> * Accessing mentees and mentors for participation in the programme * Accessing adequate resources to enable the provision of training and support for mentors and mentees
Link to Employability Contact: Lorraine Connor Location: University of South Australia	Work Placement	Graduate skills Employer attitudes (limited)	4	6 Coordinators	No specific budget Source: In kind support from University Equity Unit	<ul style="list-style-type: none"> - Marketing. - Interview & selection of workplace. - Identification of target graduate qualities. - Orientation to workplace. - Placement. - Evaluation. 	<ul style="list-style-type: none"> * Lack of time and resources. * Demonstrating programme effectiveness. * Maintaining institutional support.

*HEFCE - Higher Education Funding Council of England, and #SHEFC - Scottish Higher Education Funding Council are initiatives under the DFES - Department for Education and Skills

APPENDIX II - SUMMARY OF INVESTIGATIONS

The criteria for investigation was:

1. What is the potential impact of the programme in terms of student numbers against its use of resources and cost?
2. Does the programme duplicate or utilise existing services.
3. Does the programme promote the inclusion of students with disabilities in mainstream services?
4. What methods are used to evaluate success?

Using this criteria there was an investigation of the following programmes:

- * Interact (England)
- * Staffordshire University Mentoring Scheme. (England)
- * SUCCEEDS. (Scotland)
- * Disability Development Network. (UK)
- * Coventry University Centre for Research and Policy in Disability. (England)
- * Workable. (Europe)
- * Willing & Able Mentoring. (Deakin - Australia)
- * The Link to Employability. (University of S.A. - Australia)

Each of the following assessments addresses each to the above criteria.

Interact and the Staffordshire University Mentoring Programme (England)

Both Interact and the Staffordshire University Mentoring Programme are mentoring programmes following very similar models and for this reason will be assessed jointly. The major difference between them at the time of investigation was that the former was coming to the end of a three year funding cycle with no confirmation of continued funding while the latter was at the beginning of their initial two and a half years of funding.

1. This requirement for the provision of monitoring and support to mentors and mentees means that mentoring schemes are often labour intensive in relation to the number of students they can feasibly provide a service for. The InterAct and Staffordshire University programmes for example cater for only 30 and 20 students respectively whilst drawing on a combined funding outlay of over \$200 000 per annum. Such expenses are traded off for the sake of being able to provide an individually designed programme for each participant both mentor and mentee. The other expensive item in these programmes is the marketing materials they necessarily must generate in order to attract participants (both mentors and mentees). It is significant that both programmes indicated that marketing to and recruitment of students with disabilities was a significant challenge to their success. Potential mentors and mentees alike are wary of becoming involved in a programme that does not appear professional in its approach. To be effective therefore marketing needs to be both high profile and highly professional and this too is expensive.
2. Each of these programmes offer specialist services that run parallel to existing mainstream services. These include the specialist careers workshops, the mentor programme and in the case of the Staffordshire University programme an email list

server specifically for students with disabilities. The Interact programme works separately but in cooperation with the career advisory services in each of its five participating institutions. The Staffordshire University Mentoring Scheme however is more closely aligned with its institution. Its staff are housed within the Staffordshire University office of the career advisory service and see themselves, and are seen by the University, as a part of that team. Each programme relied heavily on referrals from their associated mainstream career advisory services. They were both required however to develop and resource their own marketing materials, induction process, workshops, monitoring and evaluation and were given a separate budget to facilitate this.

3. The paradox of these mentoring programmes that target students with disabilities specifically is that while their ultimate goal is the access of people with disabilities to mainstream employment, the methodology they utilise follows a segregated model. The rationale for the necessity of this is that mainstream services either do not address the specific needs of people with disabilities or they are inaccessible. Either of these reasons would discourage access by students with disabilities. It remains however that for as long as the level of services available to students with disabilities transitioning into employment is inaccessible and irrelevant then segregated services such as this will continue to be required.
4. Mentor and mentee evaluation questionnaire

SUCCEEDS (Scotland)

The Scottish University's Consortium for Career Planning and Employment Experience for Disabled Students (SUCCEEDS) is a programme that organises not mentor relationships between students and employers but rather 6-8 week work experience placements for students with disabilities during their summer break. At the time of the investigation however the programme was experiencing some conflict over its philosophy and direction. One party within the programme saw the needs of individual students as the primary focus while another party saw this as the domain of existing mainstream services and saw the programme's primary target as the recruitment, informing and raising the awareness of potential employers. The following is an assessment of the project as it was designed to be implemented.

1. The programme has a target of 75 placements per annum but during the investigation it was discovered that this was never reached and the staff felt that a more realistic figure would be 15 to 20 placements per annum (in reality the programme struggled to achieve ten placements for the year 2001). The SUCCEEDS project is as equally labour intensive as the previous two mentoring programmes - expending \$120 000 per annum in achieving these placements. Like the previous programmes it also cited the difficulty of recruiting participants but unlike them the difficulty was not in finding students but rather with finding suitable employers with whom to match students.

2. The SUCCEEDS programme (at least on paper) has established for itself a greater role than either of the previous two programmes in resourcing existing mainstream graduate career services, amongst its participant universities, to provide a quality service to students with disabilities. It then follows this up with a greater reliance upon the resultant expertise to prepare and refer students through for placement. For this reason it does not in theory need to expend as great an amount of resources on the marketing, recruitment, orientation, training and induction phases of its programme as these relate to students with disabilities. It also utilises existing employer networks such as the 'Employer's Forum on Disability', a network upon which the recently formed Australian organisation - 'Employer's Making a Difference' is based. While this greater use of existing resources relieves the direct service workload it correspondingly generates an equally demanding role of coordinating, resourcing and encouraging mainstream service provision.
3. The project is active in not only promoting the use of mainstream services by students with disabilities but also resourcing these services to provide good practice. The designers of the project envisaged it as much as a resource for the sector as a service for students. The time consuming role of monitoring the placements remained however with the programme manager.
4. Student and employer feedback forms. Feedback from focus groups made up of participants. Reports from participant universities on the benefits of the programme.

Disability Development Network (UK).

1. The number of students its efforts can potentially reach is far larger than any of the previous three programmes. There is less control, however, over the quality of the services ultimately received by students and the success of the project is reliant upon the cooperation and good will of Network members. The project is relatively cost efficient, expending only \$46 000 per annum, most of which is spent on resource material. What is not accounted for in this budget is the amount of in-kind support provided to the project by the manager whose salary is paid for out of her substantive position within her institution. This role is mainly one of continuing the activity of the network.
2. The Network recommends the identification of one career adviser to take on the responsibility of coordinating services for students with disabilities within each Graduate Career Advisory Service. The network hopes to be able to utilise only existing services, its main aim being to enhance and resource those services. At present however the coordination and driving force behind the network remains with one person.
3. The network sees as its central goal - the inclusion of students with disabilities into existing mainstream services that are better equipped to respond to expressed need.

4. Statistics on graduate destinations. Feedback from focus groups, and network members.

Coventry University Centre for Research and Policy in Disability

1. Because the Centre aims at achieving a cross-sectoral impact it has the potential to reach a vast number of students. Ultimately it hopes that through its activities it can improve the level of service to all students. The cost of the programme - \$380 000 per annum is minimal when weighed against its ultimate potential impact both initially and after being embedded.
2. In its initial phase the programme may initiate services that have a mainstream equivalent, however it is expected that the ultimate outcomes from the initiative will be to resource, inform and encourage mainstream adoption of projects.
3. The ultimate goal of the programme is to better enable and encourage services provided by mainstream programmes to attract and accept students with disabilities.
4. If the model is adopted by the sector. Periodic evaluation forms are distributed throughout the sector to elicit feedback.

Workable (Europe)

1. The potential impact of the programme is unknown but its trans-national nature allows it to have a wider impact than any of the other programmes discussed to this point. However this also presents it with its major challenge of dealing with cross-cultural issues. Its costs in the first year are expected to total \$210 000 but it is expected that this will increase in subsequent years.
2. In the university sector Workable attempts to enhance the skills and knowledge of existing services although it states that the preferred model for university career services is to have a designated officer to work with students with disabilities. In the employer sector it advocates the creation of network structures that do not as yet exist.
3. The programme aims to construct networks and support programmes within existing mainstream services that are specific for people with disabilities.
4. A record is kept of:
 - * the number of students employed under the initiative.
 - * the number of work experience placements.
 - * the number of employer networks on disability (ENOD's).
 - * the number of university partners demonstrating they have met outcomes.

Willing & Able Mentoring - (Deakin University / University of Melbourne - Australia)

The Willing & Able Mentoring (WAM) Programme is a mentoring programme similar to the UK models described above. It has been a joint project of Deakin University and the University of Melbourne and as such, participants for the programme have been drawn from these two Universities.

1. The programme has a target of facilitating 20 mentor/mentee relationships per year, which is comparable to the targets set by the UK programmes. It achieves this however with annual funding of little more than \$5 000! Unlike its UK counterparts however it relies almost entirely upon 'in kind' support donated to the programme from the various careers and disability practitioners within the two participating institutions. For this reason the funding expended by the programme does not reflect its true cost. The salary, office accommodation and ancillary costs of the 0.5 Project Coordinator for example is provided as in kind support but if factored into the funding equation would add at least another \$30 000. Other expenses that have to date not been costed into the funding equation include:
 - individual career consultancy services as part of mainstream provision,
 - the provision of career preparatory workshops specifically for programme participants and
 - catering and accommodation of any marketing/valedictory function.
 - The cost of such 'in kind' support if included in the budget could be estimated to be worth between \$10 000 to \$15 000 making the total annual cost for the programme closer to \$50 000.
2. As described above the programme makes extensive use of existing resources in order to provide both mainstream and specialist services. This is made possible through the commitment of the career services personnel to the goals of the programme. Such commitment is an essential ingredient of this programme being effectively transposed into a national setting, as is the aspiration of the programme coordinator.
3. The WAM programme does at times adopt an inclusive approach to its provision of services most notably in its utilisation of mainstream career consultancy services out of the Universities' Career Advisory Service. It does however revert to a segregated model for its participants for services such as the provision of career preparatory workshops. There exist arguments for some topics to be addressed in a segregated setting, e.g. disclosure, workplace modifications. However this practice needs careful monitoring to ensure it is not used to duplicate adequate mainstream services.
4. Evaluation of pre and post programme questionnaires to mentors and mentees.

The Link to Employability (University of South Australia - Australia)

The Link to Employability Project (LEP) is an in-house work experience placement programme that aims to enhance the employability of its participants by placing them in professional workplaces within the University itself. The programme is based on the premise that a better-prepared graduate regardless of disability will be more competitive in the career market.

1. The programme is modest in the number of students it can realistically target. No more than four students participated in 2000. Firstly, participants can only be drawn from the University of South Australia's student cohort and secondly the resources allocated specifically to run the programme have not made extensive recruitment to the programme possible. It does not have any allocated budget but rather, like the WAM programme relies heavily on in-kind support from a range of personnel within the University's Equity and Careers offices. The host unit/department and the University's Equity and Diversity Office provide funding for the placement jointly.
2. While the programme utilises existing personnel, the services offered are largely disability specific.
3. The programme is supportive of mainstream provision however it claims that the specific career planning needs of students with disabilities would be at risk of being overlooked and subsequently lost if left in the mainstream without support.
4. Post-placement evaluation forms are collected from participants and analysed.

APPENDIX III - PROFORMA FOR INTERVIEWS WITH CAREERS SERVICES.

Part A Programme Dimensions

- * What are the eligibility criteria for students wishing to access your programme?

- * How many students access your programme in any given year,?

- * a. How many full-time staff in your programme?
- b. How many part-time staff in your programme?
- c. What are their titles?

- * Give an estimate of your annual budget, including staff costs?

- * Describe the programme you offer and whether it is designed to be mainstream or specific to the needs of people with disabilities?

Type of Programme: e.g. work experience, mentors, pre-graduation workshops, individual counseling, work placement, work training,....	Mainstream or Disability specific

- * Where a programme is mainstreamed what training is provided to staff to ensure appropriate provision of services for people with disabilities?

- * How is your programme funded?
 - a) Government Funded
 - b) University Central Funding
 - c) Corporate Funding
 - d) Other

Part B Evaluation and Reporting

- * How do you define success in your programme?
- * How do you measure this success?
- * How is your programme evaluated and how is the resultant information utilised?
- * Against what criteria do you report and to whom?

Part C The Restraints and the Future

- * Describe the biggest barriers to the success of your programme and the participants in it?
- * What improvement if any would you make to your programme?
- * What are the barriers to you making these changes?
- * Describe the philosophy upon which your programme is based?
- * Do you have any advice or suggestions for other programmes that aspire to provide support for people with disabilities?

Any further comments

APPENDIX IV – SOME RESOURCES AVAILABLE TO ASSIST CAREERS SERVICES DEVELOP THEIR EXPERTISE

1. Several publications/resources exist outlining the content required of career workshops for students with disabilities:
 - *'Access Employment'* - Post Secondary Education Disability Network of Western Australia.
 - *'Education to Employment'* - NSW RDLO initiative
 - *'Employability'* - an initiative of 'UniAbility' (a South Australian cooperative project)
 - *'Gateways'* web site hosted by University of Tasmania
2. A series of 18 information kits dealing with issues from career workshops to developing networks and many more are available through Val Farrar of the University of Central Lancashire or Eric Boardman (Central Queensland RDLO – 074930 6394).
3. The DOIT website: www.washington.edu/doit
4. The website for Employers Making A Difference (NSW): www.emad.asn.au
5. The website for Diversity at Work (Vic): www.diversityatwork.asn.au
6. The website for Partnerships With Industry (Qld): www.pwi.asn.au

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