



SURVEY INTO THE NATURE OF EXISTING ASSISTIVE TECHNOLOGY TRAINING



6b. **If yes**, what is the title of this AT course/programme? _____ *

*If you or your organisation are involved in delivering multiple courses/programmes please copy this questionnaire and complete it for each course/programme.

6c. Is the course/programme you are involved in part of a broader programme? Yes No

6d. If yes, what type of course/programme is it part of? (Please tick all that apply)

- | | |
|-----------------------------|------------------------------|
| Occupational Therapy | Engineering |
| Speech and Language Therapy | Computer Science |
| Physiotherapy | Architecture |
| Social Work | Education |
| Nursing | Other (Please specify) _____ |

7. Is the training course/programme evaluated? Yes No

7a. If yes, how is the course/programme evaluated? (Please tick all that apply)

- Informal feedback from participants
- Formal assessment (e.g surveys) by participants
- Evaluated by a unit within the organisation
- Evaluated by a unit outside the organisation

8. Is this course/programme part of a formal qualification? Yes No

8a. Is this course/programme accredited? Yes No

8b. If yes, at what level is it accredited? Pre-graduate / Post-graduate / Masters level / PhD

8c. If yes, who is it accredited by? _____

9 How many hours does your Assistive technology course/programme involve in total? _____

- (i) How many hours face-to-face contact time with student? _____
- (ii) How many hours individual distance support e.g. email, phonecalls? _____
- (iii) How many hours expected/required student study e.g. assignments? _____

9a. How frequently do you offer this course/programme? Please indicate response per year _____

9b. What is the typical cost of the course/programme per student/trainee? _____

10. What professions are involved in delivering this course/programme? (Please tick all that apply)

- | | |
|-----------------------------|------------------------------|
| Occupational Therapy | Engineering |
| Speech and Language Therapy | Computer Science |
| Physiotherapy | Architecture |
| Social Work | Education |
| Nursing | Other (Please specify) _____ |
| Doctors | |



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10a. Are the trainers **Internal** or **External** to the organisation providing the training?
(Tick both if trainers are both internal and external)

10b. If some/all team members are external, where is/are the trainer(s) coming from?

Manufacturer/supplier

AT organisation

Other (Please specify) _____

11. Who do you provide training for? (Please tick all that apply)

Service/Technology users

Administrators

Parents/carers

Manufacturers/suppliers

Clinicians/Frontline staff

Other centres/AT organisations

Professionals in training

Other (Please specify) _____

Researchers/Academic

11a. If professionals or professionals in training, do they belong to a specific professional category? (Please tick all that apply)

Occupational Therapy

Engineering

Speech and Language Therapy

Computer Science

Physiotherapy

Architecture

Social Work

Education

Nursing

Other (Please specify) _____

Doctors

12. Who was involved in deciding to run the course/programme? _____

12a. Who was involved in deciding on the content of your course/programme? (Please tick all that apply)

Service/Technology users

Administrators

Parents/carers

Manufacturers/suppliers

Clinicians/Frontline staff

Other centres/AT organisations

Researchers/Academic

Other (Please specify) _____

13. How do you decide what areas of training you provide?

14. What are the main aims of your Assistive Technology course/programme?



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15. What is the general nature of the content delivered as part of your course/programme? (Please tick all that apply)

- | | |
|-------------------------|------------------------------|
| Pre-assessment planning | User Specific |
| Device Specific | Policy/Legislation Specific |
| Service Specific | Other (Please specify) _____ |

16. What specific content areas are included? (Please tick all that apply)

- Computer Access
- Environmental control
- Augmentative and assistive communication
- Other (Please specify) _____

17. Where is training delivered? (Please tick all that apply)

- | | |
|--------------------------------|--------------------------------------|
| School setting | Higher Professional Education (B/NL) |
| University Setting | Workshops |
| AT Centre Setting | Users' home environment |
| Commercial Setting | Conference Setting |
| Vocational Training Institutes | Other (Please specify) _____ |

18. How is training delivered? (Please tick all that apply)

- | | |
|----------------------|----------------|
| E-Learning | One to one |
| Practical / Hands on | One to a group |
| Face to Face | Didactic |

19. Please include any other specific information on the delivery of your course that you feel is relevant.

20. Please use this space to indicate any supports you feel are necessary to develop and deliver AT training.



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21. Principles of assistive technology and life long learning: For each of the statements below please indicate on the five point scale the extent to which each of them is considered in the planning and delivery of your courses/programmes.

Statement	Not at all part of the programme	1	2	3	4	A core principle of the programme
Trainers should engage in only those services that are within the scope of their competence.	1	2	3	4	5	
Trainers shall at a minimum inform trainees and their advocates of any employment affiliations, financial or professional interests that may be perceived to bias training.	1	2	3	4	5	
Trainers shall ensure that the trainee fully participates in the process	1	2	3	4	5	
Trainers shall ensure that the trainee is fully informed about all reasonable options available regardless of finances in the development of recommendations.	1	2	3	4	5	
Trainers shall endeavour to partake in ongoing professional development including continuing education to remain current on all aspects of Assistive technology relevant to this practice.	1	2	3	4	5	
Trainers should co-operate with members of other professions where appropriate in delivering services to consumers and to actively participate in the process.	1	2	3	4	5	
Trainers should involve trainees in program planning and implementation.	1	2	3	4	5	
Trainers should include and build on the trainee's experiences in the learning process.	1	2	3	4	5	
Trainers should foster critically reflective thinking as part of the teaching activities.	1	2	3	4	5	
Trainers should include learning that involves analysis of problems and development of solutions.	1	2	3	4	5	
Trainers should cultivate self-directed learning.	1	2	3	4	5	