

GENERAL INFORMATION	
Title	Disability Services
Key words	Disability advice, study-related support, disability coordinator
Objectives	<ol style="list-style-type: none"> 1. To provide advice and support to students with disabilities. 2. To help with study-related support. 3. To work with all disability co-ordinators within schools in the university
Phase of studies <i>(Choose all phases it applies)</i>	Access Retain Graduation
Type of degree <i>(Choose all degrees it applies)</i>	Bachelor's Graduate Master's
Level <i>(Choose all levels it applies)</i>	Institutional Faculty Department Individual
Name of the institution	University of Bristol
Location <i>(City and country)</i>	Bristol, UK
Target group/s	<p>Students with a range of disabilities including but not limited to:</p> <ul style="list-style-type: none"> - Autism Spectrum Conditions/Asperger's Syndrome - Dyslexia, Dyspraxia and other specific learning difficulties - Mental health difficulties - Mobility impairments - Sensory impairments - Unseen disabilities like Epilepsy/HIV/AIDS/Chronic Fatigue

Stakeholders involved	University, University Staff, Students
Description of the organisational process <i>Actors, triggering evidence, campaigns, graph... (max. 300 words)</i>	<p>Disability Services provides a confidential advice, information and guidance service to prospective and current disabled students. To provide advice and support in a range of areas, including but not limited to:</p> <ul style="list-style-type: none"> - Guidance on obtaining diagnostic evidence; - Disabled Students Allowance (DSA) and other disability funding such as charitable trusts; - Advice on how to access support; - Liaising with other staff about setting up support; - Signposting to other services including those at the University and externally, including the NHS, Social Services departments etc; <p>Disability Services has an appointment based advice service for students. We can provide you with advice and support in a range of areas.</p> <p>The main source of funding for study support for disabled UK students is the Disabled Students Allowance (DSA).</p> <p>Each school has a School Disability Coordinator within the University who exists to coordinate support for disabled students within the School. Disability Services work closely with School Disability Coordinators who are our main contact within the academic school. We communicate the support needs of individual students to the School Disability Coordinator by producing a Disability Support Summary for students. This summary will be produced for students who are known to Disability Services.</p> <p>A Disability Support Summary is based on:</p> <ul style="list-style-type: none"> - supporting evidence - professions judgement - discussion with the student - where appropriate a discussion with the school <p>Once it is drafted it is sent to the school for consultation and action.</p>

A. FORMAL EVALUATION CRITERIA

A1. ACCESS TO INFORMATION <i>Provide sources of information (URL, websites, literature, materials)</i>	<p>Advice for Prospective Students http://www.bristol.ac.uk/disability-services/prospective/</p> <p>Advice for Current Students http://www.bristol.ac.uk/disability-services/current-students/</p>
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<p>A2. TIMEFRAME <i>Since when has it been in use? What is its maturity level (initial, intermediate, advanced)? Describe if there is evidence of its duration in the long run. (max. 70 words)</i></p>	<p>Disability Services has been in existence in some form or another for at least the last 15yrs, before that individual projects existed to support disabled students.</p> <p>We have been called Disability Services since 2011 and have been in our current structure since 2012.</p>
<p>A3. NUMBER OF STUDENTS <i>How many students are involved? Is the number representative considering the target group?</i></p>	<p>Just over 1800 students are registered with Disability Services. This is approx. 8.5% of the University population. Between 9-10% of the student population have disclosed a disability to the University.</p>
<p>A4. SCALABILITY (“volume”) <i>Describe how it has been or can potentially be scaled up and practiced in a wider scale. Or, has it been or can it potentially be scaled down (e.g., from larger to smaller institutions)? (max. 70 words)</i></p>	<p>The service is available university wide. The positioning of disability co-ordinators within all schools in the university allows clear channels of communications into schools and coordination of support within schools. However, these are not substantive roles and the role holders have a variety of substantive roles from academic to administration which does mean that the role is carried out variably across schools.</p>
<p>A5. TRANSFERABILITY (from one context to another) <i>Describe how it has been or can potentially be transferred and applied to different (a) target groups, (b) institutions, and (c) societies. If possible, name also some practices that this initiative was developed from or has inspired to. (max. 70 words)</i></p>	<p>This is a common set up amongst UK universities and could be transferred to other institutions. The key to transferring the model is about confirming the mandate of the service and its supporting and reporting routes at the University. Embedding greater resource within schools/departments can be beneficial but it is important to have a strong central service governing the overall provision and checking for consistency.</p>
<p>A6. ASSESSMENT <i>Describe how it has been evaluated. How has it proved its relevance as the most effective way to achieve the objective? How it was successfully adopted? How it has had a positive impact on people? How the impact has been measured? Shortly describe how various forms of evaluations have been used in the assessment (A6.1 User evaluation, A6.2 Self-evaluation, A6.3 Peer evaluation, A6.4 External expert evaluation). Provide references, if possible. (max. 200 words)</i></p>	<p>The Disabled Student Process Review Group was set up and comprised of a number of academic and administrative colleagues from academic schools, faculties and the professional services. This fixed term group met for the final time in October 2013 and is examining the use of Learning Support Plans, the role of School Disability Coordinators and the postgraduate admissions process for disabled applicants. The Service is in an ongoing process of review as a result of Government changes to the way disabled students are supported and an increased emphasis in the University meeting its legal obligation.</p>
<p>A7. CONTACT <i>Who can be contacted so as to seek support and networks for implementing the practice (name, position, e-mail)?</i></p>	<p>Lou Miller, Head of Disability Services l.miller@bristol.ac.uk</p>

B. CONTENT EVALUATION CRITERIA

B1. SOCIAL JUSTICE PRINCIPLES (see Nelson & Creagh, 2013)

	<i>Very weakly</i> <input type="checkbox"/>	<i>Weakly</i> <input type="checkbox"/>	<i>Well</i> <input checked="" type="checkbox"/>	<i>Very well</i> <input type="checkbox"/>
<p>B1.1 Self-determination <i>Rate and Justify (max. 70 words)</i></p> <p><i>(how students have participated to its (a) design, (b) enactment and (c) evaluation and how they can (d) make informed decisions about the participation)</i></p>				
	<p><i>Students using the service participate in yearly surveys. The results of which are reviewed and actions are taken to respond, including the provision of a “you said we did” document.</i></p> <p><i>Disability Services also works with the elected officers in the Student Union who feed in to and help inform some of the practice.</i></p>			
<p>B1.2 Rights <i>Rate and Justify (max. 70 words)</i></p> <p><i>(how it is assured that all participants are treated with dignity and respect. How have their individual cultural, social and knowledge systems been recognised and valued?)</i></p>				
	<p>Staff receive equality and diversity training, disability awareness and other ongoing forms of professional development. We also seek good practice from other services within and outside of the University to keep developing.</p>			
<p>B1.3 Access <i>Rate and Justify (max. 70 words)</i></p> <p><i>(how it is assured that there is an active and impartial access to the resources (e.g., curriculum, learning, academic, social, cultural, support, and financial resources))</i></p>				
	<p>The service is specifically set up to ensure that students with any disability can access the social and learning resources provided by the university.</p> <p>Again students provide feedback yearly.</p>			
<p>B1.4 Equity <i>Rate and Justify (max. 70 words)</i></p> <p><i>(how if it openly demystifies and decodes dominant university cultures, processes, expectations and language for differently prepared cohorts)</i></p>				
	<p>Disability Services participates in ongoing work to highlight the needs of disabled students in the context of benefits for</p>			

	<p>the majority of students, e.g. papers for University committee, participation on working groups, review panels and provides workshops for School Disability Coordinators.</p>			
<p>B1.5 Participation <i>Rate and Justify (max. 70 words)</i></p> <p><i>(how it has led to socially inclusive practices. How does it increase students' sense of belonging and connectedness?)</i></p>	<p><i>Very weakly</i> <input type="checkbox"/></p>	<p><i>Weakly</i> <input type="checkbox"/></p>	<p><i>Well</i> <input type="checkbox"/></p>	<p><i>Very well</i> <input checked="" type="checkbox"/></p>
	<p>This is a founding principle of the service – to ensure that students feel welcomed in the university.</p> <p>Disability Services has contributed to the new University vision and strategy seeking to review all curriculum for inclusiveness of content and delivery. In addition we have worked with other Divisions at the University to identify action plans to enhance their practice for disabled students.</p> <p>Each school has a disability coordinator so that students have a point of contact who has an understanding of some of the support they may need and has good links to us for further advice.</p>			
<p>B2. COLLABORATION <i>Describe what kind of collaboration there is between various stakeholders. (max. 70 words)</i></p>	<p>Example: Working Group between professional services colleagues, academics and the Students' Union to identify actions for the University to take in response to large scale Government changes to the way Disabled Students are supported.</p>			
<p>B3. STUDENT SATISFACTION <i>Describe the student perception of this initiative. Is there evidence of their satisfaction? (see also A6.1) (max. 200 words)</i></p>	<p>81.5% of students using the service were overall satisfied or very satisfied in 2014-15 academic year.</p>			
<p>B4. STUDENT WELLBEING <i>How does it influence on students' (a)</i></p>	<p>This is difficult to measure. In 2014-15 38% of students felt it was unlikely that they could have completed their study</p>			

<p><i>psychological, (b) social, (c) academic, and (d) physical wellbeing? What kind of evidence there is? (max. 200 words)</i></p>	<p>without the support offered via Disability Services. 92% of students were satisfied or very satisfied with the 1:1 support they received from a support worker, which includes support to promote good strategies to manage the demands of University and the impact of a disability as well as other support types developing greater independence or access to the study environment. There is no current specific measures of the categories of wellbeing listed.</p>
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C. FINAL REFLECTIONS
(based on the previous description of you good practice)

<p>Success factors <i>What are the factors required for the successful implementation? (max. 200 words)</i></p>	<p>The factors would vary depending on the environment. There needs to be a desire to promote equality, support from senior management for the idea that equality is the responsibility of all staff and students and not a single team. There needs to be appropriate resource to support the establishment of a service and appropriately skilled staff. If constructing a system from inception then it would be advisable to build in a greater level of embedded awareness and strategy within the University, rather than to try to fix established systems and processes and to make ad hoc arrangements for individual students which is labour intensive and not very inclusive.</p>
<p>Sustainability <i>What is needed for the practice to sustain? What resources are required? How it contributes to environmental, economic or social sustainability? (max. 200 words)</i></p>	<p>Financial resource would depend on the size of the institution. UK students have benefited from Government funding which has contributed towards 1:1 support (Disabled Students' Allowances). From 2016-17 this is reducing and will only cover a small number of support types so the HEI now has to fund this type of 1:1 support unless there are already suitable inclusive practices which will meet individual student need. E.g. note taking is no longer funded, the University has a lecture capture system in the large lecture theatres, this may meet the needs of some students who may previously have been eligible for note taking.</p>
<p>Challenges <i>What are the constraints identified? How easy it is to learn and implement? (max. 200 words)</i></p>	<ul style="list-style-type: none"> ● University culture ● Resourcing ● In the UK – responding to complex Government changes which impact the running of the service ● Influencing colleagues who are already stretched to change their practice

Sources

Kunttu, K. 2005. The study ability model. The Finnish Student Health Service (FSHS). (http://www.yths.fi/filebank/692-ENG_OPISKELUKYKYMALLI_pdf.pdf)

Nelson, K & Creagh T. 2013. A Good Practice Guide: Safeguarding Student Learning Engagement. Queensland University of Technology. Brisbane, Australia. (http://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU_Good-practice-guide_eBook_20130320.pdf)