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Walker, Lizzie, Hickling, Keith, Hargreaves, Janet, Golding, Berenice and State, Karen

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](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