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

### Original Citation

Walker, Lizzie, Hickling, Keith, Hargreaves, Janet, Golding, Berenice and State, Karen (2009) Disability in Transition: being a disabled student in Human and Health Sciences. In: Degrees of Independence: Providing inclusive learning in Higher Education, 16th - 17th April 2009, University of Huddersfield, Huddersfield, UK. (Unpublished)

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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