How inclusive is your pre-admission information for students with disabilities?

Institutional web pages and information can be an early and often overlooked barrier for disabled applicants. Applicants encountering unclear or unwelcoming information might self-select not to apply, or be unsure about whether the program of study will meet their needs.

The following questions will help you consider whether your pre-admission information meets the needs of disabled applicants.

1. Is information on the program's requirements clearly accessible, non-exclusionary, and described in a manner appropriate for applicants unfamiliar with higher education or discipline-specific terminology?

   One step you could take: review your web page and other materials. Would it be clear to a disabled applicant what information is relevant? Would they feel welcomed and valued?

2. Is information regarding possible adjustments and support structures clearly accessible prior to application?

   One step you could take: review whether applicants have access to disability support information without an institutional log in.

3. Are disabled applicants encouraged and provided with clear pathways to access further information and initiate discussions regarding program requirements and possible adjustments?

   One step you could take: check that links or contact details are provided.

4. Is it clear to potential applicants whether these discussions are confidential, constructive, collaborative, and clearly separated from selection processes?

   One step you could take: check that the site stipulates that disclosure of disability will have no bearing on admission to the course.

5. Is it clear to applicants whether disclosure is a requirement of application or enrolment or when, to whom, and why they may choose to disclose?

   One step you could take: check that the site acknowledges that disclosure is not required but may assist students to access appropriate accommodations.

6. What training and resources do staff need to effectively carry out collaborative discussions with prospective disabled applicants?

   One step you could take: check that staff receiving student enquiries understand the study requirements legislation around accommodations, and know where to direct more complex queries.

Gray, L. et al, (2025) Barriers Before Entry: Opportunities for Improving Pre-Admission Guidance for Disabled Medical School Applicants in Australia and New Zealand, **Teaching and Learning in Medicine**, https://doi-org.ezproxy-f.deakin.edu.au/10.1080/10401334.2025.2601205