

The Disability Inclusion Institutional Framework (DIIF)

Promoting Disability Inclusion: A higher education resource

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International Version



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Introducing the Disability Inclusion Institutional Framework

Disability Inclusion (DI) refers to: *‘the extent to which higher education institutions (HEIs) support students and staff with disabilities to have equal access to university and equal opportunities to do well compared to their peers without disabilities’* (Evans & Zhu, 2022).

An evidence-informed conceptual framework and supporting tools to support disability inclusion in higher education is outlined in this resource. The **Disability Inclusion Institutional Framework** (from here on referred to as the DIIF) was developed in association with a comprehensive literature review undertaken on disability inclusion in higher education (HE) (Evans & Zhu, 2022) with the intention of supporting higher education institutions in scaling up disability inclusion. The conceptual framework and associated **DIIF CHECKLIST** and tools, are freely available to colleagues seeking to develop an efficient and research-informed approach to disability inclusion.

Using this Resource

The DIIF while focused on disability inclusion (DI), can be mapped to other inclusive frameworks as part of a holistic approach to organisational inclusion. The DIIF emphasizes an integrated approach to student AND staff disability inclusion.

The DIIF can be operationalised at a range of scales:

Institutional: to explore relative strengths and areas for development in disability inclusion as part of whole institution approach, and to consider cross-institution and cross-sector working to maximise opportunities and efficiencies in supporting a lifecycle approach to disability inclusion

Faculty/Department/Discipline: to explore consistency in approaches aligned to institutional disability inclusion strategy, and the need for nuanced approaches to disability inclusion related to professional and disciplinary contexts. The role of professional, statutory, and regulatory bodies, employers and alumni are important in ensuring a coherent approach to disability inclusion.

Individual: to explore awareness of and implementation of disability inclusion in one’s own practice and design of learning and teaching for example in consideration of how to: (i) embed self-advocacy and self-regulation skills development within the curriculum, (ii) design inclusive assessments, (iii) make best use of assistive technologies, (iv) harness individual and team potential through the development of inclusive products as part of the assessment process, (v) evaluate the impact of curriculum design on disability inclusion through effective use of data, (vi) engage students, alumni, and all relevant stakeholders in developing inclusive learning opportunities.

Context of Disability Inclusion in Higher Education

- Students with disabilities generally have poorer access to university, are more likely to drop out, achieve lower degree results and worse employment outcomes than their non-disabled peers. However, the true extent of disability inclusion is complex, and dependent on many individual, organisational, and societal variables.
- Higher education has a central role to play in supporting the development of diversity-inclusive societies (Taylor, 2019).
- Disability inclusion is a key priority for higher education institutions around the world. The basics of provision for students with disabilities within higher education, for many, are not being met (DSUK, 2022; Smith et al., 2021).
- While diversity is valued and integral to many high performing organisations, not all diversity is equally supported and valued within higher education. Disability often receives less attention compared to other dimensions of inclusion, and certain disabled groups receive less attention than others (e.g., postgraduate students with disabilities, those students with specific type of disabilities such as social or communicative disorders, and academic staff with disabilities).

The Provenance of the DIIF

The DIIF is the outcome of robust systematic review of approximately 500 articles from an initial data base of approximately 11,000 peer reviewed academic papers and reports on disability inclusion (DI) involving lead authors from 50 countries. Each academic paper was scrutinised for methodological quality, relevance, and transferability (Evans, Kandiko-Howson, Forsythe, Edwards, 2021a), and subjected to thematic analysis using deductive and inductive approaches. Inter- and intra-rater checking was employed throughout to assure findings. Expert reports and associated works (n = 100), publicly available institutional data on inclusion were also examined along with consultation with expert stakeholders who were involved in the evolution of the framework.

Thematic analysis of all data sources (Braun & Clarke, 2006) led to the emergence of 12 core themes and three meta themes underpinning disability inclusion. The DIIF aligns closely with international findings (Hill et al., 2020; Kilpatrick et al., 2017; Kutscher & Tuckwiller, 2019; Lawrie et al., 2017) suggesting its potential for use across different contexts (see Evans & Zhu, 2022).

In sum, the DIIF is a conceptual framework developed from a strong research base to support institutional approaches to disability inclusion. Associated tools to support scaling up of disability inclusion include the DIIF checklist outlined in Appendix A in this resource.

DIIF Underpinning Principles

The DIIF draws on research on **interactionist perspectives** on disability (Gustavsson, 2004; Riddle, 2013; Shakespeare, 2014), and **critical social perspectives** acknowledging the complex interplay of impairments with individual personal characteristics, the specific contextual and situational features students and staff with disabilities (SSWD) encounter, and their responses to this (Bustamante et al., 2020; Kruse & Oswal, 2018).

An **interactionist perspective** acknowledges that disability involves the interaction of a person's impairment [inherent and/or acquired] within societal, cultural, and contextual contexts that pose barriers and affordances (Gustavsson, 2004; Riddle, 2013; Shakespeare, 2014).

'The British social model, unlike an interactional approach, is unable to provide a realistic account of the experience of disability, and subsequently, unable to be properly utilized to ensure justice for people with disabilities'. (Riddle, 2013, 377)

The interactional model of disability, in exploring disability from individual and organisational perspectives and the interactions between them, is helpful in acknowledging the very real impacts of impairments on an individual, and the responsibility of organisations to recognise and address barriers to inclusion created by the way that learning is organised (Kim & Kutscher, 2021, 311). (Evans & Zhu, 2022)

The framework also draws on understandings of individual differences in learning in how individuals make sense of information, drawing on cognitive and education psychology and neuroscience perspectives (Kozhevnikov et al., 2014; Waring & Evans, 2015).

Agentic engagement (Evans, 2016, 2021), self-regulation (Dinsmore, 2017; Panadero, 2017), and self-advocacy (Pfeifer et al., 2021), work together in supporting individuals' navigation of environments, effect change, and enable contexts to work better for them. The principles underpinning the framework are shown in Figure 1.

DIIF Disability Inclusion Principles

- (i) Acknowledgement that **disability is personal**; experiences of disability are not universal (Pfeifer et al., 2021).
- (ii) **Appreciating diversity and its inherent value** in impacting organisational effectiveness.
- (iii) Understanding disability as **multifaceted and fluid**, where disability may or may not frame an individual's identity(ies) (Easterbrook et al., 2019).
- (iv) Awareness of disability as **interactional**, i.e., recognising the very real and profound impacts of impairments on an individual, and the responsibility of organisations to recognise and address barriers to inclusion (Shakespeare, 2014).
- (v) The importance of a **social critical discourse** that explores the facilitators and barriers to inclusion through **critical examination** of the structures, processes, and agents in ensuring access (Morina, 2017).
- (vi) **Intersectional understandings of disability**, recognising that disability intersects with race, ethnicity and nationality, gender, sexuality, social class, and a whole host of individual and contextual variables (Comeaux et al., 2021; Ehlinger, & Ropers, 2020).
- (vii) An **anticipatory and intentional approach** to disability inclusion whereby teams across institution work to embed disability inclusion in all structures and processes (DSUK, 2022; L'Ecuyer, 2019).
- (viii) A **research-informed and integrated approach** (Bruce, & Aylward, 2021; Ju et al. 2017) that utilises research on self-regulation, agentic engagement, and neuro/cognitive sciences and individual differences perspectives to inform disability inclusion for all (Waring & Evans, 2015).
- (ix) Emphasis on the **holist** needs of students and staff with disabilities to include social and relational and academic dimensions (Merchant et al., 2020).
- (x) The need for **shared responsibility** (Hill et al., 2020). Recognition of the importance of partnership between students and staff with disabilities (SSWD), and organisations to support mutual accommodations, in how institutions enable students and staff with disabilities to use their skillsets to best effect as part of a shared advocacy model (Cox et al., 2021; Devar et al., 2020; Hewett et al., 2021).

Figure 1: DIIF Principles

These principles can be used with colleagues (staff and students) to explore the ways in which disability is understood within your organisation.

Q. In what ways and to what extent are these principles promoted at all levels within your organisation?

The DIIF Conceptual Framework

The model is derived from comprehensive and critical systematic analysis of over 600 articles and reports, institutional data sets and engagement with disability inclusion stakeholders within and beyond HE. This process led to the identification of **twelve interrelated themes** to include: (i) leadership capacity, (ii) evidence-informed, (iii) embedded evaluation, (iv) integrated delivery, (v) clear communications, (vi) enabling students and staff voice, (vii) disability inclusion training, (viii) enabling access, (ix) inclusive learning and teaching, (x) assistive technologies (xi) transitions support, and (xii) promoting self-advocacy (Details of the 12 core themes are provided in Figures 2 and 3).

Three overarching meta-themes central to embedding disability inclusion (DI) within HEIs include: **shared ownership, empowerment, and independence**; these are also highlighted in Figures 2 and 3).

The conceptual model demonstrated in full in Figure 4 highlights the importance of strong leadership of disability inclusion at all levels, to include partnership organisations beyond HE. The twelve key identified areas of disability inclusion practice are closely interwoven and act in concert with one another, and therefore need to be considered as an integrated whole. Similarly, in considering the holistic experience of students and staff with disabilities, a lifecycle approach is needed to look at different stages in a learner's journey, and across academic and social elements of provision. The framework and DIIF checklist can be used to identify areas of strength and weakness and to identify priorities for development.

The conceptual model draws attention to integrating relevant theoretical perspectives and especially those of self-determination, self-advocacy, agentic engagement, self-regulation, and knowledge of individual differences. As already outlined, the model supports an interactional model of disability and the importance of individual responsibility coupled with effective organisational support* to enable students and staff with disabilities to be challenged in the right areas, in developing expertise in their respective fields.

* such organisational support: minimises the need for accommodations; is anticipatory in ensuring essential needs are met; is agile in acknowledging addressing areas of provision that fall short; is receptive to change through engaging the voices of students and staff with disabilities in decision-making; ensures accountability of all stakeholders to assure standards, and provides timely training and support.

The DIIF model highlights the importance of developing a shared language and culture of disability inclusion and ensuring a comprehensive approach that embeds disability inclusion in all layers of an organisation and beyond. The model highlights the need for collaboration across sectors, enhanced partnerships between schools and universities, and across colleges and HEIs to support effective transitions. The model draws attention to the importance of :

- an **integrated approach to supporting the inclusion of students and staff with disabilities.**
- an **anticipatory approach** and one that **supports the self-advocacy of students and staff with disabilities** as part of a shared responsibility model.
- the role of **wider stakeholders** across sectors in facilitating **the inclusion of students and staff with disabilities**, from policy-makers, to medical provision, transport, employment etc.

Key constructs

Individual differences	to include personality constructs, cognitive processing preferences, conceptions and beliefs about ability to do well (self-efficacy), belief in ability to realise one's needs, learning dispositions, personal and protected characteristics.....
Intersectionality	How different variables come together and can impact outcomes, sometimes to soften the impact of one factor on an outcome, and at others, to magnify impact (e.g., the interrelationships between disability, ethnicity, socio-economic status, gender may in/decrease disadvantage – but this is also dependent on contextual variables (e.g.. attitudes towards certain groups, access initiatives etc.).
Agentic engagement	Ability to utilise the environment effectively to support one's own learning including identifying relevant support from others and being instrumental in changing the landscape to better suit one's needs as an agent of change.
Self-regulation	Ability to manage one's learning for oneself through utilisation of metacognitive (understanding of self and context), cognitive (how you process information), and affective strategies (management of emotions) to support attainment of goals.
Self-advocacy	Knowledge of rights and needs, and ability to pursue support to ensure needs are met in order to function independently.
Self-determination	To be able to make decisions for oneself.

Disability Inclusion Institutional Framework Themes

Meta Theme A: Shared Ownership: Quality of Leadership - Knowledge and understanding of disability and capacity to build **integrated and inclusive communities**, informed by **high quality research and evaluation**.

1. **Leadership Capacity:** commitment to building institution-wide disability inclusive practice (the will to do this, insight to action, ability to mobilise, embed and sustain). A clear university vision exists around what disability inclusion (DI) is, and the theoretical framework informing it.
2. **Evidence-Informed:** bringing together detailed understanding of context and individual differences and use of robust methodologies and research to inform practice.
3. **Embedded Evaluation:** within all systems and processes including the 12 themes of this framework. Tools provided and staff and students trained in agile evaluation processes.
4. **Integrated Delivery:** enables shared ownership by central support services, academic faculty, student groups, employers, networks and providers of specialist support. Emphasis is on a holistic approach to supporting social and academic access and integration. Systems are agile in pursuing areas of promise and in tackling concerns through ongoing evaluation of the quality and effectiveness of provision.

Meta Theme B: Empowerment: **Efficiency of systems** to support disability inclusion including **effectiveness of communications and training** in promoting access. **Cultures of inclusion** promote access and **engage SSWD in the shaping and delivery of services**.

5. **Clear Communication:** around the **valuing of diversity**, and development of a shared language of inclusion. **Access to support is explicit**, there is a transparent route map of resources available to support disabled student/staff. The communications strategy ensures consistency and currency of information, and the central engagement of disabled students/staff, and senior leaders in its development and operationalisation.
6. **Enabling Student and Staff Voice:** SSWD are centrally involved in the design, development, and evaluation of DI provision.
7. **Disability Inclusion Training:** engages all staff and students, and goes beyond awareness, to supporting and rewarding changes in practice to enhance access for all.
8. **Enabling Access:** achieved through creating cultures so that individuals feel able to disclose a disability, and mainstreaming core supports. Commitment to realising a fully inclusive environment, enables resource to be allocated most effectively.

Meta Theme C: Independence: Supporting agency through the development of **self-advocacy and self-regulation skills**, and **tailoring transitions support** to address the entirety of the student /staff experience - assisted by the **availability and effective use of assistive technologies**, and application of **inclusive curriculum** approaches to ensure full access to learning.

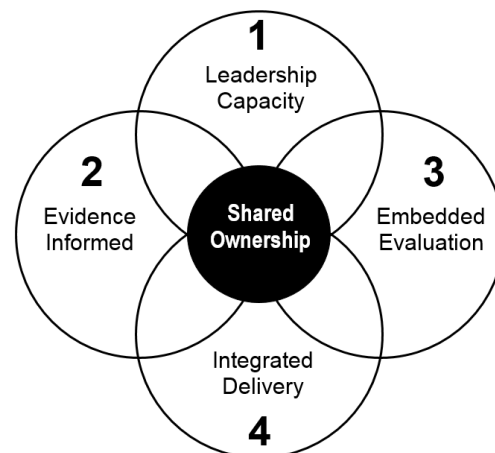
9. **Inclusive Learning and Teaching:** anticipatory approach-reasonable adjustments inbuilt.
10. **Assistive Technologies (ATs)** core provision mainstreamed to support access to, and success in, learning. Baseline standards of AT agreed.
11. **Transitions Support:** viewed as a process and not as a point in time. Coherent and co-ordinated with partners with emphasis on supporting SSWD network development.
12. **Promoting Self-advocacy** as part of **self-regulatory skill** development holistically, and within disciplines.

Figure 2: Disability Inclusion Themes Summary

Meta themes

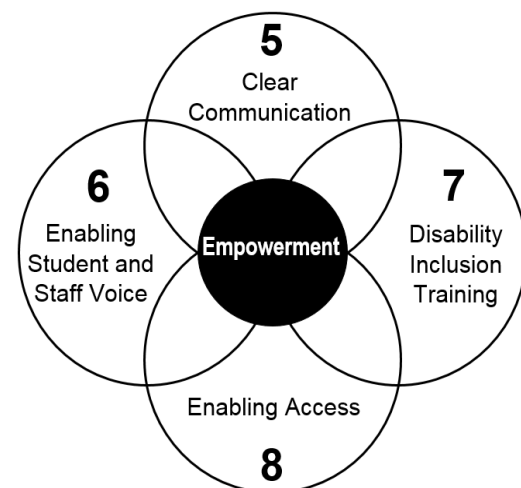
Meta Theme A: Shared Ownership

Quality of Leadership - Knowledge and understanding of disability and capacity to build **integrated and inclusive communities**, informed by **high quality research and evaluation**.



Meta Theme B: Empowerment

Efficiency of systems to support disability inclusion including **effectiveness of communications and training** in promoting equality of opportunity. **Cultures of inclusion** promote access and **engage students and staff with disabilities (SSWD) in the shaping and delivery of services**.



Meta Theme C: Independence

Supporting agency through the development of **self-advocacy and self-regulation skills**, and **tailoring transitions support** to address the entirety of the student /staff experience - assisted by the **availability and effective use of assistive technologies**, and application of **inclusive curriculum** approaches to ensure full access to learning and equal opportunities to do well across the learning lifecycle.

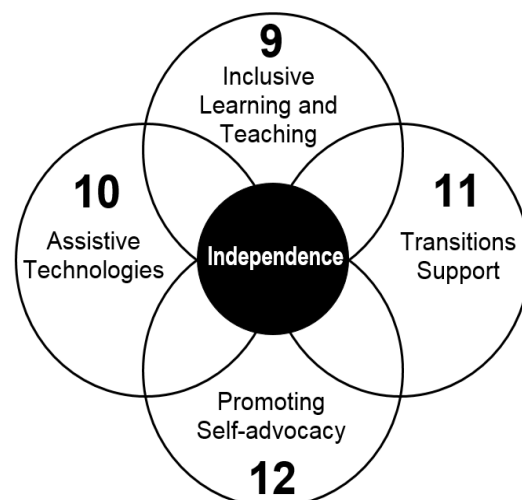


Figure 3: Themes and Meta-Themes

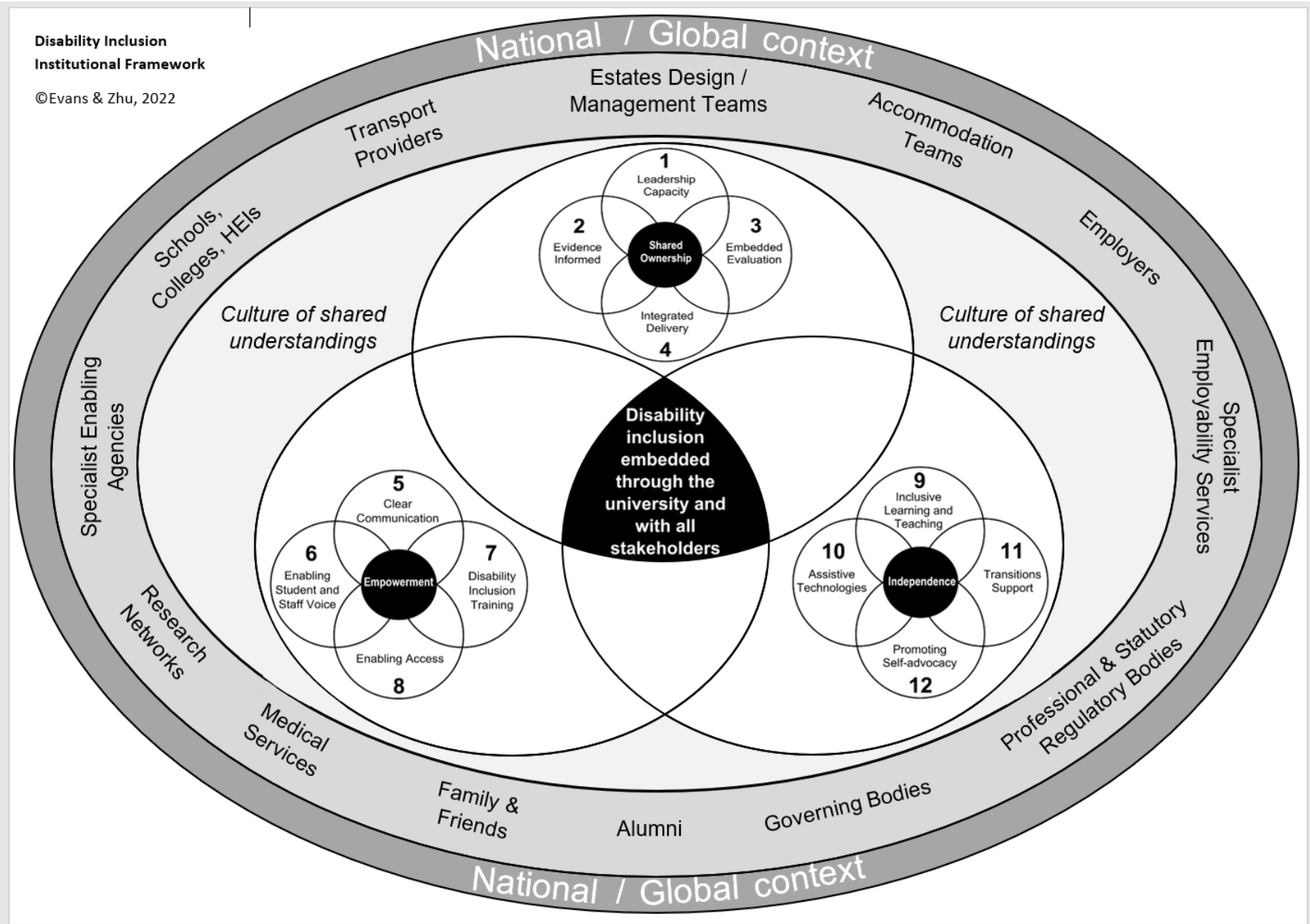


Figure 4

Overview of DIIF Core Themes

The DIIF highlights the **central role of leadership in driving forward a culture of shared understandings of disability inclusion**, and the building of an **interconnected infrastructure** to ensure disability inclusion is the responsibility of all members of the community as part of an inclusive university approach (Hewett et al., 2017).

The twelve themes are interrelated, with links to **wider networks beyond HE** emphasized to signal the need for **cross-sector integration** (Kennedy et al., 2021) and mindful of Hector's (2020) analysis of the need for government cross-departmental support to ensure full access and inclusion for students and staff with disabilities at all stages in the lifecycle.

Shared ownership of disability inclusion represents the engine room of the DIIF model. In moving to full disability inclusion, capacity building requires consideration of best use of disability specialist provision collaboration. A reduction of the onus of disability inclusion on central disability services, counterbalanced by increased inclusive practice within and across all functions is required (Kilpatrick et al. 2017, Wray, 2018). This shift in emphasis requires a rethinking of the classical triangle model of needs whereby inclusive learning and teaching forms the base of the triangle of support, with the apex comprising increasingly specialist support used to address accommodations including reasonable adjustments, applications for funding support and oversight of the holistic experience of the student (DfE, 2017; Wray, 2018).

Breaking down silos and patchworks of disability inclusion provision by facilitating collaboration across professional and academic teams has to be at the heart of curriculum design, and from the early planning stages (Fabri et al., 2020; Feig et al., 2019). Integrated provision must be informed by rigorous research and evaluation. Making best use of expertise within and across HEIs and ensuring effective dissemination of effective practice is highlighted within the model. Leadership, at all levels within the organisation, requires effective monitoring and oversight of all areas of disability inclusion practice, and high level commitment to bringing about organisational cultural change (Martin, 2017).

Empowerment, the second meta theme within the DIIF model, is considered from an **interactional perspective** in relation to how individuals are enabled to manage their environment for themselves as part of an agentic approach (Reeve, 2013), and how institutions can remove the current need for students and staff with disabilities to have to 'negotiate' access. Disability is seen as personal and fluid. The importance of addressing individual student/staff with disabilities needs, while also mainstreaming inclusive practice is highlighted. The extent to which diversity is embraced by an organisation, and inclusivity is embedded within all systems impacts students and staff with disabilities access to, and engagement and success. The importance of the voice of students and staff with disabilities in facilitating anticipatory approaches to design and inclusion is emphasized.

Focus is on the development of shared understandings of inclusivity. The language of disability and theoretical and conceptual framings of it need to be outed to enable the development of shared understandings and directions forward. Acknowledging the complexity of disability, the DIIF model is underpinned by an interactional model of disability acknowledging that ‘people are disabled by society and by their bodies’ (Shakespeare, 2014, 75). Impairment interacts with environmental contexts to impose barriers to SSWD access within HE (Kim & Kutscher, 2021). The DIIF model highlights the roles of both disabled students and staff and HEIs and all stakeholders in supporting agency in learning, and wider experiences within and beyond HE. Understanding the importance of individual differences, the challenges of intersectionality and the multiple factors impacting students and staff with disabilities within HE (Williams et al., 2019) and the role of the environment in this is central to the model.

Aligned to the DSC’s (2022, 27) emphasis on the four key themes of **Communication, Consistency, Choice and Certainty**, we add **Confidence Building** as central to disability inclusion in terms of building the confidence of the whole HEI community to engage in discussions around disability and empowering SSWD to self-advocate effectively within and across organisations.

Independence in learning, the third meta-theme, focuses on the extent to which core HEI business elements such as inclusive curricula, assistive technologies, transitions support, including approaches to facilitate students’ self-advocacy and self-regulation skills development operate effectively together to maximise affordances for students and staff with disabilities in the HE learning environment.

Independence in learning is concerned with **individual agency and autonomy** and how HE environments are designed to enable equitable access for students and staff with disabilities.

Self-Advocacy: The ability to assertively state wants, needs and rights, determine and pursue needed supports and to obtain and evaluate the needed support with the ultimate goal of conducting affairs independently’. (Pfeifer et al., 2021, 20)

Sharing the Advocacy Load: The responsibility of organisations to ensure individuals are clear about what support they are entitled to, are supported in developing the skills needed to advocate confidently on behalf of themselves and others with support, and ultimately, minimise the need for additional supports through a commitment to the development of fully inclusive environments.

Identifying Priorities

Emphasis is placed on supporting self-efficacy (confidence in one's ability to do well), and self-advocacy (ability to have needs addressed) in enabling individuals' development of the necessary skills to master the requirements of a context which includes utilising the support of others as necessary as part of co-regulation and shared regulation approaches (Panadero, 2017). This shared advocacy approach aligns with Feig et al. (2019) in emphasizing understanding of the lived experiences of students and staff with disabilities, utilisation of appropriate strategies and techniques to support learning, engaging with experienced peers and specialist support, and reshaping learning goals so that they are accessible to all. In addressing this latter point, accommodations (e.g., reasonable adjustments) are integral to the design of the curriculum from the outset and for all students, and not a bolt on to solve the problem of exclusive curriculum design (Reyes et al., 2021; Valle-Flórez, et al., 2021).

In drawing on self-regulatory approaches to learning (Evans et al., 2021b), HEIs, need to ensure that SSWD are enabled to focus on the key tasks at hand to support their learning rather than having to commit additional physical and emotional resource to 'pounding on the doors of HEIs' to permit access.

Figure 5 provides a summary of core findings from research in supporting disability inclusion across the student lifecycle. the student lifecycle. It highlights the importance of identifying 'big ticket items' such that by doing them everything else becomes easier or unnecessary (Keller & Papasan, 2019). A key question for HEIs to consider is:

The success of such big ticket items rests in their 'sellability', in that: (i) they have face validity, (ii) can benefit all students, (iii) are clearly defined, (iv) tools and training are readily available to support implementation, (v) they are perceived as doable, (vi) efforts in addressing the issue are acknowledged, (vii) data collected on the impact of such initiatives supports implementation.

Smith et al. (2021) building on Morina's (2017) analysis of disability inclusion needs, emphasized the importance of addressing basic learning access needs for students with disabilities for them to be in a position to focus on learning; these issues are more pronounced for students with disabilities juggling multiple needs (Maslow, 1943). Such fundamental basics include the importance of accessible physical and digital spaces, proactive transitions support for first year students, and staff transitioning into new roles so that supports are in place when needed, faculty training, and training for typically-abled students and staff to ensure an inclusive campus climate (See Appendix C).

Q. What is your one big thing for disability inclusion that will promote inclusion more widely?

Figure 5: Supporting Students with Disabilities Transitions Into, Through and Beyond HE

	Transitions into HE	Transitions through HE	Transitions beyond HE
Research Findings	<ul style="list-style-type: none"> • Impact of academic mentoring. • Timing of supports and engagement with children, their teachers, and parents. • Importance of embedding skills training within the curriculum. • Need to address the language of disability and theoretical positioning of it. • Need to address Imbalance of ‘load’ on swd (student) and central teams. • Importance of swd (student) ownership of the process. 	<ul style="list-style-type: none"> • Value of universal supports for learning. • Importance of first semester/first year experience. • Need for an integrated team approach. • Need for clarity around what an inclusive curriculum is, and robust design and tools to measure the effectiveness of initiatives. • Importance of anticipatory design with swd (students). • Importance of mapping key skills required within courses, networks of support, and ongoing review of potential barriers to inclusion. 	<ul style="list-style-type: none"> • Importance of social, academic, professional networks. • Early opportunities for internships. • Ensuring quality of experiences / access. • Importance of access to research opportunities. • Barriers to access in certain professions/disciplines. • Lack of emphasis on positive attributes vs deficits.
Implications for Practice	<p>TIMING</p> <ul style="list-style-type: none"> • Establishing pre-HEI partnerships and training with schools to support student self-advocacy development. <p>AWARENESS</p> <ul style="list-style-type: none"> • Clear route map of supports available to all. <p>OWNERSHIP</p> <ul style="list-style-type: none"> • Disability inclusion (DI) embedded within induction/training for all staff and students. • DI integral to performance review process, staff reward and recognition. 	<p>MAINSTREAMING DI</p> <ul style="list-style-type: none"> • Inclusive curricula key principles and elements explicit within and across curricula. • Reasonable adjustments (e.g., assessment) embedded within the curriculum. • Assistive technologies (e.g., accessibility checking tools, automatic generation of alternative file formats (incl. audio), lecture capture, transcription and note taking software as standard). • Evaluation of disability data integral to module reporting and at a granular level. 	<p>TIMING</p> <ul style="list-style-type: none"> • Early access to internships/research opportunities. <p>ACCESS</p> <ul style="list-style-type: none"> • Comprehensive mapping of access across phases/stakeholders. • Ensuring portability of supports. • Utilising alumni to support DI. • Production of inclusive products as integral to assessments. <p>OWNERSHIP</p> <ul style="list-style-type: none"> • Peer/academic mentoring • Support with network development.

Tools to support Disability Inclusion

- **The DIIF checklist** (Appendix A) identifies good practice in disability inclusion (DI) and provides focused questions to enable exploration of institutional strengths and gaps in disability inclusion. It was developed in response to an identified need to support HEI institutional strategies to support disability inclusion (Williams et al., 2019). It provides a **blueprint to developing disability inclusive practice**. It can be used with teams across an institution to align vision, processes, and structures to enable an HEI to choreograph disability inclusion at scale. It can be used at different scales of enquiry to look at overall disability inclusion strengths and areas for development, and to mine specific aspects of practice in detail. It can be used by leaders at different levels within HEIs to explore individual, team, and organisational performance in disability inclusion
- **The DIIF summary cards** (Appendix B) provide an overview of key concerns within each of the 12 DIIF themes, key constructs, and areas of focus drawing on the research base. The cards can be used in association with the DIIF checklist.
- **Disability Inclusion Priorities Snapshot** (Appendix C) highlights key priorities and issues in moving disability inclusion forward, as identified by expert stakeholders (see also Figure 5 which provides a broad overview). It draws attention to the need for greater collaboration within and across the sector, and the importance of identifying ‘big ticket’ items, and ‘a less is more’ approach that can drive and sustain systemic disability inclusion change. Big ticket items represent initiatives that have the potential to impact all students and staff, and that by addressing one core area of activity, can have significant repercussions across all other areas. Lecture capture adopted as a consequence of COVID on the provision of face-to-face teaching, and need to move teaching online, is a classic example of a big ticket item. The relative success of which was dependent on evaluation of the quality of provision in ensuring timeliness, accuracy of messaging, and access to all students.

Appendix A: Disability Inclusion Institutional Framework Checklist (DIIF)

Evans, Zhu, and Easte, 2022

Note: In using the framework, all 12 themes needed to be considered in unison. **Rate the relative strength of the themes and sub-dimensions of themes (1 = weak) to 10 = strong) in the final right end column of the table below.**

Themes 1-4: Leadership capacity: Knowledge and understanding of disability and capacity to build integrated inclusive communities, the role of evidence and evaluation in supporting effective disability inclusion (DI) approaches

DIIF

I. Leadership

**KEY: SSWD = staff and students with disabilities; swd (staff); swd (students)
DI – disability inclusion**

Target	Focused Questions	1-10
1. There is a designated senior leader responsible for disability inclusion (DI). 2. Senior leaders with disabilities are visible. 3. Leadership and ownership of DI is embedded at all levels within the institution leading to a strong inclusive community of practice.	<ul style="list-style-type: none"> How are you ensuring senior leader(s) have the necessary, knowledge, understanding, and skills to take DI forward? What principles underpin the development of DI communities of practice? How are top-down and bottom-up approaches being maximised to facilitate shared ownership of DI? 	
4. Disability inclusion (DI) is clearly defined. 5. There is an integrated approach to DI for SSWD. 6. The theoretical framing of DI has been agreed with teams across the university. 7. There are shared understandings of a disability inclusive model of provision.	<ul style="list-style-type: none"> How is 'valuing diversity' fronted compared to 'institutional compliance' around disability? What is your strategy for agreeing the underpinning DI philosophy (i.e., interactional; ecological; social; medical), and how consistent is the messaging around this? How are you making best use of expertise within the organisation, and more widely to develop shared understandings of DI? 	
8. DI is embedded within strategy and policy. <ul style="list-style-type: none"> Processes are in place to check disability inclusion is centred in strategy, decisions, policies, and practices for SSWD. DI is embedded in annual reporting structures. 	<ul style="list-style-type: none"> How are you ensuring that the agreed language of disability is consistent within all documentation? How are staff and students being made aware of the importance of checking that practices are inclusive? How are you ensuring that everyone in the community is taking responsibility to ensure inclusivity of practices? 	
9. Commitment to and realisation of DI is integral to reward and recognition processes.	<ul style="list-style-type: none"> How is DI embedded within performance targets and rewards for all staff? 	
10. Access to high quality DI training and support is available to all, and additional support provided to those leading DI specific initiatives.	<ul style="list-style-type: none"> How are you ensuring best use of resource to build DI capacity, and at all levels within your organisation? 	

Target	Focused Questions	
<p>1. There is an accessible and current resource base on evidence of effective approaches to DI to include specialist knowledge around specific disabilities, research on inclusive approaches, and models of how to develop and evaluate them.</p> <p>2. Staff and students are encouraged to develop Disability Inclusion (DI) research.</p> <p>Dissemination of DI research is co-ordinated effectively.</p>	<ul style="list-style-type: none"> How are you ensuring your resource base/website of resources is accessible to all stakeholders and engages with all stakeholder needs? What does a comprehensive and user-friendly DI resource base look like and who is responsible for managing/curating it? How are you identifying and collating resource from within your institution and from national and international networks? How are you building staff capacity to contribute to valid research on DI? 	
<p>3. Full academic and professional team integration ensures a coherent approach to DI.</p> <p>4. Strong partnerships exist between schools, colleges, employers, including placements /internships to ensure a coherent approach to collection and use of evidence.</p>	<ul style="list-style-type: none"> How are systems and processes enabling professional services staff, academics, and wider stakeholders to have a shared understanding of evidence-informed approaches from the outset? How are you developing DI research partnership models and maximising access to funding streams? 	
<p>5. There is shared understanding of what quality evidence is for DI research. There is clarity around what, why and how, that is also sensitive to discipline/professional contexts.</p>	<ul style="list-style-type: none"> How is consensus on what counts as good DI research evidence being achieved, and relevant to different disciplinary contexts? 	
<p>6. Training in undertaking and evaluating the quality of DI research is available for staff and students making best use of research and practice evidence of colleagues (see also section 3).</p>	<ul style="list-style-type: none"> What are the mechanisms to support staff in evaluating the quality of research? What frameworks are you using to assist you? 	
<p>7. Staff have access to student data in good time to ensure DI needs are met.</p>	<ul style="list-style-type: none"> How are colleagues being made aware of student profile data sets, and information captured through artificial intelligence? 	

Target	Focused Questions	
<ol style="list-style-type: none"> 1. An integrated approach to the collation and evaluation of comprehensive institutional data is in place. 2. Training is available on collection and use of data. 3. Analyses of data on disability inclusion (DI) are shared with staff and students, and such work is integral to professional development opportunities for teams. 	<ul style="list-style-type: none"> • How is DI evaluation being embedded within roles (lecturer, professional services, IT support etc.)? • How are you ensuring rigorous monitoring and internal review to consider key issues (e.g., what is the % of SSWD in different areas? Where are there imbalances? Where are swd (staff) not employed? Where are swd (students) not accessing/completing degrees?) • How are staff trained to undertake internal review of DI effectively? Who monitors the effectiveness of teams? • What inclusion training is compulsory? • What training is there for staff to ensure effective use of data to inform program design and delivery and effective allocation of resource? • How are you monitoring the effectiveness of training on colleagues' use, and application of data? 	
<ol style="list-style-type: none"> 4. Information is available on patterns of access, continuation, success, and progression of swd (students) compared to those of non-disabled swd (students), and at an intersectional level. 5. There is effective monitoring of swd (student) access, continuation, success, and progression. 6. Analyses takes place centrally, and at faculty, program, and module/course levels to explore whether any groups of students are being disadvantaged relative to others. 7. There is effective monitoring of career progression for SSWD to ensure equality. 	<ul style="list-style-type: none"> • How is intersectional data being used to inform practice? • To what extent are students and staff engaged in deciding on what data is collected, how it is analysed and used? • How are you ensuring that the use of data can support changes in real time to support students' progression rather than purely at end points? • How are you monitoring employment outcomes for SSWD and responding to identified needs in a timely way? • Are there professions/disciplines where progression SSWD is more difficult? How is your strategy addressing this? 	

	3. Embedded Evaluation (cont)	
Target	Focused Questions	
<p>8. Students and staff are engaged in developing and evaluating approaches to measuring Disability Inclusion (DI).</p> <p>9. Methodologies for trialling and evaluating DI approaches are research informed.</p> <p>10. Analyses evaluate the impacts for SSWD with differing disabilities and from intersectional perspectives compared to peers without disabilities.</p>	<ul style="list-style-type: none"> How are you achieving shared understandings of effective evaluation processes and how are these being built into curriculum design/ service provision? To what extent is there effective tracking of evidence to allow analyses of the impact of different learning and teaching approaches for different groups of SSWD considering intersectionality? To what extent are findings trustworthy? <i>(robustness of design and measures for measuring impact)</i> <i>Emphasis on quality of designs to support impact analyses.</i> How are you measuring impact? 	
<p>11. There is good understanding of factors impacting SSWD progression, and approaches to address this.</p> <p>12. There is open and transparent discussion around student/staff data (SSWD) patterns to support improvements in provision.</p>	<ul style="list-style-type: none"> How is data being analysed at module/course/unit levels to enable detailed understanding of the impact of curriculum design on students' learning and the role of intersectional variables in this? 	
<p>13. There is comprehensive dissemination of approaches that have been successful in reducing differential outcomes for swd (students).</p> <p>14. There is transparency around areas needing improvement.</p> <p>15. Disability professionals with expert knowledge on inclusion in education are included in discussions, and centrally and from an early point in the process around design changes.</p>	<ul style="list-style-type: none"> To what extent are factors impacting success unique to disciplines, and specific practices? How do discipline and institutional patterns align with national and international findings? How are key staff and students being brought together to ensure integrated thinking at the beginning of the design process? 	

Target	Focused Questions	
1. Specialist and academic teams work closely together to ensure a holistic inclusive approach.	<ul style="list-style-type: none"> To what extent is Disability Inclusion (DI) provision across all university areas joined up? <ul style="list-style-type: none"> How are you ensuring consistency in the quality of provision across all areas of provision? How are you ensuring agility in relation to managing policy and contextual changes impacting understanding of disabilities and supports available? 	
2. The way in which funding is used to support SSWD is transparent. 3. Inclusivity and accessibility considerations are built into procurement of services and equipment and reflected in the tendering process. 4. Procurement procedures require agreed baselines of accessibility to be met for software, systems, and teaching resources: <ul style="list-style-type: none"> VPAT 2 or higher; WCAG 2 criteria for software sit/stand desks, ergo chairs and variable options in all study spaces 5. SSWD are involved from the outset in decisions around accessibility design , and key members of anticipatory design teams informing institution-wide decisions on accessibility. 6. Contingencies are in place to address shortfalls/delays in procurement processes to ensure SSWD have appropriate support.	<ul style="list-style-type: none"> How are you ensuring best use of resource to support SSWD? <ul style="list-style-type: none"> On what basis are decisions made about where the focus of funding support should be placed? How are you managing allocation of resource to meet all disability needs? How are you ensuring the efficiency of supports for SSWD? How are you evaluating the quality of financial and other supports for students/staff with disabilities (e.g., timely and appropriate in meeting needs)? <p>How are you engaging the community in developing DI resources (e.g., as integral to design of assessment – producing materials that have value to persons with disabilities or those engaged in supporting SSWD?</p>	
7. The lived experiences of SSWD are mapped with students and staff to ensure comprehensive support. 8. Accessibility plans critically consider SSWD access across all areas of provision (learning, social events, accommodation, workplace/placements).	<ul style="list-style-type: none"> What are your processes for ensuring full representation from SSWD in planning decisions? How are you ensuring that SSWD have physical, social, and academic access to activities (e.g., workspaces, access to labs; fieldwork; placements/internships; Student Union / social & leisure activities)? 	
9. Links with internal and national agencies/specialist groups are maximised to ensure co-ordinated and high-quality provision. 10. Swd (students) transitions are highly effective given the co-ordinated outreach work with them, their families, schools, and networks to support transitions in. 11. Peer support networks for swd (staff) and swd (students) are effective in supporting SSWD and building DI. 12. Leaders of DI peer networks are supported and involved in overarching strategy development.	<ul style="list-style-type: none"> How are you ensuring a joined-up approach with all relevant agencies to support swd (students) transitions? What pre-entry work is being done with children in schools and with adults in colleges/workplaces to support their transitions into your institution? Have links to all key support groups within the university been mapped and made available to all key stakeholders? How are peer support networks for SWD staff and students supported to ensure their effectiveness? 	

EMPOWERMENT: Efficiency of systems to support disability inclusion (DI) including effectiveness of communications and training in promoting access. **Cultures of inclusion** promote access and engage SSWD in the shaping and delivery of services

DIIF

5. Clear Communication

Target	Focused Questions	
1. Diversity is valued and celebrated. <ul style="list-style-type: none"> DI is strengths rather than deficits based. Building inclusive societies rather than compliance focused. 	<ul style="list-style-type: none"> How are you ensuring all communications are aligned in promoting and valuing diversity? 	
2. Information on where to access disability resources is made explicit to all stakeholders. 3. Recruitment strategies positively promote the importance of a diverse workforce and provide appropriate support for applicants (SSWD). 4. Outreach and marketing have been developed to maximise accessibility for swd (students). 5. Positive employment statements are used and promoted (e.g., all positions are open to persons with a disability). 6. There are regular communications to all staff and students on DI co-ordinated by senior leaders.	<ul style="list-style-type: none"> How are you ensuring a coherent route map of DI provision that is accessible to all? How are you monitoring alignment between what you say you offer and what you do? (e.g., SSWD evaluation of recruitment process). How are senior leaders with disabilities supported to advocate on behalf of themselves and others? How are you ensuring a coherent program of DI communications engaging with all communities of practice? 	
7. Disability policy and processes are embedded within all functions for staff and students (e.g., induction, guidance about timing and availability of pre-reading, in online learning environments and links to central resources; travel; placements, visits; office equipment etc.). 8. There is consistent use of language around disability aligned to agreed theoretical positioning. 9. Communications/ resources meet accessibility standards. 10. Disability support services are centrally located, visible, and accessible for SSWD and all staff and students.	<ul style="list-style-type: none"> What are the processes for ensuring alignment of messaging about disability across faculty? How are you tracking implementation of DI? Through what mechanisms are colleagues updated on the DI strategy? How are you ensuring colleagues can discuss DI in an informed and confident way? How are you ensuring accessibility standards are met in relation to online access to information/resources? How are you ensuring that all staff and students are aware of support services available for SSWD and for all? 	

Target	Focused Questions	
1. SSWD are actively engaged in co-design of DI policy and practice, for example: <ul style="list-style-type: none"> Design and nature of support services. Co-partners in curriculum design and delivery. Co-partners in research. Evaluating of the effectiveness of DI. 	<ul style="list-style-type: none"> What are the mechanisms to ensure the SSWD voice is heard? How are you ensuring representation from different groups of SSWD in decision making and development of policy and practice? 	
2. Workplace inclusion is measured and encouraged for SSWD.	<ul style="list-style-type: none"> How are you ensuring workplace culture is inclusive for SSWD? How are you working with employers and stakeholders to ensure DI standards are met? Are SSWD and all colleagues clear about processes for raising concerns about workplace DI practices? 	
3. Emphasis is placed on understanding the lived experiences of SSWD to enhance provision (see also theme 4).	<ul style="list-style-type: none"> How are you providing opportunities for SSWD to share their experiences of navigating HE? What are the processes for sharing the outcomes and actions of analyses of SSWD experiences? 	
4. The additional load many SSWD face in their learning is acknowledged and addressed through supportive structures and processes.	<ul style="list-style-type: none"> What practices are most impactful in addressing the additional physical and emotional load that many SSWD experience? 	
5. The university /college works closely with SSWD representative DI bodies to promote engagement (e.g., student unions, staff, and student DI networks).	<ul style="list-style-type: none"> How are you ensuring training and admin support for those leading SSWD networks? How do student and staff leading DI come together to ensure a co-ordinated approach? 	
6. The work of SSWD support groups is aligned with strategic priorities regarding inclusion and feeds directly into university/college strategy.	<ul style="list-style-type: none"> How are you ensuring the work of SSWD network groups coheres closely with, and is captured in, institutional strategy? How are you working with Students' Unions to agree a focused approach to DI? How does work on DI align with inclusion priorities for other under-represented groups? 	
7. There is a comprehensive approach to capturing the voice of SSWD.	<ul style="list-style-type: none"> Aligned with (theme 3) how are you ensuring the voices of SSWD are fully captured in informing strategic priorities? What are the mechanisms for capturing SSWD voice? How are you ensuring the quality and representativeness of the data? 	

Target	Focused Questions	
<p>1. Clear and explicit guidance is provided on inclusive practices.</p> <ul style="list-style-type: none"> ○ Specialist information is current with links to additional sources of information /guidance. 	<ul style="list-style-type: none"> • How are you building shared understandings of the core elements of inclusive practice to ensure fidelity to key principles of good practice? • How are you engaging all disciplines to provide resources for DI? 	
<p>2. Disability inclusion (DI) is embedded within staff professional development programs.</p> <ul style="list-style-type: none"> ○ Core themes of inclusive practice have been identified and built into curriculum design. ○ Staff find inclusion training relevant and valuable. <p>3. Manager training includes training on disability and supporting swd (staff) with reasonable adjustments / access.</p> <p>4. DI leadership training pathways and accreditation have been developed</p>	<ul style="list-style-type: none"> • How are you promoting collaboration between academic and professional services staff and students, and employers in the provision of DI training? • How are you embedding DI training within the disciplines? • What goals and targets are in place to ensure that disciplines are adopting an anticipatory inclusive approach for swd (students)? • Who trains staff on staff inclusion? How are you ensuring training is authentic: (i) To what extent are professionals with lived experience involved in leading the training? (ii) is it discipline/profession specific? • What training do managers at all levels within your organisation receive on DI for staff and students? • What does a leadership DI training pathway include? 	
<p>5. Models of effective DI practice are available to all staff and students including discipline specific examples.</p>	<ul style="list-style-type: none"> • How are you maximising the use of DI expertise across disciplines to support shared understandings and sustainable practice? 	
<p>6. Training is available for staff and students to become mentors of others in relation to DI.</p> <p>7. Ongoing support is provided for mentors.</p>	<ul style="list-style-type: none"> • How are you engaging staff and students in effective mentoring practices as part of an inclusive community? • How is the effectiveness of mentoring provision being evaluated? 	

Target	Focused Questions	
1. Swd (students) have timely access to appropriate high-quality supports /accommodations. <ul style="list-style-type: none"> ○ Supports consider the whole student experience (living, social, academic, professional support). ○ There is close liaison between academic and central services around supports. ○ Transitions work with schools/teachers in schools ensures students are clearly informed about support processes prior to HE entry. ○ Opportunities are available for students and their families to become familiar with the environment prior to commencing their courses. 	<ul style="list-style-type: none"> • How are you taking steps to encourage disclosure? • How are you ensuring that students have supports in place prior to commencement of study? If this is not the case, what contingencies/arrangements are in place to support students? • How are networks being developed with schools to enhance DI awareness for children and schoolteachers in preparing swd (students) for university? 	
2. Access is streamlined, simple and effective and centrally managed for SSWD. 3. There is efficient management of external and internal funding sources to support SSWD. 4. The 'administrative load' associated with access does not fall on SSWD.	<ul style="list-style-type: none"> • How are you maximising supports with external funding sources for staff and students? • How are you ensuring that the administrative burden in managing access and DI is not loaded on SSWD and a few core personnel? • How are you ensuring effective management of supports? 	
5. Swd (staff) and managers are clear about levels of support available from the outset. <ul style="list-style-type: none"> ○ Lifecycle support for SSWD is outlined. 6. Swd (staff) are encouraged and supported to apply for advertised positions/promotions. 7. Care is taken to ensure that the administrative burden of support is not loaded on SSWD.	<ul style="list-style-type: none"> • How are swd (staff) being supported after disclosure and during the lifetime of their employment? • Do you measure promotion opportunities for staff with disabilities? • How are you measuring supports for swd (students) in workplaces? 	
8. The inclusive culture promotes high levels of disclosure of disability among SSWD <ul style="list-style-type: none"> ○ Processes are in place to sensitively manage the different ways in which SSWD choose to disclose to ensure a co-ordinated approach. 	<ul style="list-style-type: none"> • How are you taking steps to encourage disclosure? • How are you working with SSWD to ensure sensitivities around disclosure are attended to in communications and processes? 	

	Enabling Access (cont)	
Target	Focused Questions	
<p>9. SSWD are supported in advocating for the accommodations they require.</p> <p>10. Disability awareness training is provided for staff and students and all relevant stakeholders including governing body training, and work with employers to promote an inclusive climate.</p> <p>11. Patterns of disclosure and 'undisclosure' are closely monitored to consider factors impacting SSWD experience.</p>	<ul style="list-style-type: none"> • How are you ensuring SSWD are in control of their accommodations process? • How are you measuring swd (staff) accommodations, satisfaction, and inclusion? • How are you ensuring consistency in the quality of support across providers? • How is information on disclosure used to positively impact the swd (student) experience? • How are you ensuring that systems and processes align to ensure the multiple venues in which swd (students) may choose to disclose are best used to support swd (students)? 	
<p>12. The efficiency and quality of the support process is rigorously evaluated with SSWD.</p> <ul style="list-style-type: none"> ○ Processes are in place to address any potential bias in the allocation of supports for students with different disabilities. 	<ul style="list-style-type: none"> • How is potential bias around specific disabilities being addressed at university and department levels? 	

Independence: Themes 9 -12

Supporting agency through the development of **self-advocacy and self-regulation skills**, and **tailoring transitions support** to address the entirety of the student /staff experience - assisted by the **availability and effective use of assistive technologies**, and application of **inclusive curriculum** approaches to ensure full access to learning.

DIIF 9. Inclusive Learning and Teaching

Target	Focused Questions	
1. There is a co-ordinated and focused approach to inclusive learning and teaching in the curriculum. 2. The key elements of inclusive curriculum practice are explicit.	<ul style="list-style-type: none"> How are you ensuring a focused approach to inclusive practice? Have you identified the key elements of inclusivity that are core to your strategy? What principles underpin your inclusive approach to curriculum development? How are you ensuring shared ownership of these? 	
3. Program approval processes require curriculum design to demonstrate DI. 4. High quality training in inclusive L & T approaches is available for all disciplines (e.g., Universal Design for Learning).	<ul style="list-style-type: none"> How are you ensuring that program teams have a shared understanding of what your baselines for inclusion are? How are you evaluating the quality of training on inclusive approaches to learning and teaching? 	
5. The quality of inclusive practice is consistently good across provision to include, for example, placements and employment opportunities (e.g., clinical practice).	<ul style="list-style-type: none"> How are you ensuring equality of experience of swd (students) in practice settings to include fieldwork, work placements, labs etc.? What specific disciplinary challenges are there in ensuring accessibility and inclusion, and what can teams learn from other disciplines? 	
6. Base lines of academic and pastoral support are agreed to ensure consistency in levels of support across courses. 7. Central services, specialist and academic teams work closely to ensure appropriate L & T accommodations are in place. 8. Staff training budgets include funds for accessibility needs.	<ul style="list-style-type: none"> How are you fostering team development of inclusive curriculum engaging with specialist staff, employers, and academics? How are you ensuring accessibility is considered in all training? How can you maximise efficiencies in collaboration with organisations to fund DI? 	
9. DI is considered in planning the design of curriculum from the outset and program validation processes audit this. 10. Alternative formats of information are offered as standard practice. 11. Reasonable adjustments and the range of alternative assessments/resources are embedded within programs and outlined prior to the start of them. <ul style="list-style-type: none"> Staff and students use accessibility checkers in their work as standard. 	<ul style="list-style-type: none"> How are you ensuring that there is a co-ordinated approach to reasonable adjustments engaging discipline teams with specialist central services teams? To what extent are academics and professional services staff in agreement as to what reasonable adjustments constitute? 	
12. Production of inclusive products is encouraged as part of assessment processes.	<ul style="list-style-type: none"> To what extent are students encouraged to produce inclusive materials and products as part of their programs? 	

Target	Focused Questions	
1. Digital accessibility standards are met. <ul style="list-style-type: none"> Webpages are compliant with public sector bodies' accessibility regulations, and regular review ensures compliance. Staff and students have access to training in how to meet digital accessibility standards. 	<ul style="list-style-type: none"> How are you ensuring information is accessible across different platforms and with the use of different tools? How are you enabling assistive software? 	
2. There are clear baselines regarding the provision of online support for students/staff including use of assistive technologies (ATs) to ensure consistency in the quality of experience.	<ul style="list-style-type: none"> How are you evaluating the consistency and quality of online provision for students across disciplines? 	
3. Students are given a clear route map of their online learning environment. 4. The core online tools students need to use are signposted and training in the use of them is provided in a timely manner. (e.g., readily available online tools easily found and accessed - especially those needed to bridge skill gaps (how to navigate learning management systems (LMS), how to use Excel....)	<ul style="list-style-type: none"> How are you ensuring that training is timely, so students have mastered key tools prior to commencing their courses? How are disciplines being supported to ensure judicious use of tools to support learning (e.g., which are essential, how are students and staff inducted into the use of them; what baselines there are regarding quality and consistency of 	
5. Judicious use is made of technology to ensure the adoption of the <u>most appropriate</u> technologies (ease of use, relevance, access etc.) <ul style="list-style-type: none"> Lecture capture (audio and video recording of core lectures/seminars) is available across all taught provision. There is a clear program of development to maximise the potential of artificial intelligence to support personalised learning for staff and students. There is investment in the use of augmented and virtual reality approaches to support learning. 	<ul style="list-style-type: none"> How are you engaging SSWD in the development of assistive technologies and design of online learning environments? How are you evaluating the equity of online assessment for swd (students) with different disabilities? How are swd (staff) being supported to master DI tools and software and how is this factored into workload? 	
6. Ongoing tracking and evaluation of the use of online technologies ensures all students have equal access and opportunities to do well.	<ul style="list-style-type: none"> How are you monitoring the impact of the different ways in which students access and use online technologies to support learning? 	

Target	Focused Questions	
1. Key transition needs for swd (students) have been mapped across the academic year to inform a lifecycle approach to managing swd (student) transitions into, through and beyond HE.	<ul style="list-style-type: none"> How are you building understanding of transitions as an ongoing process? 	
2. There is an effective school-university transitions program to support swd (students) entry. <ul style="list-style-type: none"> Good use of data is made to ensure appropriate supports for swd (students) are in place at point of entry. Any changes in arrangements are communicated clearly. Familiarisation strategies are in place. 	<ul style="list-style-type: none"> What training with schools is most effective in supporting different groups of swd (students) in their transitions into university? How are teams researching swd (students) experiences of transitions? 	
3. Early assessment of swd (students) needs is effective in ensuring that they have the necessary supports in place and that these are of high quality. <ul style="list-style-type: none"> Swd (students) can register with the university early to sort adjustments in good time for start of academic year. Interim support and adjustments are available if swd (students) experience delays in accessing necessary equipment/access to networks. 	<ul style="list-style-type: none"> What work is being done with schools to familiarise school staff and students with the DSA support process in HE? 	
4. Students and staff are given a route map of all the supports available to them with links on how to access them. <ul style="list-style-type: none"> A timetable mapping out when reasonable adjustments (if required) are expected to be implemented and what actions prospective students need to take to be able to commence their studies on time with support in place is provided. 	<ul style="list-style-type: none"> How are the first-year experiences of swd (students) being captured to inform transitions supports? 	
5. There are opportunities for academics to act as mentors for first year swd (students) to support their integration into university. 6. Students/staff are given training to act as peer mentors to support swd (students) transitions into HE.	<ul style="list-style-type: none"> How can mentoring and reverse mentoring approaches support transitions? What evidence is there of the efficacy of different mentoring approaches? (e.g., academic vs peer mentoring; swd (students) acting as mentors and mentees etc.) 	
7. Staff have identified and signposted the key self-regulatory skills required within the curriculum and provided students with clear examples of how to develop these essential skills, test, and apply their understanding.	<ul style="list-style-type: none"> How are you ensuring high quality training to support academics in embedding approaches that enable students' development of self-regulatory skills? How are program teams being supporting in streamlining core content and signposting essential skills? 	

	Transitions Support (cont)	
Target	Focused Questions	
<p>8. The design of assessment engages students by (i) making requirements explicit; (ii) provides students with multiple opportunities to test their understanding for themselves, (iii) engages them in developing meaningful assessment products.</p> <ul style="list-style-type: none"> ○ Students receive training in planning how to meet the requirements of a task. ○ Peer mentoring practices support students' development of essential skills. ○ Students are supported in developing effective networks of support. ○ Academic mentoring opportunities from staff are available. 	<ul style="list-style-type: none"> ● How is the design of assessment enabling students to self-manage it? ● How are you ensuring that no student is disadvantaged by the design of assessment? ● How are systems set up to support swd (students) to maximise social networks? ● How are academic and pastoral teams working with swd (students) to build social contacts and networks? 	
<p>9. Students have opportunities throughout their degrees to engage with employers.</p> <p>10. Swd (students) receive specialist career support.</p>	<ul style="list-style-type: none"> ● How are academic and careers teams working with swd (students) to support them in promoting their unique skills and attributes? ● How are careers experts who specialise in supporting swd (students) employability working with academic staff to enhance DI? 	
<p>11. Students have opportunities to engage with research throughout their UG program of study.</p>	<ul style="list-style-type: none"> ● How are swd (students) bled students being given experiences of working with research teams from year one of entry? 	
<p>12. Placement/internships provide swd (students) with equal access to opportunities.</p>	<ul style="list-style-type: none"> ● How are you ensuring the internships give swd (students) appropriate opportunities? 	
<p>13. Transition support plans are available to swd (students) moving into employment.</p> <ul style="list-style-type: none"> ○ Availability of supports (e.g., within the workplace; government-funded and/or specialist network support) ○ Identifying potential issues in relation to continuity of technology supports. 	<ul style="list-style-type: none"> ● How are academics and specialist staff working with employers to enhance DI in the workplace? ● To what extent is DSC (2021b, c) guidance on swd (student) support in apprenticeships and employment being heeded? ● How can alumni support swd (students) transitions into the workplace? 	
<p>14. Alumni teams are used effectively to support swd (students).</p>	<ul style="list-style-type: none"> ● How are you utilising alumni networks to promote inclusive practice in the workplace? 	

Target	Focused Questions	
<p>1. Self-advocacy approaches are embedded within the curriculum.</p> <p>2. Professional services and academic teams work together to ensure an integrated approach to curriculum delivery that enables students to focus on mastery of their discipline/profession.</p> <p>3. Swd (students) have full access to curriculum materials and schedules to be able to self-manage their learning.</p>	<ul style="list-style-type: none"> How are staff being supported to embed self-advocacy development within the curriculum? How are staff working with swd (students) to identify specific challenges so that these can be incorporated within curriculum planning? How are disciplines' different approaches to supporting self-advocacy development shared? To what extent does the design of the curriculum and access to it enable swd (students) to manage it for themselves? 	
<p>4. Self-advocacy training is available for staff and students.</p> <ul style="list-style-type: none"> Information about all aspects of the course is available to all students and written with students. Training is provided in goal setting, planning, monitoring, and adjusting strategies, and self-evaluation as part of the curriculum. Potential stumbling blocks in the curriculum have been mapped to ensure appropriate supports. Students and staff are trained to be peer mentors. <p>5. Students are supported in developing effective networks of support.</p>	<ul style="list-style-type: none"> How are central services, the Students' Union and academic teams working together to support a joined-up approach to self-advocacy development? What interdisciplinary/cross-institution opportunities are there for SSWD and their peers to develop self-advocacy skills? How is the knowledge of previous students' experiences being used to enhance guidance for new cohorts? How is network development prioritised within curriculum delivery? 	

Evans & Zhu with Easte, 2022: DIIF Checklist International (Appendix A)

Appendix B: DIIF CARDS: Summary of Key Considerations

DIIF

1. Leadership

The importance of an institutional approach to disability inclusion (DI)

Significant training is needed to build **leadership capacity at all levels** (Hector, 2020; Martin, 2017). Currently, leadership is seen as too removed from practice. The support mechanisms for sharing good practice across the sector need to be strengthened (DSC, 2022). Disability leadership pathways are also needed to empower people with disabilities (Harper & Szucs, 2022).

Key areas of focus to consider:

- **Sector-wide collective responsibility** to ensure a joined-up approach to DI.
- **Vision:** Leadership commitment to a comprehensive institutional approach to DI.
- **Senior leadership responsibility and visibility within institutions.**
- **Values:** Valuing diversity within the organisation and prioritising DI.
- **DI embedded within policy and practice.**
- **Compliance:** Meeting legal responsibilities.
- **Mobilising:** Developing organisational potential and resource to embed DI.
- **Realising strategy** - able to mobilise 'big ticket items' that address multiple areas of need (e.g., co-ordinated transitions support with secondary schools; embedding reasonable adjustments within curriculum; agreed baselines of support – lecture capture, captioning etc.).
- **Validating:** Acknowledging importance of DI in recognition and reward.

Big ticket item

Embedding DI into the performance review process for all.

Key questions to consider include:

- (i) How are all individuals engaging with students and colleagues to ensure the inclusivity of what they do?
- (ii) How is quality and parity of DI across all functions being achieved?
- (iii) What training is provided to support leadership of DI and how are DI leaders being supported?

Investment in high quality research to ensure appropriate focus, quality, and sustainability of DI initiatives.

Building research capacity in disability inclusion underpinned by an understanding of rigorous research methods is imperative (DSC, 2022). Utilising methodologies and methods that best capture the lived experience of students with and without disabilities is essential (Lipson et al., 2019). Harnessing these experiences of staff and students with disabilities (SSWD) requires granularity in exploring the specific nature of disability and the range of individual and contextual variables implicated (DSC, 2021a); mixed methodologies and longitudinal designs are important elements of this (DSC, 2021d). Investment in supporting student and staff research in disability inclusion is an important way of building DI capacity (Berghs, et al., 2016). A repository of high-quality research (CSJ, 2021; DSC, 2022) is needed and boundary-crossers who can convert research into usable tools across disciplines.

Key constructs

- **Research quality.**
- **Research focus.**
- **Representation** of SSWD within research.
- **Appropriate methodologies** to explore the lived experiences of disabled staff and students, and to explore the effectiveness of specific approaches in enhancing inclusion.
- Importance of an **intersectional approach**.
- **Capacity** to engage in DI research.

Big ticket item

- **Building a disability inclusion community of practice and making best use of expertise:**
 - Mapping research capacity of DI within institution.
 - Centralised DI research and practice resource base.
 - Investment in DI research with staff and students.
 - Establishing base lines of quality.

Key questions to consider:

- (i) What constitutes high quality DI research?
- (ii) How are you utilising research within your institution and beyond to inform work in DI?
- (iii) How are you encouraging staff and students to engage in DI research?

Evaluation of DI needs to be embedded within learning and teaching at module /course levels to ensure agile analysis of the implications of curriculum design on students' with disabilities (swd) experiences, and from intersectional perspectives. High quality training in the use of appropriate data for evaluation purposes is needed for staff and students, and critical analysis of the use of such data and at a granular level (i.e., intersectional) to support informed DI agendas (Mitra & Yap, 2021). Such analysis needs to be agile to enable adjustments to provision in a timely fashion (i.e., enabling amendments during delivery of the curriculum). More attention needs to be given to understanding why certain groups of students appear less likely to request disability support (e.g., Black, Asian and minority ethnic students).

Key constructs

Quality of data collection - Actors involved – Role of staff and students in analysis of data - Access to information - Focus of evaluation – Monitoring - Addressing gaps

Building Evaluation Capacity

- Using data effectively to ask the right questions, rigorous collection of data and utilising appropriate analyses.
- Disaggregating data to ensure better understanding of the needs of students with specific types of disability to deploy resources most effectively and equitably.
- Intersectional analyses acknowledge the complexity of factors impacting access to learning and opportunities to do well for students with disabilities.

Analyses are comprehensive in ensuring consideration of:

- Adequacy of strategy in addressing needs.
- Impact of provision in minimising differential outcomes.
- Extent to which the curriculum and environment support individual agency and success.
- Effectiveness of training.
- Relative effectiveness of different approaches from quality and efficiency perspectives.
- Priorities for action.

Defining what impact in DI is:

Achievements

- Access: Equality of access across all provision, enrolment, social integration
- Performance: (attainment, employability outcomes)
- Skills development

Diversity welcoming climate:

- Self-reports on wellbeing, belonging, and satisfaction
- Inclusivity of physical, academic, and social spaces
- Rates of disclosure
- Quality of resources
- Design of curriculum

Efficiency

- Efficiency and effectiveness of supports
- Best use of resource

Big ticket items

Embedding DI monitoring and evaluation at the module level.

Q. How are you ensuring effective use of data?

- (i) How are you ensuring effective use of data?
- (ii) How are you supporting the development of evaluative capacity and what frameworks are you using and why?
- (iii) Do your data dashboards enable you to mine data at module/intersectional levels?

An integrated approach to DI is needed to ensure an appropriate level of resource, and best use of it, to support the holistic needs of SSWD.

Ensuring strong integration between specialist professional services and academic provision is required (Williams et al., 2019). Clear mapping of how all relevant expertise intersects in the provision of DI is needed to inform equal access to, and best use of resource. Specialist disability support services within the university and outside of it need to work collaboratively with faculty staff to ensure inclusion is fully embedded across all experiences for SSWD (GDI Hub and Snowden Trust, 2021). University-wide disability management systems need to be robust and agile in ensuring the effective sharing of disability information. Key performance targets and associated workload recognition for DI need to be addressed.

Key constructs

- **Co-ordination** – and timelines - structures and processes facilitate a coherent approach to disability inclusion (DI) at all levels throughout an organisation (e.g., central services, faculty/department, discipline, professional and academic).
- **Consistency in quality** across all areas of provision and effective monitoring of this.
- **Specialist understandings** of DI – currency and criticality of information.
- **Shared responsibility.**
- **Holistic** in addressing SSWD needs (academic, social, and practical).
- **Accessibility of information** mindful of confidentiality concerns.
- **Cross-sector integration.**
- **Cross-institution collaboration.**

Big ticket items

- **Provision of a clear route map of supports available to staff and students.**
- **Academic/professional integration in design of curriculum and development of services.**

Key questions to consider:

- (i) How are you ensuring a team approach to ensure DI is embedded within the curricula and wider offer?
- (ii) How are you working with Students' Unions to promote an integrated approach?
- (iii) How are disciplinary teams making best use of institutional/sector resources to promote DI?
- (iv) How are institutions/disciplines working with professional, statutory, and regulatory bodies to ensure DI?

Investing in building a shared culture and language of disability inclusion.

Institutions must be transparent around the framing of disability and extent to which diversity is valued (Hill et al., 2020). Commitment to DI needs to be embedded within all layers of the organisation and the responsibility of all (academic and professional services staff and students) (John et al., 2019). Systems, structures, and processes need to echo this commitment (e.g., through acknowledging the importance of DI in student and staff appraisal, reward, and recognition processes). Bespoke accredited professional development pathways in inclusive practice are needed that address academic and social-relational dimensions of development.

Key constructs

- **Clarity and consistency of messaging** - clear information and guidance are accessible to all to ensure alignment of DI approaches.
- **Culture of organisations** – trust – openness –
- **Theoretical and conceptual framings** of disability.
- **Communications strategy.**
- **Building network capacity.**
- **Alignment between rhetoric and reality.**

Big ticket items

- **Strong leadership of a co-ordinated communications strategy that ensures clarity and consistency in the quality of messaging around valuing diversity and delivers on access.**

Key questions to consider:

- (i) To what extent is there a shared understanding of your theoretical framing of disability inclusion?
- (ii) Consider the quote from Riddle (2013) below in discussing your theoretical framing of disability
- (iii) What are the relative merits and limitations of the social model of disability compared to the interactional, and social critical models of disability?

'... many activists and theorists... believe the British social model [of disability] is the only effective means of understanding and advocating on behalf of people with disabilities. This model... contends that disability is a form of social oppression and hence, is a phenomenon that should be conceptualised in social terms. Individual properties such as impairments are disregarded as they are viewed to be unimportant in the analysis of the social causes of disability. Concurrently, many bioethicists and philosophers have embraced what Tom Shakespeare has classified as an 'Interactional Approach' to disability--that **"the experience of a disabled person results from the relationship between factors intrinsic to the individual, and the extrinsic factors arising from the wider context in which she finds herself"**. ... I suggest, as Jerome Bickenbach has, that while it may be somewhat churlish to critique the social model in light of its political success, taken literally, it implies that people with disabilities require no additional health resources by virtue of their impairments. ...I suggest that the British social model, unlike an interactional approach, is unable to provide a realistic account of the experience of disability, and subsequently, unable to be properly utilized to ensure justice for people with disabilities. (Riddle, 2013, 377).

Engaging SSWD in framing DI approaches teaching and research.

Greater attention should be on participatory designs engaging students with and without disabilities with academics in maximising the potential of diversity within the university and beyond it (Bennett et al., 2019). SSWD need to be centrally engaged in informing learning and teaching, research, and enterprise activities (DSC, 2022).

Key constructs

- **Co-creation:** SSWD are centrally engaged in the design of support services and curriculum access and equity concerns.
- **Design is anticipatory** rather than reactive.
- **Empowerment** of those with disabilities to lead initiatives (resource, training, reward) and being supported in doing so.
- **Consultation:** There is a comprehensive strategy to ensure individual experiences of DI are heard.

Big ticket items

- **Commitment to collaborative design and engagement of SSWD in design.**
- **Effective strategies to fully capture user experience.**
- **Agile policy and dynamic curricula.**

Key questions to consider:

- (i) To what extent are students with disabilities proactively engaged in advising on specific barriers to DI in the development of modules/units and programs?
- (ii) What training is provided to faculty leads to support swd staff?
- (iii) How is the process for capturing SSWD being evaluated? (link to theme 3)

Clarifying what constitutes high quality training in DI.

DI training needs to be available to all staff and students (DSUK, 2022) and be integral to professional development accreditation pathways (Hector, 2020). Rigorous evaluation is needed of professional development approaches aimed at enhancing awareness and implementation of DI approaches. Such developmental opportunities should be for all staff and students and should be embedded within disciplines. Links to specialist DI networks and ensuring currency of guidance are essential (Meeks, Herzer & Jain, 2018). All staff and students need a route map of where all key information can be found, supplemented with central communications to ensure alignment of focus with institutional strategic priorities.

Key constructs

- **Availability of specialist resources and training** to support all staff and stakeholders.
- **Enhancing staff and student awareness** of supports available.
- **Preparing staff and students to engage** - addressing conceptions of disability-willingness, capability, opportunity.
- **Engaging all staff across all functions** in DI to address social, physical, and academic inclusion.
- **Providing space to rethink curriculum and to identify potential blockages** to access – reviewing assumptions, bias.
- **Demonstration/dissemination of effective approaches** that have benefits for all students.
- **Embedding DI training within all professional development opportunities.**

Big ticket items

- **DI training embedded within induction**
- **Use of accessibility checking software as standard practice**
- **Integral to reward and recognition**

Key questions to consider:

- (i) What is the absolute core training that all staff and students need in DI?
- (ii) How is the effectiveness of training in impacting DI being measured? (links to theme 3)
- (iii) How are you ensuring that staff and students and all relevant stakeholders have access to key information on DI? (links to themes 3, 4, 5, 9, 10)

Ensuring equitable and timely access to accommodations for all students with disabilities and minimising the need for accommodations through mainstreaming good practice.

Greater criticality is required in scrutinising students with disabilities (swd) use of accommodations (e.g., quality of accommodations, appropriateness, scaling potential) (Meeks, Herzer & Jain, 2018). The intention should be to move to an inclusive model of DI where accommodations are built into curriculum design, thereby minimising the need to disclose, while also releasing capacity for specialist supports (Williams et al., 2019). Greater collaboration between universities, schools, and employers to support students' awareness of how to navigate disclosure within HE and employment contexts is required (DFE, 2022; NADP, 2021). Clearer signposting of supports available for all SSWD is needed (Hill et al., 2020).

Key constructs

- **Efficient and high-quality processes and supports.**
- **Transparency in what accommodations** are available, and **how funding is used** to support students.
- Ensuring **SSWD ownership** of access support.
- Ensuring **access to services** – awareness of all.
- Inclusive climate -**reducing the burden of disclosure.**
- **Holistic transitions support** across academic and social provision and entirety of student/staff experience.
- **Specialist provision integrated with faculty provision.**
- **Ongoing monitoring of the effectiveness of provision** – and addressing shortfalls in provision in a timely way.
- **Ensuring time is allocated to support SSWD to master supports available.**

Big ticket items

Mainstream DI core provision.

Key questions to consider:

- (i) To what extent is there judicious evaluation of the quality and efficiency of supports? (links to theme 3)
- (ii) How are you monitoring relative use of supports to ensure that those that need them most make best use of them?

Making the core features of inclusive curriculum delivery accessible and explicit, and ensuring a focus on inclusive assessment.

In spelling out the core features of inclusive practice (Universal Design for Learning is one example) (CAST, 2018): (i) the research underpinning the chosen inclusive approach needs to be accessible, (ii) the principles informing it need to be transparent and particularly with regards to operationalisation at the discipline/specialism level, and (iii) the approach must be perceived as doable by staff and students alike (Evans, 2022).

Clear baselines are needed to ensure consistency in the quality of experience for all students. Principles of effective inclusive design need to be embedded within training for staff (e.g., clear signposting of key messages to reduce information overload; links to examples of effective practice to demonstrate how; opportunities to practice and embed ideas within one's own practice). Such training should involve all stakeholders in collaboratively agreeing a unified approach (e.g., academics and students, disability, careers, mental health and wellbeing services, technicians, employers etc.) (Meeks, Herzer & Jain, 2018).

An emphasis on inclusive assessment is essential in promoting inclusive approaches within the curriculum but this is significantly underutilised at present. Scrutiny is needed of the extent to which the nature of assessment (e.g., type, volume, distribution, focus, mode of delivery (online vs hard copy)) may have differential impacts on SSWD (Tai et al., 2022)

Key constructs

- **Commitment to inclusion within the curriculum** - promoting an inclusive culture with all students/staff.
- **Understanding of DI approaches** - awareness of individual differences and specialist needs.
- **Mapping of curriculum to identify specific crunch points with SSWD.**
- **Promoting learner agency and partnerships in learning.**
- **Utilisation of specialist support in designing curriculum** from the outset.
- **Embedding reasonable adjustments within curriculum.**
- **Ensuring physical access of resources.**

Big ticket items

- **Program approval processes requires curriculum design to demonstrate inclusivity.**
- **Clarity around inclusive assessment.**
- **Reasonable adjustments embedded within curriculum.**
- **Emphasis on inclusive products.**

Key questions to consider:

- Have you made the parameters of inclusive curricula explicit?
- How are you using evidence to inform selection of a key inclusive curriculum focus?
- How are you ensuring a co-ordinated focus on your core element of inclusive curriculum across the university as part of a less is more approach?

Training staff and students in the judicious use of assistive technologies (ATs).

Meeting web accessibility standards is essential. Critical examination of ATs is required to ensure the most appropriate use of technologies in support of learning. ATs need to be provided in a timely fashion, and the time needed to master the technologies needs to be accommodated within curriculum and assessment design to not overload SSWD. The affordances of online provision for learning developed during the COVID 19 pandemic need to be maintained, and careful analysis of data generated through massive upscaling of technology used to inform enhancements in provision, and especially for those students who faced increasing barriers to access during COVID (e.g., those with cognitive difficulties, students with visual and/or auditory impairments, and intersectional factors – e.g., related to affordability of resource) (DSUK, 2022).

Key constructs

- **Utilising technology to best effect** to support DI.
- **Training staff and students in use of assistive technologies.**
- **Meeting required standards for access.**
- **Consistency in the quality** of online learning provision for all students.
- **Training staff and students in use of assistive technologies.**
- **Maximising potential- Investment in use of artificial intelligence and virtual and augmented realities** to support student access to learning.

Big ticket items

- **Mainstreaming assistive technologies.**
- **Training all staff in use of accessibility software.**

Key questions to consider:

- (i) How are you ensuring consistency in the quality of provision?
- (ii) How are you working with teams to ensure judicious use of tools to support learning and training opportunities for all in them?
- (iii) How do program teams build in time for students/staff to acquire the necessary skillsets (what can we do less of so that we can focus on what matters)?

Transition's support needs to be seen as a process and not as a point in time. Clear mapping of supports, signposting of requirements, opportunities for skills development and **engagement of SSWD in planning for transition with all relevant stakeholders is essential**. Greater emphasis is needed in working with students with disabilities, their families, and schools to support students' in self-managing their transitions. Efforts need also to be placed on ensuring students with disabilities develop the necessary networks and opportunities to maximise their progression opportunities into employment or further study.

Key constructs

- **An effective lifecycle approach to managing swd (students) transitions into, through and beyond HE.**
- **Supporting entry**
 - Importance of first semester experience.
 - Partnership with schools and specialist services.
- **Supporting continuation and student success**
 - Supporting swd (students) in maximising their strengths and developing strategies to manage areas that are problematic to them within discipline provision.
 - Supporting students' social network development.
- **Familiarisation with employment/ postgraduate study requirements**
 - Maximising students' assets.
 - Ensuring high expectations.
 - Specialist careers support.
 - Early exposure to work contexts (internships).

Big ticket items

Maximising opportunities:

- **Pre-HEI school partnerships.**
- **Social, academic, professional networks.**
- **Early access to internships/research opportunities.**

Key questions to consider:

- (i) What materials are provided to school children to prepare them for negotiating DI in HE?
- (ii) How are you ensuring quality of DI provision across all partner institutions?

The development of self-advocacy skills needs to be integral to curriculum delivery.

Self-advocacy skill development is implicated in student success and involves numerous self-regulatory processes. In sum, it refers to **an individual's ability to manage their environment effectively for themselves, and from an institutional perspective, the organisation's capacity to support all learners to be agentic and empowered.**

Embedding self-regulatory skills development at the discipline level is beneficial for all students (Bembenutty, While, & Vélez, 2015; Dent & Koenka, 2016). A key issue is **how curriculum is designed to enable all students to be able to manage their progression through it for themselves and to know where and how to utilise support from others in maximising their skills set** (Evans et al, 2021). Attention primarily should be focused on academic and social skills development. Approaches addressing self-regulatory attributes such as goal setting are important while also addressing the neurobiology of learning materials (e.g., reducing cognitive overload through careful selection of materials, and clear signposting of core self-regulatory skills across and between modules/courses).

Key constructs

- **Supporting SSWD self-advocacy development in** knowing and understanding their needs and rights, and ability to use the environment and adapt it to ensure needs are met.
- **Placing emphasis on the promotion of student/staff self-regulation skills** to manage academic, social, and relational activities to include:
 - Political- understanding how to navigate and make sense of systems and processes.
 - Cognitive: Knowing how to access filter and process information.
 - Metacognitive: Management of self and self in interaction with communities, and disciplinary demands
 - Affective: emotional dimensions of academic and social life including relational skills and ability to work with others as part of shared regulation to achieve a common goal.

Big ticket items

- **Curriculum mapping with students of key skills required within modules /courses.**
- **Investment in high quality mentoring opportunities.**

Key questions to consider:

- How are you ensuring that students get a clear route map of potential barriers to inclusion prior to commencing courses?
- How are you monitoring students' development of self-regulatory skills and identifying potential rate limiting steps?

Appendix C: Disability Inclusion (DI) Priorities (linked to Figure 5)

	Core interrelated themes	Key issues	Institution approach	Specific ticket item	Sector-wide
1	An institutional approach to disability inclusion (DI)	<ul style="list-style-type: none"> • Ownership • Leadership too far away from practice • Piecemeal 	<ul style="list-style-type: none"> • Embed in structures and processes as responsibility of all • Simplify and align 	<ul style="list-style-type: none"> • DI integral to performance review process for all 	<ul style="list-style-type: none"> • Collaboration around proof of concept using evidence-base approaches to DI • Collation of effective scaling up initiatives
2	Investment in high quality research	<ul style="list-style-type: none"> • Understanding of what quality is • Rooted in practice 	<ul style="list-style-type: none"> • Promotion of research-informed approaches within and across disciplines 	<ul style="list-style-type: none"> • Mapping research capacity on DI within institution. • Centralised resource base • Investment in DI research 	<ul style="list-style-type: none"> • Agreed guidelines for developing and evaluating impact of DI • Shared DI resource base
3	Evaluation of DI	<ul style="list-style-type: none"> • Granularity • Measuring what we value 	<ul style="list-style-type: none"> • Provision of data dashboards • Training in use of data 	<ul style="list-style-type: none"> • Evaluation of DI integral to agile course / module reporting 	<ul style="list-style-type: none"> • Evaluation templates to support consistency in quality • Collation of evidence base
4	Integrated Approach	<ul style="list-style-type: none"> • Team-based • Currency of expertise • Shared principles • Co-ordination 	<ul style="list-style-type: none"> • Systems to support integrated working 	<ul style="list-style-type: none"> • Clear route map of supports available to and for all • Academic/Professional integration 	<ul style="list-style-type: none"> • Shared systems and processes to enable continuity and quality of support across sector/phases
5	Shared culture and language of disability inclusion	<ul style="list-style-type: none"> • Beliefs and values • Consistency in messaging 	<ul style="list-style-type: none"> • Valuing of diversity, and agreed principles and discourse around DI 	<ul style="list-style-type: none"> • Processes to ensure consistency in messaging and agreed DI principles 	<ul style="list-style-type: none"> • Shared principles across stakeholder groups (e.g., alumni and employers PRSBs etc.)
6	Engaging SSWD in framing DI	<ul style="list-style-type: none"> • Access • Agency • Timing 	<ul style="list-style-type: none"> • Anticipatory and participatory approach to DI from the outset 	<ul style="list-style-type: none"> • Commitment to collaborative design • Effective strategies to capture user experience • Agile policy and dynamic curricula 	<ul style="list-style-type: none"> • Network development with relevant agencies to impact policy at local/national levels
7	Clarifying what constitutes high quality training in DI	<ul style="list-style-type: none"> • Shared understandings • Translation to practice • Reach 	<ul style="list-style-type: none"> • DI integral to all training 	<ul style="list-style-type: none"> • Embedded within induction • Integral to reward and recognition 	<ul style="list-style-type: none"> • Accredited CPD pathways to DI practice

					<ul style="list-style-type: none"> • Baseline inclusivity checks for programs
8	Access to accommodations	<ul style="list-style-type: none"> • Disclosure issues • Agency • Bias 	<ul style="list-style-type: none"> • Ensure systems & processes support user agency 	<ul style="list-style-type: none"> • Mainstream DI core provision 	<ul style="list-style-type: none"> • Minimise bureaucracy for DI
9	Making the core features of inclusive curriculum accessible and explicit	<ul style="list-style-type: none"> • Research-informed • Shared understandings • Awareness of individual differences 	<ul style="list-style-type: none"> • Principles and dimensions of inclusive practice agreed • Systematic approach to development of inclusive L&T 	<ul style="list-style-type: none"> • Clarity around inclusive assessment • Reasonable adjustments embedded within curriculum • Emphasis on inclusive products 	<ul style="list-style-type: none"> • Research-informed approach to evaluating the effectiveness of inclusive L & T approaches • Agreement around core constructs
10	Training staff and students in the judicious use of assistive technologies	<ul style="list-style-type: none"> • Appropriateness • Access • Portability • Training time • Consistency in quality 	<ul style="list-style-type: none"> • Provision of tools to support inclusive learning as standard, or easily available • Core tools/suite of resources available across all provision • Baseline standards • Training for staff and students 	<ul style="list-style-type: none"> • Accessibility checking tools, automatic generation of alternative file formats (incl. audio), lecture capture, transcription and note taking software as standard • Baseline standards 	<ul style="list-style-type: none"> • Data base of AT tools and evaluation of effectiveness • Coherence in provision across phases • Cross-phase/sector training
11	Maximising the effectiveness of transitions support	<ul style="list-style-type: none"> • User awareness • User confidence • Accessibility of systems • Knowledge of users • Timing of support • Appropriateness of support 	<ul style="list-style-type: none"> • Transitions understood as an ongoing process and not as a point in time. • Efficiency of systems to provide integrated support and track user experiences 	Maximising opportunities: <ul style="list-style-type: none"> • Pre-HEI school partnerships • Social, academic, professional networks • Early access to internships/research opportunities 	<ul style="list-style-type: none"> • Data bases to support transitions from DI perspectives • Alumni Network for DI
12	Supporting the development of student self-advocacy skills	<ul style="list-style-type: none"> • Self-efficacy • Self-awareness • Confidence • Quality of programs • Access to information 	<ul style="list-style-type: none"> • Training in integrating self-regulation strategies into programs 	<ul style="list-style-type: none"> • Curriculum mapping <u>with</u> students of key skills required within modules/courses • Investment in high quality mentoring opportunities 	<ul style="list-style-type: none"> • Collation of resources/exemplars to support student self-regulation within disciplines/professions.

Evans, C. & Zhu, X. (2022): Disability Inclusion Priorities (Appendix B)

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