

QATRAIN2

Project No: LLP-LdV-TOI-2007-UK-065

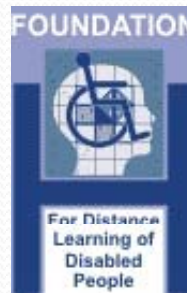
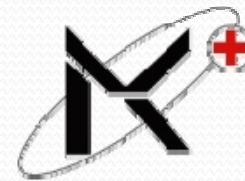
Quality Assurance and Accessible Training 2



Education and Culture
Lifelong learning programme
LEONARDO DA VINCI

www.qatrain2.eu

Project Partners



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QATRAIN2

About the Project

*Full accessibility to mainstream Vocational Education and Training (VET) for disabled people requires **adjustments** in teaching, learning and assessment.*

- **Qatrain 2** will enable teachers and trainers to integrate disabled people into mainstream VET by removing unintended barriers to their entry and successful participation.
- The improvements will offer disabled people a wider range of opportunities and qualifications that will broaden career options and constitute a major step in reducing discrimination against them.

Target Groups

- Teachers and trainers in non-tertiary VET
- Disabled people
- Disadvantaged people
- Course developers
- Managers in VET
- VET providers
- Policy makers
- Providers of training for teachers and trainers of VET

Definition of VET

- **Vocational Education and Training (VET)** is defined as any form of initial education or training and apprenticeship which contributes to the achievement of a vocational qualification recognised by the competent authorities in each partner country and that normally leads to employability. VET students are those who have completed compulsory education and are under 25 years old.

The existing tools

- **SCIPS** (Strategies for Creating Inclusive Programmes for Study) is a database that currently covers 17 academic subjects in the UK

- <http://scips.worc.ac.uk/>

- **QATRAIN** is a database has culturally adapted and translated SCIPS versions covering 6 academic subjects each in Bulgaria, France, Poland and 7 academic subjects in Greece.

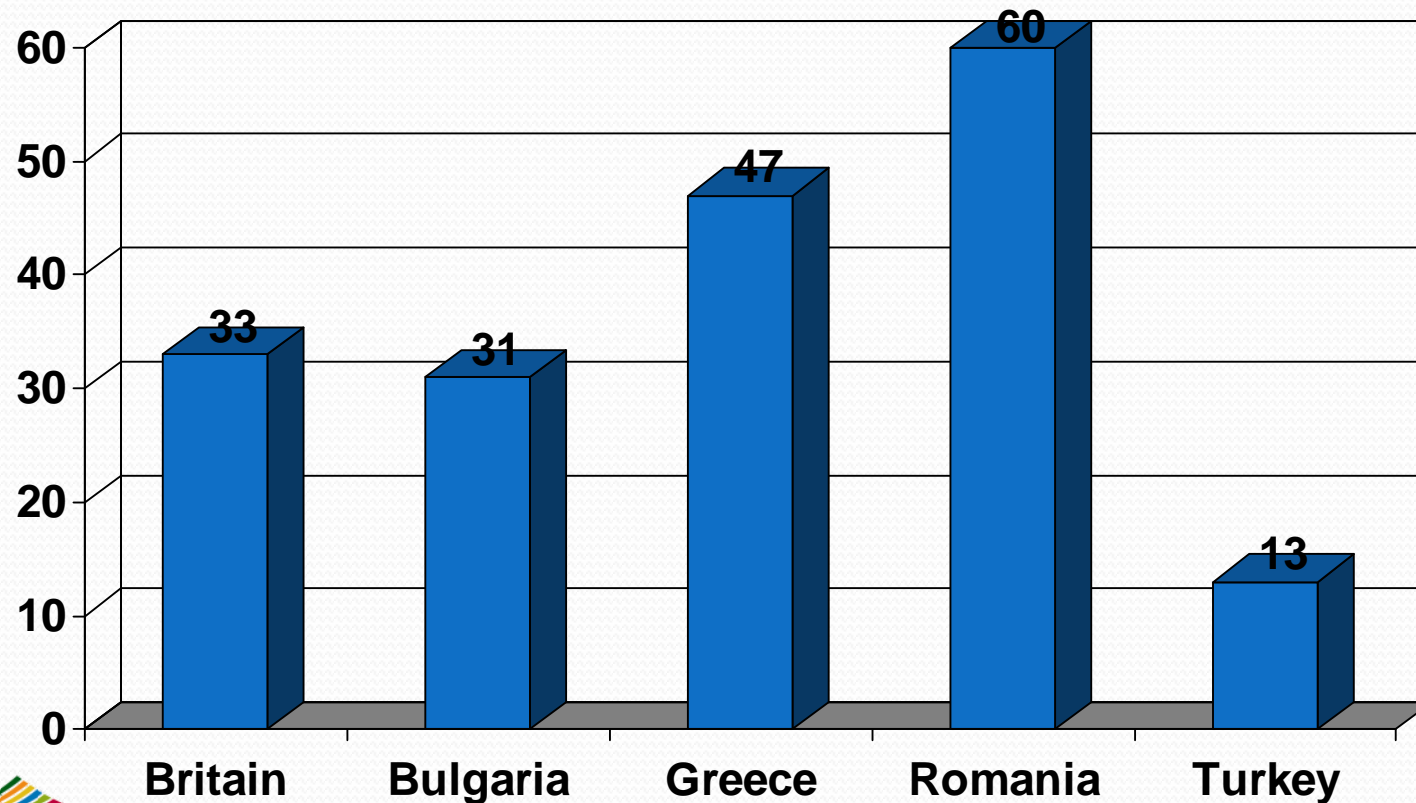
- <http://qatrain.eu/>

Research

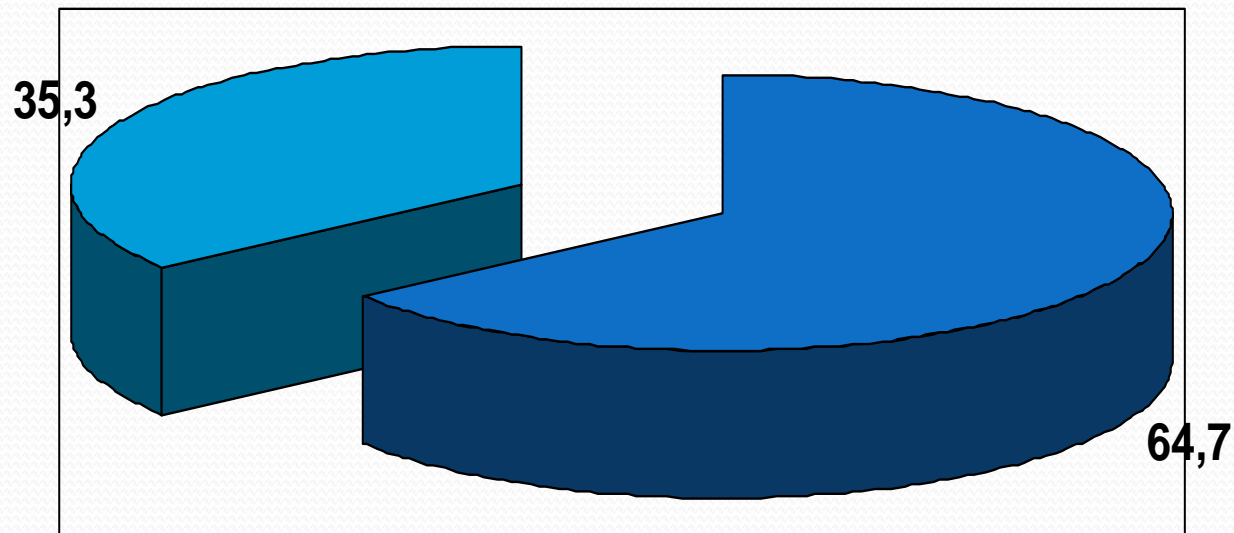
- In order to achieve the outcome of developing a resource that will help teachers and trainers of VET to meet the needs of disabled students, we need to identify the **key learning activities** undertaken in their courses.

Stakeholder Research Sample

184 persons



Gender



■ Female ■ Male

Disability

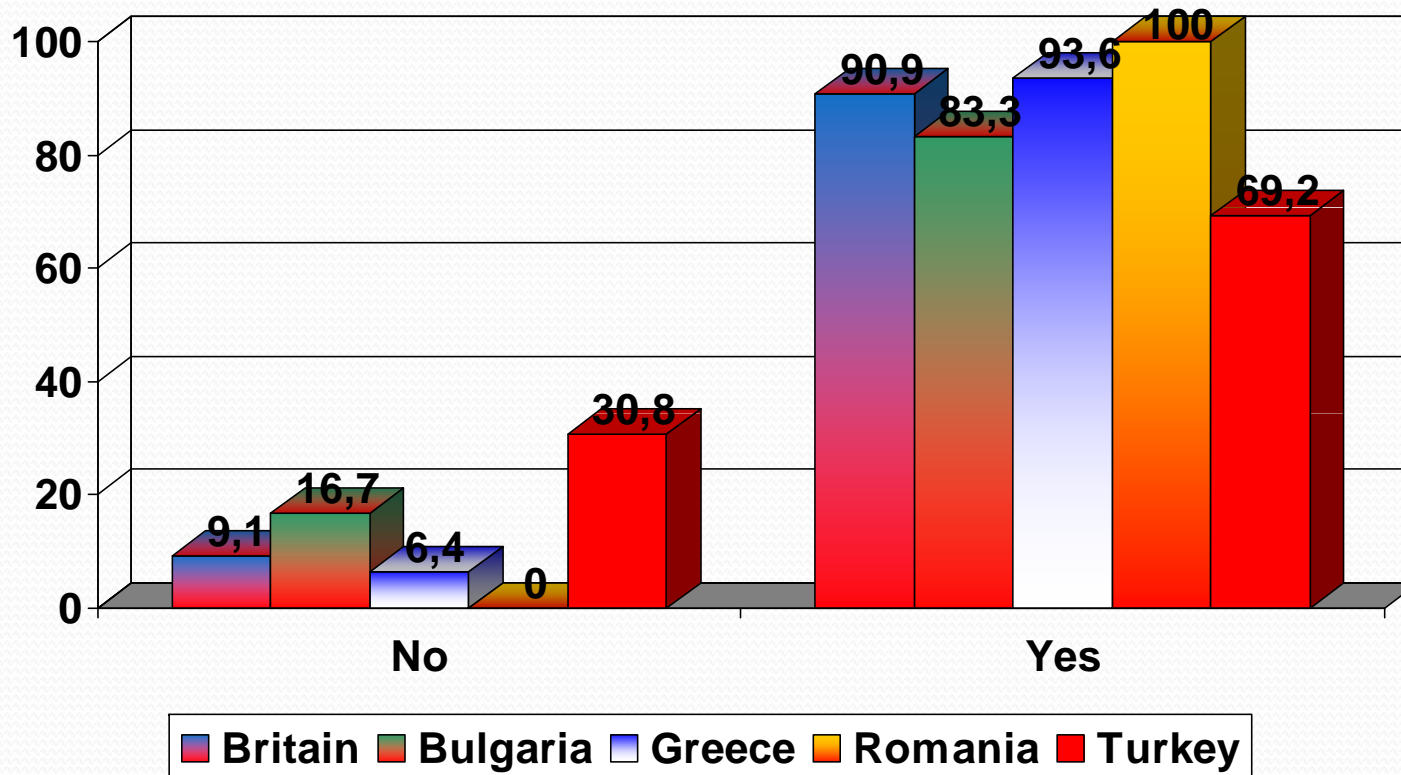
Disability	Number
None	177
A specific learning difficulty e.g. dyslexia	1
Blind or partially sighted	3
Disability, special need or medical condition that is not listened	2
Don't answer	1

- **Experience of teaching**

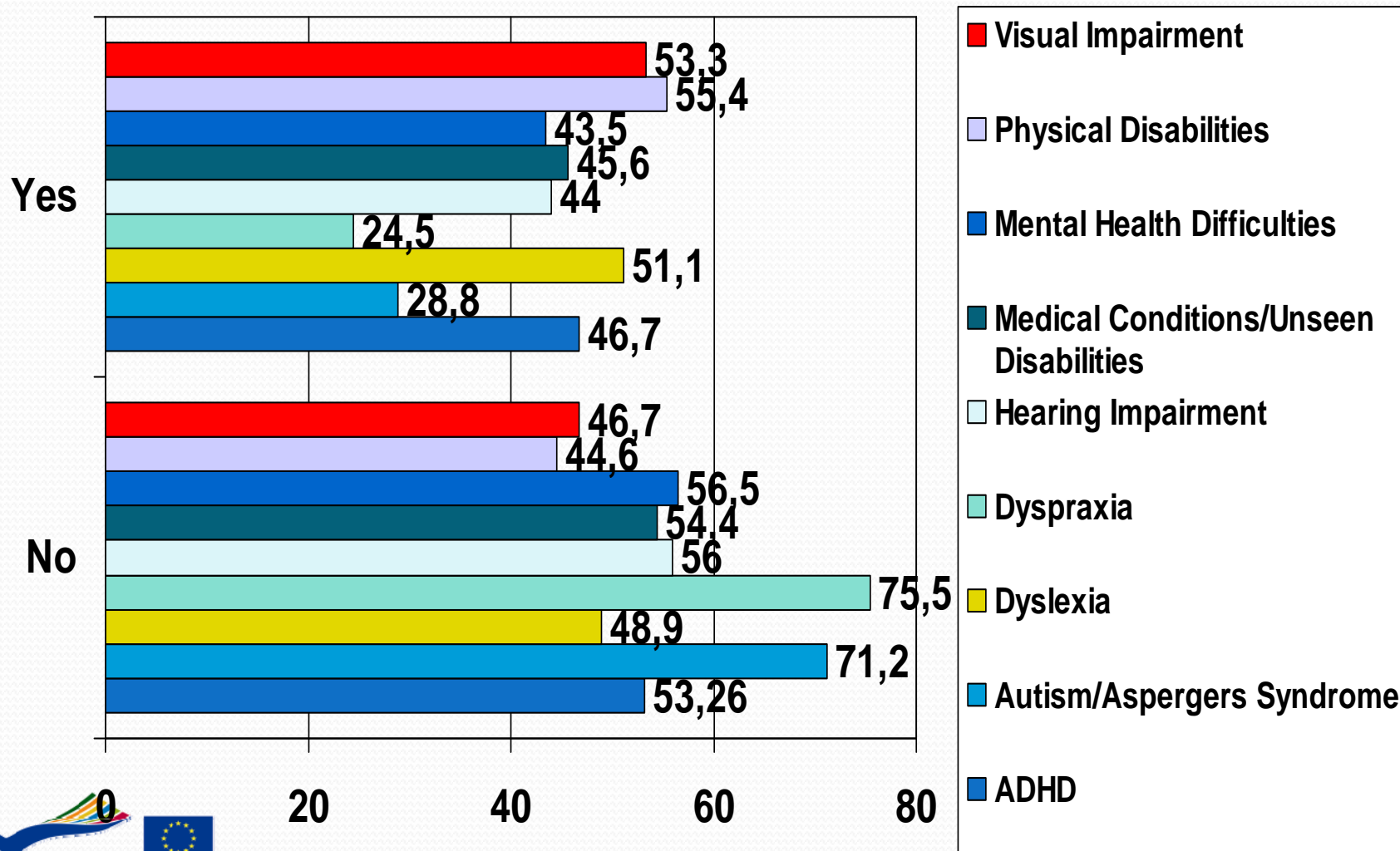
VET: 184

Adult and VET: 56

Have you ever taught students with disabilities?

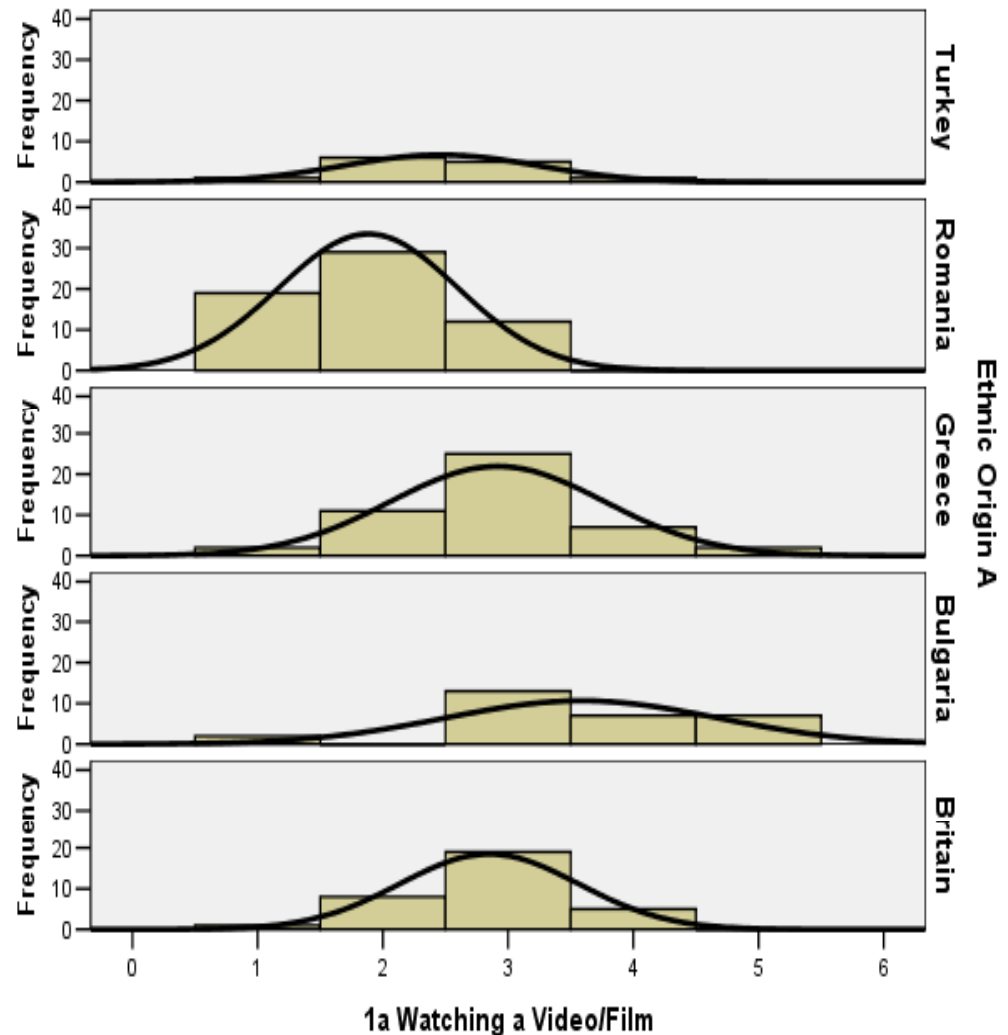


If yes, please tick the relevant categories below

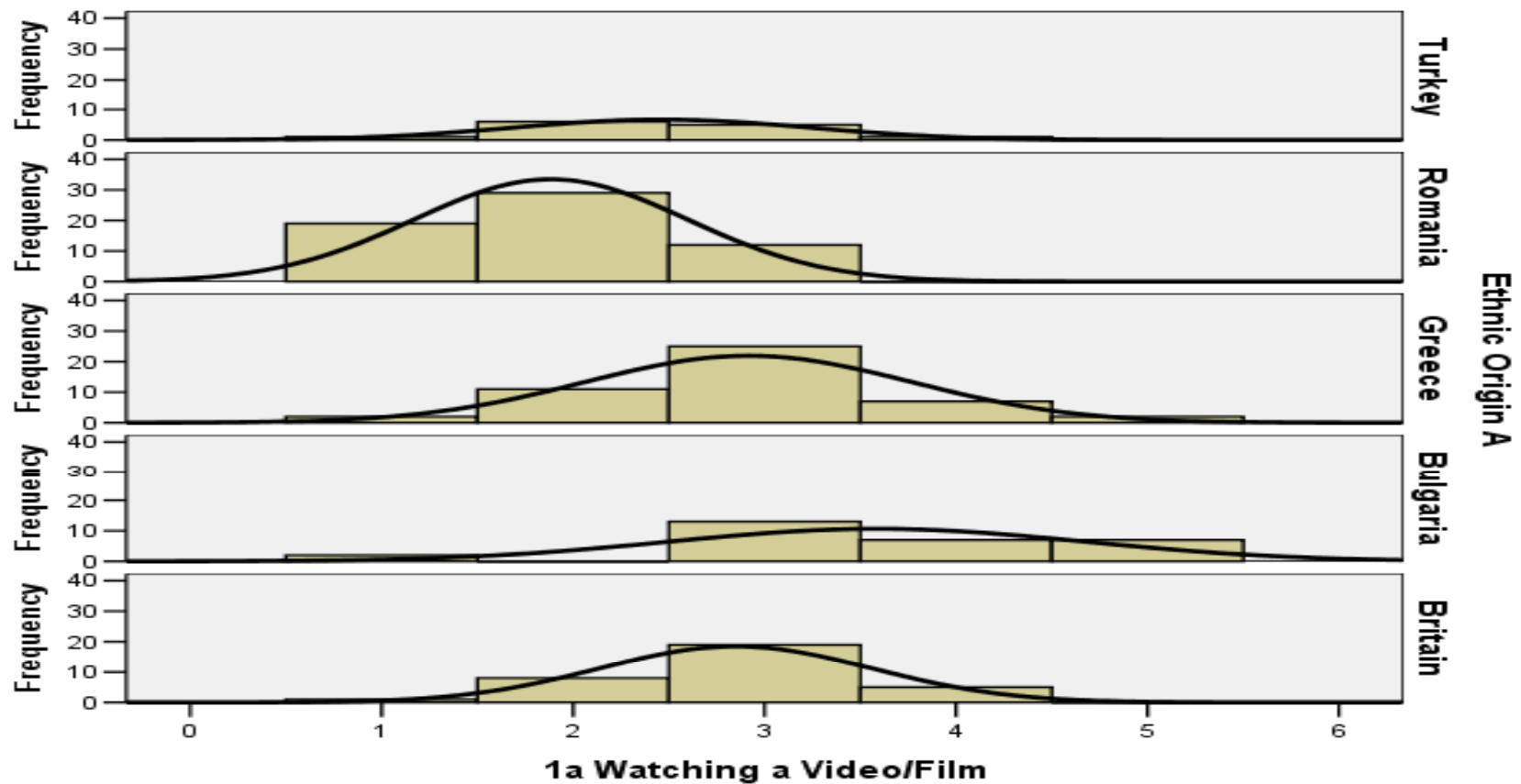


Research

- Using a 5 scale degree for the answers (1 never & 5 very often) and the normal distribution for the answers.



Normal distribution



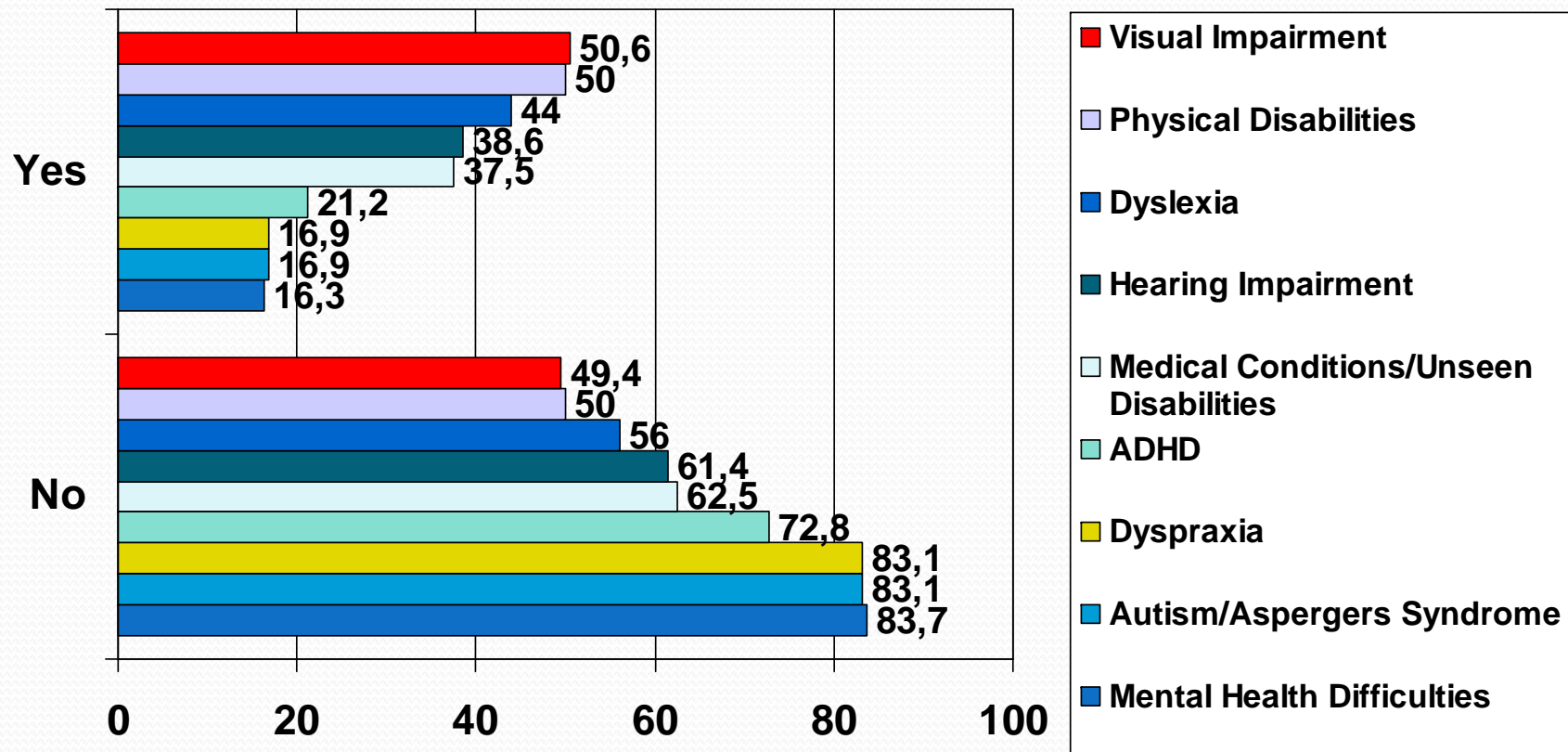
Whole class activity

Teaching/training method	Mean	Standard deviation	Number of answers
Question & Answer	4.64	0.655	184
White/blackboard	4.47	0.952	184
Lecture/Teacher/Trainer talk	4.26	0.929	184
Teacher/Trainer led whole class discussion	4.04	0.874	184
Demonstration	3.90	0.944	183
Free Flowing whole class discussion	3.86	0.934	184
Overhead projector	3.27	1.363	183
Notice board style displays	2.98	1.079	183
Watching a Video/Film	2.64	1.014	182
Large group role play	2.52	1.185	183

Small Group Activities

Teaching/training method	Mean	Standard deviation	Number of answers
Student oral presentations individually	3.56	1.000	182
Practicals	3.48	1.091	82
Case studies	3.44	1.141	183
Small group assignments	3.35	1.038	182
Student led discussions	3.32	1.065	167
Games	3.30	1.173	169
Visits/Visitors	3.24	1.091	182
Small group discussions	3.19	1.163	183
Student oral presentation of groups	3.16	0.943	182
Debate	3.12	1.101	182
Guided discovery or what's your theory	3.03	1.186	183
Small group role play	3.01	1.043	184
Buzz groups (informal brainstorming)	2.72	1.506	184
Card games	2.59	1.245	183
Drama/acting	2.47	1.223	173

When teaching, which students with disabilities would you feel most confident in supporting?



Contribution of this research

The results from the research help us to create a tool for the teachers/trainers in order to teach students with disabilities in VET, *analyzing the learning activities and connecting them, with each disability and learning category in a practical and easy applied way.*

The product from the project
after the tests, is:

www.qatrain2.eu

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Quality Assurance and Accessible Training 2

QATRIN 2 aims to enable disabled students to participate more fully in Vocational Education and Training (VET) at post 16 level. The main outcome of the project is the searchable web resource (see below) that can help teachers/trainers and quality assurance staff to develop a more inclusive approach to the design of teaching, learning and assessment strategies.

To access the resource, click on a country flag below to select your preferred language



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Welcome to QATRIN2

This web-based resource aims to enable **disabled learners** to participate more fully in Vocational Education and Training (VET) by advising teachers/trainers and quality assurance staff on **inclusive teaching/training and assessment strategies**.

Please note that these web pages give general guidance only and should not be treated as a complete and authoritative statement of the law.

[Project Information](#)

[Web Resource](#)

Click on the flags below to find out more about the project in general or visit one of our partner web resources.



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Click here for information about [Disability Legislation in the UK](#)

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Browse by learning category and/or disability

Learning category

Disability

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Learning category

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Thank you