



Annual Conference 2017

DSA and Non-DSA: A Year of
Adaption

Workshop Selection Pack

Hinckley Island Hotel & Conference Centre: 29th – 30th June
2017

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Programme

Thursday 29th June	
<i>Delegates arriving on Thursday 29 June should first register for the conference. The Registration Desk will be open from 8.30am.</i>	
9.30am – 10am	Welcome and Introduction: Vice chair as PT not available
10am – 11am	Keynote: Grace Simpson/Sarah Howls, HEFCE - findings of the benchmark research that HEFCE commissioned which is currently in progress: services to disabled students and the development of inclusive practice
11 am – 11.30am	Refreshment break and exhibitors
11.30am -1pm	Parallel workshops / Session 1 (90 minutes)
Session 1: Workshops	James Fitzgerald, CHES: Squaring the Circle: Supporting Deaf Students Post 2016
	Jamie Crabb & Adam Hyland, DNA: “Nothing About Us Without Us!” – Embracing disruptive technology in enabling participation for disabled and neurodiverse students in higher education
	Mike Wald, University of Southampton: Inclusively Enhancing Learning By Disabled Students From Lectures Without DSA Funded Notetakers
	2X45min presentations Caroline Lear & Marianthi Kourti, University of Birmingham: Auvision - working with autistic students to develop the University of Birmingham’s inclusive curriculum Marie Bassford, & Richard Snape De Montfort: Evaluating the Performance of Physics Students on the Autistic Spectrum within HE
1pm – 2pm	Lunch and Exhibitors
2pm – 3pm	Whole Conference Presentation: Elinor Rowlands & Helen Shore, Royal Holloway: When we use the word “inclusion” are we inviting in discrimination and exclusion?
3:00-3:15pm	Refreshment break and exhibitors
3.15pm – 4pm	Parallel lectures / Session 2 (45 minutes)
Session 2: Lectures	Caroline McGrotty & Dara Ryder, AHEAD: Disclosure isn’t as easy as it sounds for a Deaf student going on work placement
	Ros Walker, Rachael Whittles, Huddersfield University: Lecture Capture for students with disabilities – asset or additional hurdle?
	Emily Forster, De Montfort: Universal design for learning- an inclusive approach to teaching
	Ivan Newman: Sisyphus or Hercules? Implementing Inclusive Learning Environments in HE
	Karen Hocking & Jane Collings, Plymouth University: Improving disabled students’ experience of off-campus activities: a collaborative approach

Friday 30 June*Registration from 8.30am (for those delegates attending for just Friday).*

9.00 – 9:10	Welcome back: Paddy Turner
9:10 – 10.00	Whole Conference Presentation: Declan Treanor, Trinity College Dublin & Julie Tonge, University College Dublin: All, some and few – the future direction of disability service provision in Higher Education in Ireland
10.05 – 10:50	Parallel lectures / Session 3 (45 minutes)
Session 3: Lectures	Abi James, University of Southampton: Inclusive Learning in Physical sciences: understanding and improving practice
	Sharon Hocking, University for the Creative Arts: “Nothing about us without us” – engaging disabled students and the SU in affecting cultural change
	Chris Ross & Ben Watson, Kings College: Inclusion is good for you
	John Harding, University of Cambridge: Beyond DSAs: Reflections on a year of in-house NMH provision
	Jenny Brady & Claire Flegg, University of Leeds: It’s just good teaching practice, isn’t it?
10:50 – 11.15	Refreshment Break and Exhibitors
11.15 – 11.45	Whole Conference Presentation: Paddy Turner
11.45 - 12:30	Annual General Meeting
12.30 - 13:30	Lunch and Exhibitors
13.30 -15:00	Parallel workshops / Session 4 (90 minutes)
Session 4: Workshops	Alistair McNaught, JISC; Ben Watson, University of Kent; Abi James, University of Southampton: E-books as assistive technologies – rough diamond or fool’s gold?
	Barry Hayward, Goldsmiths: Disabled students audit of inclusion and accessibility project
	Glenys Wilson, Senior Clinical Psychologist: Supporting yourself and your team in times of change and uncertainty
	Jemma Day & Lynda Smith, De Montfort: Transition and Retention of students with complex medical conditions workshop
	Leanne Herbert & Sarah Todd, Brain in Hand: Technology and Inclusion
15:00 – 16:00pm	Tea & Company: Networking and close

Breakout Session 1: 90 Minute Workshops

Please select one workshop or the double lecture from the following:

1. Better education for students by good policy

Judith Jansen & Hannelore Veltman, Handicap Studie – Netherlands

Unfortunately this workshop has had to be cancelled

2. Squaring the DSA Circle: Supporting Deaf Students Post 2016

James Fitzgerald, Lynne Barnes and Bryan Coleman, CHES (Consortium of Higher Education Support Services with Deaf Students)

In this 90 minute session, members of the CHES planning group will be looking at the following:

- What changes have there been to the NMH roles and mandatory qualifications needed for supporting deaf students funded by DSA?
- What are the new challenges for deaf students because of these changes, and how can we resolve them?
- What about notetaking? What is a 'specialist notetaker for deaf students' and what if I can't find one?
- What about the 'specialist support professional for students with sensory impairment'? What do they do? How could they best support a deaf student in HE?
- What's the difference between a communication support worker (CSW) and an interpreter?
- What kind of NMH support might a range of deaf students benefit from (including those with cochlear implants)?
- How have the new DSA NMH regulations affected the provision of BSL interpreters and what challenges lie ahead?

The CHES team will share from their wealth of experience working with deaf students at university and will give some important information for needs assessors to consider when assessing deaf or hard of hearing students applying for DSA.

We will also look at some basic deaf awareness and will provide you with some practical strategies to use when communicating with deaf students. The session will include presentations, discussion, question and answer, and plenty of interaction!

3. "Nothing About Us Without Us!" – Embracing disruptive technology in enabling participation for disabled and neurodiverse students in higher education

Jamie Crabb & Adam Hyland, DNA

The Edvocate (2017) recognises how decisions are often made about educational technology without a collaborative approach. Where anticipatory duty is expected and the legacy of the next five years will be attainment and achievement, it is crucial for end users to lead the way in demonstrating how they are embracing disruptive technology and agile strategies - *Nothing About Us Without Us!*

The rapid growth of the digital technologies has led to a disruption in traditional approaches to education, leading to greater possibilities for accessibility and inclusive learning environments - for example the integration of Cloud Technology, Virtual Learning Environments (VLEs) and Lecture Capture. Yet even with these innovations personalisation is key for disabled and neurodiverse student success. As Debbie Morrison suggests "personalized learning is, and will continue to be, learner-driven where learners control their learning and become not just consumers of content but active creators of content, building knowledge through collaboration and connectivity via smartphone apps."

Examples of such personalisation are evident in how disabled and neurodiverse individuals are embracing disruptive technologies for greater enablement. Christensen (1997) defines disruptive technology as one that displaces an established technology and shakes up the industry or a ground-breaking product. This workshop will explore:

- what is disruptive technology?
- how disabled and neurodiverse people are experiencing a ubiquitous assistive technology revolution in embracing technologies.
 - how disruptive technology is challenging existing services and technology for greater enablement including.
 - case study examples of disruptive assistive technology.
 - how existing assistive technology provision will experience disruption in the future.
 - how HEIs and specialists can embrace and prepare for this brave new world.

Understanding and embracing end-user led integration of disruptive technology has the potential enable more participative and inclusive learning environments in higher education.

Lynch, M. (2017) 'Involving Everyone in Educational Technology Initiatives', *The Edvocate*. Available at:

<http://www.theedadvocate.org/involving-everyone-in-educational-technology-initiatives/> (Accessed: 29 January 2017).

Morrison, D. (2016) 'Three Trends that Will Influence Learning and Teaching in 2016', *Online Learning Insights*. Available at: <https://onlinelearninginsights.wordpress.com/2016/01/10/three-trends-that-will-influence-learning-and-teaching-in-2016/> (Accessed: 29 January 2017).

4. Inclusively Enhancing Learning By Disabled Students From Lectures Without DSA Funded Notetakers

Mike Wald, University of Southampton

The presenters would like to share extra information with you concerning Synote and have asked for a list of email addresses for the delegates attending this session – please email the NADP office if you would prefer your contact information NOT to be shared.

This will be a genuinely interactive session which aims to develop delegates understanding, skills and knowledge and ideas for disability support and ideas for inclusive teaching and assessment through discussion, practise and activity. It will also provoke debate and raise questions. It will discuss procedures that have been put in place for notetaking, captioning and transcription during the last year and before this, what has worked, what hasn't worked; and how disabled students have engaged with our processes.

The government have clarified current and future changes to the DSA that mean that Universities need to find ways to make teaching and learning more inclusive and they have suggested recording lectures as a way of replacing personal notetaking support.

Learning from a standard lecture recording is difficult as it is like learning from a text book that has no contents page, no index page, no page numbers, no chapters or section headings and no opportunity to annotate with notes or bookmarks.

This workshop will enable participants to experience how Synote has been used at the University of Southampton and other universities to address these issues by enhancing a lecture recording through providing an online searchable interactive transcript time synchronised with video, audio and notes and compare it to other approaches. The transcript can be printed out on paper, time synchronised with images from the video and student notes with QR codes to replay the recording from any point on any mobile device. Human professional captioning is expensive and automatic machine captioning is a much more affordable option and can give just as good results when students are provided with the ability to correct any speech recognition errors in the transcript.

There are many ways Synote can be used to help with taking notes:

- Live Notes can capture a student's personal thoughts and questions during a lecture but it is difficult to listen and think while making notes and with a recording and transcript there is no need to note down any information being transmitted by the lecture.
- Replay Notes capture a student's ideas and questions without time pressure after a lecture as the recording can be searched, paused and rewind and the transcript can be studied.
- Digital Notes can be integrated into an electronic document or can be printed out but it is difficult to draw diagrams etc.
- Paper Notes are flexible and support diagrams but require scanning to add to an electronic document.
- Collaborative Notes allow students and teachers to comment on each other's work as well as correct errors in the speech recognition.

5. Two 45min lectures

Auvision - working with autistic students to develop the University of Birmingham's inclusive curriculum

Caroline Lear and Marianthi Kourti, University of Birmingham

The Auvision project was specific to the University of Birmingham and aimed to develop and enhance existing support to better anticipate and meet the needs of autistic students at each stage of their studies.

Auvision was a peer-to-peer project. 8 project assistants on the autism spectrum were employed to take key roles within the project and carry out a range of interviews and focus groups with their peers and alumni to find out about their experiences of studying at the University of Birmingham. A 'snapshot' design was used to capture experiences at key stages throughout the academic year.

Project Assistants contributed to the design and format of information and interviews and took part in the creation of the online resource and data analysis.

Auvision project members

Inclusive Curriculum Co-ordinator: Dr Liz Ellis (Research Fellow, University of Birmingham)

Project Assistants: Callum Duckworth, David Irvine, Harry Jones, Michaela King, Marianthi Kourti, Jessica Ling, Dr Ken Searle and John Simpson.

Project lead: Dr Andrea MacLeod (Autism Centre for Educational Research, The University of Birmingham).

Student Co-ordinator: Caroline Lear (Independent autism mentor).

Session aims-

1. To share findings and outcomes from the Auvision Project
2. To discuss approaches to developing participatory peer to peer projects at universities-including lessons learnt from Auvision.

3. To consider how the outcomes of peer to peer projects can be embedded in the Inclusive Curriculum.
4. To discuss the tension between support provided via the Disabled Students' Allowance and that provided by the Higher Education Institution.

Evaluating the Performance of Physics Students on the Autistic Spectrum within HE

Marie Bassford, De Montfort University

Currently, a third of first year physics students at De Montfort University (DMU), Leicester, have declared that they have a disability. The majority of these students are on the autistic spectrum. How many more of the physics student cohort are also on the spectrum but have not declared it to the University or ever sought a diagnosis is unknown. A tangible consequence of the composition of the class is that classroom dynamics are different to other groups of comparable size and experience; we have an evidently intelligent, inquisitive group of students, however there are noticeable barriers and adjustments that need to be made in order to maximize the student learning and performance of the cohort.

At DMU, we are examining student performance as part of the University's engagement with Universal Design for Learning (UDL). We are exploring how our learning materials are perceived by students, whether they are accessible and ultimately whether they adequately provide the necessary background for students to prepare for assessments. This research involves a detailed statistical analysis of how students perform at a per assessment level, for example comparing student performance data for those on the spectrum to the rest of the cohort. Assessment types include exams as well as specific coursework elements ranging from multiple choice phase tests (paper based and online), laboratory books, laboratory reports, presentations and group work. The aim of the research is to understand if students on the autistic spectrum perform significantly better or less well at any particular assessment type. Our research will include student focus groups to explore the reasons behind poor student performance in order to identify any specific obstacles encountered and to identify where we can adapt our resources to enhance future student performance and maximize retention and progression. This work may also give insights into how autistic students in other STEM subjects perform and lead to further studies in other subjects such as engineering and mathematics.

Breakout Session 2: 45 Minute Lectures

Please select one lecture from the following:

1. Disclosure isn't as easy as it sounds for a Deaf student going on work placement

Caroline McGrotty, AHEAD

With an increasing number of courses in higher education including a service learning (work placement) component, additional issues may present itself for a student with a disability. For the majority of students, it is often the first time they are entering the workplace where they may be graded accordingly to their work performance. For a student with a disability, if they have not disclosed their disability to the employer or have received a needs assessment specific to the workplace, this may have an effect on their work and academic graded performance.

For those who are Deaf and use sign language as their primary means of communication, disclosure is not always an option but rather it's involuntary. Requesting or bringing a sign language interpreter for an initial meeting with a potential employer can bring some apprehensions and assumptions around the ability of the Deaf student before they have even met with them. This presentation will highlight some approaches to disclosure on this topic and recommendations on work placement accommodations specific to the Deaf student.

2. Lecture Capture for Students with additional needs: asset or additional hurdle

Ros Walker & Rachael Whittles, University of Huddersfield

The University of Huddersfield introduced Lecture Capture for the majority of taught sessions at the University at the beginning of the autumn term 2016. This system automatically records the 'lecture' and makes it available for students to watch in their own time and at their own pace for the duration of their course. This paper draws on research and evaluation that has been carried out around this implementation:

- 1) The system adopted, Panopto, provides several features that are potentially of use to students with disabilities. This includes pausing playback, recapping short sections, note-taking and bookmarking, making the content fully searchable, changing the speed of playback and integration with other assistive software. These features are being evaluated in the Spring term of 2017 to assess whether the system has additional benefits for students with disabilities.
- 2) The University has been working on ensuring that students with hearing impairments, who currently have a BSL interpreter, can access their lectures afterwards with either a video of their interpreter alongside the lecture or captioning. We are working closely with the interpreters and the students to look at the best solutions.

This research builds on work that the University is doing as a whole to examine the impact of DSA changes and the ways in which all our

teaching and learning materials can be fully accessible to all our students, and we will reference this work as part of the presentation.

3. Universal design for learning- an inclusive approach to teaching

Emily Forster, De Montfort University

The reduction in the support available from Disabled Students Allowance risks leaving a gap in the support available to disabled students. Higher Education Institutions are required to meet the needs of all students under the Equality act (2010). Traditionally HE institutions have done mainly by providing additional support, the reduction in DSA gives universities an impetus to look at how they could make their teaching more inclusive.

17% of students at De Montfort University are in receipt of Disabled Students Allowance. In response to the changes to DSA the university has adopted Universal Design for learning (UDL). The idea of Universal Design is to take into account the needs of all people in the design process. It was originally developed for products and environments by Marc Harrison. Universal Design for learning is widely used in the United States and has three key principals; flexible means of engagement, flexible means of representation and flexible means of action and expression.

This presenter is a Lecturer in the Centre for Learning and Study Support (CLaSS) CLaSS teach study skills workshops and tutorials that are open to all students (but accessed by a high proportion of disabled students) as well as study skills sessions that are embedded in programmes. We work particularly closely with programmes which have a high proportion of disabled students. As part of the implementation of UDL at the university our team carried out an action research project to find out disabled students' views on our provision and we are currently developing co-created resources with students.

Early findings of the research confirm the value UDL approaches have to students. However, the students also stress the importance of knowing what to expect in different learning situations and the physical environment itself.

4. Sisyphus or Hercules? Implementing Inclusive Learning Environments in HE

Ivan Newman

This paper concerns the newly emerging role of Inclusivity Officer (IO) and how it is operating at eight HEIs.

Beyond the social justice imperative of improved exclusivity in HE access, teaching, learning and assessment, the financial imperatives of reduced centrally funded DSA, increased awareness of HEIs' Public Sector Equality Duty and significant changes in delivering DSA-funded student support have placed Inclusive Learning Environments, as the 'silver bullet' enabler, in centre stage. Using an ethnographic approach this focussed study, part of wider Doctoral research, examines the newly emerging HEI role of 'Inclusivity Officer', talking to eight, exploring areas of success and setback in strategies, functional deliverables, colleagues' response and levels of senior management engagement. The research also reveals what respondents would change about their IO role to become more effective. This paper offers a checklist of ideas for others tasked with boosting inclusivity at their HEI.

The research shows that robust definitions of the terms inclusivity, inclusive teaching and inclusive education are generally absent and that the IOs' agenda items are therefore driven by short-term imperatives and deliverables rather than long-term-strategy. This definitional absence seems to result in vagueness in targeting particular actions to better tackle institutional behaviours which exclude certain groups or students with certain characteristics. In turn, vagueness in targeting leaves the inclusivity agenda open to being swayed by popular or Political concern for a particular group.

There appears no 'standard' reporting line for IOs, and depending in which reporting line they are located, both their freedom of action and effectiveness can be significantly constrained. Whilst there is some element of collaboration between IOs, and some degree of success in those contacts, all interviewed lament that there is no national level approach.

Whilst some IOs enjoy explicit HEI-executive level commitment to their HEI becoming more inclusive others have no such support but often look for ways of raising inclusivity up the management agenda, for example using the levers of ratings in the National Student Survey (NSS) and future assessment of the HEI under the Teaching Excellence Framework (TEF). IOs often feel like 'lone voices in the wilderness' slowly making progress through small wins rather than making major breakthroughs.

Respondents point to the success of focused, heavily promoted programs with a tangible identity and organisational infrastructure, such as Athena Swan (Scientific Women's Academic Network), as a possible model for widening and deepening the sector's inclusivity aspirations.

Overall, the study shows the IOs' job is less like that of Sisyphus who, having rolled his boulder to the top of the mountain, sees it roll back down so forcing him to start over again, than of Hercules who successfully labours on a series of increasingly challenging tasks but always has the sense of moving positively towards a goal.

5. Improving disabled students' experience of off-campus activities: a collaborative approach

Karen Hocking & Jane Collings, Plymouth University

The reduction of the Disabled Student Allowance (DSA) in September 2016 offered challenges to all HEIs especially at the University of Plymouth University with 15.4 % of students (n 3,065) with a declared disability in 2016/17. A Plymouth teaching and learning aim is to 'develop inclusive learning and assessment opportunities that meet the needs of diverse learners through flexible learning and assessment options'. The university developed an 'Inclusive student journey from admissions to alumni' ensuring we continued to advance the work of Waterfield and West (2006) to explore, promote and embed an inclusive approach.

In the spring of 2016 the focus of the inclusive student journey turned to off-campus activities, field trips, visits and placements. A working group of academics in the School of Geography, Earth and Environmental Sciences, a Disability Assist adviser, an educational developer, non-medical helpers, the Health and Safety officer for field trips and administrators were tasked to tackle the issues.

The presentation will explore how this collaborative approach developed new processes for all off- campus activities which includes:

- the documentation and guidance developed to assist academic staff supporting students with specific conditions
- the introduction of Mental Health First Aid training which is now mandatory for academics leading field trips
- the use of the Reasonable Adjustment Review Panel (RARP) which is in place to ensure we make equitable, academically sound and financially viable judgements about the levels of additional support funding to be provided for disabled students.

The successes and challenges of off –campus activities will be illustrated through case studies highlighting student experiences during 2016/17

Another working group with DAS, TLS, Careers and Employability and an academic school has been established (January 2017) to explore the issues of disabled students locating and being supported in placements.

The inclusive student journey at Plymouth continues, but there is a long distance to travel before as Healey et al (2006) suggested disabled students are no longer problematic but fall along the continuum of learners that share similar challenges to all students in HE.

Breakout Session 3: 45 Minute Lectures

Please select one lecture from the following:

1. Inclusive Learning in Physical sciences: understanding and improving practice

Abi James, University of Southampton

The move to embed inclusive learning practices require academics, support staff and institutional managers to consider the needs of students with disabilities and additional learning needs within the design, delivery and assessment of a wide range of academic disciplines. Physical sciences, and physics in particular, provides particular challenges due to the wide range of learning environments and activities involved in teaching, such a lab sessions, problem classes and fieldwork, and the use of mathematical and scientific notation. Often subject discipline knowledge is required to consider suitable reasonable adjustments and develop inclusive practices. Like other subject areas, physical sciences has seen an increase in the number of disabled students with 12.8% of first-degree undergraduates declaring a disability of which 49.4% receive the disabled student allowances [ref ECU].

In 2016, the Institute of Physics commenced the Inclusive Learning Project to explore what inclusive learning practices were being delivered within physics departments in English HE Institutions. The aim of the project was to publish a guide to good practice and to establish a network for physics staff to support each other as they work towards a more inclusive environment, concentrating primarily on the needs of undergraduate physics students.

The project consisted of visits to 11 physics departments to gather information from staff and students within the physics departments themselves about the issues they were facing in adopting more inclusive learning practices. During these visits the project team also met with disability support personnel from the institution and reviewed policies and student information on inclusive practices where possible. In addition during autumn 2016, disabled student members of the Institute of Physics were invited to complete a survey on their experiences of physics higher

education. These activities gave a rare opportunity to understand academics' perception of inclusive learning from the perspective of peers within their discipline. This enabled the project to identify a range of good practice across the sector and common issues that could be helpful across a range of STEM domains as well as institutional practice. Issues that were highlighted included:

- The perceived tension between degree accreditation processes and potential impact of reasonable adjustments
- Access to disability awareness training related to the demands of physical sciences for all staff
- Difficulties with assessing for and implementing inclusive practices within all assessment environments, particularly lab sessions
- the rapid increase in the number of students presenting with mental health difficulties

In Spring 2017 the Institute of Physics will publish the report of the findings from the project and make recommendations to help with further developing inclusive learning practices within physics. This presentation will present the main findings of the report and discuss the current experiences for disabled students. In particular, this session will focus on lessons that may be transferable to other STEM disciplines or that could encourage inclusive practices across an institution.

2. "Nothing about us without us" – engaging disabled students and the SU in affecting cultural change

Sharon Hocking, University for the Creative Arts

This session explores the "what's and how's" of the approach the University of the Creative Arts has developed to meet the challenges that DSA reforms have presented us with and how we are gradually shifting the climate to one of positive change that all sectors of staff can begin to engage with and embrace. The session will have a particular focus on the benefits of engaging with Unions and the powerful impact that the SU have had in moving beyond engagement toward full partnership working. The session argues that this level of partnership with Unions positively influences culture shifts in HEPs.

1. Context/background

UCA have strategically re-focused disability service provision to move practically and culturally towards an inclusive and enabling model. We started the journey as a response to DSA changes, in particular the impact that removal of bands one and two would have on our students (being a creative arts institution with significant numbers of students with physical and multiple complex disabilities) Historically, learning support assistants were provided generously through DSA, and indeed reflected in how we supported our FE cohorts from university funding.

Being a relatively small University with modest financial resources, providing a like for like band one and two service to match historical DSA provision was not an option. We needed to think creatively around the challenge DSA changes presented, and engage our students, academic and support community in the process.

2. What we did

This section will look very briefly at the overall approach to the strategic re-purposing of the disability service and service re-model. Introduced new inclusivity project focused roles, embedded developing inclusive practice functions into disability service roles, moved reporting and accountability for the service to the teaching and learning committee and overall project and service re-modelling placed within the remit of the Executive Dean for Teaching and Learning

3. How we are delivering this – a 2-year project that is embedded within curriculum and technical areas and focused on:

- The student experience – looking at the educational experience through case study engagement with disabled students and through the lens of inclusion/accessibility. This work is practically focused looking at the independent strategies student already employ, could usefully employ
- The academic and technical experience – undertaking local/context relevant research into common experiences of academics delivering to increasingly diverse student cohorts. Identifying best practice and embedding this across course areas through a

4. Who are our partners?

Working closely with the SU and UCU has been an **essential** part of the project and the journey towards best inclusive practice, the advantages are

- Unions as critical friends
- Unions have been pivotal in helping us to communicate key messages to students, academics and support staff
- Union have helped up to understand, respond to and manage our communities concerns
- SU are powerful ambassadors around inclusion and the service strategy and are constructively working both **for** students and **with** the university.
- Undertaking joint projects and pilots /research/ development and work with the student body through campaign work that fully joins up with the inclusivity agenda and disability service developments

3. Inclusion is good for you

Chris Ross & Ben Watson, Kings College

This session focuses on experiences of implementing major inclusive education initiatives at King's College London and the University of Kent. Working collaboratively across professional services and academic teams

we hope to highlight the need for and encourage, cross-institutional collaboration to deliver inclusive learning and teaching experiences for all.

Session Learning Outcomes

By the end of this session, delegates will be able to:

- Obtain an overview to the key challenges in developing an Inclusive Education community;
- Have a better appreciation of the barriers that have to be overcome;
- Share ideas about how to develop cross-institutional collaborations around inclusive education;
- Consider some practical resources to develop inclusive practices;
- Share and promote best practices in the area of inclusive education.

Session Outline

In the UK, as higher education becomes more diversified, a drive for inclusive education has gained impetus. Widening participation is an area progressed by many universities and some considerable focus has been targeted at socio-economic challenges for students attending an HEI. Alongside this, concerns about attainment levels for BME students have been raised (Zimdars et al 2015). Importantly, the changes to DSA places the responsibility for supportive provision onto the institute, classifying it as a "reasonable adjustment" to meet the requirements of students with additional needs. As Ambrose et al (2010) suggest, a smarter approach to teaching is now required to facilitate the learning for all of our students, whichever protected characteristic they can be classified into.

In this presentation, we will share experiences of launching a College-wide, collaborative initiative on embedding inclusive education at King's College. We will discuss how we tried to foster a proactive approach and culture around inclusive education practice. We developed a range of supportive tools for practitioners, enabling them to strive for an all-inclusive delivery style. We promote the concept that "inclusive practice = best practice" and in adopting such a style, will not only maximise the positive student experience, but empower the practitioner to embed an all-accommodating delivery method.

King's College London has begun a program of training with its various faculties and opened up the opportunities to establish network groups to champion the drive for inclusivity. This involves the identification of current practices, evaluating their effectiveness and developing strategic frameworks and resources to support academic staff across the HEI. The objective now is to stretch this out and take the boundaries beyond King's and envelop the culture across the sector.

A similar drive for inclusive practice is currently underway at the University of Kent. The OPERA (Opportunity, Productivity, Engagement, Reducing barriers, Achievement) project is a University-wide accessibility project supported by advice and guidance from the Joint Information Systems Committee (Jisc). The project seeks to implement a range of

accessibility initiatives to raise awareness of the power of inclusive design and assistive technologies to improve access to learning for all. The project is primarily about mainstreaming accessibility and catalysing a shift in culture from individual adjustments towards anticipatory reasonable adjustments and inclusive practice by design.

The project work is multi-faceted practice based action research and encompasses a range of policy, research and training elements designed to improve access to the learning and teaching environment for both staff and students.

The partnership with the Joint Information Systems Committee (Jisc) has enabled the development of a practice-based model for inclusive information delivery and fostered the rapid development of institutional knowledge and capability. The development of networks and collaborative partnerships, such as with King's College, has been crucial to building sustainable, crowd-sourced solutions to meet institutional and sector-wide challenges.

The presentation will demonstrate that a community-wide approach is essential, to ensure that a multifaceted endeavour to promote and share best practice.

The presentation will allow delegates the chance to identify with current practices and initiatives, and to consider how to participate in the development of cross-institutional activities.

Questions that will be addressed:

How can practitioners ensure that all students do not experience a feeling of "exclusion"?

What barriers may be encountered when developing an Inclusive Education community?

How can teaching deliveries be developed to encompass Inclusive Education?

Does the implementation of Inclusive Practices produce additional demands on a practitioner?

How can greater cross-institutional collaboration on inclusive education be fostered in the sector?

How can good practices be shared to ensure a universal approach to inclusive education?

References

Ambrose et. al., 2010. How learning works: Seven Research-Based Principles for Smart Teaching. 1st edition. Mayer San Francisco: Jossey-Bass.

Mountford-Zimdars, A., Sabri, D. et al, 2015. Causes of Differences in Student Outcomes. London: HEFCE.

4. Beyond DSAs: Reflections on a year of in-house NMH provision

John Harding, University of Cambridge

For the 2016/17 academic year the University of Cambridge decided that it would provide, as part of its standard Non-Medical Help (NMH) provision, the band four tasks of Specialist Mentoring and Specialist 1-1 Study Skills tuition. This was in addition to the provision of the band one and two NMH tasks which had been transferred to HEIs by Government as part of the 'modernisation' of DSAs.

The decision was made on the back of recommendations from the Head of the Disability Resource Centre, John Harding, based on analysis and assessments of the impact of the Government's changes to DSA regulations which indicated that the removal of the 'two quotes NMH exemption' and the subsequent fracturing of unified provision for these two essential support roles would endanger the quality of provision for students, and add significant further administrative costs, as well as impacting on proven safeguarding mechanisms for students at risk.

In this short presentation, John will review the first full year's operation of the University of Cambridge's in-house NMH provision.

The presentation will detail:

- An evaluation of the effectiveness of the programme
- Impact on lead times from application to award
- Quality assurance mechanisms
- The costs of the service to the institution
- Feedback from students
- Feedback from Disability Service staff
- Feedback from NMH workers

It is anticipated that there will be 15 minutes for questions and discussion at the end of the presentation

5. It's just good teaching practice, isn't it?

Jenny Brady & Claire Flegg, University of Leeds

With the announcement of DSA changes in 2014, the University of Leeds Disability Service had to think long and hard about what these changes might mean for us and our students in practice. After endless discussions, hypotheses and proposals, we came up with a few good ideas. However, one of our biggest barriers seemed to be the question of how we, as disability practitioners, could influence the culture of learning and teaching in the University and work towards creating a more inclusive institution. How could we help teaching colleagues to better understand their responsibilities under the Equality Act and take ownership of

ensuring that the needs of disabled students were factored into learning and teaching from the outset?

This presentation tells the story of how, during 2016, we worked jointly with our Organisational Development and Professional Learning team, to create a set of online resources on Inclusive Learning and Teaching which would hold appeal to academic staff across the institution. By the end of the year we had created a set of 18 "Being inclusive in..." guides, which are aligned to the UK Professional Standards Framework for learning and teaching, and draw on evidence based research where available. The guides cover areas such as module and curriculum design, personal tutoring and assessment. We also created a series of videos featuring students talking about their experiences of inclusive practice, and of staff offering advice for fellow colleagues. The story we will tell is one of cross-institutional working, the seemingly interminable collection of feedback, and of harnessing the enthusiasm of staff who have a passion for teaching inclusively.

Through this presentation we aim to share what we have learnt about getting "buy-in" from academic staff about inclusive learning and teaching, and about the process we went through to create our resource and to make it credible. During 2017, we'll be working to embed more inclusive ways of doing things into the *business as usual* of our University, including using and promoting the "Being inclusive in..." guides in learning and teaching training for all new academic staff. We know that many of our teaching staff already strive to work inclusively, doing what they think of as "just good teaching practice", but with what feels like a new era in disability support in HEIs, we want to feel confident in letting our disabled students know what they can expect from a University of Leeds education.

In the interests of sharing good practice and enabling others to learn from the journey that we have taken, it is hoped that participants will be able to reflect on how an approach such as ours, or elements of this approach, could be applied in their context. We are also happy to showcase our resources and for colleagues across the sector to make use of them.

Breakout Session 4: 90 Minute Workshops

Please select one workshop from the following:

1. E-books as assistive technologies – rough diamond or fool's gold?

Alistair McNaught, JISC; Ben Watson, University of Kent; Abi James, University of Southampton

Libraries exist to make information accessible to their users. Since the DSA changes were announced, several libraries report more users presenting themselves with a variety of information needs.

E-books and e-journals are - potentially - assistive technologies in disguise, allowing users to change font size/colour, navigate dynamically, use text-to-speech and consume content on different devices. Many publishers have significantly improved the accessibility of their products but improvements do not always reach end-users. The reasons vary: some are technical, relating not to the e-book itself but third party interfaces. Other barriers relate to culture and communication: learners do not benefit from accessibility features because they don't know they are there or how to access them; and nobody thinks to tell them.

In theory, it is a simple case of supply and demand. Universities and colleges demand better accessibility (and make demands clear at procurement) so the supplier improves the offer. But there are language barriers. The language of digital accessibility is often complicated by technicalities and standards that are meaningless to most people. This disempowers and discourages negotiation.

This session breaks the language barrier by translating accessibility into relatively simple, testable end user experiences like "How much can you magnify the text? Does it reflow to fit the page?" It helps non-specialists to have confidence in promoting platforms to users.

The presenters are part of a team who devised and managed a crowd sourced accessibility audit of major academic e-book platforms - <https://sites.google.com/site/ebookaudit2016/>. They believe passionately in the value of accessible e-books, are deeply embedded in the library and accessibility world and work closely with the publishing industry to create positive changes for print-disabled students.

Ideally, you'll need access to your institution's ebook platform for the session. If you haven't access to a platform we'll encourage you to pair with someone who has.

During the session you will:

- 1) access e-books from your library and evaluate them - using one of three tools (appropriate to your experience and knowledge).
- 2) share and discuss your findings.
- 3) identify ways to use the information positively within your organisation
- 4) explore free tools that could improve user experiences.
- 5) be signposted to a spreadsheet with interactive accessibility weightings from a survey of nearly 280 e-books from 44 platforms by 33 universities.

The session won't enable you to do a full accessibility audit (for which specialist skills *are* needed) but it will allow you to

- identify benefits/barriers pertinent to the vast majority of disabled users.
- know what to look for (and ask for) when subscriptions come up for renewal.

By the end of the session you will be in a place to decide whether your current e-book platforms are rough diamonds to be honed or fool's gold to be swapped for something better.

Whatever you decide, you'll be in a better position to create helpful and accurate advice for all of your users, have more empowered discussions with vendors and positively influence the provision of resource lists.

2. Disabled students audit of inclusion and accessibility project

Barry Hayward, Goldsmiths University

Introduction:

In response to DSA changes and the promotion of the inclusive learning and teaching agenda Goldsmiths established an Inclusion Working Group in January 2016. This group has formulated a College wide Inclusion Plan.

As part of this process the group approved a plan to appoint Disabled Departmental Student Co-ordinators (DDSCs) in partnership with Goldsmiths Students' Union.

The concept was that to ensure that we can understand good practice and areas for development at department level, disabled students should be at the centre of the process.

Disabled Departmental Student Co-ordinators:

At the beginning of the Autumn term the Students Union recruited 20 disabled students as Departmental Disabled Student Co-ordinators (DDSCs).

Departmental Student Co-ordinators (DSCs) are established roles recruited within the Union every year to research and campaign on issues

affecting students across the college. The reports generated by DSCs are well respected and every year the reports are presented to the Senior Management Team and a plan of action is developed as a result.

The DDSC role is a new one added on to the existing SU representation team to help the institution drive forward the inclusive learning and teaching agenda.

The DDSCs work in partnership with their department to audit learning, teaching and assessment methods and the learning environment and create department level inclusion plans using a standard audit tool.

This work is backed up by a comprehensive survey sent to all disclosed disabled students.

The audit and survey were designed by the Teaching and Learning Innovation Centre ([TaLIC](#)) in conjunction with the DDSC team and the Inclusion and Learning Support team in Student Services. DDSCs promote the survey and assist students in each department to complete it.

This information will allow existing good practice to emerge and be showcased, as well as revealing those areas that need support to meet current expectations of inclusive practice.

Project Aims:

To understand how Goldsmiths academic departments have responded to DSA changes, and to identify ways that learning and teaching can adopt inclusive practices that benefit all students including those who are disabled.

This project will give Goldsmiths an in-depth understanding of department level inclusive learning, teaching and assessment methods and a student perspective on accessibility.

Project Outline:

Recruitment of DDSCs - October

Induction session - November

Survey distributed to students - January

Survey results analysed - February

DDSCs attend departmental Staff/Student Forums and Board meetings - Jan-Mar

DDSCs produce a Department level Inclusion audit and progress map - Mar

TaLIC and the Inclusion and Learning Support Team support the DDSCs throughout the project providing one to one advice and also two DDSC briefing and Q and A sessions.

The new DDSC representatives report to the annual DSC event in March 2017.

They will also report to the university's Inclusion Working Group set up in response to the [changes in Disabled Students' Allowance \(DSA\)](#).

DDSCs will be paid a bursary of £700 utilising the [grant awarded to Goldsmiths by the HEFCE Student Opportunity Fund](#).

3. Supporting yourself and your team in times of change and uncertainty

Glenys Wilson, Senior Clinical Psychologist

"I don't think we should tell them what we're going to do in advance. Let them think. Worry. Wonder. Uncertainty is the most chilling thing of all."
Vernon A. Walters, US Deputy Director of Central Intelligence.

Disability Services have been undergoing constant change over the last few years. The changes have been happening so rapidly that disability teams have not had time to adapt to new ways of working before they need to change them again.

One of the most challenging parts of uncertainty is the inability to plan and the feeling of being out of control. Feeling like you need all the information and possibilities (and matching solutions) can leave you in a circular dilemma without end.

In this workshop Glenys will address these issues and help delegates explore techniques which can assist them and their teams to better manage the planning and transition to new working practices. Ideas and suggestions will be worked on in small groups to bring practical techniques and strategies to the workplace.

4. Transition and Retention of students with complex medical conditions workshop

Jemma Day & Lynda Smith, De Montfort University

De Montfort University has continued to recruit an increasing number of disabled students. This workshop will focus on supporting students with more complex disabilities/medical conditions applying to Higher Education.

The changes to the Disabled Students Allowances has had an impact on students and institutions. We wish to explore solutions that continue to meet the students' needs.

The workshop will include four case studies to highlight and share good practice around disclosure, support and 'how to make it happen'.

5. Brain in Hand: Technology and Inclusion

Leanne Herbert, De Montfort University & Sarah Todd, Brain in Hand

De Montfort University purchased 200 Brain in Hand licences for their disabled students which has been issued from the start of 2016/17 and made available so far to students with Autism.

The reason behind the joint initiative between DMU and BIH has been to enable students to use assistive technology in the form of a mobile application to house strategies that maintain and develop independence at University. DMU's intention for students using the app is that it will help with widening participation, transition. Communication and independent living to name a few. The app offers instant access to solutions to common problems experienced by an individual student and an alert that notifies staff if students are in distress or experiencing high anxiety.

With a large user-group we have been able to observe timelines of use and patterns in activity that can be used to show student access and participation to inform service provision. We have also been able to recognize benefits for other users, such as those with mental health conditions and international students.

A genuinely interactive workshop delivered by staff from DMU and BIH will offer attendees the opportunity to observe real-life findings of an academic year's worth Brain in Hand use by students, along with timelines of data to evoke discussion about how this can be used in the wider context of service provision, including developments of inclusion of academic and professional service offer.

Speaker Biographies

NADP has not yet received all biographies – these will be added as we receive them.

Marie Bassford is an Associate Professor in Physics at De Montfort University, Leicester and currently engaged in a variety of teaching duties, research and consultancy projects. Current research interests are in the pedagogy of STEM subjects within HE (with a particular focus on Autism, connectivism, and real learning/assessment amongst other areas) and optics/camera technology. Marie is currently investigating novel methods for acquiring and processing images in medical and scientific imaging applications and is exploring effective solutions to a number of imaging problems.

Jane Collings has 30 years' experience in action research, and practice relating to teaching, learning, and assessment across many sectors including: HE, FE, schools, not-for profit and in industry. Jane is an Educational Developer at the University of Plymouth working with academics and professional services to embed inclusive teaching, learning, assessment, and feedback both in strategy and practice. She has led on a number of education projects including in 2012 Jane conducted a university wide review of assessment which resulted in an initiative to improve student learning through 'inclusive' assessment and feedback. Since 2014 Jane has been working on developing and embedding 'The inclusive student journey' at the University of Plymouth. She established and manages Plymouth's teaching and learning resources including the [T&L handbook](#) and the [Inclusive teaching, learning and assessment pages](#).

Emily Forster is a Lecturer in Learning Development at De Montfort University. She has a specific responsibility for supporting disabled students, working both inclusively and one to one. Emily has a PhD in Social Policy from the University of York. Her thesis was on young people with special educational needs experiences of school and the transition to adulthood. Her research interests are inclusion in higher education and neurodiversity.

Karen Hocking works at the University of Plymouth (UoP) as the Manager of Disability Assist and has ten years' experience of working with and supporting disabled students in universities. Karen is an excellent communicator and has extensive experience of managing relationships with stakeholders and delivering training around inclusivity and reasonable adjustments for disabled students. Karen has led on a number of projects including the Reasonable Adjustment Review Panel process: <https://www.plymouth.ac.uk/your-university/teaching-and-learning/handbook/h-r>, which was established in December 2015 to consider the support needs of students with

disabilities. The RARP meets to consider support needs that are no longer provided by the Disabled Students Allowance and build up good practice around reasonable adjustments across the university. Karen worked with Jane Collings on the Guidance for Arranging Assessments relating to Inclusivity and Modified Provision document:

<https://www.plymouth.ac.uk/your-university/teaching-and-learning/guidance-and-resources/assessment>

Dr Abi James is a research fellow research with the Accessibility Team in Web and Internet Science Group at the University of Southampton where she investigates how improving the design and evaluation of learning technologies can remove barriers for disabled learners. Diagnosed with dyslexia at the age of 9, Abi used computers and technology throughout her education to enable her to successfully complete her PhD and achieve in the workplace. Over the past 15 years she has led a number of projects to develop, deploy and evaluated the impact of assistive technology with a particular focus on access to e-text, writing and note-taking. Current projects include supporting inclusive learning practices through technology, accessibility of e-books and STEMM learning materials, and developing accessible open educational resources.

Marianthi Kourti comes from Greece, where she finished high school, as well as her undergraduate degree which she did at the department of Special Education of the University of Thessaly. During her studies, she worked with people on the autism spectrum who had learning disabilities. After she graduated she worked as a special education teacher for two years. During 2013-2014, she attended the MEd: Autism: children at the University of Birmingham. For her dissertation, she focused on the experiences of females on the autism spectrum using a participatory approach. She is currently working on publishing some of the results of her dissertation. In March 2014, she received my autism diagnosis. She is currently working as a Specialist Mentor for university students on the autism spectrum for the University of Birmingham and the University of Wolverhampton. She is also a PhD student at the University of Birmingham since September 2016 and she is investigating how autistic females form a gender identity and what implications does that process have in their lives. She is passionate about participatory research, multidisciplinary autism research and really interested in researching further how autistic individuals perceive and embody gender.

Caroline Lear has worked with adults on the autism spectrum since 2003 and she has worked as a university mentor for students on the autism spectrum since 2012. She has had various roles supporting people on the autism spectrum in employment, training and supported living and as a person-centred planning facilitator. Caroline holds a Post-Graduate Certificate (Autism) and she is currently completing a Masters in Autism

with Sheffield Hallam University. For this project at the University of Birmingham, Caroline worked as the Student Co-ordinator. Her role was to support communication and meaningful participation in the project by the participants and project assistants. Co-ordinating a large team with conflicting priorities was not always straightforward but definitely worth it.

Elinor Rowlands was educated abroad in both a European school and an International School and was diagnosed with SpLDs later in life when she moved to the UK to attend University. Abroad disability was seen as bad or a sign of weakness. Despite being born with a clubfoot and experiencing multiple surgeries, it was not until 2012 when she was working as a Specialist Mentor that her then manager told her about Access to Work. It was at this time that she began using the word "disabled". Suddenly, barriers were broken down and she became more empowered to ask for reasonable adjustments or access whereas before she would suffer in silence. Rowlands was a Specialist Mentor for 8 years, a qualified art psychotherapist with experience in the NHS and Education, and a qualified teacher. She has given talks at Heidelberg University, University of Zheijiang and various institutions in Luxembourg and the UK. She also supports clients with Asperger's/Autism into full time employment.

When Rowlands lived in China she ran a charity for disadvantaged and abandoned children in China. Her university students helped to set up schools for Chinese deaf children, children too poor to attend school, and promoted student volunteering in elderly homes. Her university students developed skills while volunteering with these impoverished communities and this helped them into employment more easily.

Alongside her passion for breaking down barriers in education she has also written anonymously for the Guardian, she is an Arts Writer for Disability Arts Online and is a disabled filmmaker where she is part of a film and music collective who identify themselves as disabled or neuro diverse. This collective created the film for Shore and Rowlands' talk.

Professor Mike Wald established the DSA assessment centre at the University of Southampton in 1994 and helped set up the Disability Support Services at Southampton and 7 other Universities from 1997-2000. He has researched speech recognition captioning/transcription of lectures since 1997 and has been developing Synote since 2008 with **Dr Yunjia Li** (co-presenter).

Ros Walker is responsible for Assistive Technologies and Accessibility at the University of Huddersfield. From a background in teaching languages, she has specialised in computer-assisted learning for more than 20 years, now using her skills to support students with their learning by using appropriate technology.

Rachael Whittles is a Disability Adviser at the University of Huddersfield. A former student of the University and with eighteen years of experience of working at the HE institution, she has had various roles including previously being employed as a Library Disability Advisor. Currently she is studying towards her MA in Education and her current dissertation project is focusing on the use of Lecture Capture to provide note taking support for students diagnosed with Dyslexia.

Glenys Wilson had been working in clinical psychology since 1981 including work in hospital, community and educational settings. For the past nine years she has been working with Melbourne University Counselling Service. She specialises in working with students on the Autistic spectrum and those students and staff affected by traumatic incidents. She is also an accredited trainer for Mental Health First Aid.