



DISABILITY LIBRARY: CONCLUSIONS, REFERENCES AND RESOURCES

The aim of this discussion paper is to provide a summary of our conclusions and a library for links to resources that may be useful for practitioners, students and other interested readers in disability issues. The paper includes: an overview of the DEIP project, a list of DEIP discussion papers, conclusions, a list of internet and web resources to support the development of effective inclusive policies, a reference list of all texts referred to in other discussion papers, a list of other DEIP publications available in July 2006 and our acknowledgement to participants in the DEIP project.

DEIP

This paper is the final one of a series of discussion papers produced by the Disability and Effective Inclusion Policies (DEIP) project that was funded by the European Social Fund. The DEIP project is a piece of collaborative research undertaken by Sussex and Lancaster Universities. The project aimed to explore ways in which higher education institutions support disabled students through higher education and into employment.

The research was shaped by four research questions which provided the opportunity for considering the influence of disability models with respect to sector and institutional higher education policy and practice as reported by disabled students and university staff at Sussex and Lancaster University as well as the experience of disabled graduates making the transition into employment and the views of employers. The DEIP project contributes to an increasing body of institutional research surrounding the experiences of disabled students in higher education.

DEIP Discussion Papers

- Institutional Disability Policy analysis DP1
- Research methodology DP2
- Disability and disclosure DP3
- Disabled students and employability DP4
- Transition issues: entering and leaving HE DP5
- Identity, disability and students in HE DP6
- University students experiencing mental health difficulties DP7
- Dyslexia: experiences of students and staff DP8
- University students with hearing impairments DP9
- Physical and sensory impairment DP10
- Graduate experiences DP 11
- Disability 'Library': references and resources DP12

The Discussion Paper Series is available on the following websites:

 <http://www.lancs.ac.uk/fass/projects/reap/projects/deip.htm>

 <http://www.sussex.ac.uk/equalities/1-2-9.html>

Conclusions

The main conclusions emerging from the DEIP research are presented below. For further details on these points please refer to the previous discussion papers and check for forthcoming papers by going to the DEIP web sites at Sussex and Lancaster University (see above for web addresses).

1. The disability label

Students generally appeared resistant to describing themselves as '**disabled**'. It seemed that their perceptions of disability were associated with a medical or individual model of disability where disability is seen as lack or deficit rather than as a product of disabling barriers in society (following the social model). Also, the term disabled tended to be associated with physical and sensory impairment rather than being understood more broadly to encompass mental health difficulties and specific learning disabilities which were the focus of DEIP case studies.

2. Disability Terminology

Whilst amongst disability activists and theorists using the social model being 'disabled' is a political statement, amongst the general population the term continues to have negative connotations rooted in individual model understandings. An additional factor, which may lead to uncertainty over the meaning of the term disability, is the lack of consistency within the UK educational system where the terminology shifts from Special Educational Needs, to learning support requirements, to disability. Thus, resistance to the label 'disabled' tended to mean that it was used strategically, that is, to secure resources, which would help in removing barriers.

3. Awareness

Amongst the students there seemed to be low levels of **awareness** regarding rights and entitlements to support. Although universities had a comprehensive array of policies and a range of specific services, students were often unaware of their existence. Feedback on the services used was generally very positive, but the challenge of raising awareness about specialist services remains. Awareness of support mechanisms within the work place was very limited and there was evidence that even though students had accessed support during higher education they were reluctant to seek support in the work place for fear of discrimination.

4. Disclosure

There appeared to be greater levels of confidence amongst students in **disclosing** in an educational context compared to an employment situation. But the decision to disclose is complex. It appeared to be related to prior experiences of disclosure and the attitudes of family members and friends. While some types of impairment are more visible than others (e.g. physical) and disclosure may therefore appear unnecessary, there is a danger of other people making incorrect assumptions about a student's support needs. There may be a particular reluctance to disclose information relating to mental health difficulties which appeared to be related to a fear of others' reactions as well as the changeable character of the difficulties (i.e. fluctuations over time and in different contexts).

5. Effectiveness of existing support systems

Staff at the HE institutions placed emphasis on the importance of disclosing in enabling students to gain access to resources. Overall, student experiences were largely positive when they disclosed to staff. Problems generally related to the delays in information being forwarded to relevant staff members and the time taken to process Disabled Students' Allowance (DSA) forms.

6. Difference and disability

Amongst some of the students and staff involved in the research there was a perception that there are differing degrees of acceptability and knowledge about **different** disabilities (i.e. a hierarchy) which also seem reflected in institutional policies e.g. specific policies for students with dyslexia

but not for other disabled students. There is a danger in using the umbrella term of disability that the different barriers faced by, and support needs of specific groups, and individuals within a particular group, will not be recognised or addressed. An individual's needs may be complex and their impairment may not be their main concern.

7. Technology

While some may view **technology** as a panacea this was not always supported by student experiences. Technology requires staff and students to be trained in its use and application. The potential of technologies in some areas seemed underutilized (e.g. in the field of mental health), whilst in other areas, such as hearing impairment, there appears to be a misplaced reliance upon technologies- including the hearing loop- which do not always work effectively for students.

8. Social networks

Social networks of support, particularly good peer relations, are an important influence on students' experience of higher education. While some students reported good peer support networks others indicated negative experiences. Overall, there seems to be need for greater awareness amongst student communities, particularly as they become increasingly culturally diverse which may result in differences in disability awareness.

Social networks also seemed important to obtain and ensure a smooth transition into employment. The benefit of gaining work experience and helping to dispel future employer's concerns should not be underestimated. Due to the additional demands of managing the course, some disabled students found it difficult to engage in work experience and are at a potential disadvantage. However, careers advisors stressed the importance of students disclosing the skills that they have acquired and developed to manage their experience of disability whilst studying in HE.

9. Transition

Services and support mechanisms are in place within HEIs to try and support the transition process. Although change is uneven there is evidence that the sector is exploring different ways of adopting a more effective and inclusive approach. The process of transition into HE shares a number of common features with transition into employment. However, transition out of HE appears to be filled with a lack of awareness about employment rights, a greater degree of uncertainty about disclosure and in some cases this can lead to lower aspirations and expectations.

10. Remaining barriers?

Whilst recent legislation has prompted many visible changes in the physical environment of universities, less tangible changes are of equal, if not more, importance. For example, implementation of effective inclusive policies are influenced by the attitudes of staff members, the awareness of peers, as well as changes in curricula towards greater inclusion. Widening access will require an increasing awareness within society as well as further research into the barriers, which continue to exclude some people from education.

Legislation

The **Disability Rights Commission** provides a useful overview of the law in relation to eliminating disability discrimination: http://www.drc-gb.org/the_law.aspx

Direct Gov provides further information for disabled people with regard to services and rights in education and employment: <http://www.direct.gov.uk/DisabledPeople/fs/en>

For links to the Acts of Parliament:

- 1995 Disability Discrimination Act <http://www.opsi.gov.uk/acts/acts1995/1995050.htm>
- 2001 Special Educational Needs and Disability Act <http://www.opsi.gov.uk/acts/acts2001/20010010.htm>

Internet / websites

- Action on Access: The national co-ordination team for widening participation. The site incorporates materials developed by the 'National Disability Team' and provides a number of useful resources, checklists and information about disability issues in higher education.
http://www.actiononaccess.org/?p=1_3
- Association of Graduate Careers Advisory Services: includes links to the Prospects web page that offers advice and guidance for disabled graduates and employers.
http://www.prospects.ac.uk/cms/ShowPage/Home_page/Handling_discrimination/Disability/Overview/p!eFgLaa
- British Dyslexia Association
<http://www.bdadyslexia.org.uk/>
- DEMOS On line materials for staff development about disability awareness, dyslexia, admissions, assessment and SENDA
<http://jarmin.com/demos/course/index.html>
- The Disability Archive (Leeds): Excellent resource for book chapters, journal articles and conference papers
<http://www.leeds.ac.uk/disability-studies/archiveuk/>
- Disability Equality in Education
<http://www.diseed.org.uk/>
- Disability Rights Commission
<http://www.drc-gb.org/default.aspx>
- Higher Education Statistics Agency (for details on numbers of disabled students in HE)
<http://www.hesa.ac.uk/>
- Mind: For better mental health
<http://www.mind.org.uk/>
- National Association for Disability Officers
<http://www.nado.org.uk>
- OUCH BBC – a disability magazine covering disability issues includes student experiences, quizzes and background material for use within staff development sessions
<http://www.bbc.co.uk/ouch/>
- Royal National Institute of the Blind
<http://www.rnib.org.uk/xpedio/groups/public/documents/code/InternetHome.hcsp>
- Royal National Institute of Deaf people
<http://www.rnid.org.uk/>
- RNID also provide the Tynetalk website which gives details about textphone communications
<http://www.rnid-tyetalk.org.uk/>
- SKILL National Bureau for Students with Disabilities
<http://www.skill.org.uk/>
- Teachability A Scottish funding council project at University of Strathclyde that supports the creation of an accessible curriculum via comprehensive audit materials
<http://www.teachability.strath.ac.uk/>
- TechDis – supports a co-ordinated and coherent UK approach to technology, disability and inclusion and has links to a wide range of resources
<http://www.techdis.ac.uk/>



Books and reports

This list of references includes details of all texts referred to in the DEIP discussion papers and other key references, which provide additional background reading.

Association of Graduate Careers Advisory Services (2005) *What happens next? A report on the first destinations of 2003 graduates with disabilities*. Disabilities Task Group. Published March 2005. Written by members of the AGCAS Disability Development Network (DDN): Kate Croucher (Middlesex University), Matthew Evans (University of Glamorgan), Andrew Leacy (University of Westminster). Accessible from AGCAS web pages:

http://www.agcas.org.uk/committees/disabilities/docs/destinations_final_report_2004.pdf

AGCAS (2006) *What Happens Next? A Report on the First Destinations of 2004 Graduates with Disabilities*, National Task Group, March 2006

www.agcas.org.uk/publications/what_happens_next/docs/final_disability_report_april_2006.pdf

Association of Disabled Professionals (2006) *Being in Teaching as a Disabled Person* The ADP Employment Series. Accessible from the ADP web pages

<http://www.adp.org.uk/downloads/Being%20in%20teaching.pdf>

Bailey, K. (2004) 'Learning more from the social model: Linking experience, participation and knowledge production', in C. Barnes and G. Mercer (Eds.) *Implementing the social model of disability: Theory and research*, 83-100, Leeds: The Disability Press.

Barnes, C. (1992) '*Disability and employment*'. Department of Sociology and Social Policy. Paper available at: <http://www.leeds.ac.uk/disability-studies/archiveuk/Barnes/dis%20and%20emp.pdf>

Barnes, C. (1994) *Disabled People in Britain and Discrimination: A Case for Anti-Discrimination Legislation*. London: Hurst & Co.

Barnes C. (2002) 'Introduction: disability, policy and politics', *Policy and Politics* 30 (3): 311-318.

Barnes, C. & Mercer, G. (2004) *Implementing the social model of disability: Theory and research*. Leeds: The Disability Press.

Borland, J. & James, S. (1999) 'The learning experience of students with disabilities in higher education', *Disability and Society*, 14 (1): 85-101.

Corker, M. (2002) 'Deafness / Disability: problematising notions of identity, culture and structure', in S. Riddell and N. Watson (Eds.) *Disability, Culture and Identity*. London: Pearson. Accessible at: <http://www.leeds.ac.uk/disability-studies/archiveuk/Corker/Deafness.pdf>

Crooks, B. (2005) 'A Quiet Revolution', *Inclusion*, 5 (Autumn): 35-37.

Dewsbury, G., Clarke, K., Randall, D., Rouncefield, M. and Summerville, I. (2004) 'The anti-social model of disability', *Disability and Society*, 19 (2): 145-158.

Disability Rights Commission (2005) *Small Employers' Attitudes to Disability* A Disability Rights Commission Survey. Accessible from DRC web pages:

http://www.drc-gb.org/docs/10_722_small_employers_attitudes_to_disability.doc

Duckett, P. S. (2000) 'Disabling employment interviews: warfare to work', *Disability and Society*, 15 (7): 1019-1039.

Elliot, T. (2005) 'Changes and challenges- the disability agenda in learning and teaching for higher education', *Inclusion*, 5 (Autumn): 11-18.

European Commission (2004) *Employment and social affairs: Disability issues*, http://europa.eu.int/comm/employment_social/disability/employment_en.html

Finkelstein, V. (1993) 'Disability: A social challenge or an administrative responsibility?' in J. Swain, V. Finkelstein, S. French & M. Oliver (Eds.) *Disabling barriers - enabling environments*. London: Sage Publications.

Harvey, L., Locke, W. and Morey, A. (2002) *Enhancing employability, recognizing diversity*. Universities UK and CSU. <http://bookshop.universitiesuk.ac.uk/downloads/employability.pdf#search=%22Enhancing%20employability%2C%20recognising%20diversity%E2%80%99%22>

Holloway, S. (2001) 'The experience of higher education from the perspective of disabled students', *Disability and Society*, 16 (4): 597-615.

Humphrey, J. (2000) 'Researching disability politics, or some problems with the social model in practice', *Disability and Society*, 15 (1): 63-85.

Konur, O. (2000) 'Creating enforceable civil rights for disabled students in higher education: An institutional theory perspective', *Disability and Society*, 15 (7): 1041-1063.

Leigh, I. W. (1999) 'Inclusive education and personal development', *Journal of Deaf Studies and Deaf Education*, 4 (3): 236-245.

Llewellyn, A and Hogan, K (2000) 'The use and abuse of models of disability', *Disability and Society*, 15 (1): 157-165.

McLean, J. (2003) 'Employees with long term illnesses or disabilities in the UK social services workforce', *Disability & Society*, 18 (1): 51-70.

Meager, N., Bates, P., Dench, S., Honey, S., and Williams, M. (1998) *Employment of Disabled People: Assessing the Extent of Their Participation*, Norwich: DfEE.

Moore, M., Beazley, S. and Maelzer, J. (1998) *Researching disability issues*. Buckingham: Open University Press.

Morey, A., Harvey, L., Williams, J., Saldaña, A. and Mena, P. (2003) *HE careers services and diversity: How careers advisory services can enhance the employability of graduates from non-traditional backgrounds*. Accessible from Prospects web page: http://www.prospects.ac.uk/downloads/csdesk/members/reports/diversity_report.pdf#search=%22morey%20%22

National Audit Office (2002) *Improving student achievement in English higher education*. London: NAO.

National Committee of Inquiry into Higher Education (1997) *Higher education in the learning society. A vision for 20 years: The learning society*. The Dearing Report, London, HMSO. Accessible from the Education Online website <http://www.leeds.ac.uk/educol/ncihe/>

National Disability Team (2004) *Aspiration raising and transition of disabled students from Further Education to Higher Education* http://www.actiononaccess.org/?p=1_3_3_10&id=488

- O'Connor, U. and Robinson, A. (1999) 'Accession or exclusion? University and the disabled student: a case study of policy and practice', *Higher Education Quarterly*, 53 (1): 88-103.
- Olney, M. F. and Brockelman, K. F. (2003) 'Out of the disability closet: strategic use of perception management by students with disabilities', *Disability and Society*, 18 (1): 35-50.
- Oliver, M. (1993) 'Disability and dependency: A creation of industrial societies?' in J. Swain, V. Finkelstein, S. French & M. Oliver (Eds.) *Disabling barriers - enabling environments*. London: Sage Publications.
- Parker, V. (2000) 'Developing a code of practice for disability coordinators', *European Journal of Special Needs Education*, 15 (3): 275-284.
- Phippen, M. (1995) 'The 1993/4 survey of counselling services in further and higher education', *Association for Student Counselling Newsletter*, November: 25-6.
- Potts, B. (2005) 'Disability and employment: considering the importance of social capital', *Journal of Rehabilitation*, 71 (3): 20-25.
- Purcell, K., Morley, M., Rowley, G. (2002) *Employers in the New Graduate Labour Market: Recruiting from a Wider Spectrum of Graduates*. Employment Studies Research Unit, University of the West of England, Bristol.
- Rana, R., Smith, E and Walkling, J. (1999) *Degrees of Disturbance: The New Agenda - The impact of increasing levels of psychological disturbance among students in Higher Education*, Rugby: Association for University and College Counselling Services.
- Reeve, D. (2002) 'Negotiating psycho-emotional dimensions of disability and their influence on identity constructions', *Disability and Society*, 17 (5): 493-508.
- Riddell, S. (1996) 'Theorising special educational needs in a changing political climate' in L. Barton (Ed.) *Disability and society: Emerging issues and insights*. London: Longman.
- Riddell, S., Tinklin, T., & Wilson, A. (2005) 'New Labour, social justice and disabled students in higher education', *British Educational Research Journal*, 31 (5), 623-643.
- Rowlingson, K. and Berthoud, R. (1996) *Disability benefits and employment*. Research Report 54, Department of Social Security, London.
- Royal College of Psychiatrists (2003) *The Mental Health of Students in Higher Education*. Council Report CR112. London: Royal College of Psychiatrists.
<http://www.rcpsych.ac.uk/publications/collegereports/cr/cr112.aspx>
- Shah, S. (2005) 'Choices and Voices: the educational experiences of young disabled people', *Career Research and Development: The NICEC Journal*, 12: 20-26.
- Shah, S. (2006) 'Sharing the same world: the researcher and the researched', *Qualitative Research* 6 (2): 207-220.
- Shakespeare, T. (1996) 'Disability, Identity and Difference', in C. Barnes and G. Mercer (Eds.) *Exploring the Divide*. Leeds: The Disability Press.
- Swain, J., French, S. and Cameron, C. (2003) *Controversial issues in a disabling society*. Buckingham: Open University Press.
- Thomas, L., Quinn, J., Slack, K. and Casey, L. (2002) *Student services: Effective approaches to retaining students in higher education: Full research report - Staffordshire*: Institute for Access Studies, Staffordshire University.

Tinklin, T., Riddell, S. & Wilson, A. (2004) 'Policy and provision for disabled students in higher education in Scotland and England: The current state of play', *Studies in Higher Education*, 29 (6): 637-657.

Trowler, P. (2002) 'Introduction: Higher education policy, institutional change' in P. Trowler (Ed.) *Higher Education Policy and Institutional Change*. Buckingham: SRHE and OUP.

Universities UK and Careers Service Unit (2002) Enhancing employability and recognising diversity, available from <http://bookshop.universitiesuk.ac.uk/downloads/employability.pdf>

Watson, D., Wickham, C. and Williams, V. (2004) *Moving through higher education: what happens to disabled graduates in the UK? A report focusing on the situation for d/deaf and blind or partially sighted students*. June, Bristol: University of Bristol.

Younes, N. (2001) 'Getting corporations ready to recruit workers with disabilities', *Journal of Vocational Rehabilitation*, 16, 89-91

DEIP Dissemination

Houghton, A., Armstrong, J., and Piggott, L., (2006) 'What Next? Where Next? And what label do I put on my luggage? The challenge of educational transition for institutional staff and disabled young people' at *Widening Participation in Higher Education – Does it Work?* Conference 2006, Lancaster University. Available on DEIP Web page

Houghton, A. (2005) 'Getting through the gate is only the first hurdle: a review of disabled students' support needs throughout the student lifecycle' at SCUTREA Conference, Diversity and Difference in Lifelong Learning, July 2005. Available on Education on line web page <http://www.leeds.ac.uk/educol/documents/141949.htm>

Houghton, A., (2006) 'Disability effective inclusive policies: student and staff perspectives on experiences throughout the student lifecycle' at *SCUTREA Conference Intercultural perspectives on research into adult learning: A global dialogue*, July 2006. Available on Education on line web page <http://www.leeds.ac.uk/educol/documents/155272.htm>

McDonnell, E. and Houghton, A. (2006) University students experiencing Mental Health Difficulties: a case study from the Disability and Effective Inclusion Policies (DEIP) Project, *Mind the Gap Conference Paper*. Available on DEIP web page

Acknowledgements

The DEIP Project team wish to acknowledge and thank the disabled students who shared their stories of progression into and experiences of higher education; the disabled graduates who completed the online graduate survey, the staff working in Sussex and Lancaster University, and participants in the employer case studies.

We hope that the discussion papers will both contribute to ongoing debates and act as a stimulus for debate by policy makers and practitioners working in education and employment.

For further information about DEIP Project

Sussex University – Pam Coare and Liz McDonnell

Centre for Continuing Education, The Sussex Institute, Essex House, University of Sussex, Falmer, Brighton, East Sussex, BN1 9QQ

Tel: 01273 877888 <http://www.sussex.ac.uk/equalities/1-2-9.html>

Lancaster University – Ann-Marie Houghton, Jo Armstrong and Linda Piggott

Dept of Educational Research, Community Access Programme, County South, Lancaster, LA1 4YD

Tel: 01524 592907 <http://www.lancs.ac.uk/fss/projects/edres/cap/index.htm>