QAA

Code of practice for the assurance of academic quality and standards in higher education

Section 3: Disabled students - February 2010

Contents

Foreword

1   This document is the second edition of a code of practice relating to disabled students (originally entitled 'Students with disabilities') in United Kingdom (UK) higher education institutions. It is one of a suite of interrelated documents which forms an overall *Code of practice for the assurance of academic quality and standards in higher education* (*Code of practice*) for the guidance of higher education institutions subscribing to the Quality Assurance Agency for Higher Education (QAA) and other bodies offering UK higher education.

2   The overall *Code of practice* and its 10 constituent sections were originally prepared by QAA between 1998 and 2001 in response to the reports of the National Committee of Inquiry into Higher Education and its Scottish Committee (the *Dearing and Garrick Reports*). The *Code of practice* supports the national arrangements within the UK for quality assurance in higher education. It identifies a comprehensive series of system-wide principles (precepts) covering matters relating to the management of academic quality and standards in higher education. It provides an authoritative reference point for institutions as they consciously, actively and systematically assure the academic quality and standards of their programmes, awards and qualifications.

3   The *Code of practice* assumes that, taking into account principles and practices agreed UK-wide, each institution has its own systems for independent verification both of its quality and standards and of the effectiveness of its quality assurance systems. In developing the *Code of practice*, extensive advice has been sought from a range of knowledgeable practitioners.

4   The *Code of practice* does not incorporate statutory requirements. While this particular section must make reference to relevant legislation, notably the *Disability Discrimination Act 1995* (as amended in 2005),[1] it is not an exhaustive or comprehensive statement of these requirements. Where a section of the *Code of practice* is related

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[1]   *Disability Discrimination Act 2005* is available at: www.opsi.gov.uk/Acts/acts2005.

to legislative or similar obligations, efforts have been made to ensure compatibility with them. Activities which are not specifically required by legislation, but which can be regarded as good practice are also included.

5   Since 2001, a number of developments in UK higher education have encouraged QAA to begin a revision of individual sections of the *Code of practice*. In undertaking this task, QAA has also decided to review the structure of the sections and, in particular, to replace the original 'precepts and guidance' format with a 'precepts and explanation' approach, using the explanations to make clear why the precepts are considered important and reducing opportunities for a 'checklist' approach to the *Code of practice*. In doing so, QAA has sought to meet Recommendation 4 (part 4) of the Better Regulation Task Force in its report *Higher Education: Easing the Burden*, July 2002.[2] This revised section has also taken account of the *Standards and Guidelines for Quality Assurance in the European Higher Education Area*.[3]

6   Revised sections of the *Code of practice* are therefore now structured into a series of precepts and accompanying explanations. The precepts express key matters of principle that the higher education community has identified as important for the assurance of quality and academic standards. Individual institutions should be able to demonstrate that they are addressing the matters tackled by the precepts effectively, through their own management and organisational processes, taking account of institutional needs, traditions, culture and decision-making. The accompanying explanations show why the precepts are important.

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[2] *Higher Education: Easing the Burden* is available at: http://archive.cabinetoffice.gov.uk/brc/publications/2002.html.

[3] *Standards and Guidelines for Quality Assurance in the European Higher Education Area* is available at: ww2.dkit.ie/about_dkit/documents_and_policies/policies.

7   The *Code of practice* is a statement of good practice that has been endorsed by the higher education community. As such, it is useful in QAA's audit and review processes that consider the extent to which an institution, in developing and implementing its own policies, has taken account of the *Code of practice* and its precepts.

8   Institutions may find the explanations useful for developing their own policy and for allowing some flexibility of practice at subject level, depending on local needs. It is important to emphasise that the explanations do not form part of QAA's expectations of institutional practice when its teams are conducting audits and reviews.

9   Academic staff in departments and schools do not necessarily need to be familiar with the detail of all of the various sections of the *Code of practice*, although they might well be expected to be familiar with the institutional policies it informs and any parts which are particularly relevant to their own responsibilities.

10   To assist users, the precepts are listed, without the accompanying explanations, in Appendix 1 (page 38).

11   The first version of this section of the *Code of practice* was published in 1999. The publication of this second version follows consultation with staff in institutions, who have helped to update the *Code of practice* to take account of institutions' practical experience of using the guidance contained in its predecessor.

Introduction

12   The starting point for this section of the *Code of practice* is the recognition that disabled students are an integral part of the academic community. As such, they have a general entitlement to the provision of education in a manner that meets their individual requirements. Accessible and appropriate provision is not 'additional', but a core element of the overall service that an institution makes available. The entitlements of disabled students need to be managed and have their quality assured in the same way as any other provision. Institutions should be able to address individual cases effectively and also manage their provision in a way that develops an inclusive culture.

13   The revision of this *Code of practice* was undertaken by an advisory group convened by QAA, which included representatives from higher education institutions with experience of both teaching and of managing the student experience, researchers with a significant body of work on the experience of disabled students, and members of sector bodies with specialist knowledge of the promotion of equality and access in higher education. Members of the advisory group are listed in Appendix 2. The group benefited from being able to draw on a range of existing publications and research into the experience of disabled students which had taken place since the first edition was published. A number of publications which provide more detailed operational guidance are listed in Appendix 3 to aid institutions in developing their own arrangements.

14   In line with the general policy for the *Code of practice* as a whole, this revision shifts its emphasis from the detail of specific requirements on institutions to a more general statement of principles with explanations of the spirit in which institutions would be expected to address their obligations. In addition, the revision reflects the following underlying principles:

- a recognition that the law on disability discrimination and the Disability Equality Duty (see below paragraphs 27-29) has

reinforced the requirement for institutions to consider provision for disabled students in terms of entitlements rather than needs and that institutions should have appropriate guidance on how those entitlements can be met.

- a recognition of the need for guidance on the nature of the Disability Equality Duty. While the need for specific adjustments for individual students will continue to exist, institutions should also be capable of anticipating the range of possible requirements in their strategic planning. Where such anticipation is effective, the pressure on staff that arises from making ad hoc arrangements for individual students should be reduced.

- an appreciation that institutions will vary in their structures and in the operation of specific processes. It is therefore not feasible for this document to lay out detailed recommendations for practices in particular areas (for example, in determining the nature and extent of reasonable adjustments to be made in meeting the entitlements of disabled students). What is important is that institutions are clear about the way in which their processes will operate and about the opportunities for disabled students to discuss their requirements with relevant staff. Relevant information about processes and resources should be clearly communicated to staff and students.

- a recognition that responsibility for meeting the entitlements of disabled students applies to all staff in an institution.

15   Although disabled students have been entering higher education in greater numbers since the first edition of this *Code of practice* was published, they remain under-represented and their experiences are variable.[4] There is much good practice in the provision of support for disabled learners, in the use of teaching and assessment methods that actively include disabled students and in the design of the physical environment in ways that support access.[5]

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[4] DIUS (2009) *Disabled Students and Higher Education: Higher Educational Analysis*, available at www.dius.gov.uk/~/media/publications/D/DIUS_RR_09_06.

[5] QAA (2009) *Outcomes from institutional audit: Institutions' support for students with disabilities 2002-2006, Special study,* available at: www.qaa.ac.uk/reviews/institutionalaudit/outcomes.

However, research into the experience of disabled students has shown that barriers to learning opportunities do remain, whether in physical access to facilities or in inclusivity of teaching methods.[6]

16   This *Code of practice* is intended to be a source of guidance to institutions as they direct attention to the implications of current law and practice. The first edition has been identified by researchers as contributing to improved awareness within institutions of the features of effective provision in the area.[7] This revised edition takes account of the changed legal context and the availability of more sources of advice and evidence about how the experience of disabled students can be enhanced. It provides guidance on the entitlements of disabled students throughout the student life cycle, from application to the award of qualifications, and also includes subsections on those aspects of provision which have a particular bearing on learning opportunities and the transition from study to work.

17   The enhancement of the quality of provision for disabled students is a shared responsibility of all staff in an institution, not just those with a disability or learning support remit. Arrangements should be in place to ensure that effective communication and partnerships between staff can exist to ensure that students' entitlements are met. There is therefore an emphasis on the need for staff to be provided in a timely manner with relevant information and to be provided with professional development opportunities that enable them to meet the expectations of this *Code of practice*.

Who is disabled?

18   In determining whether or not a person is disabled, reference is often made to the social model of disability which suggests that people with impairments are disabled by social, attitudinal or environmental barriers. The advisory group considers this to be a key

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[6] Jacklin, A et al (2006) *Improving the experiences of disabled students in higher education*; Riddell, S et al (2005) *Disabled Students in Higher Education*.

[7] Fuller, M et al (2009) *Improving Disabled Students' Learning*.

principle underpinning the precepts that follow and would wish to emphasise that institutions should attempt to work towards an inclusive environment in which quality of provision and the best possible experience for all learners is pursued.

19   However, there are times when institutions will need to make decisions about who is identified as having an impairment. The most widely cited definition in higher education under current legislation is that which is outlined in the *Disability Discrimination Act* (DDA). The DDA (1995) identifies a disabled person as someone with 'a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities'. This definition covers a wide range of impairments, including physical and mobility difficulties; hearing impairments; visual impairments; specific learning difficulties including dyslexia; medical conditions such as HIV or cancer; and mental health difficulties. Further guidance surrounding the legal definition can be obtained from the Equality and Human Rights Commission (EHRC)[8] or through consulting the list of additional publications listed in Appendix 3.

20   Some students may already be disabled when they apply to an institution; others may become disabled or become aware of an existing disability only after their programme has started. Others may have fluctuating conditions. Some students may be disabled temporarily by accident or illness. Institutions will need to have provision in place to support students in identifying impairments and the entitlements that follow from such identification. Since disclosure by students is essential for this process, institutions will need to foster a culture of positive attitudes towards disability. Institutions will want to ensure that their provision and structures take into account, so far as possible, the full range of entitlements which disabled students may have, and that their provision is sufficiently flexible to cater to individuals' changing requirements throughout their periods of study.

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[8] www.equalityhumanrights.com/your-rights/disability.

Legal requirements in provision for disabled students

21   UK disability discrimination legislation is based on the principle that physical and mental impairments are not disabling in themselves, but become so in the context of practices or environments that make it hard for that person to participate fully and/or restricts his/her opportunities. The legislation places obligations on institutions to change those practices or environments and so remove the disabling effects or barriers to participation. Institutions should be aware that case law will continue to be used to define the nature of impairments covered by legislation and the extent to which adjustments are required in particular circumstances.

22   The principal domestic legislation is the *Disability Discrimination Act 1995* (DDA), which has been amended by subsequent legislation, particularly the *Special Educational Needs and Disability Act 2001* (SENDA) and the *Disability Discrimination Act 2005*. Part IV of the DDA concerns, in particular, a higher education institution's relationship with its disabled applicants, students and former students. Institutions are under an obligation not to discriminate against disabled students by subjecting them to 'less favourable treatment' or by failing to make a reasonable adjustment to policies, procedures, provisions or the physical environment, in order to overcome a disadvantage encountered by a disabled student. Adjustments should be made where they enable disabled students to demonstrate the achievement of the learning outcomes that the institution requires to be shown for the award of credit and/or qualifications.

23   The application of an adjustment will result from consideration of the circumstances of the individual student and will involve the student in discussion of possible courses of action. What is 'reasonable' for an institution will vary according to a range of factors and will depend on the circumstances of the individual case. Factors influencing the determination of what is reasonable will include the effectiveness of taking particular steps in enabling the student to overcome the relevant disadvantage, health and

safety issues, the effect on other students and the financial cost to the institution. The duty to make reasonable adjustments applies in the context of arrangements for determining admission to an institution, and teaching and learning and other student services provided by or offered by an institution. In addition to determining reasonable adjustments to meet the needs of individual disabled students, institutions also have a duty to make anticipatory adjustments to all aspects of their provision (see paragraph 27).

24   While the DDA identifies a general entitlement of disabled students to reasonable adjustments, it also permits the application of specific competence standards, which need not be varied, in academic judgements. Competence standards are defined by Section 28S of the DDA Part IV as 'an academic, medical or other standard applied by or on behalf of an [education provider] for the purpose of determining whether or not a person has a particular level of competency or ability'. Whilst there is no duty to make any adjustment to a competence standard itself, the duty does apply to the assessment of that standard, that is, to the process of enabling a student to demonstrate that they meet the standard. Institutions may apply competence standards to define minimum levels of achievement for admission or for the award of credit, qualifications or the right to progress to the next stage of the relevant programme.

25   Competence standards may be set by the institution or the institution may apply them on behalf of a professional, statutory or regulatory body. Institutions are expected to be able to justify the application of competence standards in their academic programmes and to be able to demonstrate that they regularly review those they set themselves to ensure that they are non-discriminatory and proportionate. Further reference is made to competence standards in the sections of this document that follow on admissions processes and policies, academic assessment, and curriculum design.

26   Further guidance surrounding the definition of competence standards, and examples of good practice relating to their application, is available in the *Code of Practice (revised) for providers*

of post-16 education and related services published by the Disability Rights Commission (DRC) (the remit of which now lies with the Equality and Human Rights Commission) and through the documentation produced by some professional, statutory or regulatory bodies (see Appendix 3).

27   As well as having an obligation to respond to individual students' entitlements, institutions, as organisations in the public sector, are covered by the Disability Equality Duty (DED),[9] which came into force in December 2006. The DED requires institutions to pay 'due regard' to the need to eliminate unlawful disability discrimination and to promote equality of opportunity for disabled people when carrying out all of its functions.

28   For institutions, meeting the DED involves anticipating the variety of possible requirements that disabled students may have, rather than solely making adjustments for individuals on a case by case basis. Institutions are required to be proactive in assessing the impact of their policies, procedures and provision and to make any changes resulting from such evaluation. The DED requires institutions to develop a Disability Equality Scheme (DES), involving disabled people from the outset. The DES will include a description of the arrangements the institution has in place for gathering information about its performance in relation to disability equality; arrangements for assessing the impact of the institution's activities and improving these where necessary; an Action Plan identifying the key actions that the institution intends to take to promote disability equality over the period covered by the DES; details of how disabled people have been involved in developing the DES; and how the institution intends to use the information gathered to review the effectiveness of its Action Plan and in preparing future DESs. Further information and guidance surrounding the development and use of DESs can be found in the guide originally produced by the DRC entitled *Further and higher education institutions and the Disability Equality Duty, Guidance for Principals, Vice-Chancellors, governing*

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[9] See www.dotheduty.org.

boards and senior managers working in further and higher education institutions in England, Scotland and Wales.[10]

29   A key element of the DED is the involvement of disabled students themselves in the enhancement of provision. This applies to the involvement of individual students in discussion with their institutions about their requirements for support that enable them to meet the learning outcomes of programmes of study. It also applies to the involvement of disabled students in the general enhancement of the quality of provision.

30   There are likely to be some common features among those institutions that work well within current legal requirements. For example, some institutions have been active in developing an ethos that attentively embraces diversity. They have senior managers with an active engagement in the extension of access and equality, and who take seriously the budgetary and other implications of their commitment. In these institutions, consideration of the entitlements of disabled students has been a dimension in all decisions and activities. The promotion of disability equality is treated as the responsibility of all staff, not just of those with a specific disability remit. Individual staff members are given appropriate and timely support in developing inclusive forms of teaching and assessment, rather than being expected to make adjustments at short notice. Disabled students are involved in the development of policies and processes following the development of DESs and their subsequent implementation.

31   The advisory group responsible for revising this section of the *Code of practice* was aware of the development of single equalities legislation during the course of the review and revision. The Equality Bill was announced in April 2009 and proposed a general public equality duty on public authorities (clause 143). If passed, the Bill will bring changes to current disability discrimination law and will bring disability, sex, race and other grounds of discrimination under

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[10]   Available at: www.dotheduty.org/sectoral-guidance.asp.

a single piece of legislation. If passed, the majority of the Bill would be expected to come into force in autumn 2010. Higher education institutions would be subject to any new legislation and are therefore advised to remain abreast of the most recent developments.

32   The advisory group was also aware of the increasing internationalisation of UK higher education. The implications for institutions in relation to disabled students' entitlements are numerous, but include:

•   the possibility that students from outside the UK may have impairments that have not been diagnosed or that attitudes in their home countries may make them unwilling to disclose and to seek advice

•   the restriction to home students of the Disabled Students' Allowance[11] and the directly related financial support made available to institutions by the funding council

•   the responsibilities for a UK institution engaged in collaborative provision with an overseas partner.

Notwithstanding the above, a general principle is that the responsibilities of institutions to disabled students are the same, regardless of a student's nationality, fee status or location.

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[11]   The Disabled Students' Allowance is a grant made available to eligible students in England to help meet the extra costs of studying faced as a result of a disability or specific learning impairment. See www.direct.gov.uk.

Precepts and explanations

General principles

1

The educational disadvantage and exclusion faced by many disabled people is not an inevitable result of their impairments or health conditions, but arises from social, attitudinal and environmental barriers. Institutions ensure that in all their policies, procedures and activities, including strategic planning and resource allocation, consideration is given to the removal of such barriers in order to enable disabled students to participate in all aspects of the academic and social life of the institution.

Current legislation is based on the principle that the educational disadvantage and exclusion faced by many disabled people is not an inevitable result of their impairments or health conditions, but stems from attitudinal and environmental barriers. There should exist within the institution consistently-applied processes for assessing the impact, both positive and negative, of current and proposed policies and procedures regarding access for disabled students.

To identify institutional barriers, institutions should involve disabled students. Where relevant, for example where an institution has progression agreements or partnerships with schools/colleges, potential applicants and current and past students could usefully be included in these discussions in order to anticipate the range of adjustments that may be needed. Institutions should provide an appropriate level of resource for this engagement.

In this work, institutions should recognise that disabled students come from a wide range of backgrounds. Students who appear to be classified with the same impairment may in reality have different requirements. Institutions should therefore implement their duties in a flexible way that allows disabled students to give their views at different points during the student life cycle and in a variety of ways.

Institutional and strategic management

2

Senior managers, including those at the highest levels, lead their institution's development of inclusive policy and practice in relation to the enhancement of disabled students' experience across the institution.

Institutions' senior managers should take a leadership role in promoting the principle of equality for disabled students. In particular, they should ensure that there are policies and procedures in place to encourage anticipatory adjustments and that the institution is committed to achieving more than the minimum required by law. Information about the action taken by the institution should be publicly available in the documentation of its Disability Equality Scheme (DES) or Single Equality Scheme. An annual report on actions taken to implement the principles of the scheme will be produced at institutional level.

Senior managers should ensure that all staff have access to appropriate development activities. Staff or departments with specific responsibility for coordinating work for disabled students should have the necessary resources to ensure that inclusive practice is embedded throughout the work of the institution. Staff with specialist expertise in relation to the inclusion of disabled students, and who are directly accessible to disabled students, are consulted in the development of policy that impacts, or has the potential to impact, on this group.

Senior managers should also ensure that policies relating to inclusion are endorsed by the highest level decision-making bodies in the institution.

Planning, monitoring and evaluation

3

Information is collected by institutions on disclosure of impairments and is used appropriately to monitor the applications, admissions and academic progress of disabled students.

4

Institutions operate systems to monitor the effectiveness of provision for disabled students, evaluate progress and identify opportunities for enhancement.

Institutions will give students opportunities to disclose an impairment and will ensure that they are aware of their right to give their consent prior to the disclosure being shared with relevant staff. Disclosure will be possible throughout the period of a student's registration with the institution. Staff should be made aware of guidelines and regulations on data protection to ensure that the information is handled appropriately.

Institutions should routinely collect, analyse and monitor student assessment data (such as student feedback, satisfaction rates, completion rates, pass rates and referrals) to ensure the enhancement of the experience of disabled students is included in institutional planning. Acting on the information collected, as required by the Disability Equality Duty (DED), is a part of standard institutional policies and practices for quality monitoring and enhancement. Progress towards enhanced inclusion may be evaluated through the use of summary data in the annual update of the institution's DES (or Single Equality Scheme).

Continuing professional development

5

Institutions enable staff to participate in a range of continuing professional development activities in order to enhance their knowledge, reflect upon and develop their practice, and contribute towards a fully inclusive institutional culture.

Staff should be offered guidance and support to understand what current disability legislation means for them in their roles. Staff should have access, on a continuing basis, to information about creating an inclusive institutional culture for which there is a shared responsibility. Staff should seek to work with disabled students and receive guidance from their institutions to achieve this.

There should be a range of development opportunities available to meet the differing requirements and varying prior experiences of staff in relation to disabled students. Some training may be targeted at meeting the needs of particular groups of staff, for example with respect to student admissions and to the usability of information systems for the support of students' learning. In addition, information about inclusive practices should be embedded in all staff training and development opportunities, where possible.

Induction programmes for all staff, and accredited learning and teaching courses for new academic staff, should include information about the entitlements of disabled students and the support that staff can expect in contributing to the development of an inclusive institutional culture.

Disability equality training should be adequately resourced and should be delivered by appropriately qualified and experienced staff. Whenever possible, training should involve disabled students and operate in partnership with them.

Strategies should be devised to encourage staff to engage in innovation in the context of inclusive practice. Mechanisms for doing so may include academic promotion opportunities or annual

appraisals that take into account successful development of inclusive practices, especially in learning, teaching and assessment.

Information for prospective students, current students and staff

6

The institution's publicity, programme details and general information are accessible and include explanations of how the entitlements of disabled students are met.

The provision of information about an institution's programmes and processes to potential and current students is essential to support informed decisions on appropriate applications and routes/options taken during the programme.

Prospective and current students should be given access to information about the requirements of individual programmes, in the form of programme specifications, UCAS entry profiles, prospectuses, course handbooks and so on, which will include a description of required competence standards and/or fitness to practise requirements that may apply on entry or in the assessment of students. This information will inform the exploration of reasonable adjustments between prospective (and current) students and staff.

Information relating to the institution and its programmes should be made available to students in different formats (including print and electronic formats) as early as possible and preferably prior to the start of the programme. Advanced notice should be given about learning opportunities outside of the classroom, laboratory, library or studio, for example fieldwork, study visits, practicals and work placements.

Details of any designated contact(s) for disabled students should be clearly publicised for the benefit of potential applicants. Responses to enquiries from disabled people should be prompt, candid and should include advice from specialist staff.

In addition to the provision of accessible and timely information on programmes of study and associated learning opportunities, institutions should make available, internally to all students and members of the institution, a copy of its DES (or that contained within a Single Equality Scheme) in a variety of accessible formats.

Staff also need to be given regular, up-to-date information about institutions' policies and procedures in relation to the inclusion of disabled students.

Admissions processes and policies

7

The operation of admissions processes and application of entry criteria include consideration of the duty to promote disability equality.

Offers of places on programmes of study in higher education are subject to entry criteria which are decided upon in the design of programmes and which are related directly to learning outcomes and/or competence standards. These criteria operate in a way which ensures that individual students admitted to a programme are capable of achieving the intended learning outcomes and/or competence standards.

The DED requires public bodies (including higher education institutions) to promote disability equality, which includes taking steps to 'take account of disabled people's disabilities even when that involves treating disabled people more favourably than others' (DDA, section 49A). Entry criteria should be sufficiently flexible to take into account individual circumstances and should avoid stating that specific personal, medical or physical/mental health characteristics are necessary or preferable for a particular programme. Adjustment to criteria may be made where it can be shown that a disabled applicant will be capable of meeting the programme's learning outcomes once accepted.

An exception may be in the case of requirements identified for registration (following successful completion of an approved pre-registration programme) by a professional, statutory or regulatory body. In this context, following disclosure of an impairment by the applicant, the institution should discuss in detail with the applicant how their impairment may affect their ability to qualify for registration in line with the relevant fitness to practice requirements of the professional or regulatory body. Further guidance and advice in this area may be found in the publications listed in Appendix 3.

When the intended programme of study requires the achievement of specific competence standards for successful qualification (whether set by the institution or by a professional, statutory or regulatory body), the institution should discuss with the applicant, following his or her disclosure, the nature and extent of any reasonable adjustments that would enable the applicant to demonstrate that they have achieved the required standards. If during the course of the discussion it appears that the institution would be unable to apply reasonable adjustments to support the applicant in completing the programme then the institution may wish to suggest alternative suitable programmes.

The full range of admissions processes includes activities such as encouraging applications, holding interviews, and relaying decisions and other relevant information to applicants. Institutions should be aware of their responsibility to adjust these processes where reasonable in order to avoid disadvantaging disabled learners. Consideration should be given to providing appropriate disability awareness training for all academic and administrative staff involved in admissions-related activities.

8

Disabled applicants' requirements are identified and assessed in an effective and timely way, taking into account the applicants' views.

Programmes for which the admissions process is administered through national bodies such as UCAS or the Graduate Teacher Training Registry (GTTR) will automatically receive any disclosures of impairments made by applicants on their application forms. Institutions should ensure that an equivalent opportunity for disclosure exists where applications are made directly to them. All applicants should be made aware that the information will be used as part of the process of determining entitlements and ensuring inclusive provision.

Institutions should be aware that applicants may not disclose an impairment during the admissions process, or that relevant information may be submitted in places other than those specified for such disclosures on the application form, for example, in a personal statement or in references.

Disclosure early in the admissions process should be encouraged to enable the institution to discuss with the individual applicant how it may be able to meet their needs and to put in place any reasonable adjustments in good time (institutions should also note the requirement under the DED to make anticipatory adjustments to their provision). Institutions should draw upon specialist advice as appropriate (for example, occupational health therapists, assistive technology specialists, and so on) in assessing individual applicants' needs. This will ensure that decisions made by admissions tutors and disabled applicants are as well-informed as possible, and will enable academic departments or programme managers to draw up agreements with individual disabled students which specify details of inclusive provision and individual support arrangements that will continue through the student's period of registration.

Where institutions are notified of an impairment shortly before a student registers, processes should be in place to ensure that any additional support can be put into place as soon as possible.

Further reference to disclosure is made in the explanatory text accompanying precept 9 on enrolment.

Cross-reference should be made to the *Code of practice, Section 10: Admissions to higher education.*[12]

Enrolment, registration and induction of students

9

Arrangements for enrolment, registration and induction of new entrants meet the entitlements of disabled students.

Induction, or a set of enrolment activities, is often the first point of direct contact between students and their institutions. The operation of procedures for enrolment, registration and introduction of students to their programme of study can have a significant impact on the confidence students will have in the way their learning will be supported. The induction period can also provide a further opportunity for students to disclose an impairment and to discuss their requirements with relevant staff.

As with all stages of the student life cycle, arrangements for enrolment and induction events should be inclusive and take account of the requirements of disabled students. This will extend to activities such as the completion of paper-based or online forms, and attendance at induction or enrolment events.

Where a student chooses to disclose an impairment at the stages of enrolment or induction, the institution should ensure that this information is handled securely and confidentially as with disclosure that occurs at any other stage of the student life cycle.

New students should be given information about the institution's processes for responding to the disclosure of impairments and how disclosures not already made can be documented.

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12 All sections of the *Code of practice* are available at: www.qaa.ac.uk/academicinfrastructure/codeofpractice.

Curriculum design

10

The design of new programmes and the review and/or revalidation of existing programmes include assessment of the extent to which the programme is inclusive of disabled students.

The anticipatory duty identified in the DED requires institutions to be able to show that they have taken the entitlements of disabled students into account when designing and reviewing programmes of study. The validation and review processes will include an evaluation of the programme aims, teaching and learning methods, intended learning outcomes, and assessment strategies (see also precept 12) in order to identify potential barriers to the participation of disabled students. The institution should seek to involve disabled students in the design and review of inclusive provision.

The assessment methods to be used on programmes should be sufficiently flexible to enable all students to demonstrate that they have met the learning outcomes, that is, they should allow for appropriate and reasonable adjustments. There may be more than one way of a student demonstrating that they have achieved a particular outcome and these methods should be explored prior to the start of the programme following disclosure by the student of a particular impairment.

Where a competence standard or fitness to practise requirement is specified for the programme by the institution or an external body (such as a professional, statutory or regulatory body), it should be regularly reviewed and should take into account the entitlements of disabled students. Competence standards will be subject to reasonable adjustments where possible; the institution should explore with the individual student alternative means of demonstrating that they meet the required standard (see also paragraphs 24-25 of the Introduction and the explanatory text under precept 7 on admissions).

During the design and validation of programmes of study, attention should be paid to the accessibility of the physical learning and teaching environment so that disabled students are not disadvantaged. Where a student is due to undertake a work placement as part of their programme of study, institutions should meet with work placement providers in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements and to clarify the handling of sensitive issues such as disclosure.

Staff should be aware of their responsibility to design inclusive programmes and should seek training and ongoing support where necessary. Staff should be given access to sources of advice both from within the institution and externally.

(Cross-reference should be made to the *Code of practice, Section 7: Programme design, approval, monitoring and review*.)

Learning and teaching

11

Both the design and implementation of learning and teaching strategies and related activities, as well as the learning environment, recognise the entitlement of disabled students to participate in all activities provided as part of their programme of study.

Staff should be aware of their anticipatory duty under the DED to provide flexible and inclusive approaches to learning and teaching to ensure that all students, including disabled students, are able to demonstrate that they meet intended learning outcomes and so minimise the need for reasonable adjustments. Ensuring that learning and teaching practices are inclusive of disabled students can enhance the learning opportunities of all students. Since all students learn in different ways, a range of methods should be used.

Different methods of learning and teaching, such as group work, seminars, lectures and practical classes, create different challenges for students with different types of impairment. Staff should seek to work in partnership with individual students to understand the implications of their impairment in the context of their learning in order to help them adapt their particular approaches. Staff should also be conscious of the need to adopt strategies to eliminate discriminatory behaviour from amongst the peer group within the learning environment.

Full access to learning environments (including on and off-campus, and formal and non-formal learning spaces), equipment and other resources used to support learning should be provided as far as possible. Where specific individual adjustments to learning and teaching practices are required, they should be based on a consideration of the particular entitlements of the student and not on the nature of their impairment. Both anticipatory and reasonable adjustments should be used for open learning, distance learning and all other forms of off-campus learning. Assistive technology can aid in making methods of learning and teaching accessible to students with certain impairments (see precept 14).

Where a programme of study includes an e-learning component, for example where learning takes place in a virtual environment, institutions should ensure that it can be accessed fully by all students on the programme, or that reasonable adjustments can be made to ensure that disabled students have access to equivalent learning opportunities.

Where a work placement, fieldwork or practical work is part of a programme of study (whether optional or compulsory), institutions should consider the nature and extent of reasonable adjustments that are needed to enable the participation of disabled students. In the context of such discussions, students should be given advice on the different funding streams available to support their learning in these contexts (for example, Access to Work).

Staff involved in the delivery of learning and teaching have a shared responsibility to support disabled students and should work in partnership with them, and with central services, to achieve this. Clear demarcation of roles and responsibilities helps these partnerships to work effectively. Feedback from students should be used to further adapt methods of teaching and learning. Staff should be given access to sources of advice, both from within the institution and externally, to support their own work in developing inclusive teaching methods.

Academic assessment

12

Academic assessment practices ensure that disabled students are given the opportunity to demonstrate the achievement of learning outcomes and competence standards.

In fulfilling their anticipatory duty, institutions should ensure that their assessment strategies and methods are sufficiently flexible to give all students an opportunity to meet the objectives of their programmes of study. There may be more than one way of demonstrating the attainment of a learning outcome and the various possibilities should have been considered in the process of programme design (see precept 10).

Institutions should use a range of assessment methods (whether for summative, formative, or other purposes), as a matter of good practice to provide opportunities for disabled learners to show that they have attained the required standard. Where reasonable adjustments are required with respect to assessment, institutions should seek to ensure that they are reviewed at regular intervals to ensure their effectiveness and that they operate with minimal delay and disruption to the individual student.

Institutions should make the assessment criteria and allocation of marks clear and transparent to students as early as possible. These must be set in a fair, non-discriminatory way. Identifying clear

criteria for assessment can also aid in discussion and agreement on assessment strategies appropriate to meet the entitlements of individual students. Consideration should be given to the institution's marking policies and procedures to ensure transparency and fairness for disabled students, taking into consideration the reasonable adjustments that have been agreed. Consideration should be given to the format in which feedback is provided by the institution to ensure that it is fully accessible to disabled students.

Institutions should seek to monitor the consistency and comparability of inclusive assessment practices across modules, programmes, departments and faculties (including in the context of off-campus learning).

Staff should be given access to sources of advice, both from within the institution and externally, about inclusive assessment strategies and practices, as well as the assessment implications for individual disabled students.

(Cross-reference should be made to the *Code of practice, Section 6: Assessment of students*.)

Academic support for disabled students

13

Academic support and guidance are accessible and appropriate for disabled students.

The support and guidance available to students as they progress through their programmes of study should include advice which covers the entitlements of disabled students. Such guidance may come from any combination of local/departmental or institution-wide staff, and of academic staff, mentors, student advisors and disability specialists. The provision of academic support for disabled students should be treated as a partnership between those involved, with information on individual cases and institutional facilities and procedures shared appropriately.

In developing academic support and guidance structures and procedures, institutions should ensure that there are accessible and clearly-communicated systems in place to enable disabled students to discuss any specific issues in relation to curriculum access and academic progression. There should be effective partnership and communication between programme-based academic support and specialist services to ensure that relevant expertise is accessed in consideration of any individual adjustments.

Information and communication technology (ICT)

14

Institutions have in place the capacity to investigate the range of ways in which disabled students can be aided by ICT and to provide students and staff with the information to enable them to make the best use of assistive technologies.

The use of information and communications technology (ICT) can be an important means of enabling disabled students to engage fully in their programmes of study. This can be addressed through the provision of assistive technology, and by the promotion of common standards of usability as a core area of knowledge for ICT staff.

Strategies should be devised to encourage ICT staff to focus on user needs as part of their service provision. Staff with knowledge of assistive technologies should be able to contribute to wider institutional discussion of teaching provision as part of the duty to anticipate possible future needs, in collaboration with teaching and disability support staff.

Websites and any other sources of computer-based information for prospective students, current students and alumni should be designed according to professional standards of accessibility. Gaining knowledge of these standards should be part of the professional development of relevant staff in the institution.

Institutions should ensure accessibility and usability are key concerns in ICT management processes. Wherever possible, assistive technologies should be available through institution-wide networks, rather than having to be accessed in segregated facilities. Consultation with students and staff about the accessibility of ICT facilities is a matter of good practice in enhancing standards of usability.

The development of ICT facilities and services (including virtual learning environments and library systems) that are fully accessible and inclusive and cater for a wide range of potential entitlements (in advance of some of those entitlements being presented by individual students) should be valued as a desirable aim of the service and treated as a part of the institution's anticipation of disabled students' entitlements.

Access to student services

15

Disabled students have access to the full range of student services that are provided by the institution.

Disabled students have an entitlement to access both the social and the academic life of their institution. Institutions need to be confident that the services used by students, such as social or sporting activity, catering and accommodation, are as accessible as possible. Impact assessments of the effect of current practices and potential changes on disabled students should be part of any developments of these services.

Institutions should ensure that the range of student services (and information about these) are as accessible as possible. Where existing services cannot reasonably be made accessible, there should be close collaboration with other service providers, such as students' unions and external providers, to ensure that alternative accessible services and arrangements are identified and are well advertised. Where an external organisation delivers services to

students on behalf of the institution, it should do so in a manner that complies with the institution's duties to disabled students.

Institutions will review provision for disabled students as a part of regular reviews of student-facing services, such as accommodation, careers offices, estates and facilities units, and other service areas. Enhancement of provision will be an expected outcome of reviews of this kind, for example as part of the institution's DES. This also relates to precept 18.

Additional specialist support

16

Institutions ensure that there are sufficient designated members of staff with appropriate skills and experience to provide specialist advice and support to disabled applicants and students, and to the staff who work with them.

The provisions of this *Code of practice* apply to all staff, but many institutions find it helpful to designate specialist disability practitioners or other members of staff as a named point of contact for disabled students. These can also be sources of support and guidance for staff in meeting the entitlements of disabled students. Where an institution does not have the resources for a specialist department, it is nonetheless expected that there will be some facility for providing advice to staff and students.

Advice from specialists can address the support needs and adjustments provided for individual students in the interests of promoting independent learning and inclusion within the academic community. Specialist advice should also contribute to the wider planning of provision in order to promote inclusive practice across the institution.

Specialist advice should be provided in a timely and reliable manner to help staff and disabled students understand their entitlements and the support that may be available (such as assistive technology and other aids to learning, and details of eligibility for financial

support from external sources). Regular liaison between specialists and staff and students is likely to aid in the effectiveness of the advice provided. Specialists should seek to interact with students in a way that facilitates the development of independent learning and full inclusion within the academic and social community.

Careers education, information and guidance

17

Disabled students have access to careers education, information and guidance that supports their progression to employment or further study.

Institutions should be able to address the entitlements of disabled students as they move from study to the workplace or to further study. This capacity does not solely refer to specialist careers services, but also to sources of guidance in academic departments, placements offices and elsewhere within institutions.

The entitlements of disabled people in education and in the workplace should be considered by providers of careers education, information and guidance when undertaking their work. Services should be provided that enable students to take advantage of the full range of opportunities open to them and to be informed about the support that will be available to them through their working life.

Students should have access to comprehensive information about the requirements that they would have to meet for entry to professions for which they are academically qualified (see also precept 7 on admissions). Staff involved in collecting and communicating this information should keep up-to-date with changes to the competence or fitness to practise standards required by professional, statutory or regulatory bodies and be aware of the implications of any changes for the entry of disabled students to those professions.

Processes should be in place to communicate with employers about the development of disabled students' capabilities through their studies and the support that is available to organisations that employ disabled people.

Disabled students should have access to support and guidance concerning opportunities for access to postgraduate study, including research. Reference should be made to the guidance issued by research councils for disabled research students.

All materials produced by institutions to provide guidance on progression to further study or employment should be available in a variety of formats (see precept 6).

(Cross-reference should be made to the *Code of practice, Section 8: Career education, information and guidance*.)

The physical environment

18

All students are able to access the physical environment in which they will study, learn, live and take part in the social life of their institution.

Institutions are required to ensure the accessibility of their physical environment under both the DDA and Approved Document M of The Building Regulations 2000 (revised in 2004).[13] When considering inclusivity, thought needs to be given to the various environmental and cultural barriers that can be encountered by disabled students in all aspects of the institution, including teaching and learning areas, accommodation and catering facilities.

Those responsible for building projects should employ an inclusive design approach. An anticipatory approach of this kind will require institutions to consider the access requirements of everyone who

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[13] *The Building (Amendment) Regulations 2004* and *The Building (Scotland) Regulations 2004* are available at: www.opsi.gov.uk.

may be on the campus. Due regard needs to be given to all disabled people, including those with mobility impairments and wheelchair users, as well as those who may have sensory impairments (such as those who may be deaf or hard of hearing or have a visual impairment).

Where there are unavoidable difficulties in ensuring physical access, institutions should have contingency plans to ensure the participation of disabled students. Institutions should also ensure that students with mobility impairments are able to travel between teaching sessions in a timely manner, whether this is through developments to the physical infrastructure or through timetabling arrangements.

19

Institutions ensure that facilities and equipment are as accessible as possible to disabled students.

In order to meet disabled students' entitlements to access to learning opportunities, institutions should ensure they have considered accessibility in the teaching environment. This will include reviews of the physical accessibility of resources and their usability, for example: availability of different seating arrangements, lighting and acoustic backgrounds, usability of equipment, and the presentation of materials using audio-visual technology.

Institutions will need to decide how to access specialist advice on accessible and inclusive design issues that best meets their needs and suits their own context. Many institutions may find that they can make use of staff with some existing experience of access issues. However, such advice is rarely a substitute for advice from a qualified and specialist access consultant or access auditor. Disabled students should also be systematically involved in the process for developing a fully accessible environment.

Institutions should review their facilities in the spirit of the anticipatory duty, and not rely on being able to make adjustments on an ad hoc basis.

(Reference should also be made to precept 14, for questions of usability in ICT.)

Institutional procedures

20

Institutions ensure that information about all policies and procedures that affect students' ability to complete their studies and assessments is available in accessible formats and communicated to students.

21

Institutions ensure that policies and procedures are operated in a way which does not lead to disadvantages to disabled students that arise from the nature of an impairment.

Institutions' student-facing procedures covering areas such as complaints, appeals, mitigating or extenuating circumstances claims, equal opportunities, harassment and good conduct should ensure that the entitlements of disabled students can be met. The impact of procedures should be assessed at regular intervals with the involvement of disabled students, and when they are changed, to ensure that disabled students are not disadvantaged by their operation.

Staff involved in making decisions about the cases of students within such procedures should have access to specialist advice about the impact of particular impairments on the ability of students to fulfil institutional requirements. Where a panel is convened to make judgements about a student's fulfilment of academic or other institutional requirements, some specialist knowledge should be available, either directly from a member of the panel or from advice sought by, and given to, a designated member of the panel.

Where an impairment makes it difficult for a student to meet specific criteria for submission of documents or evidence, for example a time limit on admissible appeals or complaints, the institution will have the flexibility to make reasonable adjustments to

its procedures. The conduct of any panels for which attendance by the student is either desirable or mandatory should allow for the requirements of that student, for example in accessible locations or in the length of time allowed.

Where an appeal is made against a decision on the award of credit, on progression or on the award of a qualification at a particular level, on grounds of an impairment, the institution's regulations are sufficiently clear to guide the decision-making panel towards an outcome which is consistent with similar cases in the same institution and with the general principle of non-discriminatory treatment. Sufficient flexibility exists to allow for variation to the detail of regulations, where required by the nature of a student's impairment, while ensuring that the case is decided within the spirit of those regulations. Institutions make it clear how they will address claims arising from a previously undiagnosed impairment within their regulations.

Student advisors responsible for acting as sources of advice for students in preparing submissions within procedures such as those identified above should receive up-to-date training and guidance on the entitlements of disabled students.

Current information outlining institutional procedures should be published to students in accessible formats.

(Cross-reference should also be made to the *Code of practice, Section 5: Academic appeals and student complaints on academic matters*.)

Glossary

Assistive technology

Any device or system that allows an individual to perform a task that they would otherwise be unable to do, or which increases the ease and safety with which the task can be performed. Equipment or software designed or modified to enable disabled students to gain access to curriculum content or assessment, such as the use of **text-to-speech** (TTS) or speech recognition software, are examples.

Competence standard

'An academic, medical or other standard applied by or on behalf of an [education provider] for the purpose of determining whether or not a person has a particular level of competency or ability' (Section 28S, DDA Part IV). They may be set by the institution or another organisation, such as an external validating institution or a professional body.

Disability Discrimination Act (DDA)

Principal piece of legislation that protects the rights of disabled people and which protects them from discrimination. The Act was amended by the *Disability Discrimination Act 1995* and *Special Educational Needs and Disability Act 2001* to make it unlawful for education providers to discriminate against disabled students.

Disability Equality Duty (DED)

A legal requirement acting on public bodies to pay 'due regard' to the promotion of disability equality, which came into force in December 2006. At the heart of the DED is a requirement for institutions to produce a Disability Equality Scheme (DES) (below) and to plan to ensure that students with a range of requirements can have their entitlements met (the 'anticipatory duty').

Disability Equality Scheme (DES)

A published plan for the whole institution which explains its approach to promoting disability equality, the next steps it will take and how disabled stakeholders have been involved in its development. The production of a DES is a legislative requirement under the Disability Equality Duty (DED) (see page 35).

Equality impact assessment

A process of assessing a proposed or existing policy, procedure or function to identify the effect, or likely effect, on different groups, including disabled people. An equality impact assessment can assist an institution (or other public body) to meet its legal requirements in not discriminating against disabled people.

Fitness to practise

The term 'fitness to practise' is used by some regulatory bodies to refer to the qualities of an individual that makes it appropriate for them to be registered to practise in a particular profession. 'Fitness' in this context may refer to health (mental or physical), behavioural or attitudinal characteristics as well as to relevant competences.

Inclusive curriculum design

Anticipatory consideration of content, assessment and approaches to teaching and learning for a programme which is a practical option for all students qualified to take it.

Reasonable adjustment

A legal requirement for institutions to take reasonable steps to prevent a disabled student from being placed at a disadvantage with regard to his or her learning opportunities.

Single Equality Scheme

A published plan for the institution that explains its approach to promoting equality in general (rather than solely in relation to disability), the next actions it will take, and the way in which stakeholders have been involved in its development.

Appendix 1: the precepts

(Note: the precepts are printed here without the guidance notes for ease of reference.)

General principles

1

The educational disadvantage and exclusion faced by many disabled people is not an inevitable result of their impairments or health conditions, but arise from social, attitudinal and environmental barriers. Institutions ensure that in all their policies, procedures and activities, including strategic planning and resource allocation, consideration is given to the removal of such barriers in order to enable disabled students to participate in all aspects of the academic and social life of the institution.

Institutional and strategic management

2

Senior managers, including those at the highest levels, lead their institution's development of inclusive policy and practice in relation to the enhancement of disabled students' experience across the institution.

Planning, monitoring and evaluation

3

Information is collected by institutions on disclosure of impairments and is used appropriately to monitor the applications, admissions and academic progress of disabled students.

4

Institutions operate systems to monitor the effectiveness of provision for disabled students, evaluate progress and identify opportunities for enhancement.

Continuing professional development

5

Institutions enable staff to participate in a range of continuing professional development activities in order to enhance their knowledge, reflect upon and develop their practice, and contribute towards a fully inclusive institutional culture.

Information for prospective students, current students and staff

6

The institution's publicity, programme details and general information are accessible and include explanations of how the entitlements of disabled students are met.

Admissions processes and policies

7

The operation of admissions processes and application of entry criteria include consideration of the duty to promote disability equality.

8

Disabled applicants' requirements are identified and assessed in an effective and timely way, taking into account the applicants' views.

Enrolment, registration and induction of students

9

Arrangements for enrolment, registration and induction of new entrants meet the entitlements of disabled students.

Curriculum design

10

The design of new programmes and the review and/or revalidation of existing programmes include assessment of the extent to which the programme is inclusive of disabled students.

Learning and teaching

11

Both the design and implementation of learning and teaching strategies and related activities, as well as the learning environment, recognise the entitlement of disabled students to participate in all activities provided as part of their programme of study.

Academic assessment

12

Academic assessment practices ensure that disabled students are given the opportunity to demonstrate the achievement of learning outcomes and competence standards.

Academic support for disabled students

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Academic support and guidance are accessible and appropriate for disabled students.

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Institutions ensure that policies and procedures are operated in a way which does not lead to disadvantages to disabled students that arise from the nature of an impairment.

Appendix 2: membership of the advisory group for the *Code of practice, Section 3: Disabled students*

Simon Ball	JISC TechDis Service
Laura Bellingham	QAA
Ros Boyne	Birmingham City University
Amy Bryant	Equality Challenge Unit
Mary Fuller	University of Gloucestershire
Kathleen Grehan	National Union of Students
Alan Hurst	Formerly University of Central Lancashire
Richard Kamm	QAA
Helen May	Higher Education Academy
Sally Olohan	Association of Managers of Student Services in Higher Education (AMOSSHE)
Ellen Pugh	Skill
Mike Wray	Action on Access

The group also benefited from:

- the contribution of Rhys Williams, Swansea University

- attendees from a variety of higher education institutions at two round table events in September 2008

- advice on the law relating to equality and inclusion from Richard Sykes, Mills and Reeve

- comments from the Supporting Professionalism in Admissions (SPA) project.

Appendix 3: further guidance

Disability Rights Commission (DRC) publications can be accessed at: www.equalityhumanrights.com.
(Note: the Disability Rights Commission has been superseded by the Equality and Human Rights Commission.)

Equality Challenge Unit (ECU) publications can be accessed at: www.ecu.ac.uk/publications.

Disabled students' experiences

DIUS (2009) *Disabled Students and Higher Education*, Research Report, 09 06, available at:
www.dius.gov.uk/~/media/publications/D/DIUS_RR_09_06.

Jacklin, A, Robinson, C, O'Meara, L and Harris, A (2006) *Improving the experiences of disabled students in higher education*, York: HE Academy, available at: www.heacademy.ac.uk.

Riddell, S, Tinklin, T and Wilson, A (2005) *Disabled Students in Higher Education*, London: Routledge.

Fuller, M, Georgeson, J, Healey, M, Hurst, A, Kelly, K, Riddell, S, Roberts, H and Weedon, E (2009) *Improving Disabled Students' Learning*, London: Routledge.

Guidance on the Disability Discrimination Act and the Disability Equality Duty

Disability Discrimination Act 1995

DRC (2007) *Understanding the Disability Discrimination Act: A guide for colleges, universities and adult community learning providers in Great Britain*.

DRC (2007) *Code of Practice Post-16: Code of Practice (revised) for providers of post-16 education and related services*.

ECU (2006) *Disability legislation: practical guidance for academics*.

Disability Equality Duty

DRC (2005) *The Duty to Promote Disability Equality: Statutory Code of Practice – England and Wales.*

DRC (2005) *The Duty to Promote Disability Equality: Statutory Code of Practice – Scotland.*

DRC (2007) *Further and higher education institutions and the Disability Equality Duty.*

ECU (2004) *Promoting Equality: the public sector duty on disability; suggested first steps for HEIs.*

ECU (2007) *Conducting Equality Impact Assessments in Higher Education.*

Single Equality Schemes

ECU (2007) *The Production of Single Equality Schemes: Briefing November 2007.*

ECU (2007) *Legislative requirements checklist for single equality schemes.*

Guidance on learning, teaching and assessment

May, H and Bridger, K (2008) *Developing and Embedding Inclusive Policy and Practice within Higher Education: Summary*, available at: www.heacademy.ac.uk.

Programme design

Adams, M and Brown, S (eds) (2006) *Towards Inclusive Learning in Higher Education: Developing curricula for disabled students, London*: RoutledgeFalmer.

University of Strathclyde, Teachability project, available at: www.teachability.strath.ac.uk.

University of Worcester, *Strategies for Creating Inclusive Programmes of Study* (SCIPS), available at: www.scips.worc.ac.uk.

Learning and teaching

Higher Education Academy (2006) *Embedding success: Enhancing the learning experience for disabled students*, available at: www.heacademy.ac.uk.

Seale, J (2006) *E-learning and Disability in Higher Education*, London: Routledge.

Joint Information Systems Committee (JISC) TechDis, Staff Packs, available at: www.techdis.ac.uk/staffpacks.

Assessment

Waterfield, J and West, B (eds) (2007) *Inclusive Assessment in Higher Education: A Resource for Change*, University of Plymouth SPACE Project (Staff-Student Partnership for Assessment Change and Evaluation), available at: www.plymouth.ac.uk.

Competence standards and fitness to practise in relation to disabled students' entitlements

GMC and DIUS (2008) *Gateways to the professions: Advising medical schools: encouraging disabled students*, available at: www.gmc-uk.org.

Health Professions Council (2007) *A disabled person's guide to becoming a health professional*, available at: www.hpc-uk.org/publications/brochures.

Nursing & Midwifery Council (2008) *Good health and good character: guidance for educational institutions*, available at: www.nmc-uk.org.

Work-based learning

Foundation Degree Forward (2008) *Inclusion by Degrees: Experiences of disabled students on Foundation degrees*, available at: www.fdf.ac.uk.

Department for Education and Skills (2002) *Providing Work Placements for Disabled Students: A good practice guide for further and higher education institutions*, available at: www.lifelonglearning.co.uk/placements.

Staff development

Hurst, A (2006) *Towards inclusive learning for disabled students in higher education - Staff development: a practical guide*, Skill/University of Central Lancashire/HEFCE.

Guidance on institutional processes

Admissions

Skill (2007) *A Briefing on Competency Standards and Admissions to Higher Education*, available at: www.spa.ac.uk/good-practice/index.html.

Supporting Professionalism in Admissions (SPA) (2008) *Interviewing applicants for admission to undergraduate university and college courses or programmes: Good practice statement*, available from: www.spa.ac.uk/good-practice/interviews.html.

Induction and enrolment

Rose, C (2006) *Do you have a disability – yes or no? or is there a better way of asking? Guidance on disability disclosure and respecting confidentiality*, London: Learning and Skills Development Agency, available at: www.lluk.org.

Careers education, information and guidance

AGCAS Disabilities Task Group (2008) *What Happens Next? A Report on the First Destinations of 2006 Disabilities Graduates*, available from: www.agcas.org.uk.

ECU (2008) *Transition to Work for Disabled Students: Careers Support in Higher Education.*

Academic and specialist support

Skill (1997) *The Coordinator's Handbook*, London: Skill.

ECU (2007) *The Role of the Equality Specialist in Higher Education Institutions.*

Accommodation and student services

ECU (2008) *Inclusive Campus: Accommodation and Social Space.*

Monitoring and statistics

ECU (2008) *Monitoring Disability Equality.*

Guidance on developing the physical environment

ECU (2009) *Managing inclusive building design for higher education.*

ECU, Learning & Skills Network (2009) *Inclusive campus: guidance report on sensory accessibility to higher education environments.*

Health and safety/risk assessment

Rose, C (2005) *'I don't want to sue anyone…I just want to get a life'*: Inclusive Risk Assessment, London: Learning and Skills Development Agency.

All weblinks accessed 11 February 2010.