

Proposed Guidelines for Disability Services in Singapore's Institutes of Higher Learning

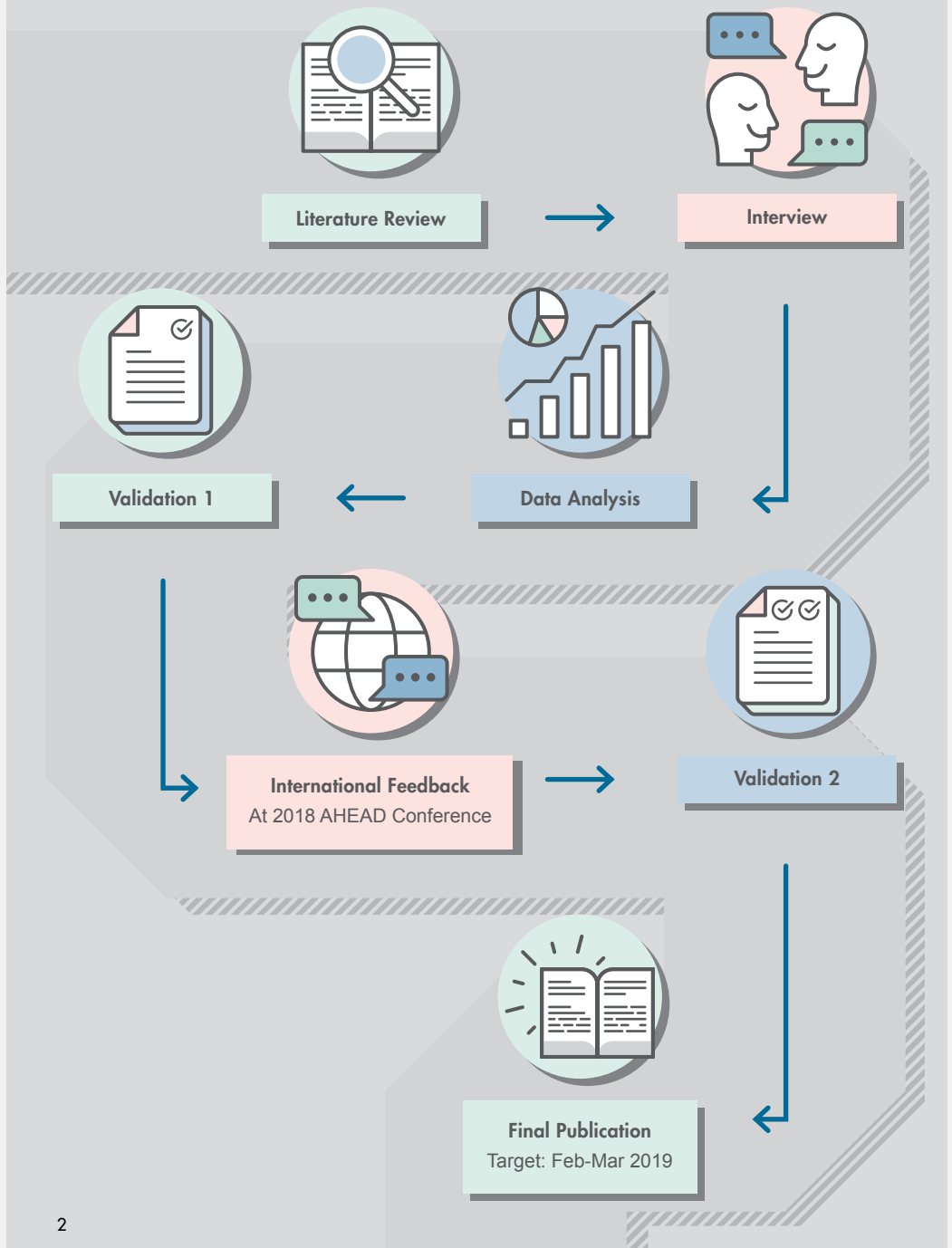
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Disability services in Singapore's Higher Education sector tend to vary in terms of structure and consistency, resulting in a need for alignment across Institutes of Higher Learning (IHLs). In an effort to raise standards and capabilities in disability services at IHLs, the Singapore Management University applied for, and received a national grant to pioneer the development of a set of proposed guidelines for disability services in Singapore's IHLs by contextualizing and localizing international best practices. This presentation introduces the processes involved in developing these guidelines, and invites participants to offer suggestions to improve on the project, so that IHLs can better support and advance learning access for students with disabilities.

Development Process Overview



Study of International Standards and Guidelines



The following are studied for their:

- History
- Review and usage on the ground
- Development process
- Format and structure

United States		
1	AHEAD (Association on Higher Education And Disability) Professional Standards & Code of Ethics	1996
2	AHEAD Programme Standards and Performance Indicators	2004
3	CAS (Council of the Advancement of Standards in Higher Education) - Disability Resources and Services	2014
4	NASW (National Association of Social Work) Standards for School Social Work Service	2012
Australia		
5	National Standards for Disability Services by the Department of Social Services, Australian Government	2013
6	Disability Standards for Education plus Guidance Notes 5 Year Review of Standards	2005 2010 2015
7	Higher Education Standards Framework (Threshold Standards) 2015 - Diversity and Equity Terms	2015
Ireland		
8	AHEAD (Association for Higher Education Access and Disability) Good Practice Guidelines	2008
9	The Educational Support Worker Handbook by AHEAD and DAWN (Disability Advisors Working Network)	2009
10	Interim Standards for New Directions, Services and Supports for Adults with Disabilities by Health Service Executive	2015
Singapore		
11	NCSS (National Council of Social Service) 16 Service Standard Requirements and 54 Best Practice Guidelines for Service Delivery	
Others		
12	ISO 26000 International Standard: Guidance on Social Responsibility	2010
13	ISO/IEC Guide 71: Guide for Addressing Accessibility in Standards	2014

Data Collection: Face-to-Face Interviews

Target: Staff providing disability services in their institutes
Total: 25 interviewees from 13 publicly funded institutes



- Demographics
- Organisational Information



- Wishlist:**
- System Changes
 - Resources
 - Learning Needs

- **Direct Service** - entire duration of study
- **Consultation and Collaboration** (Internal)
- **Consultation and Collaboration** (External)
- **Institutional Awareness**
- **Peer Assistance or Student Network Program**
- **Professional Development**



Current Practice

Successes

Challenges

Suggestions

Results of Data Analysis

The Guidelines are structured into three statement groups:

1. Universal Guidelines

These statements apply to all functional areas and departments.

2. Core Functions Guidelines

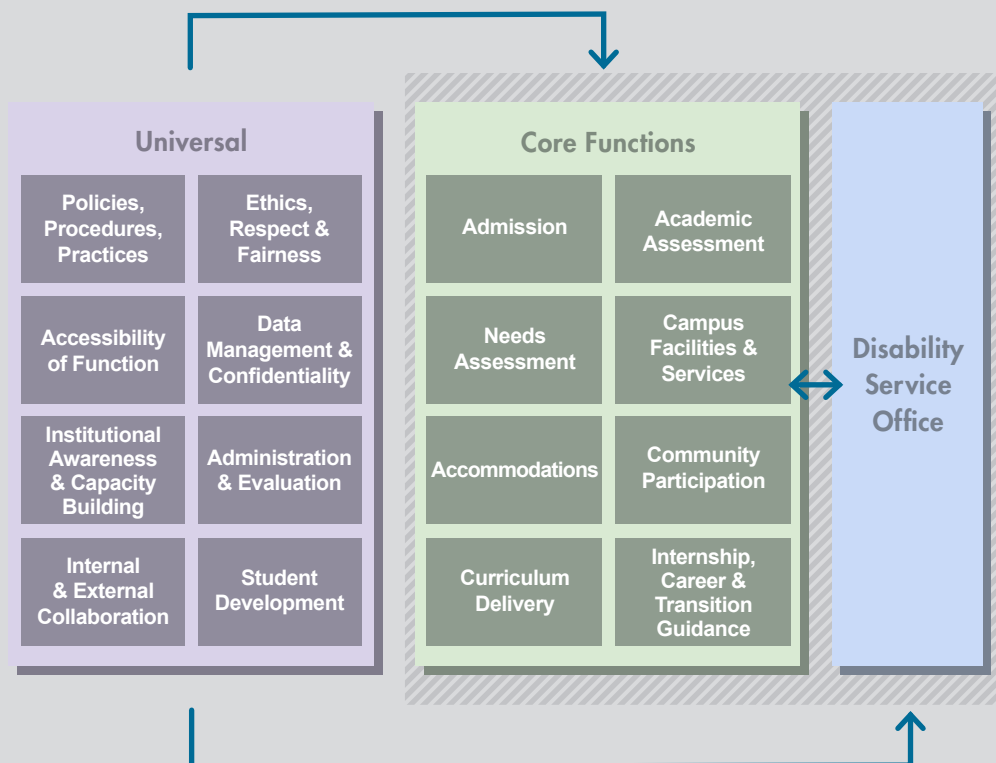
These statements should be read and taken into consideration by individual areas of core function. Each core function incorporates the Universal Guidelines and the specialty guidelines specific to their respective areas.

3. Disability Service Office (DSO) Guidelines

These statements provide recommendations on the roles and responsibilities of the DSO. The DSO provides leadership and facilitates equitable access to full participation for students with disabilities. DSO Guidelines advocate, promote and facilitate adherence to the Core Functions Guidelines, as well as explain what is required to perform each role.



Schematic Overview of Guidelines



Validation Process



Validation 1 (completed)

Inputs by practitioners on the
prioritisation of guideline statements



Validation 2

Feedback by key stakeholders on
finalised proposed guidelines, including
examples, and related resources



Sharing of Final Draft

Final draft to be shared with all participants
of Validations 1 and 2 to confirm that all
their inputs have been addressed



Final Publication

Production and distribution of publication



Methodology for Validation 1

The validation kit is delivered to the participant between 1-2 weeks before the round table discussion. The kit requires the participant to give a quantitative rating of each of the Guideline statements.

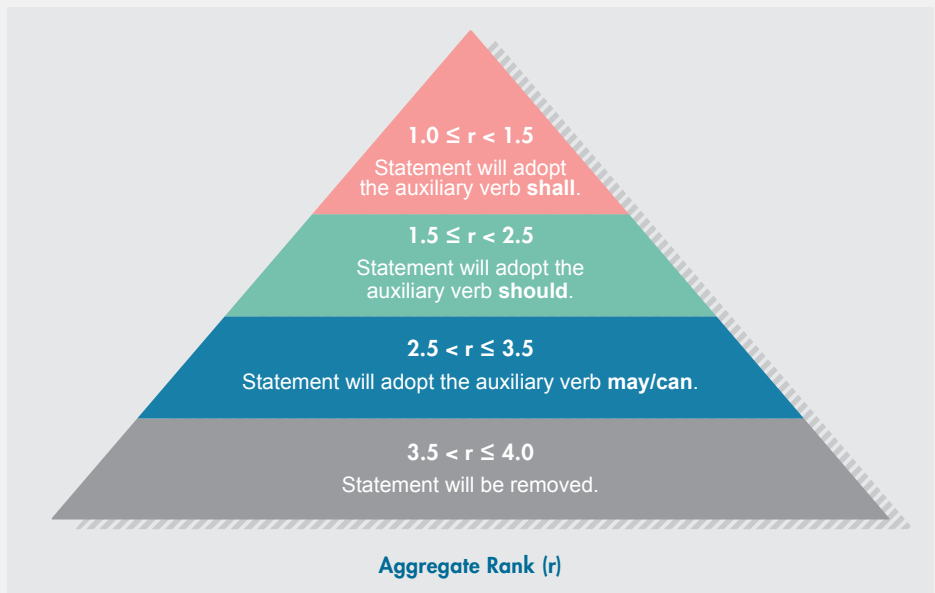
At the round table discussion, the participants are invited to share their qualitative feedback for group discussion and/or clarification.

The Validation Kit

1. All statements in the validation kit use the neutral verb “is/are/be”.
2. The validation statement will read:

For students with disabilities to obtain equitable access to full participation in higher education, this condition/practice is:

1. Absolutely essential
 2. Essential
 3. Good to have
 4. Not a contributing factor
3. Participants will rate each statement according to the above scale.
 4. The results will lead to the following application in the next version of the Guidelines.





Feedback Form

Please share with us your feedback at
<https://tinyurl.com/smu-ahead-feedback>



Useful Links

1. Singapore Education System
<https://www.moe.gov.sg/education/education-system>
2. About the Grant Project
<https://tinyurl.com/sgetbeli-smu-dii>



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About Singapore Management University

A premier university in Asia, the Singapore Management University (SMU) is internationally recognised for its world-class research and distinguished teaching. Established in 2000, SMU's mission is to generate leading-edge research with global impact and to produce broad-based, creative and entrepreneurial leaders for the knowledge-based economy. Home to over 10,000 students across undergraduate, postgraduate professional and postgraduate research programmes, SMU offers a wide range of bachelors', masters' and PhD degree programmes. SMU has an emphasis on generating rigorous, high-impact, and relevant multi-disciplinary research that addresses Asian issues of global relevance. The University's faculty members collaborate with leading international researchers and universities from USA, Europe, China and India, as well as with partners in the business community and public sector. SMU's city campus is a modern facility located in the heart of downtown Singapore, fostering strategic linkages with business, government and the wider community.

About the Tote Board-Enabling Lives Initiative Grant

The Tote Board-Enabling Lives Initiative Grant (TB-ELI) Grant funds new and innovative projects as well as the scaling up of existing programmes with meaningful social impact that improve the well-being of persons with disabilities and their caregivers.