

Cocreation in the Trinity Disability Service

**The path to meaningful student
partnership in support services.**



Who am I?



Rachel Murphy, Trinity Disability Service Graduate Intern

- Graduated from History in Trinity this year.
- I have been on both sides of the student partnership, as a student and as Disability Service staff.
- Former member of the Trinity Ability Co_op, disability advocacy group. Projects included Inclusive Student Life.
- Co-lead the Trinity Disability Community Engagement Project, work on student partnerships, development and life outside of the classroom.
- Integrate cocreation and ideals of student partnership throughout Disability Service.



Background

Student Partnership Policy

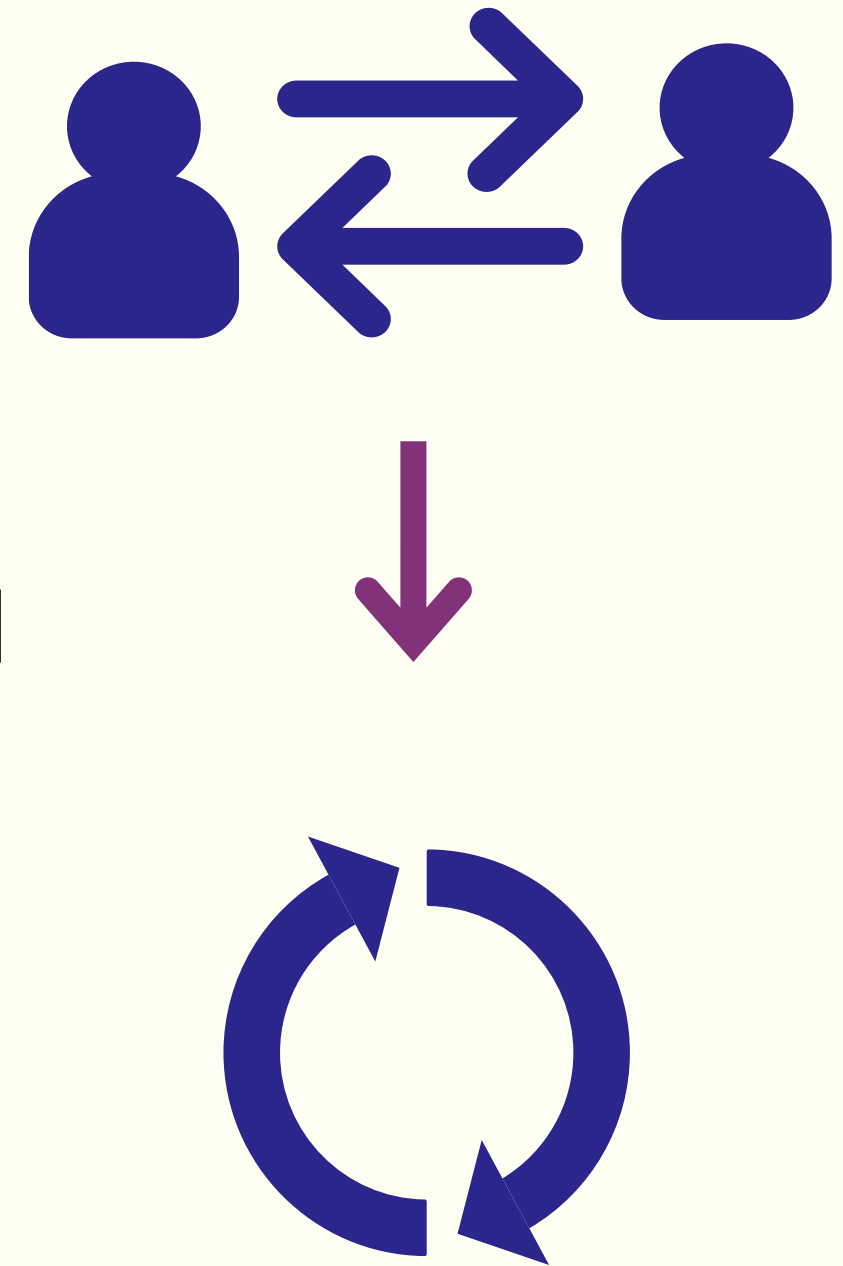
Chapter 5 outlines opportunities for **feedback into student services** through informal and formal mechanisms.

Trinity Disability Service Strategic Plan

- Develop the **Trinity disAbility Hub** at Printing House Square into a dynamic, open, inclusive space available to people with disabilities from Trinity and the wider community.
- Promote the Trinity Ability Co-op/Disability Forum and other student partnerships to ensure the **student's voice is front and central in all student disability services**.
- Engage Trinity Ability Co-op to ensure the DS is **'inclusivity checked'** as part of this partnership.

disAbility Service Ethos

"The ethos of the Trinity College Dublin Disability Service is to move from a **transactional model** of provision, where students are passive recipients of support to a **transformational** and sustainable model of disability support, where students take an **active part** in developing essential life skills and planning their educational journey."



3 Cs of student partnership in the Trinity Disability Service

Cocreation

The collaborative process in which problems are solved by the Disability Service and their student partners.

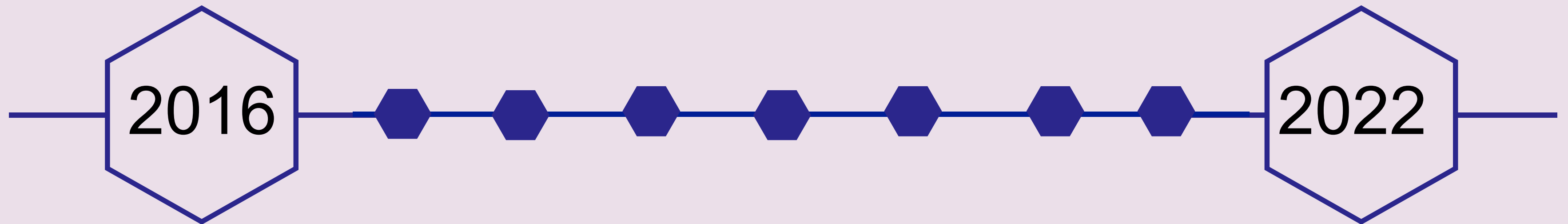
Codesign

Active collaboration between the Disability Service and their student partners of **designing solutions to preidentified problems**. Students are often excluded from this step, it is key that the Disability Service works with student partners when designing the service and projects.

Coproduction

The implementation of solutions determined collaboratively by the Disability Service and student partners.

Reflecting on student partnership and cocreation in the Trinity Disability Service



Early student partnership



**Disability Service
Ambassador Programme**



**The Same but
Different Short Film**



**Disability Service Summer
Internship**

What did we learn from this?

New insights into student experience of support

- Student voice in pre-orientation activities.
- Student stories platformed.
- Summer Intern worked directly with staff and offered student perspective.



Opportunities for student development and skill building

- Creative projects and employment opportunities gave disabled students the chance to develop skills and gain work experience.
- Ireland has one of the lowest employment rates for people with disabilities in the EU (26.2 % compared to 48.1 % in the EU in 2017).



Role models for disabled students

- Increased visibility of disabled students on campus.
- Student stories at pre-orientation.
- Increased engagement with Disability Service, more personal approach to service-provision.



Discussion topic:
**What role could
students have as
partners in a support
service?**

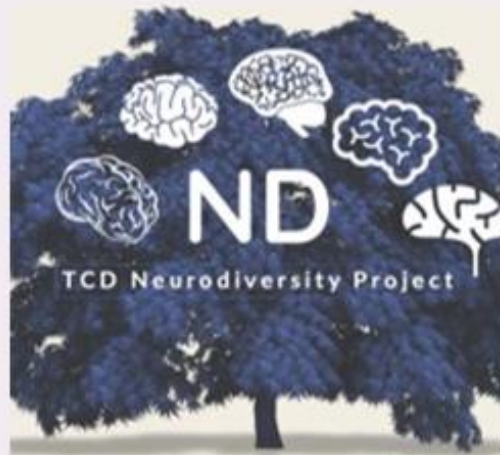
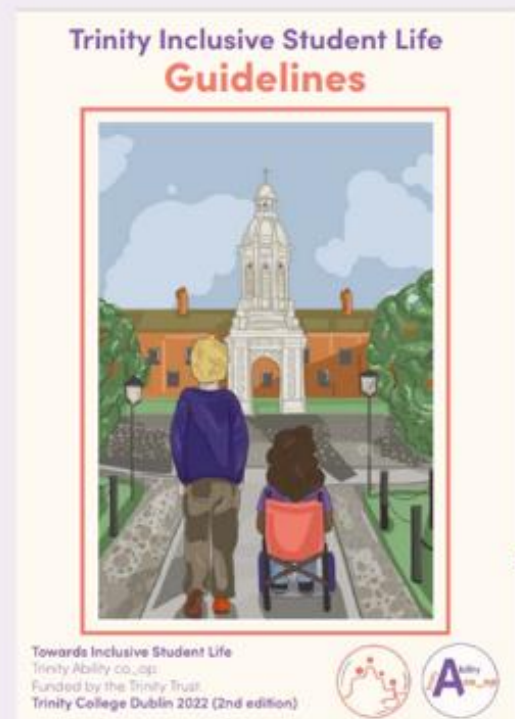


Next steps...

Establishment of the Trinity Ability co_op

- Value of student partnership evident for Disability Service staff, for students and the wider college community.
- Trinity Ability co_op, a co-operative movement led by disabled students, founded in May 2020 as the student-led wing of the Disability Service.
- Formal voice given to disabled students.
- Challenges:
 - Establishing the Trinity Ability co_op in Trinity during the pandemic.
 - Student engagement, challenges of a new group.
 - Push back from college.
 - Changes in the way the Disability Service worked, staff needed to get used to having a strong student voice involved.



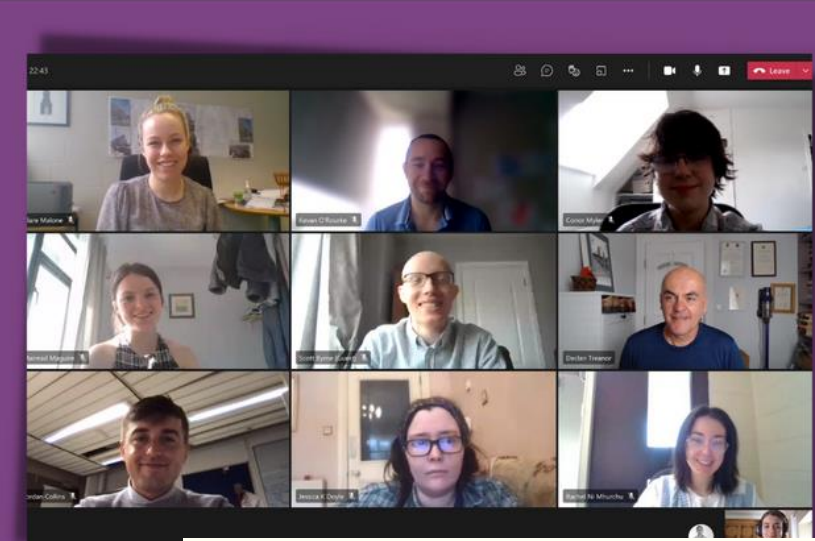


Employing disabled students

Summer Interns

- In 2020, 2021 and 2022 the Disability Service have employed disabled students for 12 weeks in the summer. They have worked with staff in the Disability Service and other departments on projects such as
 - Pre-orientation planning
 - Resources for new students
 - Inclusive Student Life Project
 - Neurodiversity+ Project
 - TCD Sense Project
 - Disability inclusive careers
- Student to staff transition, challenging for staff and students.

Welcome Summer Interns!



Employing disabled students

Graduate Interns

- In 2021, the Disability Service employed a disabled graduate intern for 12 months for the first time.
- The Graduate Intern's role centers around **student partnership and cocreation**. This includes coordinating student partnerships like the **Trinity Ability co_op** and supporting students to engage in extracurricular aspects of college life.
- Graduate Interns **bring their experience as disabled students** to Disability Service projects, identity and operations.
- The 2022 Graduate Intern is responsible for co-leading the **Trinity Disability Community Engagement Project**.



Trinity Disability Community Engagement



Strand 1

Student Partnership and Mentorship

- Trinity Ability Co_op
- Disabled Alumni
- Wider Disability Community
- Student bodies



Strand 2

Individualised supports

- Occupational Therapy Resources
- Development & Engagement Drop-in



Strand 3

Employability

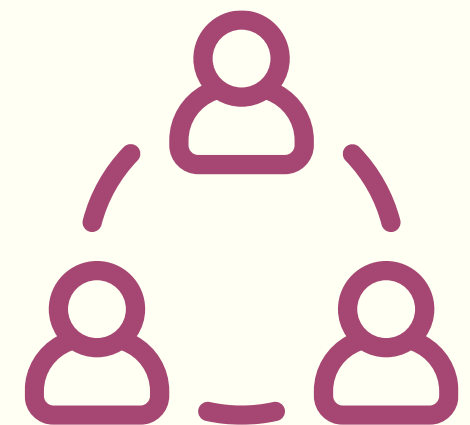
- Disability Inclusion Pathway
- Service Internships
- Connection with Careers
- Erasmus



Strand 4

disAbility Hub

- Identity
- An inclusive Trinity community
- Training and resources
- Events



Challenges we encountered

Resourcing cocreation

- Trinity Ability co_op not formally funded like other student organisations.
- Providing resources without compromising student independence or influencing ideas.
- Maintaining relationship between student partners and DS – Graduate Intern role.

Supporting students

- We had to map out new territory on how to best support disabled students in their employment (e.g, reasonable accommodations, disclosure, check-ins)

Spreading new ideas

- Cocreation is new for students and staff. Students needed to be empowered and staff were asked to think of student support in a new way.

What's next?

- Printing House Square. New space for cocreation, student activity and the disAbility Hub.
- Next term, preparation for new summer interns. Reviewing what we learned from last year.
- We did a workshop with NStEP, actions out of that included:
 - More collaboration between different parts of college who are working on cocreation.
 - Spread cocreation around Trinity. Use good practice examples in a case study.
 - Explore new ways of facilitating cocreation with students
 - research projects, conversation cafés etc.



Discussion topic:
**How can cocreation
add value to the
student experience
of support provision?**



Discussion topic:
**How can cocreation
add value to the staff
experience of
support provision?**

