



## Review of Provision for Students with Disabilities

### Outcome Report

#### Foreword

The University of Glasgow wants to be as accessible as possible for everyone. Students and staff with disabilities should not be disadvantaged by their environment at the University and all learners should be able to reach their full academic potential.

Our Accessible and Inclusive Learning Policy states that:

*The University of Glasgow is committed to ensuring that all students can equally participate in every aspect of the learning and teaching process by mainstreaming adjustments in teaching practice. We aim for our learning environment to be as inclusive as possible, so that individual interventions are the exception and not the rule.*

This policy has been reinforced by the University's Strategic Plan for 2020 – 2025 which articulates our ambition to be people centred and inclusive, and the Learning and Teaching Strategy for 2021 – 25 which includes in its values, a commitment to “*inclusive policies and practices that promote student and staff wellbeing*”.

In keeping with our commitment to inclusivity and accessibility, we want a Disability Service that is agile, anticipates and meets student need, while promoting independence.

As part of a larger review and reform of student support services, I was asked at the end of July 2020 to convene a review of provision for disabled students. The review group had its first meeting on the 20th of August 2020 and held a further four meetings between October 2020 and December 2020. A final meeting to review the draft report was held in February 2021. The group included representation from the Students' Representative Council (SRC) and had external representation. We commissioned reports, presentations and other documentary evidence from the Disability Service, the Equality and Diversity Unit, Planning Insight and Analytics, the Disability Equality Group, the University Estates team and the Complaints Resolution Office. An external audit of the Disability Service was conducted by Pricewaterhouse Coopers and we commissioned an external evaluation of our work. We also conducted a survey of students with disabilities and our SRC representatives conducted seven focus groups with 52 students with disabilities.

The report makes a number of recommendations. Although the review focused on our Disability Service, we make recommendations for embedding accessibility across the University. Achieving an accessible and inclusive environment is the responsibility of everyone working or studying at the University of Glasgow, and not only the small number of staff employed in the Disability Service. The report also makes recommendations for enabling these staff to work more effectively and efficiently. We hope that the successful implementation of the recommendations in this report will enable all students to achieve their full potential at the University and we will follow up our recommendations to ensure that they are successfully implemented.

All of the members of the working group and those other colleagues who contributed to this review were working on this report during the global Covid19 pandemic and had a much larger than normal workload due to the impact of the pandemic. It is a measure of their outstanding professionalism

and commitment to this important area that this report has been published in a short timeframe. The members of the group and others who contributed to the review are listed below. You all have my most sincere gratitude.

Jill Morrison  
Clerk of Senate and Vice Principal  
Convenor of the Disability Review Working Group  
February 2021

#### Scope and purpose

The Disability Review Working Group (DRWG) was brought together to undertake a thematic review of the support for disabled students at the University of Glasgow, considering the experiences of disabled students (undergraduate, taught postgraduate, postgraduate research and visiting students) throughout the student life cycle, from application to graduation.

The remit of the working group was as follows:

#### Strategic:

- Examine the application process and the accessibility of information regarding disability services for applicants to the University of Glasgow
- Examine the University's approach to the delivery of both taught and research programmes and the opportunities to further develop inclusive practice
- Evaluate the extent to which the current approach to assessing and meeting student need promotes independence and facilitates long-term management strategies.

#### Operational:

- Review arrangements for the assessment of students examining current service structure, capacity and capability
- Examine the co-ordination and implementation of individual support arrangements and other reasonable adjustments
- Evaluate the provision of learning resources and IT support
- Assess the provision of alternative assessment arrangements, including the case conference system
- Review staff training, for both specialist advisers and teaching and professional services staff involved in supporting students
- Examine the effectiveness of the governance arrangements in place to monitor and assure the quality of disability provisions.
- Evaluate feedback mechanisms to ensure that there are opportunities to hear student voice/perspective and respond to concerns.

#### Membership of the Disability Review Working Group

Clerk of Senate and Vice Principal (Chair)	Jill Morrison
Executive Director, Student & Academic Services	Robert Partridge
Vice President, Student Support, SRC	Ella McCabe
Head of Student Wellbeing & Inclusion (Secretariat)	Clare Craig
Chair of Disability Studies, Social and Political Sciences	Nick Watson
Head of Student Support, University of Leeds	Chris Warrington
Disability Equality Officer, SRC	Hailie Pentleton
Head of Equality and Diversity	Mhairi Taylor

## Methodology

The Group met on six occasions between August 2020 and February 2021. It considered the following oral and written reports:

- A self-assessment report from the University's lead officer for Disability and Inclusion
- The minutes of meetings of the Disability Equality Group, as they related to student matters
- A report on formal complaints that have been made by students with disabilities
- Arriving at Thriving Report
- An internal audit of the Disability Service, undertaken by PwC
- Campus Accessibility Guides
- QlikSense Data Reports (which provide an analysis of HESA student data)

In addition, the Review Group commissioned a short survey of student views, details of which can be found in [Appendix A](#), and undertook a series of focus group discussions, which are described in [Appendix B](#). The Group also commissioned an external consultant to review its conclusions and recommendations, with regard to relevant external standards and reference sites in the UK and overseas ([Appendix C](#)).

Note: In the following Findings sections, cross-references are provided to the associated recommendations, which may be found grouped in Section 9.

## Findings of the Review

### 1. Academic outcomes

**Analysis of the HESA data** at [Appendix D](#) shows that 13.6% of students have registered a disability, of which significant numbers are described as having specific learning disabilities (4.5%) and mental health disabilities (3.6%). The continuation rates for students with disabilities for 2017/18 (the latest data available) compare favourably with those for students with no known disabilities (91.9%), except in the case of mental health conditions (86.3%). The award of good honours degrees also compares favourably, with the exception of students with social/communication disabilities, such as Autism Spectrum Disorder (83.3% cf. 92.5%) and mental health disabilities (87.5%). The Review Group heard that these data have only recently been made available and endorsed plans to monitor and act accordingly in response to these in future years. Graduate destinations are more variable: 84.8% of all students are described as achieving a positive destination, whilst those with mental health disabilities typically achieve 70.5% and those with specific learning disabilities 84.4%.

In the main, then, the University teaching environment cultivates the academic talents of disabled students, although there is still further work to do in levelling the playing field for students with a subset of disabilities. [**Recommendation 1 refers.**]

### 2. Graduate outcomes

The Review Group noted at the outset that the graduate destination results for disabled students regularly fall behind those of their non-disabled peers. This is the case UK-wide and whilst employers must take some responsibility, it may also be possible to make inroads through improved partnership working between the Careers Service and the Disability Service. We should be able to achieve improvements through a combination of: (a) targeted skills development, and (b) improved opportunity for work experience, study abroad and other experiential learning. [**Recommendation 1 refers.**]

3. Infrastructure: Estates

The University uses the AccessAble service, which provides detailed accessibility guides for all buildings, as well as publishing accessibility information on its website. This includes information for British Sign Language users, details of scooter/wheelchair hire and accessibility maps. While the University strives to make the campus accessible to all, there are limitations on the main Gilmorehill campus, due to the historic nature of the buildings and its hilltop location. For this reason, amongst others, the University prioritises the needs of disabled students in the timetabling of classes. It is also investing heavily in its estate and accessibility is a key consideration in the design of all new campus facilities. By providing access to accurate, practical information on the accessibility of the physical estate, the University endeavours to ensure that students are fully informed at the application stage.

At the time of this review, the majority of students were studying remotely and some of those who responded to the student survey had not yet attended any classes on campus. 54% of respondents said that they found the campus accessible and easy to navigate, whilst 17% felt it was not wholly accessible. One of the benefits of the Covid-19 pandemic is that it has catalysed a change in thinking about teaching provision, which should mean that more students can study through a blended approach in the future and mitigate some of the estate-related challenges.

4. Disability services and support

*As noted above in the Methodology section, the Review Group has taken a number of inputs (noted here in **bold**) into consideration in framing its recommendations.*

A **survey** of 520 disabled students (Appendix A), indicates that 36% of respondents disclosed a disability at the time they applied to the University. The survey results also highlight that just over three-quarters of all respondents had registered with the Disability Service, whilst around 10% of students had chosen not to disclose their disability to the University.

The survey responses indicated that the information about support for disabilities that the University makes available to applicants and students was considered to be broadly satisfactory. Likewise, students found it reasonably easy to register with the Disability Service and were broadly satisfied with Library resources. 55% of respondents were satisfied or very satisfied with the support from the Disability Service, whilst 44% were satisfied or very satisfied with the provision made by their subject schools. Reassuringly, 57% of students felt that the support which they had been given had made a tangible improvement to their academic performance. Students with mental health disabilities were least likely to be happy with the support they had received.

The report of the series of **student focus groups** drew similar conclusions, but also noted that:

- A number of students felt the onus was unreasonably placed on them to find disability related information at the application stage and that the University could do more to promote this to prospective students.
- There was a lack of clarity surrounding the support available to students with mental health conditions.
- There was a lack of transparency around funding provisions for reasonable adjustments, including the provision of Disabled Students' Allowance (DSA).
- Many disabled students felt that their teaching and advisory staff lacked an understanding of their disabilities, how they affect their learning experience, and the importance of making reasonable adjustments.

- Support varied considerably from subject to subject, and from one Academic Adviser to another; in some cases, it also differed materially between levels of study.
- In the main, the experience of the Disability Service and the support provided by individual Disability Advisers was good. However, students in the focus groups agreed that the service was difficult to contact and response times could be very slow. They noted that the process of initial assessment was typically quite smooth, but engagement dropped off afterwards.

**The internal audit report** prepared by PricewaterhouseCoopers concluded that:

- There is insufficient monitoring of service provision. Given the wide range of services provided to students with disabilities, the report noted that it is unclear where the responsibility for tracking the provision and effectiveness of a student's reasonable adjustments rests.
- Whilst there is evidence of some collaboration between Disability Coordinators within the Colleges, this is not consistently replicated across the University. There is also no formal forum which regularly brings together the Disability Coordinators and no formal training provided to these staff.

The Working Group reviewed **complaints related to provision for disabled students** over the period from 2015 to 2020. The cases identified were all those where a key element of the complaint related to disability support. A number of these also related to broader matters of student support. In keeping with the observations above, the key themes arising from the complaints review were:

- Dissatisfaction with mental health support.
- Problems with accessing services.
- Failure to provide support in a timely fashion.

It was of note that a number of complaints related to the expectation that more proactive steps should be taken by the University, particularly in relation to students with mental health conditions, who can find engagement with processes and services particularly challenging.

Issues were raised in connection with access to services and highlighted the need for improved internal coordination around the time of admission, to facilitate proactive contact from the Disability Service. Complaints also pointed towards the need to improve data management, so that all student contacts are logged and processed consistently and accurately. Record keeping and information transfer were highlighted as critical to the timely provision and implementation of adjustments at school level.

**The Disability Service self-assessment**, prepared by the Disability and Inclusion Lead, reiterated many of these points and, in particular, recommended that improvements should be made to:

- Record keeping and case management. The Service recognised that there is a need to review and modernise this process, particularly in relation to admissions and new registrations, facilitating proactive contact following disability disclosure and reducing bottlenecks in service registration at peak times, which cause delay in the provision of support.
- Communication of reasonable adjustments and liaison with schools, to ensure appropriate and timely support.

## 5. Processes and systems

### 5.1 Data

The current inability to transfer disability disclosure data from the Admissions team to the Disability Service has prevented proactive contact with new students. The process relies instead on incoming students instigating their registration with the Disability Service. Work has been undertaken in the current academic year to implement a process for the transfer of data in line with GDPR requirements and the DRWG recommends that this is prioritised to ensure that proactive contact can be made with incoming students for academic year 2021/22. **[Recommendation 2 refers.]**

In addition, Universities Scotland has commenced work to see how the sector can move towards a consistent approach to support application and admission of individuals with disabilities. The University's Disability and Inclusion Lead and Director of Admissions, Access & Recruitment are involved in this consultation.

The PwC Internal Audit draws attention to the risks around the transfer of data from the Disability Service to Disability Coordinators, which is currently undertaken in MyCampus. This method is not fit for purpose and represents a risk in relation to the safe storage and sharing of data in line with GDPR legislation. **[Recommendation 3 refers.]**

### 5.2 Case Management

Case and data management processes in the Disability Service require review and improvement. The existing outdated and labour-intensive manual processes are no longer fit for purpose and are unsuitable for the efficient management of student needs, given the numbers we are now seeing.

To ensure that case notes and sensitive medical information are recorded securely and to track communications with students accurately, an electronic case management system is required. **[Recommendation 3 refers.]** This coupled with the recommended action on admissions data, will also enable proactive contact with incoming students and those who have recently disclosed their disabilities to the University. An online case management system will improve the ability to track and monitor DSA awards for students and ensure that the provision of support is monitored from end-to-end. It will also enable the Service to communicate more effectively and efficiently with disabled students on matters affecting them and facilitate the collection of statistical data which are currently unavailable or very difficult to collate.

In addition, there is a requirement to ensure that the Disability Service generates and communicates reasonable adjustment reports, directly and securely to the relevant coordinators in colleges and schools. This information should be current and accurate, reflecting changes made in real time. **[Recommendation 3 refers.]**

### 5.3 Disability Advisory Services and Needs Assessment

The staff of the Disability Service possesses a breadth of professional experience and expertise which is currently underutilised in progressing the institutional commitment to inclusive learning. There is an opportunity, in reviewing the allocation of tasks to the advisory team within the Disability Service, to utilise this resource to positively influence the development of an inclusive culture. **[Recommendation 7 refers.]** The institutional commitment to ensure accessibility by design, minimising the need for individual adjustments is more likely to be achieved through close partnership between advisers and academic staff.

By revising the current approach, the Disability Service also has an opportunity to improve its focus on follow on support for disabled students, separating ongoing advisory support from initial assessment of need. This in turn creates the potential to improve case flow and, with the possible use of additional flexible resource, decrease waiting times.

**[Recommendation 4 refers.]**

#### 5.4 Disability Coordinators

At present, the school-based Disability Coordinator role is primarily focused on the support of an administrative process, which is required to communicate and implement reasonable adjustments. Whilst the coordinators carry this out with due diligence and care, custom and practice is variable and can therefore lead to inconsistencies in treatment; there is also an institutional risk in relation to GDPR and the distribution of confidential personal data. This underlines the requirement for a suitable electronic case management system with a direct communication facility, ensuring that information is passed only to this with a need to receive it, in as secure a format as possible.

Addressing this issue and the associated administrative burden, provides an opportunity for improved and more appropriate utilisation of the Coordinator role, which should serve as a more effective conduit between schools and the Disability Service in the future.

**[Recommendation 5 refers.]**

#### 5.5 Student Feedback

Regular feedback from students and measures of satisfaction with the services are essential inputs into the design and delivery of disability services and support. The Service has access to a feedback tool which is not currently in use and which will need to be redesigned to ensure that meaningful data can be collected as part of the ongoing evaluation of service provision. **[Recommendation 6 refers.]** The **focus groups** undertaken for this review have also highlighted the importance of evaluating the broader experience of disabled students and this approach should be maintained as part of a regular review methodology.

Feedback from these focus groups has highlighted the need to improve ongoing support from the Disability Service. Students require reassurance that they can revisit the Service throughout their academic journey to discuss the suitability of reasonable adjustments, to report changes in circumstances and adapt their support according to need. The separate recommendation made in relation to case management technology will allow for this to be managed effectively.

### 6. Framing principles and policies

#### 6.1 Accessible Learning, Teaching and Assessment

The adoption of the Accessible and Inclusive Learning Policy (AILP) signalled a significant step change in the University's approach to disability. The duty to make reasonable adjustments for disabled students is anticipatory and should therefore be considered in the planning and development of all learning and teaching materials. The AILP provides a framework for staff when they are considering issues of universal accessible design and the mainstreaming of accessible teaching.

The AILP explains that the University wants all students to be able to participate equally in every aspect of the learning and teaching process, by mainstreaming adjustments in teaching practice. Its stated aim is to ensure that individual interventions (reasonable adjustments) are the exception and not the rule. This aligns with the social model of Disability, removing barriers and ensuring accessibility by design, to advance equality and offer disabled people more independence and control. The Review Group recommends that

the University continues to monitor and influence the effectiveness of the AILP. **[Recommendation 7 refers.]**

It is only in recent years that the Higher Education sector has fully embraced the Social Model of Disability, which recognises that people can be disabled by barriers in society, rather than by their impairment. There is still more work to do to ensure that all staff understand that whilst these barriers can be physical, they can also be caused unconsciously by attitudes or preconceptions. **[Recommendation 7 refers.]**

In response to the Covid-19 pandemic, the University has delivered the bulk of its teaching and assessment online. This has been of material benefit to some disabled students, who have been able to access lecture recordings, support materials and live classes more consistently and easily than before. It has impacted negatively on others and we need to recognise that there have been teething problems relating to, for example, captioning, along the way.

The University adopted the use of online 24-hour examinations for most subjects in the Spring assessment diet of 2020, as a result of the Covid-19 pandemic. This is consistent with the approach in other higher education institutions, including other Russell Group universities. This approach has been well received by students with disabilities, ensuring routine access to inclusive and accessible assessment. The approach has also increased alignment with the embedding of good practice sought in the University's AILP by reducing the requirement for students with disabilities to request individual adjustments. The changes in teaching and assessment will be evaluated and developed as part of the University's new strategic plan and assessment is the focus of a World Changing Glasgow transformation project. **[Recommendation 8 refers.]**

## 6.2 Governance

Effective strategic and operational leadership will be key to the implementation of the recommendations from this review, but also to the future maintenance of high quality, student-centred education and support services, which are inclusive and accessible by design.

Accountability for the delivery of services and support should be clearly defined, with the roles and responsibilities of individuals, schools and institutes, colleges and the centre, explicitly articulated. However, there is an associated need to foster a sense of collective responsibility in relation to disability, ensuring that this is less seen as the exclusive concern of the Disability Service. **[Recommendation 9 refers.]**

At present the Disability Equality Group, reporting to the Equality and Diversity Strategy Committee, brings together key stakeholders to discuss matters of disability within the University. However, this is a discursive group and does not lead, oversee or fulfil any form of quality assurance function in relation to disability. To ensure that all academic and service units are considering the needs of disabled students in their course/service design and delivery, and to ensure accountability at both local and institutional level, a governance framework is required which addresses both strategic and operational matters. **[Recommendations 7 and 9 refer.]**

## 6.3 Culture and people

Historically, disability support has focussed on individual impairments or differences and has sought to mitigate these through the implementation of adjustments. Whilst this will continue to be important for some students, the adoption of inclusive design principles should mean that there is less need for these adjustments, because teaching, assessment



and student services meet the needs of most students. It will be important to inculcate this practice within all aspects of University life. Attitudes toward disability have a direct impact on the ability of students to participate fully in university life and on the ability of the University to progress its commitment to accessibility and inclusion. Training and education on the Social Model of Disability will help to ensure that all members of the University community fully explore what can be done to remove barriers to inclusion, at both local and institutional levels. **[Recommendation 10 refers.]**

## 7. Support for Learning

### 7.1 Access to reading materials

The current process for obtaining accessible texts for students is individualised and reactive. Students are generally assigned a support worker (via a third-party provider), who is responsible for obtaining course materials and for transcribing, formatting and uploading these to ensure compatibility with assistive software. This can be resource intensive and costly. Providing dedicated disability support within the Library could facilitate engagement with publishers to gain accessible texts from source, improving the quality and availability of resources. The University Library currently has staffing of 0.2 FTE as dedicated liaison for disabled students from all levels and disciplines. This limits the capacity to build on current communication channels between the library and academic staff to ensure that students who have access requirements can obtain their core course materials with ease.

**[Recommendation 11 refers.]**

### 7.2 Assistive technology provision for disabled students

At present the Disability Service does not have a dedicated Assistive Technology (AT) Adviser. Instead, trainers within the IT services team undertake IT evaluations for students who require assistive technology. This role is shared between 3 colleagues and equates to a term-time resource of 0.6 FTE. The Review Group concluded that a different approach is required to facilitate:

- Collaboration with Disability Advisers in the Needs Assessment process, providing expertise on assistive hardware and software.
- Improved access to one-to-one training sessions for disabled students in the use of assistive software, and the development and delivery of training for site licence assistive software, which may be offered more widely to students and staff to promote the technology and increase its uptake.
- Sharing of specialist knowledge and keeping abreast of AT developments, and disseminating this knowledge to colleagues.
- Input into the management, maintenance and upgrading of a pool of hardware and software available for loan to disabled students.
- Creation of pre-entry workshops and resources, ensuring the availability of support at the earliest stage in the student journey.

**[Recommendation 12 refers.]**

### 7.3 Study Skills Support

Study support for disabled students is routinely outsourced to a third-party provider. In the case of eligible students this is funded by DSA, and where DSA is not available to a student, the University is required to meet these costs. However, the University has high quality, in-house provision within its Learning Enhancement and Academic Development Service (LEADS). During this academic year, an initiative has been piloted for referring disabled students to an Academic Development Tutor within LEADS. This provides the student with context-specific support to develop their skills as independent learners. The Review Group considers that this pilot should be expanded and that LEADS could become the primary provider of study skills support, so that this can be more integrated and tailored to individual

student needs. This is an inclusive step, demonstrating the University's commitment to creating an inclusive learning environment, promoting independent learners and facilitating long-term management strategies. **[Recommendation 13 refers.]**

8. The Co-Curriculum

While the terms of reference of the Review Group did not explicitly reference co-curricular elements in the student experience, this topic was addressed in the student survey and focus groups. The Students' Representative Council has expressed a particular interest in ensuring that issues of equality, diversity and inclusion are fully considered in co-curricular provision for the Glasgow student community. As outlined in the report submitted by consultant, Andrew West, and based on the feedback gathered to date, the DRWG recommends that further consultation is undertaken in this area, coordinated through the University's Student Experience Committee, to ensure that Student Unions, Societies and activities are accessible, enabling all students to participate fully in university life.

**[Recommendation 14 refers.]**

9. Recommendations

	Recommendation	Rationale	Responsibility	By when
1.	Identify and take action to address disparities in relation to graduate destinations and the availability of study abroad and work experience opportunities.	Graduate outcomes: we should consider how the University can improve access to work experience and study abroad opportunities for students with disabilities, to assist in transition out of the University and into work and future life	Head of Careers and Global Opportunities	July 2022
2	Develop a GDPR compliant process for the transfer of information between Admissions and the Disability Service during the application process, so that needs assessment and adjustments can be implemented in a safe and timely fashion.	Data: current system limitations present a risk in relation to GDPR compliance and inhibit efficient working practices, including the ability to make proactive contact with students ahead of course start dates.	Head of Student Wellbeing and Inclusion	December 2021
3	Procure and implement an electronic case management system, which provides for the secure storage and management of student data and the effective communication of support requirements to the colleges and schools.	Data and Case Management: existing processes and systems do not support the controlled, secure and targeted storage and communication of sensitive information and are reliant on time consuming, manual data transfer. Ultimately, this results in delays and frustrations for the student.	The Disability Champion and Head of Student Wellbeing and Inclusion	July 2022
4	Consider separating needs assessment from advisory services in the Disability Service, to allow more flexible and effective use of the expert resource in the advisory cohort.	Advisory Services and Needs Assessment: there is an opportunity to improve the utilisation of adviser time and advance inclusion through closer partnership working between advisers and academic colleagues.	Head of Student Wellbeing and Inclusion	December 2021
5	Review the form and function of the Disability Coordinator role and revise training and development for the staff involved.	Disability Coordinators: the coordinators could work more effectively with academic colleagues to promote inclusive practice. There is also an opportunity to improve communication with disabled students and enhance support at school level, informed by the coordinators' expert knowledge of their subject areas.	Head of Student Wellbeing and Inclusion	July 2021

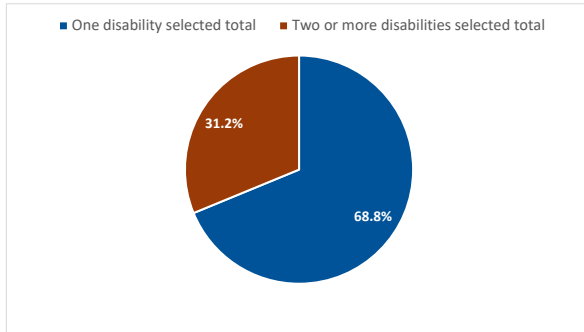
6	Relaunch the student feedback mechanism currently held on the DS website. Ensure that there are opportunities for the service to listen to student voices and respond to concerns as part of ongoing service evaluation.	Student Feedback: collating student feedback and evaluating the effectiveness of the support provided is critical in shaping wholesale service delivery and ensuring continuous improvement.	Disability and Inclusion Lead	September 2021
7	Continue to improve and implement the AILP; monitor the impact of this, ensuring that the design and delivery of both taught and research programmes is informed by inclusive practice in teaching and assessment.	Implementation of the AILP: implement practical guidance and support on the specific steps that can be taken to improve accessibility with training provided to staff, particularly in relation to inclusive assessment design, to ensure that the desired approach is embraced and progressed.	Vice Principals for Learning and Teaching and Research	Ongoing
8	Maintain and develop the current approach to academic assessment ensuring that examinations and other assignments are inclusive and accessible, including assessment of PGR and PGT programmes, providing support to the academic community in design and delivery.	In some disciplines, work to revise course and assessment design for the implementation of 24-hour exams and other inclusive methods of assessment has not yet been completed and the use of timed exams is still necessary. It is recommended that further support is provided to enable the University to pursue its aim of standardisation of 24-hour exams, including the provision of targeted training and development on inclusive assessment for the academic community.	Vice Principals for Learning and Teaching and Research	Ongoing
9	Implement new governance arrangements for the direction, oversight and assurance of provision.	Governance: effective strategic and operational leadership will be key to the implementation of the recommendations from this review but also to the introduction of governance systems which ensure the ongoing delivery of high quality, student-centred education and support services which are inclusive and accessible by design.	Head of Equality, Diversity and Inclusion	September 2021
10	Provide comprehensive, role specific, staff training across the university, improving	Culture: existing computer-based staff training packages, on equalities legislation and the implementation of reasonable adjustments, do not	Head of Equality, Diversity and Inclusion;	September 2022

	understanding of disability and of responsibilities in relation to accessibility and inclusion.	go into sufficient detail on the problems faced by disabled people as a consequence of environmental and societal factors.	Head of Student Wellbeing and Inclusion	
11	Implement a process to ensure effective communication between the library and schools, to ensure that students with additional support needs can easily obtain accessible core texts and learning materials.	Library: the review found that existing processes for requesting accessible materials have resulted in delays, particularly for students with visual impairments.	Executive Director of Information Services	July 2022
12	Incorporate expert resource for the delivery of IT support and assistive technology into the Disability Service to allow for the more flexible and efficient use of existing resource, greater collaboration and an improved student experience.	Information Technology - To improve working practices and positively impact the student experience, it is recommended that the existing AT resource is integrated into the Disability Service.	Executive Directors of Student and Academic Services and Information Services	September 2021
13	Increase capacity in LEADS for the provision of academic study support, with a view to promoting independent learners and facilitating long-term management strategies.	Skills support: enhancing the expert resource in LEADS, would not only benefit disabled students, it would improve access to this provision for all students at the University.	Executive Director of Student and Academic Services	July 2022
14	Collaborate with the student bodies to ensure that disabled students are able to participate fully in wider student life.	Co-curricular activities: consider further consultation to ensure accessibility in all aspects of student life.	Executive Director of Student and Academic Services and the President of the SRC	September 2022
15	Prioritise and develop a resourcing plan to ensure that these recommendations are addressed within the time frame of the University's new five-year strategy.	N/A	The Disability Champion and the Head of Student Wellbeing and Inclusion	May 2021

10. How will we measure the success of this approach?
- A survey tool, incorporated into correspondence with disabled students, which allows for the collection of feedback and satisfaction levels.
  - The number of students who are satisfied by the support they have received (from the centre, college or school) as a proportion of the total number of disabled students.
  - The number of students with disabilities actively participating in clubs and student societies.
  - The use of the national HESA benchmarking data to monitor continuation, graduate outcomes and destinations.
  - Development of a governance framework promoting accessibility and inclusive practice in all areas of the University with senior leadership oversight.
11. Who is responsible for the success of the University's approach to improving Disability Support?
- The Executive Director of Student and Academic Services is responsible for the implementation and success of the recommendations relating to the Disability Service.
  - The University Learning and Teaching Committee is responsible for ensuring continued development of the AILP and the progression of inclusive methods of assessment.
  - Heads of Service and Heads of Colleges and Schools are responsible for ensuring that services, materials and resources are fully accessible to all users.
  - The Disability Equality Group is responsible for overseeing the implementation of the recommendations, for assurance and for periodic review.
  - The University Vice Principals are responsible for overall governance in relation to the promotion of accessibility and inclusive practice.

Clare Craig  
Head of Student Wellbeing and Inclusion  
February 2021

Chart 1a Proportion of respondents by number of disabilities selected



The majority of respondents selected one disability at 68.8% however, 31.2% had more complex needs with two or more disabilities selected.

Table 1a Respondents by number of disabilities and disability detail

Number of Disabilities Selected	Disability detail	Proportion of Respondents (%)	Number of Respondents (n)
One disability selected	Mental Health Condition	26.0%	135
	Specific Learning Difference e.g. Dyslexia or ADHD	23.7%	123
	Long Standing Illness or Health Condition	8.7%	45
	Other disability, impairment or medical condition not listed above	4.0%	21
	Physical Impairment or Mobility Issue	2.5%	13
	Autistic Spectrum Disorder	2.3%	12
	Deaf or Hearing Impaired	*	*
	Blind or Visually Impaired	*	*
	<b>One disability selected total</b>		<b>68.8%</b>
<b>Two or more disabilities selected total</b>		<b>31.2%</b>	<b>162</b>
<b>Total Number of Respondents</b>		<b>100.0%</b>	<b>519</b>

Note: Data is only shown where the number of respondents by disability type is ten or more for data protection

The most common disability selected was 'Mental Health Condition' with over a quarter of respondents selecting this as a single disability, followed by 'Specific Learning Difference'.

Table 1b Respondents by disability selected

Number of Disabilities Selected	Disability detail	Proportion of Respondents (%)	Number of Respondents (n)
	Mental Health Condition	49.3%	256
	Specific Learning Difference e.g. Dyslexia or ADHD	39.1%	203
	Long Standing Illness or Health Condition	21.6%	112
	Autistic Spectrum Disorder	9.6%	50
	Physical Impairment or Mobility Issue	8.5%	44
	Other disability, impairment or medical condition not listed above	7.7%	40
	Deaf or Hearing Impaired	2.5%	13
	Blind or Visually Impaired	2.1%	11

Note: Respondents can tick more than one disclosure activity therefore the sum of respondents exceeds the total number of respondents in this table. Proportion is calculated by dividing the number of respondents by the count of unique individuals responded (n=519)

When taking into account the frequency of times a disability was selected, nearly half of respondents selected a Mental Health Condition, either in isolation or combined with another disability.

Table 1c Respondents by number of disabilities and disability detail

Disability detail	One disability selected Proportion (%)	With another disability /disabilities (%)	One disability selected (n)	With another disability /disabilities (n)
Mental Health Condition	52.7%	47.3%	135	121
Specific Learning Difference e.g. Dyslexia or ADHD	60.6%	39.4%	123	80
Long Standing Illness or Health Condition	40.2%	59.8%	45	67
Other disability, impairment or medical condition not listed above	52.5%	47.5%	21	19
Physical Impairment or Mobility Issue	29.5%	70.5%	13	31
Autistic Spectrum Disorder	24.0%	76.0%	12	38
Deaf or Hearing Impaired	*	*	*	*
Blind or Visually Impaired	*	*	*	*

Note: Respondents can tick more than one disclosure activity therefore the sum of respondents exceeds the total number of respondents in this table

Note: Data is only shown where the number of respondents by disability type is ten or more for data protection

Respondents selecting a Specific Learning Difference were less likely to have selected another disability as well. Though students selecting Autism Spectrum Disorder, a Physical Impairment or Mobility Issue and a Long Standing Illness or Health Condition were more likely to have selected this with another disability.

Chart 1b Proportion of respondents by number of disabilities selected

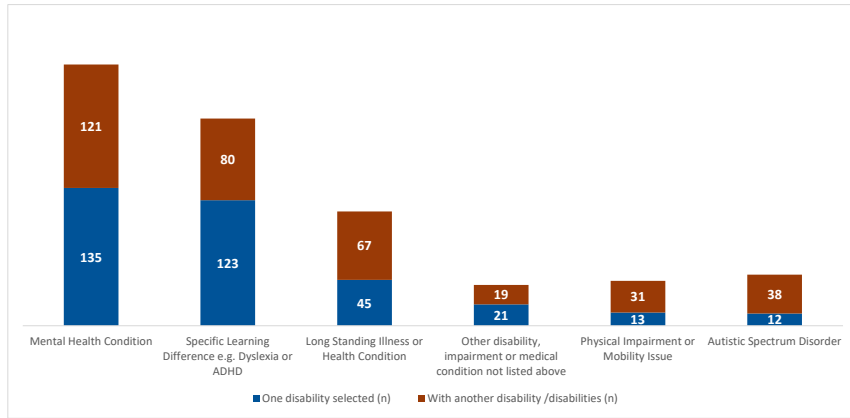


Table 1d Respondents by disability combinations

Disability Combinations	Proportion (%)	Number (n)
Specific Learning Difference e.g. Dyslexia or ADHD AND Mental Health Condition	7.9%	41
Long Standing Illness or Health Condition AND Mental Health Condition	5.0%	26
Autistic Spectrum Disorder AND Mental Health Condition	2.5%	13

Note: Data is only shown where the number of respondents by disability type is ten or more for data protection

The most frequently selected combinations of disabilities selected together were a Specific Learning Difference with a Mental Health Condition, followed by a Long Standing Illness with Mental Health Condition and Autism Spectrum Disorder with a Mental Health Condition. In total there were 36 different combinations of disabilities for those selecting more than one disability. The numbers are too small to report on.



**Table 2a** When did the student disclose their disability?

<b>Disclosure activity</b>	<b>Proportion of respondents</b>	<b>Number of Respondents</b>
I disclosed at application stage	36.4%	189
I disclosed at registration	31.8%	165
I registered with the Disability Service	75.7%	393
Did not disclose	10.2%	53

*Note: Respondents can tick more than one disclosure activity therefore the sum of respondents exceeds the total number of respondents in this table*

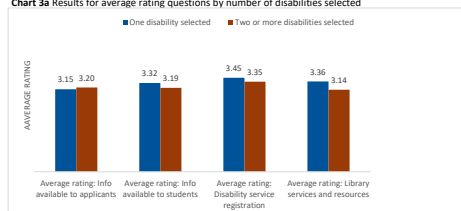
**Table 2b** Multiple disclosure activities

<b>Disclosure activity</b>	<b>Proportion of respondents</b>	<b>Number of Respondents</b>
Registered with the Disability Service	42.6%	221
Disclosed at all stages	19.3%	100
No disclosure ticked	10.2%	53
Disclosed at application stage	8.7%	45
Registered with the Disability Service AND disclosed at registration	7.1%	37
Registered with the Disability Service AND disclosed at application stage	6.7%	35
Disclosed at registration	*	*
Disclosed at registration AND application stage	*	*
<b>Total</b>	<b>100.0%</b>	<b>519</b>

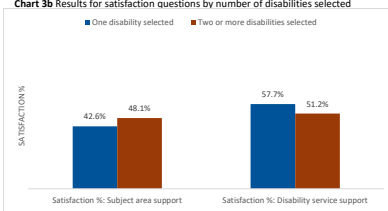
*Note: Data is only shown where the number of respondents by disability type is ten or more for data protection*

Only 36.4% of respondents disclosed at application stage. This means planning for a new student intake will be difficult if students do not feel comfortable reporting this in advance of commencing their studies. Over three quarters of respondents said they had registered with the Disability service however that leaves nearly a quarter that have not. Finally, 10.2% of students did not disclose at any stage. If the survey is a true representation of students with disabilities at UofG then potentially our HESA and Disability statistics could be under reported.

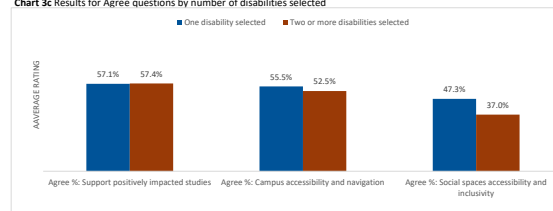
**Chart 3a Results for average rating questions by number of disabilities selected**



**Chart 3b Results for satisfaction questions by number of disabilities selected**



**Chart 3c Results for Agree questions by number of disabilities selected**



**Table 3 Survey Question Results by number of disabilities selected**

Survey Question: Short title	Survey Question: Long title	One disability selected	Two or more disabilities selected	Overall
Average rating: Info available to applicants	How would you rate the availability of information for disabled applicants to the University of Glasgow?	3.15	3.20	3.17
Average rating: Info available to students	How would you rate the availability of information for disabled students at the University of Glasgow?	3.32	3.19	3.28
Average rating: Disability service registration	How would you rate the registration process with the Disability Service?	3.45	3.35	3.42
Average rating: Library services and resources	How would you rate the services and resources available in the Library?	3.36	3.14	3.29
Satisfaction %: Subject area support	How satisfied are you with the support you have received from your subject area?	42.6%	48.1%	44.3%
Satisfaction %: Disability service support	How satisfied are you with the support you have received from the Disability Service?	57.7%	51.2%	55.7%
Agree %: Support positively impacted studies	The support provided for disabled students has had a positive impact on my studies?	57.1%	57.4%	57.2%
Agree %: Campus accessibility and navigation	I have found the campus accessible and easy to navigate	55.5%	52.5%	54.5%
Agree %: Social spaces accessibility and inclusivity	I have found the social spaces on campus (Unions, Clubs and Societies) inclusive and accessible	47.3%	37.0%	44.1%
<b>Number of respondents</b>		357	162	519

Note: Data is only shown where the number of respondents by disability type is ten or more for data protection

Average ratings overall for information available to applicants and students, and the rating of the disability service registration and library services and resources are fairly comparable, though there is a slightly higher rating for Disability service registration.

Aside from information available to disabled applicants, there is a slight decrease in average ratings as the number of disabilities selected increases. This suggests, students with more complex requirements are more dissatisfied.

Less than a majority of respondents are satisfied with support from their subject area. The satisfaction percentage with support from the disability service is higher.

The percentage agree results overall are particularly concerning for 'I have found the social spaces on Campus inclusive and accessible' with a clear distinction for students with two or more disabilities.

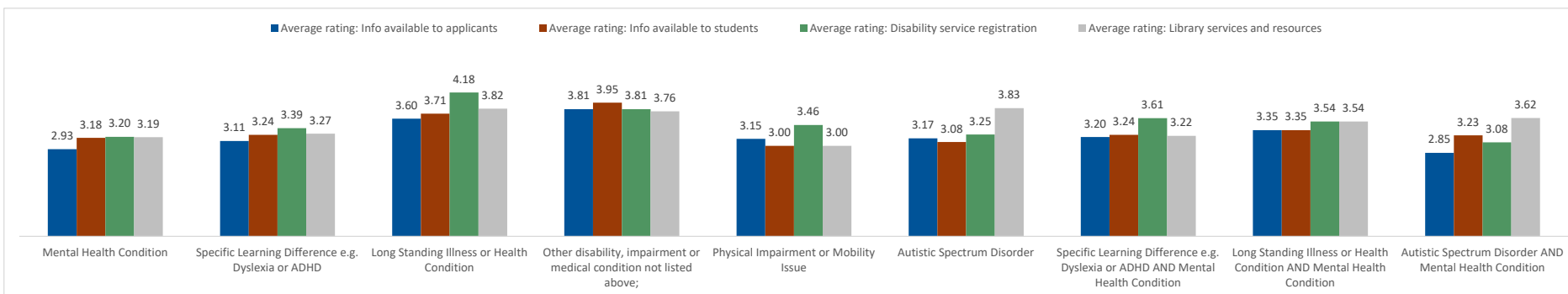
**LW Caveat:** There was no option for respondents to skip a question or select non-applicable. This means that a larger number of respondents may select neither agree nor disagree or 3 for ratings. It would be better practice in the future to include a non-applicable or allow respondents to skip questions where they feel it is not relevant to them. For example, for the social spaces question over 40% responded with Neither agree nor disagree when in reality these students might have preferred a non-applicable if they haven't been to the campus in the pandemic. The results of the neither can then make the Agreement percentages seem smaller than they might be in reality. In saying that it would be bad practice to analyse the data without neither at the moment because these genuinely might be the responses of students.

**Table 4** Survey question results by detailed disability selected

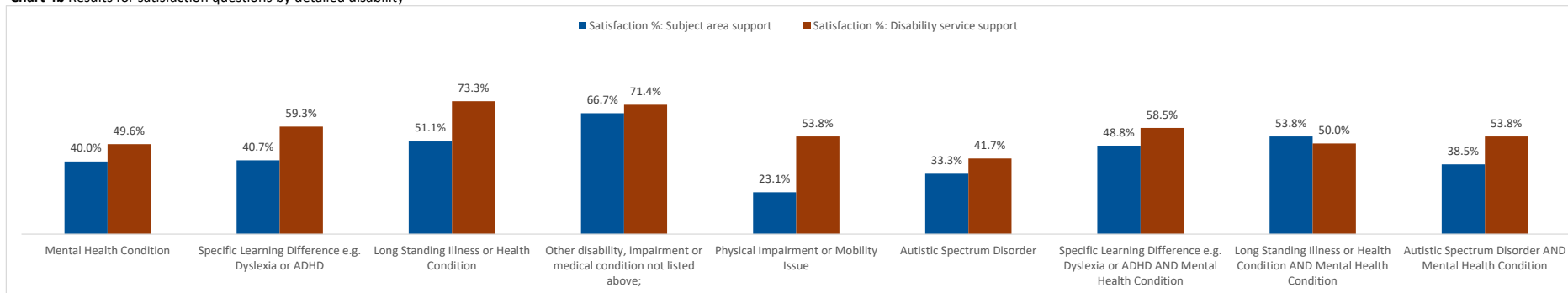
Survey Question: Short title	One disability selected						Two disabilities selected		
	Specific Learning Mental Health Condition Dyslexia or ADHD	Long Standing Illness or Health Condition	Other disability, impairment or medical condition not listed above;	Physical Impairment or Mobility Issue	Autistic Spectrum Disorder	Specific Learning Difference e.g. Dyslexia or ADHD AND Mental Health Condition	Long Standing Illness or Health Condition AND Mental Health Condition	Autistic Spectrum Disorder AND Mental Health Condition	
Average rating: Info available to applicants	2.93	3.11	3.60	3.81	3.15	3.17	3.20	3.35	2.85
Average rating: Info available to students	3.18	3.24	3.71	3.95	3.00	3.08	3.24	3.35	3.23
Average rating: Disability service registration	3.20	3.39	4.18	3.81	3.46	3.25	3.61	3.54	3.08
Average rating: Library services and resources	3.19	3.27	3.82	3.76	3.00	3.83	3.22	3.54	3.62
Satisfaction %: Subject area support	40.0%	40.7%	51.1%	66.7%	23.1%	33.3%	48.8%	53.8%	38.5%
Satisfaction %: Disability service support	49.6%	59.3%	73.3%	71.4%	53.8%	41.7%	58.5%	50.0%	53.8%
Agree %: Support positively impacted studies	46.7%	63.4%	73.3%	66.7%	46.2%	33.3%	65.9%	38.5%	61.5%
Agree %: Campus accessibility and navigation	59.3%	52.0%	64.4%	66.7%	15.4%	25.0%	68.3%	53.8%	53.8%
Agree %: Social spaces accessibility and inclusivity	38.5%	56.1%	57.8%	57.1%	30.8%	16.7%	46.3%	34.6%	23.1%
Respondents	135	123	45	21	13	12	41	26	13

Note: Data is only shown where the number of respondents by disability type is ten or more for data protection

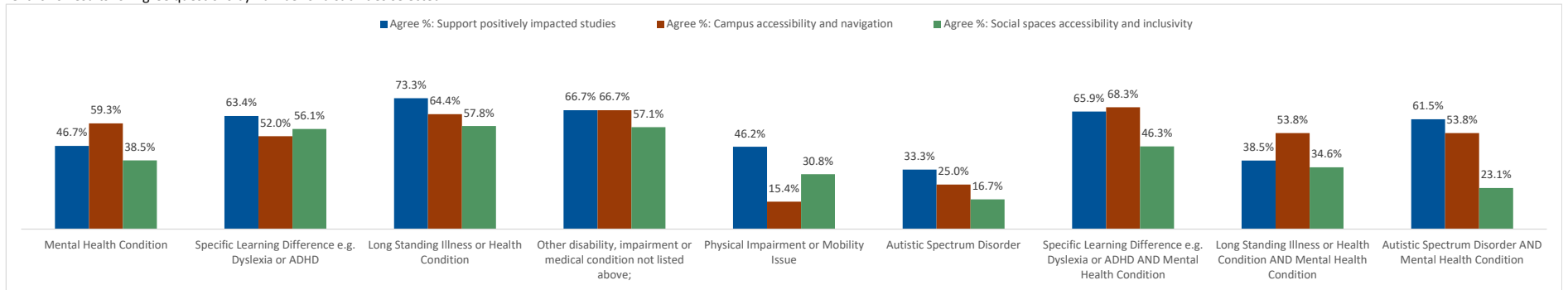
**Chart 4a** Results for average rating questions by detailed disability



**Chart 4b** Results for satisfaction questions by detailed disability



**Chart 4c Results for Agree questions by number of disabilities selected**



# Disability Review: An Analysis of Student Focus Group Responses Regarding Disability Provisions at the University of Glasgow

## Introduction

Within Higher Education, the overall number of students with a known disability is increasing year after year. With this, there is an increasing onus for such institutions to scrutinise their disability provisions, and consider how supportive their institutional spaces and practices are. In 2017, the University of Glasgow introduced an 'Accessible and Inclusive Learning Policy', which aimed to foster a more inclusive environment within teaching activities and practices. In order to assess its impact, alongside target further areas that require improvement in order to ensure disabled students are wholly supported throughout their degree, a short life working group was established. This working group was tasked with exploring the disabled students' experience, throughout the entire student life cycle, in order to produce a list of recommendations and an action list to be taken forward.

An imperative part of this review involved consultation with current disabled students within the University. After a student survey was conducted, which received 519 responses, respondents were invited to take part in a focus group to give further detail to some of the questions. Understanding the disabled students' experience is crucial for defining the outputs of the working group, in order to ensure they are competent and effective in their aims.

This report, therefore, compounds the work of these focus groups, and will first highlight the primary aims of these sessions:

- To enhance understanding of disabled students' experiences with disability provisions, as offered by the Disability Service and within Learning and teaching spaces.
- Understand how accessible the virtual landscape and social spaces of the University are to navigate, alongside the physical campus
- Understand the student perception of support and communications, in relation to disability
- Understand if there are other current barriers to inclusion or accessibility that had not been covered in the survey questions.

## Methodology

In order to understand disabled students' experiences with different disability provisions at the University, we conducted a total of 7 focus groups, following a semi-structured interview style. Participants were from a range of subject areas, and included both

undergraduate and postgraduate students. We followed a topic guide for each group, the questions of which can be found in the appendix.

Participants were made aware that the focus group discussions would feed into the wider review that the Working Group have been conducting, but all group participants were assured of the anonymity of their answers. Participants were also given the option throughout to engage with the questions via Mentimeter, an online website that allows participants to submit answers anonymously. This was to encourage candid engagement with each of the focus group questions.

One hour and a half was put aside for each session. While it was predicted the discussions would last an hour, most groups ran the duration of the allotted time. Focus groups were capped at 12 students per group, although while 98 initially expressed interest in attending a group, only 58 signed up. 52 students attended a focus group session, however their responses have been recorded anonymously.

The focus groups were recorded on zoom, for the sake of note taking. The next part of this report will explore the main discussion points that emerged from the questions:

## Focus Group Findings

### Accessing Disability Related Information as an Applicant

Participants offered a range of responses to this question, with some answering that they found disability related information easy to access and digestible at the application stage, while others raised a number of concerns. A number of participants raised the point that they felt the onus was on them as an applicant to navigate through resources to find disability related information, rather than the University being proactive in advertising this information to prospective students. This was also raised from an international applicant perspective, with the point made again that the University should be more proactive in presenting this information. One participant noted a lack of information in University prospectuses, and felt that this presented disability as an institutional afterthought.

Another participant recounted how they had sent the Disability Service an enquiry email when they first received an offer, however they did not hear back from the service until after they had accepted this and were past the enrolment process. Similarly, another participant detailed how they had tried calling the Disability Service several times before starting University, and found them difficult to get in touch with. While they accepted their offers, the implication was that delays in responses at this stage of applying to University could put an applicant off accepting their offer.

Another participant suggested that the content available on the website was easy to access but quite generic. They suggested that it would be beneficial for applicants to include testimonials or the option to contact students who had experience with the Disability Service and being a disabled student at the University.

## Accessing Disability Related Information as a Student

Again, this question received many varying responses. A number of participants advised that they found it easy to access the Disability Service and appropriate information as a student, however other participants recounted a variety of obstacles. These obstacles are best summarised as follows:

### Lack of Visibility

Many reported that navigating disability focused information and support felt difficult, and felt that there was no clear path to support. Again, some participants felt that the responsibility lies with the student to proactively search for information and support, rather than the onus lying with the University to clearly signpost these. One participant reported that they were unaware of the Disability Service until after enrolment, despite having disclosed a disability at the time of application. Another reported only learning of the service once referred on by their Advisor of Studies when problems developed relating to their ADHD. One participant was not aware that the Disability Service had a webpage.

### Ambiguity surrounding Mental Health

A point that was recurrently raised in different focus groups was the feeling that there was a lack of clarity surrounding disability support when this related to students with mental health conditions. One participant recounted how they had visited the University Counselling Services due to persisting mental health issues, however they were never made aware that they could potentially receive support from the Disability Services. Many students seemed generally confused about mental health conditions and when these were categorized within the term disability.

### Disability Specific information

A number of participants also raised the fact that they felt the adequacy of information available was dependant on the specific disability. While one participant reported that they felt information surrounding dyslexia was clear, another felt that information relating to disordered eating was lacking.

### Disabled Students' Allowance

Other issues that a few participants raised related to a lack of information surrounding Disability Allowance. A couple of participants felt that this is not signposted well enough, with one suggesting that they only became aware of it at the end of their needs assessment, and felt that they would not have heard about it otherwise. It was also felt that students aren't always aware of what is available through DSA, which often means they aren't sure what they should be asking for. It was suggested that a list of options might be helpful. Another participant raised the issue that they had purchased a tablet and software to make classes accessible before being aware of the funds available to them, however once purchased, there was no option of reimbursement.

### Lack of Clarity of Evidence/Provisions

Another participant felt that it was unclear from presented information what kind of evidence was required before contacting the services, and what is counted as a disability by the services. Another voiced the lack of clarity, from available information, about what

provisions were available from the Disability Service, or what accommodations could be made.

### Relevance in relation to Level of Study

One participant noted that they had a different experience accessing information as a Master's student compared to being a PHD student. As a PHD student, they have found that it isn't very clear what provisions are available to them or appropriate to ask for.

### Poor Communication

Once again, a number of students also reported that a barrier to accessing disability related information once a student stemmed from an inability to reach the Disability Service via the phone or email.

### Support within your Subject Area

Feedback for this question roughly falls under four categories, summarised below:

#### Lack of Awareness

A key issue that emerged from this discussion was the sense that many disabled students felt that their teaching and advisory staff often lack an understanding of their disabilities and how they affect their learning experience. A number of alarming comments were made by participants that highlighted instances where staff members have failed to accommodate their disabled students. For example, one participant recounted a time when a staff member told them to 'leave [their] OCD at the door'. Another stated that when they requested help from a staff member with accessing materials, they were dismissively told 'no one else had a problem with it'.

A participant from the School of Computing Science noted that a lack of awareness surrounding disabilities was particularly evident in cases where senior students were responsible for team project assessments, and those leading students had no awareness of the adjustments that certain students within the group were usually afforded.

Multiple participants made the point that staff aren't always sure how to best support students, even if their intentions are good. It was felt that awareness training relating to disabilities would be useful for teaching staff and those supporting students.

#### Understanding/Application of Reasonable Adjustments

Another issue that was recurrently raised related to teaching staff and their lack of understanding of reasonable adjustments, and sometimes their failure to accommodate these. A comment was made by one member of a focus group, who alarmingly stated that they had been encouraged by a member of the Arts advising team to drop out when asking for support accessing adjustments. While this was one of the most extreme incidents recounted, other problematic scenarios were raised. Participants highlighted times when they had asked a staff member to assist them due to the fact they couldn't complete an assignment in a format they were being asked to, and the staff member did not know that they were meant to provide alternative accommodations.



One participant related to a time that they had requested an extension of five days for an issue relating to their disability, and they were told to fill out a Good Cause claim instead. It was felt that diverting to this process contributed to an already stressful time. Another described how their supervisor had discouraged them from seeking reasonable adjustments, saying that it wouldn't align with the student's Visa.

The point was pertinently made that many disabled students had felt ignored by staff in their bid for mandating lecture recording, and felt disgruntled that Covid-19 had suddenly made adjustments that were claimed to be unreasonable now reasonable. It was expressed that many students wanted this to remain a standard practice post-pandemic.

The point that was articulated by a number of participants, therefore, was that alongside being sometimes uninformed about disability, staff don't often recognise the need for additional support.

### Lack of Uniformity

Another key discussion point to emerge revolved around the fact that support received from within subject areas lacked any uniformity across the board. What emerged from the discussions was the understanding that support was often subject or school dependant, completely differed between Advisors of Studies, and in some cases differed between different levels of study.

While the Vet School were repeatedly praised for their support offered to disabled students, alongside Psychology, the College of Arts was repeatedly criticised. Specific subjects were highlighted within the college as providing a lack of support, including History, Politics, and Philosophy. One participant who took three classes within the College of Arts noted a discrepancy in support between them, finding that two subjects had been accommodating with adjustments, while the other had not. One participant noted that the lack of a set Advisor in Schools like the College of Arts felt problematic to them. It was felt that the Institute of health and wellbeing are particularly helpful, with many adjustments already mainstreamed. Individual advisors and staff members were also praised for their support, but this was always with the caveat that the same level of support was not homogenised across the University.

Discussions also highlighted a feeling that disability support within a subject area tailed off during higher levels of study. PHD students reported that they were not made aware of any disability support available to them, even during the induction process, and were left to try and navigate support channels themselves. Two subjects named at this level were Law and Gaelic. A PGR participant also felt that no real disability provisions existed for Master's and PHD students.

A comment was also made that suggested there was a gap in support for part time students and staff.

### Communication with Staff

A number of other points were raised during this discussion, relating to communications with staff in the subject area. Some students felt that they had to navigate a lot of

bureaucracy just to get simple answers from staff members, and felt that this has worsened throughout the pandemic. It was also noted that communication surrounding support from some staff has been poor since the pandemic started.

Participants also expressed concern about the fact that schools often don't pick up on when students are not attending classes, and if a student is struggling with something there is no check-in or support from staff members.

It was also noted that communications about cancelled or relocated lectures were often lacking much notice, which was found to be anxiety inducing for some individuals.

### Communication around Reasonable Adjustments

A number of participants felt that adjustments were communicated well and implemented with ease. It was also said that communication was clear and direct from both the Disability Service and teaching staff in some cases. That being said, other participants reported a lack of understanding of reasonable adjustments, both from a staff and a student perspective.

From a staff side, it was suggested that one participant felt discouraged from seeking adjustments due to the fact that staff didn't seem to understand the purpose of them, and it was felt that they viewed them as giving the disabled student an unfair advantage. Many in the focus groups reported a lack of communication surrounding their adjustments, and reportedly have to self-disclose to every new member of staff that they work with. It was also suggested by one participant that there is poor communication surrounding adjustments in relation to examinations; this student has a hearing impairment and requires a list of exam instructions in writing, but reported that this request has only been honoured twice in four years.

From a student perspective, participants were vocal that the website and Service were not clear enough about what provisions were available, and felt that it would be helpful to have a more detailed list of guidance available to students. It was felt by students across the groups that currently, the responsibility lies with the student to advocate for the supports they need, but this lacks an understanding that often students aren't aware of what those supports and/or provisions might be. Students often don't know what reasonable adjustments are and this becomes less clear in regard to adjustments for PHD and Masters candidates.

Another point made referred to the fact that sometimes reasonable adjustments are gate-kept and difficult to access when you don't have a formal diagnosis or written proof of a disability, which is particularly difficult for those facing the barrier of long service waiting and treatment lists.

### Registration Process with the Disability Service

While a few participants felt that it was not made clear that they were to register with the Disability Service immediately after their acceptance, which made it difficult for them to access support for the first few months of university, many in the focus groups agreed that

they had found the registration process relatively easy. One participant felt that the amount of paperwork involved made it an overly complex process, and others noted that in-person appointments could be anxiety inducing, and delay registration for overseas students.

Overall, however, many participants were happy with the process, but described a drop-off of communication following registration. This will be covered more extensively in the next section.

### Support and Communication from the Disability Service

It should first be noted that numerous participants across the focus groups vocalised that their experiences with the Disability Service and certain members of staff were positive, and many were appreciative of the support from the Service and different Disability Advisors. A number of issues with the service were raised however, and have been split into five themed categories below:

#### Communication

There were a number of points made that related to Disability Service communication. Firstly, many participants voiced frustration with how hard it was to get in touch with the service, and also the length of time that lapsed between responses. One participant felt it was like 'pulling teeth' to get a response from the service, and another couple of participants were reportedly still waiting for responses or follow-up from the service a few months on from initial communications.

Another issue that some participants raised was the fact that although they felt the registration process was smooth, there was a distinct drop-off in communication from the Service following this process. Many felt that any follow up with the service relied on the student proactively getting back in touch, and it was noted that this made some students feel distinctly unsupported. While there was recognition of the fact that the service staff were incredibly busy, it was felt that even an automated email during a semester checking in would be beneficial.

Other participants commented on the tone of some communications from the service. Some felt that they felt generic and impersonal, with one participant elaborating that email conversations with Disability Staff often felt like they lacked empathy.

One participant voiced frustration that there was no proactive communication from the Disability Service after registration, and noted that it could be difficult to navigate this process on your own. While they recognised potential data sharing issues, they felt that highlighting the Disability Service more prominently where a student discloses to the University.

#### Evidence

Multiple participants raised the fact that the stringent requirements for evidence often disadvantage those that find it difficult to attain appropriate evidence. Recurrently mentioned were the long waiting lists many students found themselves in trying to access mental health support and diagnosis. Students felt wholly unsupported during this process

of waiting while pursuing a diagnosis, and highlighted that this could take months or even years of waiting.

Another few participants mentioned that communication with the service, particularly regarding medical evidence, could be unpleasant. Two participants reported that despite providing sensitive medical evidence, they had received no follow up.

### Disability Dependant

A number of participants also felt that there was a discrepancy in the level or effectiveness of support that they received from the Service, based on the nature of their disability. Two participants registered with different disabilities testified to this; one felt that the quality of support that they received for their hearing impairment was much better than for their anxiety. The other felt that they had to provide a lot more evidence for their mental health difficulties than their other disability. There was a general feeling that the Disability Service is more stringent in their treatment of mental health difficulties.

### Waiting time

It was noted by a few participants that often there was a lengthy waiting period before a student was able to access the service. Issues raised surrounding this saw students concerned particularly with access at the start of a new academic year; returning students already enrolled often struggled to access the service at the start of term due to the influx of new students. One student felt that the service was reactive rather than proactive with support, having waited for an appointment for five weeks and only being seen by the service after being taken into hospital.

One student felt that the Disability Service should be more transparent about potential waiting times, and felt that these were not currently advertised well enough.

### Available support

Another theme that was picked up from these discussions revolved around the fact that students felt the service to be unapproachable if they were not well versed in what accommodations they required.

Some of the students felt that they were unaware of what supports were available to them or what they were entitled to, and felt that this lack of clarity existed unless you know what to ask for. This was particularly hard for students who had received a recent diagnosis, or anyone who had not received disability support previously within the education system.

### Communication between the Disability Service and your Subject Area

Many participants across the different focus groups expressed a feeling that there was a lack of interaction and communication between the Disability Service and different subject areas. It was felt by many that the onus is on students to proactively connect the two, and constantly repeat information to teaching staff and advisors.

Participants reported two polarised experiences; on one hand, some felt that staff within their subject area didn't appear to read disability information presented to them or students' adjustment details, and thus felt that they weren't engaged with what information was passed across from the service. On the other hand, many participants noted that subject staff

were often not made aware of requirements by the Disability Service, or if they were, this was late into the term. One student outlined how their department informed them that they did not receive additional support needs until week 10, and so encouraged students to self-advocate instead. A PHD participant, who worked as a GTA, expressed that they did not receive information about the needs of disabled students in their tutor groups until approximately Week 9.

Either situation left students having to repetitively self-disclose disability information, which can be uncomfortable. In some cases, students might feel forced to forfeit support.

## Accessibility of the Campus, Facilities and Resources on Site

### Buildings

A number of buildings were identified by participants as being inaccessible. These included the Mature Students' Association building, the Adam Smith building (lift access, specifically), the Vet buildings and the Disability Services building. University Gardens buildings were also critiqued for being inaccessible, for having steps and no lift despite many College of Arts seminars taking place within them. The Library was praised many times for being accessible, however it was noted by a few students that recent queues have been off-putting. While these queues exist, it was suggested that disabled specific study spaces would be of use.

It was suggested that the distance between University buildings on each side of the campus could be difficult to navigate with low-energy or mobility issues. Library Hill was also identified as difficult to walk up.

### Facilities

A number of issues were raised regarding on campus facilities. It was reported that wheelchair ramps often break down, and it is felt there is a general lack of signposting about where things are. It was interesting to hear that any of the groups asked if they were aware of Accessible had not heard of it. It was felt that sinks in campus bathrooms would be more accessible if they were automatic where they are not currently.

Participants felt that some additional facilities would be of use, for example some felt there would be a benefit in adding quiet rooms to campus, where people could go to calm down if feeling anxious or overwhelmed. Similarly, it was suggested that offering a quiet space to eat lunch would be of benefit, as a participant reported that the Fraser Building and similar spaces were loud and had students in close proximity with one another. This can be particularly stressful for students suffering with eating disorders, who find mealtimes to be high stress situations.

Participants also felt that including more signs near campus elevators reminding onlookers to be mindful of invisible disabilities would be of use, and locker access around campus would be beneficial to students who struggle with low-energy.

## Use of University Systems

### Ivanti

Only one focus group participant from all of the sessions knew what Ivanti was. Even then, they knew the service but not by the name Ivanti, and suggested that this was likely the case

for other students. This student had used the Ivanti helpdesk for an IT related problem, but was unaware of the other resources available through it. One participant, having searched the helpdesk during the focus group, felt that it could not cope with nuanced enquiries, and was limited in its ability to only signpost to central services.

### The University Website

While one participant felt that the website was well structured, many other participants reported several issues with it. One visually impaired student found that it does not have high colour contrast, which made it inaccessible and difficult to navigate. It was noted by other student that the text is often too small. Many other participants reiterated that it was difficult to navigate in general, with a few finding it overly complicated and confusing. Students felt that it was easier to either email staff members for information that they could not find, or simply google it rather than trying to navigate the University website.

One participant also felt that the website seemed more focused on external relations than students, which didn't foster a feeling of support within the institution.

### MyCampus

One participant noted that MyCampus felt outdated, and found Good Cause difficult to navigate within this. Another Student noted that University communications often ask students to 'sign up on MyCampus', but it would be beneficial if they would include a link, as again MyCampus could be difficult to navigate.

A few participants also found the process of registering for classes to be a stressful experience. One issue was due to the fact that it is difficult to see if subjects clash with one another, and the overall system for registration was described as being not user friendly.

### Moodle

Many participants reported issues with Moodle, finding it difficult to navigate and generally not user friendly. It was noted by a couple of participants that the accessibility of Moodle was often dependent on the subject.

### Lecture recording

While participants voiced their frustration that it had taken a pandemic to standardise lecture recording, the focus group discussions overwhelmingly heard enthusiasm from students about the newfound availability of lecture recordings. Participants reported the positive impact it had brought to their learning experience, explaining that it was now easier to catch up and keep up with classes, has helped relieve anxiety, and is particularly helpful to some students with auditory processing issues. That being said, there have been limitations, namely the fact that transcripts are often inaccurate. A couple of participants had experienced some transcriptions that were so full of inaccuracies that they described them as useless. One participant noted that transcripts can sometimes lack captions also, and mentioned that Teams offers automatic captioning.

A few participants had a couple of negative experiences with lecture recording, one being that sometimes a lecturer's audio would be of poor quality, which made it difficult to hear and understand the content being delivered. Another comment made suggested that it was

difficult to follow some documents and presentations on zoom, due to the fact that some font used was small and inaccessible, and there was not high enough colour contrast used.

Largely, focus group participants felt positively about lecture recording, and feel that it will be important to retain it as standard practice post-pandemic.

## Accessibility and Inclusivity within Social Spaces

### Clubs and Societies

A few participants disclosed that they felt that many clubs and societies don't consider accessibility, and being inclusive to those with disabilities, when planning events. Some felt that accessibility training for clubs and societies would be beneficial, as in some instances it's more the case that members just don't know how to make events accessible.

Numerous participants raised the point that it was difficult to access societies and the details of their events when you don't use social media- one participant even reported feeling 'shut out' due to not using social media.

One student reported that they had found it hard trying to engage with societies throughout the pandemic, and felt extremely isolated as a result. Relating to zoom, one participant noted that the platform could be difficult for visually and/or hearing-impaired students, or those with auditory processing issues, and another noted that online events felt overwhelming for some students with anxiety. Zoom fatigue was reported as a barrier to feeling that online events were accessible, while it was also suggested that releasing details of events in advance was helpful to some students.

Other points mentioned detailed how societies felt difficult to access for those with communication difficulties, they felt more geared towards Undergraduates, and some of the bookable rooms societies used weren't always fully accessible. The point was also raised that a disabled student space or society would be of real benefit to some of the participants.

The BEAT society was given praise for awareness raising, and the Yoga society was commended for being accessible, and having open discussions around physical and mental impairments.

### The Student Bodies

In terms of the student Unions, one participant felt that the QMU wasn't always accessible. Another felt the same about the GUU. The SRC website was considered difficult to navigate by one participant, and none of the focus group students were aware of the Disabled Students' Network.

### Sports Clubs/ The Gym

One participant felt that sports groups on campus weren't particularly accessible and felt that there weren't disability friendly sports activities. It was also mentioned that within clubs and societies, but particularly sports clubs, often accessibility feels like an afterthought, and clubs aren't informed enough about disability and the fact that potential or current members might be disabled.



Another participant noted that the booking system at University sports facilities does not allow for last minute cancellations, which can be demotivating for those with chronic illnesses. It was felt that these systems should be more flexible to accommodate such issues.

**Participants were invited to make any other comments relevant to the discussion that may not have fit within the set questions. Some of the other discussion points raised are summarised as follows:**

### Good Cause

A few participants commented on their experiences with the Good Cause process, with one reflecting that where it specifies that you must have a 'flare up' to apply for Good Cause can be problematic, and does not consider the effect that long-term health difficulties/disabilities can have on wellbeing overall.

A few students felt that the extension and Good Cause processes are difficult and that it would be helpful to have a point of contact before reaching crisis point. Again, it was highlighted that Advisors of Studies are not always the best intermediators for support. Students noted that it can be difficult to explain when circumstances related to your disability get worse and that they have struggled to explain in detail the difficulties they face as a result, which a Good Cause Claim requires a student to do.

### Disability Awareness

The issue was raised in relation to teaching and advising staff already, however a few participants also raised the point that many students lack an awareness and understanding of different disabilities. It was felt that there should be more effort made to raise awareness surrounding disabilities within the student body, to foster inclusive behaviours and attitudes amongst peers.

### Online Learning/ Exams

Some participants generated discussion relating to their experience with remote learning during the pandemic. A few positive points were raised, with a number of participants stating that they found the shift to online exams much more accessible. Another student felt that online learning made it easier to have conversations with staff, explaining that - because they are autistic - they often struggle to interact with staff and peers.

One participant raised their discomfort with having their extra time removed because of the switch to the online exam format. Another felt that it had become harder to get responses from staff due to the pandemic, and this breakdown in communication was coming at a time when students particularly need support. Lastly, one participant felt that online learning was having a negative effect on their time management, and was often feeling left behind with a bigger workload.

### Community

A number of participants noted a desire for a disability focused community on campus.



## Appendix

### Appendix A: Focus Group Topic Guide

#### Introduction

Students were welcomed to the focus group, and asked to introduce themselves if they felt comfortable to do so. This included an introduction of their level of study and subject area. Participants were assured that their responses would remain anonymous, and encouraged to be honest in their engagement with the questions. Participants were also informed that they could anonymously submit answers to any of the questions through mentimeter, if this made them feel more comfortable. The structured questions were as follows:

1. How easy was it for you to access disability related information as an applicant to the University of Glasgow and what do you think could be improved?
2. How easy has it been for you to access disability related information as a student at the University of Glasgow and what do you think could be improved?
3. What has the support been like from your subject area? (Looking to see if there are problems in any particular area) What was missing/could be improved? How was the communication around reasonable adjustments?
4. What has the support been like from the Disability Service? How was the registration process and communication? What was missing/could be improved? How was the communication between the service and your subject area?
5. How accessible is the Campus and how easy is it to use the facilities and resources on site e.g. Teaching spaces, Library (is more support needed here?) & study spaces, Food outlets etc.
6. How have people found using University systems such as Ivanti, is this a useful way to request and access information? What is their current experience of lecture capture?
7. What are people's experiences of access or inclusivity in the unions/clubs societies/sports groups.

Following this, participants were invited to raise any other points they felt were relevant to the discussion.

Participants were thanked for their time, and the zoom call was ended.

Dr Andrew West

---

**Disability Review at the University of Glasgow  
External Evaluation**

Evaluation Report

January 2021

# **Disability Review at the University of Glasgow External Evaluation**

## **Evaluation Report**

### **Table of contents**

Background	3
Executive Summary	4
Evaluation Findings	5
Summary of Findings	15
Appendix 1 – Working Group Recommendations (December 2020)	16
Appendix 2 – Consultation & Benchmarking	17
Appendix 3 – Consultancy Background Information	19

## Background

This evaluation has been commissioned by the Executive Director of Student & Academic Services at the University of Glasgow.

The University has established a Disability Review Working Group with the responsibility to generate:

- recommendations for the future development of the University's provision for students with disabilities
- an action plan, which describes how these recommendations will be implemented and how the impact of these actions will be measured
- details of how progress will be monitored and reported back to stakeholders.

The University has commissioned an external evaluation of outputs from the Group's work, providing an expert external perspective constituting a 'sense check' and validation of Working Group outputs.

The University has appointed external consultant Dr Andrew West to undertake the evaluation. Dr West is a former University Secretary at the University of Sheffield, who has significant experience of management and leadership in student support services.

The evaluation is to consider outputs from the Disability Working Group, in particular recommendations for future development. Inter alia to cover matters such as:

- Scope of recommendations, proposals and plans
- Service delivery models
- Leadership and organisational arrangements
- Resourcing
- Best practice benchmarks
- Stakeholder perspectives.

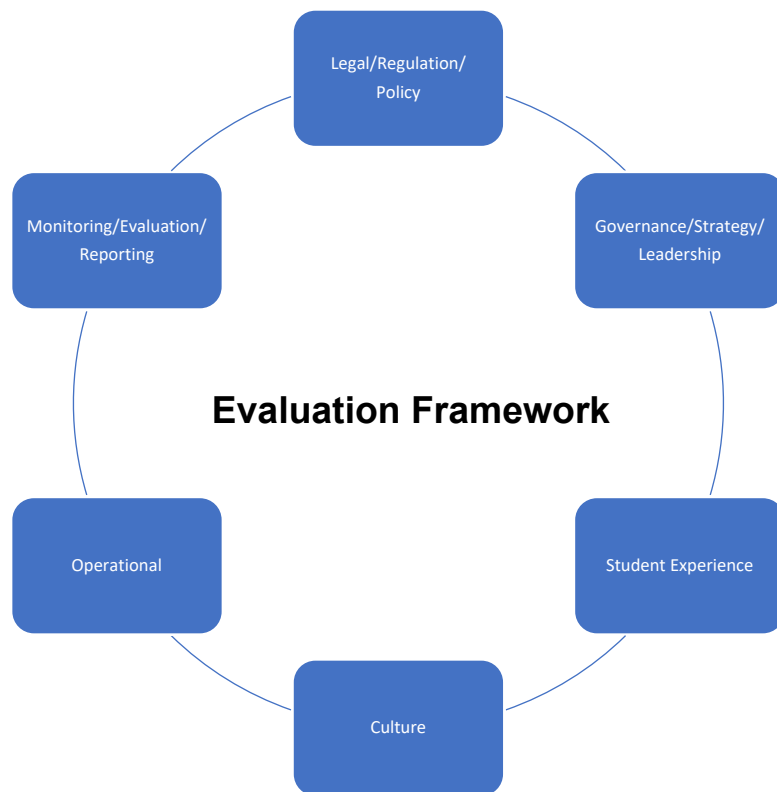
The recommendations arising from the Disability Working Group (as presented to a meeting of the Group held on 17 December 2020), which have formed the basis for this evaluation report, can be found in Appendix 1.

## Executive Summary

1. My thanks go to all who have participated in the consultation within this evaluation: there is a strong commitment across a wide range of colleagues to see improvements move forward in the area of disabled student support.
2. In bringing an external view to bear on the outcomes from the Disability Review Working Group, I have drawn on a broad range of good practice benchmarks and reference points – both UK based and international.
3. The recommendations arising from the Disability Review Working Group represent the right direction of travel for the University, with many positive improvements likely to result in the student experience.
4. As the University moves forward into action following this Review, there are various points to take into account, including matters relating to legal, regulatory and policy issues; governance and leadership arrangements; the impacts in the student experience; cultural considerations for the University as a whole; and operational issues.
5. The University should consider extending the Review Group's recommendations into the co-curricular student experience; and in relation to the broad area of monitoring, evaluation and reporting.
6. The outcomes from the Disability Review Working Group represent a significant development opportunity for the University and it will be important to ensure that the presentation of the Group's recommendations reflects an appropriately stretching level of ambition.

## Evaluation Findings

1. In introducing this report, it may be helpful for me to summarise my own professional background – and the characteristics which suit me for an evaluation of this sort. My thirty year HE professional services career has for the most part focussed in the area of student and academic services, with an eleven year period in a senior directorship role. Since 2017 I have provided consultancy services in the HE sector, working over the last three years with more than 25 different universities in all parts of the UK and across the HE mission groups (during 2018-19 I undertook a review of student services at the University of Glasgow). See Appendix 3 for further background information.
2. Alongside my professional insights, this report draws on the perspectives of fifteen staff across the University of Glasgow who I have met (remotely) one-to-one in a series of semi-structured stakeholder interviews. My thanks go to those who have provided this input: all have engaged positively in the process. Staff within Student and Academic Services demonstrate considerable professional experience and I have noted a strong commitment and desire across a range of colleagues to see improvements move forward in the area of disabled student support. Particular thanks go to Diane Gillespie who made all the practical arrangements for the evaluation.
3. To guide my work in line with the terms of reference put forward by the University, I have developed an evaluation ‘framework’ both as a means of structuring the findings in this report and also to bring the right level of external scrutiny to bear within the evaluation. The framework (see next page for details) draws on a combination of:
  - my own assessments regarding effective provision for students with disabilities in HE;
  - practice observed at a range of institutions in the course of my professional activities/experience referenced above;
  - benchmarking across a group of ten UK universities collated specifically for the purposes of this evaluation; and
  - a range of relevant benchmarks/points of reference which lay out ‘best practice’ in terms of guidance, recommended approaches and exemplars regarding provision for disabled students.Among the benchmarks I have referenced (more than a dozen in total) are statements and publications issued by the Scottish Government, the Quality Assurance Agency, the Office for Students, the Office of the Independent Adjudicator for Higher Education, the Disabled Students’ Commission, and the Council for the Advancement of Standards in Higher Education (an organisation supporting quality in the HE sector in the USA). Further information on benchmarking reference points can be found in Appendix 2.
4. My evaluation framework covers six ‘domains’ enabling a rounded judgement in respect of the recommendations arising from the work of the Disability Review Working Group. The framework is depicted in summary in the illustration and the domains are explained further in the box below:



### Evaluation Domains

**Legal/Regulation Policy** – in this domain my aim is to evaluate the extent to which the recommendations of the Disability Review Working Group will support external legal/regulatory compliance. Also whether the recommendations look likely to facilitate an effective internal policy and procedural framework, in turn improving the experience for disabled students.

**Governance/Strategy/Leadership** – the extent to which the Working Group’s recommendations support effective governance arrangements around the disabled student experience at Glasgow; and whether appropriate leadership arrangements (both strategic and operational) are in place to drive developments forward.

**Student Experience** – how far the Group’s recommendations will support improvements in the student experience, considering the whole Glasgow experience – academic and co-curricular.

**Culture** – reflecting that effective provision for disabled students is a matter for the university community as a whole, across a wide range of stakeholder interests/functions/areas, and within which the disability team in Student and Academic Services has a key role to play. As such in this evaluation domain I aim to form a judgement as to effectiveness in stakeholder relationships to underpin a culture supporting an excellent experience for disabled students - and the ways in which the recommendations of the Working Group will support this requirement.

**Operational** – how the Group’s recommendations are likely to effect improvements in the administrative and operational infrastructure underpinning the disabled student experience, including ways of working, operating models, IT systems and related matters.

**Monitoring/Evaluation/Reporting** – in the final evaluation domain I aim to come to a view on how far the Group’s recommendations will support improved monitoring of support provision for students with disabilities - including evaluation processes and internal/external reporting requirements.

5. In the following paragraphs I shall comment on each of the six domains in turn, making reference to the Working Group’s recommendations a)-m) (see Appendix 1) alongside my observations and considerations by way of evaluation. As such I shall be setting out what I aim to be a rounded judgement with comprehensive coverage of the key issues which the University should take into account. At the outset I hope it will be helpful for me to state emphatically that the recommendations as a whole look to represent the right direction of travel for the university, with many positive improvements likely in the student experience as a result. The comments and suggestions made in the remainder of my report should be read in the light of this overall endorsement. In addition the University should consider extending the scope of the Working Group’s recommendations in two areas - as explained further in paragraphs 10 and 13.
  
6. From my perspective the Disability Review Working Group has addressed the broad area of legal/regulation/policy comprehensively in its work and the recommendations, as drafted, cover this area well: see in particular recommendations b) and h). In moving forward from this point there are various issues for the University to take into account.
  - The Accessible and Inclusive Learning Policy (AILP) is clearly a key foundation for effective disabled student provision in the University. While the existing policy looks sound, there is more to be done to drive forward implementation in a more consistent way across all subject areas. I expect the University will need to look again at the area of assessment design/practice based on changes made during the pandemic emergency period. This would be an opportunity to push forwards further in the direction of universal accessible design and the normalisation/mainstreaming of inclusive teaching.
  - The disability review represents an aspiration towards development and change within the institution and the University should not miss the opportunity to drive the agenda forward further and faster in educational development with a presumption of accessibility and inclusion.
  - More work will be needed to support academic teams to develop the desired educational approaches. While appendices within the AILP cover some of this ground, much more practical support in an easy-access format for academics is likely to have more impact. The inclusivity ‘Essentials’ resource developed by the University of Sheffield might be a helpful reference point for



Glasgow, particularly since it has been designed as a gateway into a range of practical resources from across the sector:

<https://www.sheffield.ac.uk/staff/elevate/essentials/inclusivity>. It will also be important to ensure that appropriate opt-in or mandatory training is available. Explicit connections could also be made into activities like new academic career development /induction and appraisals for established staff. A link could be considered into the arrangements for periodic programme review.

- While I would expect the disabled student support team in Student Services to play a part in policy development and supporting implementation, in essence these are educational issues which will need academic leadership, coupled with expert professional services support from teams like LEADS.
7. The Working Group's recommendation j) explicitly references the area of governance and it is self-evident that any effective governance framework needs to incorporate appropriate leadership arrangements, both strategic and operational. In taking forward recommendations in the broad area of governance/strategy/leadership, there are various issues the University should bear in mind.
- The Disability Equality Group DEG (in turn reporting to the Equality and Diversity Strategy Committee) forms an obvious governance context for oversight of implementation of the Working Group's recommendations. Some stakeholders have indicated that the DEG, as a committee, has more of a discursive rather than a directive character. Given the extent and breadth of the recommendations to be taken forward, an impetus will be required to motivate action and to carry forward change. Of course the University will need to determine the best approach to suit the local context and I have been pleased to hear that this thinking has already begun. Potentially a programme/project management approach might be helpful in the short term – with a senior member of staff identified as project sponsor; a clear set of project objectives/deliverables identified; a suitably ambitious timescale; and an appropriate level of resourcing (eg additional time-limited role/s) to support successful implementation.
  - Regarding location of the Working Group's change agenda within the overall institutional governance framework, the University should consider the desirability of making an explicit link into those committees and groups with responsibility for the educational experience, as much as thinking of governance in terms of 'equality'.
  - It is clear to me that academic leadership will be fundamental in taking forward the Review Group's recommendations. In emphasising this point, I hope it is also helpful to mention that within my conversations with stakeholders this issue generated significant discussion including considerable variation of opinion and a degree of uncertainty as to what might constitute the best arrangement. As I look at it there are three Vice-Principal level roles potentially in a position to take on this responsibility:
    - Vice-Principal (Clerk of Senate) – it would be an advantage that the post holder has chaired the Review Group with a key role in formulating recommendations; potentially a disadvantage that the scope of this post is not as broad as other executive roles in relation to the overall student experience.

- Vice-Principal (Academic Planning & Technological Innovation) - an advantage that the post holder is the University's Disability Champion/chair of the Disability Equality Group; a disadvantage that the role is less directly connected to the student experience than other executive remits.
- Vice-Principal (Learning & Teaching) – in my view the most obvious post to take the lead on the change agenda arising from this review – with an direct link into the academic and educational development area which will be core to the implementation plan ahead.

Whichever role is chosen - and with a significant journey ahead it will important from my perspective that a single role is given unambiguous lead accountability – the senior executive champion is likely also to require additional academic leadership support to carry out the required 'heavy lifting' in areas like programme and assessment design. This vital academic input cannot reasonably be expected to come from professional services.

8. Professional services leadership in the disability area will also be critical if the University is to take forward the Working Group's recommendations effectively. If I have understood the position correctly, this is an area of 'unfinished business' in Student Services and the current arrangements do not look to me to be sustainable in the longer term. The recently created Head of Student Wellbeing & Inclusion post has an inappropriately wide span of directly reporting roles (I believe totalling 14) with significant resulting challenges as to effective ways of working and ensuring the right balance between strategic leadership and operational involvement. At the same time, the also quite new role of Disability and Inclusion Lead sits outside the line management structure in respect of the team of disability advisers and has a large student caseload militating against the post holder's ability to take forward the developmental and outward-facing agenda envisaged in the role. From my perspective the leadership capacity as currently configured will simply not be able - adequately - to support implementation of the Working Group's recommendations. I have already mentioned the potential for a project management approach, with additional resource in the short-term. Whatever staffing plan is agreed should also take into account the need for appropriate professional services leadership resource in the area: potentially this might also need to be a short-term arrangement while longer term solutions are worked through in the Student Services structure.
9. Several recommendations - in particular a), d), e), k), m) - touch on the broad area of the student experience, aiming for practical improvements for the University's disabled student community, with additional recommendations likely to have a positive student-facing impact in the more operational/administrative domain (for which see paragraph 12). Under the student experience heading there are several points for the University to consider.
  - There is a need to shift emphasis in the support provision from a currently largely reactive system into a proactive approach which anticipates needs and is on the 'front foot' in terms of innovation and improvement. Points already covered in relation to policy implementation (see paragraph 6) and leadership (paragraph 8) are also relevant.
  - As framed, the Working Group's recommendations have the potential to effect positive change across the student community and it is good to see that the

recommendations are deliberately comprehensive in scope (eg with the opportunity to foster improvement for international students as well as home students; for postgraduate research students as well as undergraduates, etc).

- When considering good practice in disabled student support, the University may wish to pay particular attention to the guide published by the Office of the Independent Adjudicator for Higher Education (accepting this organisation is embedded within the English HE system). From my perspective the publication is helpfully comprehensive in scope (with contents including legal, educational and student support issues) and importantly taking a very practical and pragmatic approach, including guidance if things go wrong: <https://www.oiahe.org.uk/resources-and-publications/good-practice-framework/supporting-disabled-students/>

10. The Terms of reference of the Review Group did not explicitly reference co-curricular elements in the student experience and the involvement of Student Representative Council (SRC) members in the Group's work seems mainly to have concentrated on advocacy and student representation in discussions and formulating recommendations. Given the opportunity presented by the Group's work to date, and the important agenda for change ahead, the University could potentially consider extending the scope of the Group's recommendations to incorporate extra-curricular activity – ie those elements of student life and development which are supported in particular by the SRC and by Glasgow University Sports Association - and with questions to be asked about equality, diversity and inclusion both in strategic and operational terms. Here I am not principally referring to whether or not the student associations appropriately support disabled student representation but rather whether there is a presumption of accessibility and inclusion across the span of co-curricular provision in the Glasgow student community. If the University wishes to pursue this proposal, I imagine there will be the need for some careful consideration around stakeholder participation (eg SRC/GUSA), with coordination possibly coming from the University's Student Experience Committee. In any event I suggest this proposal, if taken forward, should constitute follow-on work complementing the sound basis of recommendations already laid out – and certainly not to slow down progress in other areas.

11. Several recommendations – in particular a), d), e), f), g), m) - emphasise the wide array of stakeholders associated with provision for students with disabilities, pointing to the ways in which the various different areas of the University need to collaborate to support an improved student experience. Alongside taking forward these various individual recommendations, it would also make sense for the University to consider the whole stakeholder 'landscape' supporting disabled students in a strategic sense, and to emphasise the importance of collective responsibility. Some of the key stakeholder functions/areas include:

- Student recruitment & widening participation
- Admissions
- Learning Enhancement & Academic Development
- Library
- IT Services
- Estates & Facilities
- Student accommodation

- Disability Coordinators in academic schools
- Study Abroad team
- Careers Service
- Third party providers
- Counselling and mental health support
- Planning, Insights & Analytics

In conversation with stakeholders I detected considerable uncertainty around responsibilities and accountabilities – relating to disabled students - across the various organisational domains. I suspect some of these perceived ambiguities go beyond superficial questions of “who does what?” and rather stem from underlying cultural issues, such as the extent to which the ‘social model’ of disability is embedded at the University. From my perspective it would be unwise for the University to press ahead (in an operational sense) with the various recommendations without also taking account of these related (cultural) concerns. There are several points to take into account.

- As a starting point it would be helpful for Student and Academic Services to articulate a clear mission and defined remit for the disability service – particularly focussing on its key contribution in the student experience, and thereby also clarifying its limits of responsibility and where the lines of accountability might need to shift. While the cultural issues being discussed here are related to collective responsibility across the university, the Disability Service would itself also benefit from a more proactive outward-looking approach, though I accept that issues relating to leadership capacity (see paragraph 8) and administrative overload (see paragraph 12) currently make this more developmental agenda very difficult for the team to prioritise.
- Related to the specific remit of the disability team are questions about investment across the University to support provision for disabled students, for example in areas like IT, library and student learning support. In part this relates to points already made above in relation to mainstreaming inclusive practice in academic areas (see paragraph 6). The point is also about whether support for disabled students might be best ‘in-sourced’ from existing University services rather than commissioned and out-sourced on an individual basis by the disability team. Potentially the University could make budget savings and improve the student experience by providing better-tailored services internally. (As an aside I would not recommend siting an isolated IT support role in the disability service, creating a potential single point of failure. Better that the relevant technical assistance is delivered in partnership from IT Services, with arrangements for cover, support and development provided by the wider IT team).
- The role of disability coordinator in academic schools is a key stakeholder relationship for review - alongside considering the academic-related developments discussed in paragraph 6. Appropriate training (also referred to in paragraph 6) will be important in this context. While an effective school-disability team interface is clearly important, in practice it can be challenging to combine responsibility for disability-related *administrative* matters in schools alongside the complementary *academic* steer regarding inclusive education. In reconsidering the disability coordinator role, the university might wish to look again at how the various responsibilities are configured and allocated at school level, in both academic and administrative terms.

- Uncertainty around responsibilities and accountabilities across the range of stakeholders carries with it a risk of silo working, a 'jobs-worth' mentality and this situation can unfortunately degenerate into user dissatisfaction and complaints. My feeling is that a general 're-set' is required in cultural terms at the stakeholder interface in relation to disabled student support. Some formalised stakeholder mapping/analysis methodology might help. More importantly this cultural issue needs to be a priority concern within the partnership of academic and professional services leadership required to take the Working Group's recommendations forward.

12. Various recommendations – in particular a), c), f), l) - have the aim of improving administrative and operational arrangements. There are several issues for the University to consider in taking these actions forward.

- Those institutions (like Glasgow) which mesh together disabled student needs assessment and ongoing student support in the same staff roles are outliers compared to the general picture across the UK higher education system. As such the Working Group's proposed de-coupling goes with the grain and is supported by long established practice at many successful universities, including in the Russell Group. There are some differences of opinion among stakeholders on this recommendation and the University will clearly need to approach the issue with some sensitivity. Potentially a revised operational approach might be piloted before being fully implemented? Certainly there are questions around the degree of outsourcing which might be desirable - as compared, for example, with a new operating model based on segregation of duties. A middle way might also be sought such as to retain positive features of the current arrangements (eg staff professional development opportunities) while not being deflected from the sort of operational improvements (eg timely through-put and better customer service) which should be viewed as a priority imperative. My conversations with stakeholders revealed some interesting ideas as to potential ways forward in respect of this recommendation and I hope it will prove possible for the University to work collaboratively with the staff team in the changes ahead.
- Administrative arrangements need overhauling in the disability service. The existing paper-heavy business processes present a significant opportunity cost - clouding the resourcing picture and fettering the team in making customer service improvements and deploying their considerable expertise to best effect in student support and with best value for the University. There are attendant risks in areas like records management, information security and data protection. IT improvements to support modernised business processes are long overdue in the service and the University should progress recommendation l) as rapidly as possible. The market-leading IT system used in UK HE disability support services is probably the long-established Maximizer (<https://www.maximizer.com/industry/higher-education-crm>) which has been implemented successfully in many universities, with a greater or lesser degree of integration with the core student record system depending on the institutional context. Given the current administrative difficulties in the disability area at Glasgow, a faster (rather than fuller) systems implementation

looks desirable – and I have also gained the impression that this approach would not be out of line with the University’s future planning horizon for Campus Solutions.

- In parallel with the work of the Disability Review Working Group, the University’s internal auditors have conducted a review of the disability service, with a focus on administrative processes. I have had the opportunity to review the auditors’ recommendations. These complement findings in this report and the audit report should be helpful to the University in moving ahead from the Disability Review.
- As already mentioned, the current administrative overhead makes it difficult to assess resource needs in the round. I have the impression that the University would be open to additional investment in the disability service and I have already made some suggestions for the short term in paragraphs 7 and 8.

13. There is more work for the University do in respect of monitoring, evaluating and reporting on provision for students with disabilities, including analysis of relevant data and tracking of key performance indicators, etc. The Working Group should consider including an additional recommendation to reflect the developments required in this area – perhaps linked to existing recommendation k). There are various issues for the University to bear in mind.

- It is good practice for all professional services teams to have appropriate service monitoring arrangements in place, tracking issues like service access, trends in volume/through-put and to support management planning and resource allocation. Clearly such monitoring mechanisms are significantly enhanced if appropriate IT systems are also in place.
- A service evaluation plan should be developed for the disability service, including opportunities for participation and feedback by all relevant stakeholders, ie not only student users. This plan could helpfully build on some of the feedback mechanisms successfully used by the Review Group in its work (eg disabled student survey and focus groups).
- The University’s implementation of QlikSense reporting looks a helpful development to support improved data analysis in the disability area. Forthcoming additional public sector reporting duties seem likely to introduce new requirements for external reporting (for example in the area of attainment gaps) and it will be important for the University to connect these requirements, once known, into the monitoring activity arising from this Review. It would also be sensible to confirm any relevant connections with University-level key performance indicators linked to the institutional strategic plan.

14. The outcomes from the Disability Review Working Group represent a significant development opportunity for the University, with an important agenda for change ahead. In taking account of the observations contained in this evaluation report, I encourage the University to ensure that the wording of the Group’s recommendations appropriately reflect a stretching level of ambition and aspiration, with an assertive ‘tone of voice’ to support positive progress into the future. As things stand the recommendations originally presented to the Working Group in December 2020 are laid out to reflect the student lifecycle. I doubt this will be a particularly helpful approach moving forward into action planning from this point. Several different options might be considered as follows:

- the recommendations might be grouped under headings to separate out areas which are more strategic in nature from the more operational actions.
- the recommendations might potentially be re-presented with reference to the evaluation framework used in this report.
- the recommendations could be sorted by responsibility – ie grouping together matters for the University as a whole to consider; those for academic leaders; those for the disability team, etc.

It might also be helpful to tabulate the recommendations with a link back to the Review Group's terms of reference and/or with an explicit cross reference to the range of issues identified in the student consultation ("you said, we did").

Certainly it is likely to be helpful to draw out for priority consideration those recommendations which will have the most immediate positive impact on the student experience.

## Summary of findings

The following points have been drawn from the main body of the report and are presented here in summary. Further information can be found in the relevant paragraphs above, as cross-referenced in brackets.

1. The recommendations arising from the Disability Review Working Group represent the right direction of travel for the University. (5)
2. The Accessible and Inclusive Learning Policy is a key point of reference: the University should drive this policy agenda forward faster, with a presumption of educational accessibility and inclusion. (6)
3. A programme/project management approach might be helpful in supporting action planning from this point: suitable governance links will need to be confirmed. (7)
4. The University should identify appropriate academic leadership to champion the recommendations arising from this review. The relevant professional services leadership arrangements will also need attention. (7, 8)
5. The Working Group's recommendations have the potential to effect positive change in the student experience: external good practice benchmarking will also be helpful. (9)
6. The University should look again at the stakeholder 'landscape' supporting disabled students - emphasising collective responsibility and with reference to related cultural issues. (11)
7. Administrative and operational arrangements should be improved in the Disability Service. (12)
8. The University should consider extending the Review Group's recommendations into the co-curricular student experience; and in relation to the broad area of monitoring, evaluation and reporting. (10, 13)
9. The University should ensure that the presentation of the Review Group's recommendations reflect a stretching level of ambition to support positive progress into the future. (14)



## Appendix 1 – Working Group Recommendations

### Disability Review Working Group - Initial thoughts on recommendations, as presented to the Group on 17 December 2020

- a) Improve the transfer of information between admissions and the Disability Service during the application process, ensuring that proactive contact is made with those who make a disclosure to begin the process of needs assessment and the provision of reasonable adjustments.
- b) Develop the AILP to ensure that the design and delivery of both taught and research programmes maximise the use of inclusive practice, delivery and assessment.
- c) Consider the separation of needs assessment from advisory services in the Disability Service to allow more flexible and collaborative use of the expert resource in the advisory cohort.
- d) Increase capacity in LEADS for the provision of academic study support, with a view to promoting independent learners and facilitating long-term management strategies.
- e) Work with the library and schools, to ensure that students with additional support can easily obtain accessible core texts and learning materials.
- f) Revise and develop the Disability Coordinator role, facilitate more central coordination and training to ensure improved communication and implementation of reasonable adjustments
- g) Incorporate expert resource for the delivery of IT support and assistive technology into the Disability Service allowing more flexible and efficient use of existing resource, greater collaboration and an improved student experience.
- h) Maintain and develop the current approach to academic assessment ensuring that examinations and other assignments are inclusive and accessible, providing support to the academic community in design and delivery.
- i) Provide comprehensive staff training across the university, improving understanding of disability and of responsibilities in relation to accessibility and inclusion.
- j) Implement new governance arrangements to monitor and assure the effectiveness of disability provisions across the university, ensuring that all departments are considering the needs of disabled students in their course/service design and delivery.
- k) Relaunch the student feedback mechanism currently held on the DS website to ensure that there are opportunities to hear student voice and respond to concerns.
- l) Implement an electronic case management system in the Disability service that can operate alongside My Campus ensuring the secure storage and management of student data and the effective communication of support requirements.
- m) Increase collaboration between the Disability Service and the Careers Service to identify any gaps in relation to graduate destinations and the availability of study abroad and work experience opportunities.

## Appendix 2 – Consultation & Benchmarking

Fifteen people have been drawn into the consultation process during this evaluation. I have conducted remote online interviews with those listed below.

Jane Broad – Director of Student Lifecycle Support  
Frank Coton – Vice Principal  
Clare Craig - Head of Student Wellbeing & Inclusion  
Kevin Crawford - Disability Adviser  
Danny Gallacher – Disability and Inclusion Lead  
Ella McCabe - Vice President, Student Support, Student Representative Council  
Jill Morrison – Clerk of Senate  
Robert Partridge - Executive Director of Student and Academic Services  
Hailie Pentleton - Disability Equality Officer, Student Representative Council  
Douglas Ross - Disability Adviser  
Julie Summers – Disability Advisor  
Jonathan Walker – Disability Advisor  
Chris Warrington - University of Leeds  
Nick Watson - Social and Political Sciences  
Jane Weir - Director of Student Support and Wellbeing

I also attended two meetings of the Disability Review Working Group as an observer.

As mentioned in paragraph 3, this evaluation report draws on a range of benchmarks/points of reference which together form a corpus of guidance and best practice exemplars covering HE provision for students with disabilities. These reference points are listed below:

**Council for the Advancement of Standards in Higher Education** – functional area standards for Disability Resources and Services:  
<https://www.cas.edu/standards>.

**Disabled Students' Commission** publications:  
<https://www.officeforstudents.org.uk/news-blog-and-events/blog/supporting-disabled-students-to-succeed/>

<https://www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion/creating-inclusive-environment/disabled-people/disabled-students-commission>

<https://www.advance-he.ac.uk/knowledge-hub/disabled-students-commission-annual-report-2020-2021-enhancing-disabled-student>

**Disabled Students Sector Leadership Group** report on inclusive education:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/587221/Inclusive Teaching and Learning in Higher Education as a route to excellence.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/587221/Inclusive_Teaching_and_Learning_in_Higher_Education_as_a_route_to_excellence.pdf)

**Disabled Students UK** statement in response to “Arriving at Thriving” report (see next entry): <https://disabledstudents.co.uk/disabled-students-uk-calls-for-increased-oversight-in-response-to-higher-education-commission-report/>

**Higher Education Commission** report on disabled students (“Arriving at Thriving”): <https://www.policyconnect.org.uk/research/arriving-thriving-learning-disabled-students-ensure-access-all%20>

**Office for Students** briefing note on disabled students: <https://www.officeforstudents.org.uk/publications/coronavirus-briefing-note-disabled-students/>

**Office of the Independent Adjudicator for Higher Education** good practice publications:

Supporting Disabled Students: <https://www.oiahe.org.uk/resources-and-publications/good-practice-framework/supporting-disabled-students/>

Extenuating circumstances in assessment: <https://www.oiahe.org.uk/resources-and-publications/good-practice-framework/requests-for-additional-consideration/>

**Quality Assurance Agency** Quality Code: <https://www.qaa.ac.uk/quality-code>

**Southern University Management Services** briefing paper on exceptional circumstances: <https://sums.org.uk/app/uploads/2020/10/SUMS-Briefing-Paper-Exceptional-Circumstances-October-2020.pdf>

**Scottish Government**, disabled students at university: discussion paper from the Commissioner for Fair Access: <https://www.gov.scot/publications/commissioner-fair-access-discussion-paper-disabled-students-university/pages/3/>

**Student Affairs and Services in Higher Education**: Global Foundations, Issues, and Best Practices (the third edition of a global good practice guide for HE student affairs, published in conjunction with UNESCO): [http://iasas.global/wp-content/uploads/2020/07/200707\\_DSW\\_IASAS\\_final\\_web.pdf](http://iasas.global/wp-content/uploads/2020/07/200707_DSW_IASAS_final_web.pdf)

In preparing this report I have also taken account of disabled student support arrangements in a number of other UK institutions as a reference point. My benchmarking is conducted via a combination of desk research and in-person or telephone/online interviews with relevant members of staff. In the case of this evaluation, practices at the following universities have been considered - deliberately representing a spread of sector characteristics: Cardiff, City, Kings College London, Leeds, Manchester, Manchester Metropolitan, Nottingham, Sheffield, Sussex, York.

## **Appendix 3 - Consultancy background information**

Dr Andrew West is former University Secretary at the University of Sheffield. In that role he provided advice and support to the University's Council and governance structure, working closely with the University Executive Board.

For eleven years Dr West led academic and student-related professional services at the University of Sheffield, with a wide remit covering student recruitment and admissions, academic services including learning and teaching support, registry and student administration, careers and employability, and a broad range of student support and wellbeing services, including disability.

Dr West is a former Chair of AMOSSHE – The Student Services Organisation and he was national Vice-Chair of AUA. His work on leadership and management in professional services features in professional publications and journals in the UK and overseas, including a chapter in UNESCO's guide to global best practice in HE student affairs. Until 2015 he was a member of the Executive of IASAS – a global organisation for student affairs professionals

Dr West's career in Higher Education spans 30 years. He is a member of the Board of Governors at Leeds Beckett University, Managing Consultant for AUA Consulting, an Associate of Advance HE and a Halpin Consulting Fellow.

### **Consulting experience:**

Since 2017 Dr West has provided consultancy to more than 25 institutions throughout the UK (England, Scotland, Wales and Northern Ireland), incorporating various projects related directly to student support, disability, mental health and wellbeing. Relevant previous projects include:

- Review of disabled student support at the University of Nottingham
- Development of mental health strategy at the University of Bristol
- Review of counselling and mental health service at Kings College London
- Student support review at the University of Sussex
- Development of student wellbeing strategy at Bristol Students' Union
- National evaluation of OfS-funded projects supporting postgraduate student wellbeing (undertaken with Vitae and UUK).

Dr West has previously undertaken a review of Student Services at the University of Glasgow, with his earlier review report delivered in December 2018.

### **Consultancy client feedback includes:**

“Working with Andrew was an extremely positive experience. I am very impressed both by the speed in which he completed the assignment, and the quality of the resulting report.”

“Andrew has left a very favourable impression on the staff and students he met. He delivered his report remarkably quickly. The report addresses sensitive issues in a

nuanced manner and provides a framework for future development. There is nothing which Andrew could improve!”

“Thank you for your comprehensive and very helpful report. The insightful recommendations provide an action plan for development in both the short and the longer term.”

“Andrew was very efficient and his knowledge base excellent. The report I received at the end of his review included more than I would have expected and is already proving helpful in progressing change.”

“We very much valued Andrew’s extensive sector-wide knowledge as well as the approach he took to understanding our context and needs. We would work with Andrew again without doubt”

Further information on Dr West’s consulting practice, including additional client testimonials, can be found at <https://drandrewwest.wordpress.com>.

**Table 1** UG HESA Standard Population 2019/20

<b>Disability (Detailed)</b>	<b>HESA Standard Population (%)</b>	<b>HESA Standard Population (n)</b>
A disability, impairment or medical condition that is not listed above	0.9%	126
A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	1.5%	209
A mental health condition, such as depression, schizophrenia or anxiety disorder	3.6%	513
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	0.5%	65
A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	0.7%	99
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	4.5%	644
Blind or a serious visual impairment uncorrected by glasses	0.2%	32
Deaf or a serious hearing impairment	0.3%	37
Two or more impairments and/or disabling medical conditions	1.4%	198
<b>No known disability</b>	<b>86.4%</b>	<b>12239</b>
<b>Total Population</b>	<b>100.00%</b>	<b>14162</b>

Notes: HESA Standard Registered Headcount 2019/20 (Most recent data available)

Filters: Full-time, UK Domiciled, First Degree

**Table 2** UG Continuation by Disability Type 2017/18

<b>Disability (Detailed)</b>	<b>UG Continuation (%)</b>	<b>UG Continuation Numerator (n)</b>	<b>UG Continuation Denominator (n)</b>
A disability, impairment or medical condition that is not listed above	75.0%	15	20
A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	90.9%	50	55
A mental health condition, such as depression, schizophrenia or anxiety disorder	86.3%	101	117
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	*	*	*
A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	96.2%	25	26
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	93.1%	134	144
Blind or a serious visual impairment uncorrected by glasses	100.0%	10	10
Deaf or a serious hearing impairment	*	*	*
Two or more impairments and/or disabling medical conditions	75.7%	28	37
<b>No known disability</b>	<b>91.9%</b>	<b>3101</b>	<b>3375</b>
<b>Total Population</b>	<b>91.6%</b>	<b>3482</b>	<b>3802</b>

Notes: HESA T3 Continuation Performance Indicator 2017/18 Entrants into 2018/19 (Most recent data available)

Filters: Full-time, UK Domiciled, First Degree

\*Data suppressed due to small sample size

**Table 3** UG Good Honours by Disability Type 2019/20

<b>Disability (Detailed)</b>	<b>Good Honours Qualifiers (%)</b>	<b>Good Honours Numerator (n)</b>	<b>Good Honours Denominator (n)</b>
A disability, impairment or medical condition that is not listed above	100.0%	29	29
A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	94.9%	37	39
A mental health condition, such as depression, schizophrenia or anxiety disorder	87.5%	70	80
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	93.8%	15	16
A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	83.3%	10	12
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	95.9%	117	122
Blind or a serious visual impairment uncorrected by glasses	*	*	*
Deaf or a serious hearing impairment	*	*	*
Two or more impairments and/or disabling medical conditions	83.3%	20	24
<b>No known disability</b>	<b>92.5%</b>	<b>2103</b>	<b>2273</b>
<b>Total Population</b>	<b>92.5%</b>	<b>2413</b>	<b>2609</b>

Notes: HESA Good Honours awards. Complete University Guide methodology. 2019/20 Academic Year (Most recent)

Figures may be skewed in 2019/20 due to the implementation of the no detriment policy with respect to Covid

Filters: Full-time, UK Domiciled, First Degree

\*Data suppressed due to small sample size



**Table 3** UG Professional Graduate Destinations by Disability Type 2017/18

<b>Disability (Detailed)</b>	<b>Graduate Destinations Positive (%)</b>	<b>Graduate Destinations Numerator (n)</b>	<b>Graduate Destinations Denominator(n)</b>
A disability, impairment or medical condition that is not listed above	*	*	*
A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	89.3%	25	28
A mental health condition, such as depression, schizophrenia or anxiety disorder	70.5%	31	44
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	90.0%	9	10
A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	*	*	*
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	84.4%	54	64
Blind or a serious visual impairment uncorrected by glasses	*	*	*
Deaf or a serious hearing impairment	*	*	*
Two or more impairments and/or disabling medical conditions	75.0%	9	12
<b>No known disability</b>	<b>84.8%</b>	<b>1231</b>	<b>1452</b>
<b>Total Population</b>	<b>84.3%</b>	<b>1373</b>	<b>1629</b>

Notes: HESA Good Honours awards. Guardian University Guide methodology. 2017/18 Academic Year (Most recent)

Filters: Full-time, UK Domiciled, First Degree

\*Data suppressed due to small sample size