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](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