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

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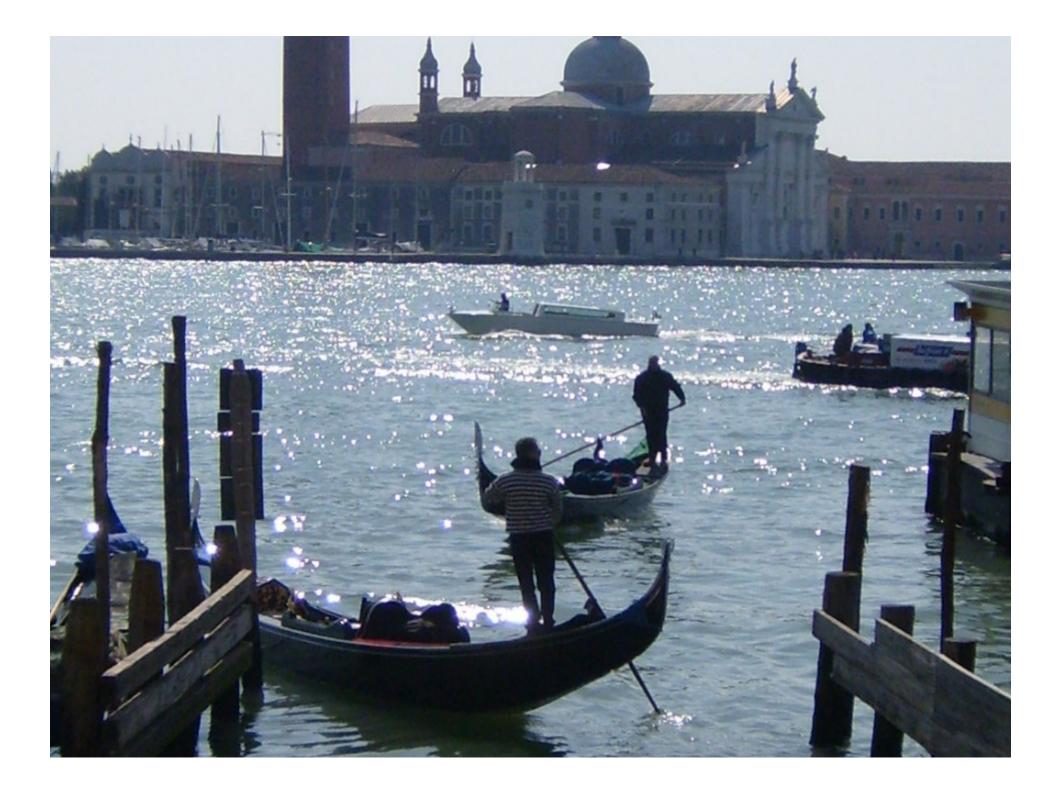
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# Disability in Transition



- 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:

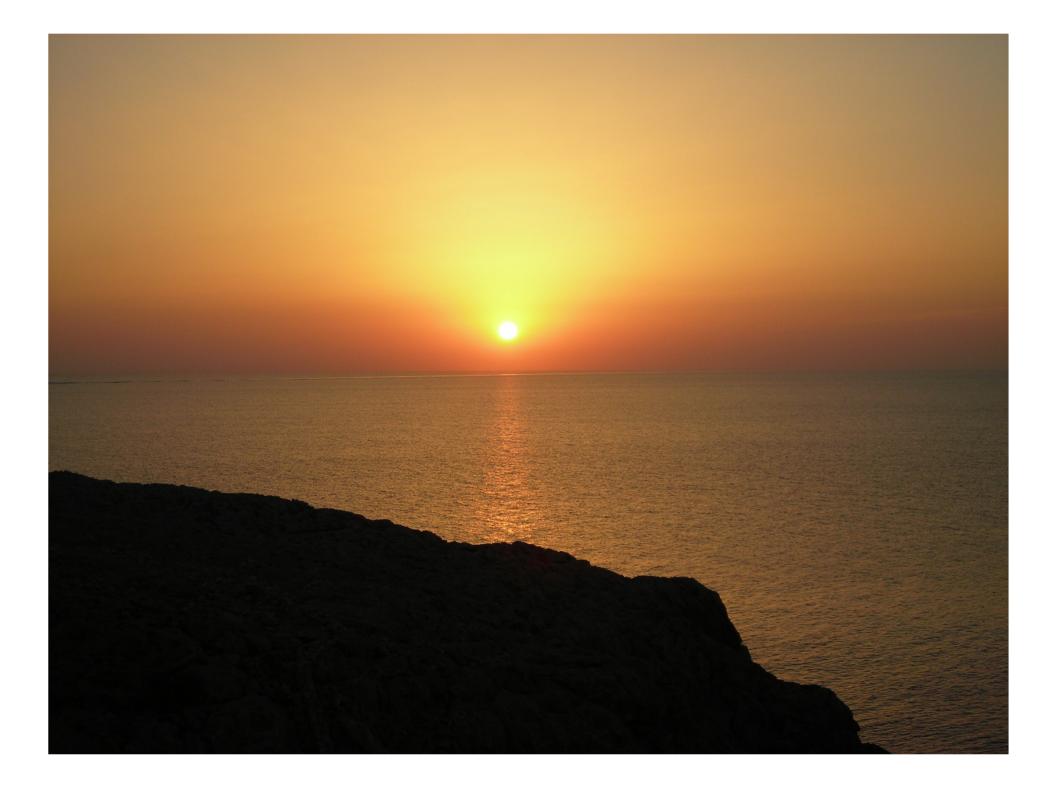


- Lizzie Walker
- Keith Hickling
- Janet Hargreaves
- Berenice Golding
- Karen State
- Plus steering group -
- http://www2.hud.ac.uk/hhs/index.php

### 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