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Disability in Transition: being a disabled student in Human and Health Sciences

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Disability in Transition
- being a disabled student in Human and Health Sciences

- A three year Teaching Quality Enhancement Funded project
- Review of literature
- **Evaluation of first year student experience**
- Staff survey of knowledge skills and attitudes
- Staff development and resources
- National participative conference
- Book, publications, further funding - - -
The Team:

• Lizzie Walker
• Keith Hickling
• Janet Hargreaves
• Berenice Golding
• Karen State
• Plus steering group

http://www2.hud.ac.uk/hhs/index.php
The legislation:

• Special Education Needs and Disability Act 2001

• The Disability Discrimination Act 2005

• Non-discriminatory, anticipatory, proactive.
Evaluation of first year student experience

• Self completion paper based questionnaire:
  • 2007  - of 54 students 24 responded
  • 2008  - of 95 students 26 responded

• Semi –structured interviews:
  • Of the 24 respondents in 2007, 15 were willing to be contacted. 3 were interviewed.
Methodological issues:

• Identifying disabled students – population and sample?
• Defining disability
• Identifying population
• Reaching potential participants
• Barriers and challenges
Issues regarding the findings

• General *trend* is positive – in that the students who responded felt well supported
• Three key points to explore further:
  • The ‘gap’ between identification and support arriving.
  • The impact of ‘unintentional discrimination’.
  • The complications of professional practice.
Being a disabled student

- but I mean everyone has given me great support
- I didn’t know I had one... But I did. Does that make sense?
- I don’t think it hinders me until I have to write to spell – then I use my usual tactics
- Oh there’s a definite stigma attached to it
- it’s absolutely driven me potty - - -
Philosophical issues

• Disability – not a single concept

• Is the ‘issue’ (for the School) one of disability or inclusion?
Next steps

- To reduce and remove barriers to inclusivity
- Empower (disabled) students
- Network across the campuses – staff and students
- Funded work with health professionals
- Seek funding for further work within the University