

Disabled Student Survey Report October 2007: Developing the Disabled Equality Scheme – Anglia Ruskin University



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Executive Summary

This research was undertaken in May 2007 as part of our University's commitment to supporting students with disabilities. An accessible online survey was designed by a cross-functional team of University staff, including Faith Marchal (HR Consultant, Diversity); Penny Baldwin and Iain Hood (Senior Student Advisors Chelmsford and Cambridge respectively); and Jaki Lilly (Research and Projects Lead, INSPIRE). After piloting, an email invitation to complete the survey was forwarded to all students with disabilities known to Student Support Services.

The data were analysed by Mark Warnes (Senior Researcher, INSPIRE). In general, the findings show that the majority of students with disabilities are satisfied with the provisions made by our University. However, the survey has also revealed some areas where we might focus our actions for improvement.

Respondent Profile: Over a hundred disabled students ($n=101$) completed the online questionnaire. Almost half of all respondent disabilities (49.4%) was dyslexia. Mobility-related disabilities (not exclusively wheelchair users) were the next largest group (14.7%), followed by vision-impaired (6.3%) and hearing-impaired (5.2%). Just under a quarter of the students reported disabilities that could not be categorised due to their individual nature. Only two respondents reported mental health difficulties or distress as a disability.

Disclosure: Ninety-eight per cent of respondents had declared their disability to our University. Most disclosure came directly from the student (69.1%), but almost one-fifth of cases were identified by University staff. These are students who, in the main, have been diagnosed as dyslexic as a consequence of referrals by teaching staff concerned about assignment performance. Only a small number of disclosures (6.2%) came from third parties (i.e. former educational establishments).

Admission: Less than a third of students had attended promotional activities prior to admission (31.3%), and less than a third of these (31.5%) found the activities 'quite' or 'not very accessible' in respect of their disability. Where issues were raised these concerned building access (i.e. slopes and lifts), signage (i.e. confusing and difficult to read), and poor knowledge of campus guides.

More than two-thirds of students (69.7%) responded that they found the admission process 'very accessible'. Of those who had a less satisfactory experience, the key issues included the lack of large print versions of University documents, overuse of jargon, and confusing web design. In addition, some students mentioned mobility issues when queuing.

Learning and Teaching: Just under two-thirds of students (62.6%) reported that they encountered problems in teaching and learning situations directly related to their needs as a disabled learner. Half of these problems (50.0%) related to teaching staff support for dyslexic students, specifically in relation to the advance provision of lecture notes and other materials. In a few extreme cases, respondents reported that lecturing staff had been actively hostile towards them in suggesting that the condition was either fabricated or less limiting than suggested.

Some respondents reported difficulties with other students' attitudes to disability. In this section and elsewhere, respondents noted that some fellow students were unsympathetic to dyslexic students' needs and had implied that they had an unfair advantage due to the nature of the support they received. In another case, students had refused to allow recording equipment to be used and teaching staff had appeared to have been unaware of how to reconcile such situations.

Learning Environment: More than two-thirds of respondents (69.2%) stated that the lecture theatres and other teaching and learning spaces accommodated their needs. The main criticisms raised by the remaining respondents included comments about seating (i.e. chairs with integral 'tables'), space (i.e. not enough for specialist equipment), acoustics (i.e. poor in some rooms/theatres).

Students with mobility-related conditions raised issues concerning building access and lift failures, but also mentioned desks that are unsuitable for wheelchair users, and difficulties in negotiating non-automatic doors and faulty automatic doors (which tend to be heavy external doors).

Further environmental issues concerned low 'T-switch' settings in classrooms for hearing aids, and poor acoustics in lecture halls.

Examination and Assessment: Almost three-quarters of respondents (72.5%) have accessed our University's examination/assessment arrangements for disabled students, of which nearly one in five have encountered problems (19.4%). Some dyslexic students noted that dyslexia is not experienced in the same way by all, so a blanket response by our University is inappropriate.

Special examination arrangements are not always adequate or consistently applied – one student pointed out that a time extension had not been applied to a time-limited online assessment. Another student noted how a lecturer had asked the students to do an exam during seminar time without warning and did not allow any extra time. Further, as several respondents pointed out, the granting of automatic extensions to examination time for disabled students does not extend to the granting of extensions for handing in assignments.

Students also suggested that their disability should be taken into account when their assignments are being marked and that requirements concerning spelling, grammar and use of English should be relaxed.

What Else We Can Do: A wide range of suggestions was made by respondents as to how our University could further ensure that disabled students are not disadvantaged. A key area here, as elsewhere, was training of teaching staff to understand the needs of disabled people, particularly dyslexic students, and staff awareness of disabled students in their class. Many students reported that some members of staff were aware and others (notably part-time, hourly paid staff) were not, while others were reported to have received notification but seemed not to have read it. Students were concerned if they had to inform each lecturer about their disability and their requirements. Some respondents commented that teaching staff had made open comments about the nature of their disability, which was not always welcomed by the student.

The provision of alternative forms of assessment was suggested, as it was felt that a focus on written assignments excluded those whose abilities lay in other areas. Library rules were an issue for a number of students, who suggested that dyslexic students need books for longer and should be permitted to have longer extensions. One student suggested that the library should be digitised, which would have a number of advantages.

Confidentiality: Not all students wanted to be identified as disabled – some respondents wanted the lecturer to know that disabled students were in the group but not who they were, to protect their anonymity. Clearly, this is not possible for students supported by learning support assistants, note-takers and recording devices. However, the majority of students (82.2%) feel that disclosure is handled appropriately by our University. One student made the point that early disclosure results in early support.

Our Community: When asked to suggest ways in which our University could further encourage a community with positive attitudes towards people with disabilities, the majority response (41.7%) was to provide awareness-raising sessions. General awareness days, or weeks, were proposed, in addition to which some respondents felt that special attention should be given to teaching staff and other students, particularly for hidden disabilities like dyslexia.

The suggestion was also made that all committees should involve disabled people to ensure that their needs are voiced and that disabled students should have some input into the allocation of learning support assistants.

What We Do Well: Nearly 90% of respondents (87.8%) felt that Student Support Services meet their needs, and concerns for the remaining students focused on the waiting time for appointments and limited follow-up and advocacy services. However, almost all students agreed that the one thing that our University does particularly well to support the needs of students with disabilities was 'student support services'.

Despite some caveats noted above, our examination arrangements for disabled learners were also considered to be good.

Disabled Student Survey – Findings

Total number of responses 101

General Questions

Question 2 – Is our University aware that you have a disability?

Response	Number	Percent
Yes	99	98%
No	2	2%
Total	101	100%

If yes, how did our University become aware that you have a disability? Please specify:

The responses to this question were thematically grouped to provide an overview which resulted in the following data:

Response	Number	Percent
Self Disclosure	67	69.1%
Identified at Anglia Ruskin	18	18.6%
Third Party Disclosure	6	6.2%
Student Request	4	4.1%
Other	2	2.1%
Total	97	100%

(See Chart 1 in Appendix B)

The majority of students reported that they had told our University about their disability themselves. The next most frequent response was that the disability was identified at

Anglia Ruskin. This group is entirely composed of students who were diagnosed with dyslexia as a consequence of assessment performance. Primarily, these students were identified by members of the teaching staff who referred them to Student Support Services for a test.

The group listed as Student Request are similar in composition to those identified by University staff, but these students requested their own assessment and were not referred. The third parties referred to were mostly previous educational establishments (i.e. Sixth Form Colleges and a university) and these referrals were often supported by documentation from medical professionals.

If no, please tell us why you have not disclosed your disability.

Only one student explained why he had not disclosed his disability, citing a previous bad experience when studying at university.

Question 3 – Whether you have disclosed your disability or not, given the Disability Discrimination Act (DDA) definition of disability, please tell us the nature of your disability.

The responses to this question were thematically grouped to provide an overview which resulted in the following data:

Response	Number	Percent
Dyslexia	47	49.4%
Mobility-related	14	14.7%
Vision-related	6	6.3%
Hearing-related	5	5.2%
Other	23	24.2%
Total	95	100%

(See Chart 2 in Appendix B)

Almost half of the respondents listed dyslexia as their sole (70.2%) or main disability (29.8% of dyslexic students report multiple disabilities, mainly additionally dyspraxia). The next most frequently reported disabilities were mobility-related, vision-related and hearing-related.

The category of 'other' includes Asperger's Syndrome ($n=3$), Crohn's Disease ($n=3$), and one each of Cerebral Palsy, Bipolar Disorder, ME, epilepsy, Piriformis Syndrome, Tourette Syndrome, and a range of other disorders. One student stated that he does not know the nature of his disability.

Only two respondents reported mental health difficulties as a disability (one of which was Obsessive Compulsive Disorder).

One respondent refused to state his disability on the grounds that he did not know who would have access to the data.

Question 4 – Did you attend any University promotional activities prior to admission to our University?

Response	Number	Percent
Yes	31	31.3%
No	68	68.7%
Total	99	100%

If 'yes', overall, given your disability, how accessible were the promotional activities you attended?

Response	Number	Percent
Very accessible	24	68.6%
Quite accessible	8	22.9%
Not very accessible	3	8.6%
Total	35	100%

(See Chart 3 in Appendix B)

If 'quite' or 'not very', please tell us why and suggest how we might improve.

Of those responses to this question, only three responses refer directly to disabled students' experiences of promotional activities, and those deal primarily with building access. Other issues raised were general, concerning signage ($n=1$) and the poor knowledge of campus guide staff ($n=2$).

Question 5 – In terms of University-controlled communications, procedures and/or processes, given your disability, how accessible was your admission process overall?

Response	Number	Percent
Very accessible	69	69.7%
Quite accessible	22	22.2%
Not very accessible	8	8.1%
Total	99	100%

(See Chart 4 in Appendix B)

If 'quite' or 'not very', please tell us why and suggest how we might improve.

The responses to this question include a number that are not related to the topic. Of those that do, the majority raise issues concerning printed material (i.e. not available in large print, use of jargon) and computers (i.e. cluttered front page). In addition, some respondents mentioned mobility issues in connection with queuing.

Questions about Learning and Teaching

Question 6 – Have you personally encountered any problems in University teaching and learning situations specifically related to your needs as a disabled learner?

Response	Number	Percent
Yes	57	62.6%
No	34	37.4%
Total	91	100%

If 'yes', please tell us and suggest how we might improve.

The responses to this question were thematically grouped to provide an overview which resulted in the following data:

Response	Number	Percent
Lecturers	28	50.0%
Technical Issues	10	17.9%
Built Environment	6	10.7%
Information	4	7.1%
Other Students	2	3.6%
Other	6	10.7%
Total	56	100%

(See Chart 5 in Appendix B)

As can be seen from the above table, half of the respondents suggested that it is members of the teaching staff that require improvement. By far the most frequent observation was that lecturers failed to provide lecture notes and other printed material in advance. In addition, a few respondents found that some lecturers were perceived to be suspicious of, or (on occasion) hostile to, students with dyslexia, and had suggested that the condition either does not exist or is not as limiting as put forward.

Technological difficulties described by respondents varied considerably and no trend could be established. Observations made included:

- difficulty with e-vision (not very user-friendly)
- equipment too heavy to handle
- difficulty in hearing lecturers in lecture halls
- 'T' switch in classrooms not set high enough

Wheelchair access was the most common difficulty described by students in relation to the built environment of our University. In addition to lift failures and building access, students also explained that some desks are not suitable for wheelchairs. A further problem identified was that of distance between lecture locations. Here, the student concerned was referring to the amount of time required to travel between

rooms in different buildings for consecutive lectures. Other students referred to problems with heavy non-automatic and faulty automatic doors, and to difficulties in carrying heavy library books home.

A small number of students referred to difficulties with the exchange of information between members of staff, as well as between staff and students. For example, one student suggested student involvement in the recruitment and allocation of Learning Support Assistants to reduce misunderstandings and potential personality conflicts. Another student referred to teaching staff not being aware if disabled students are on the register. Another requested large print versions of timetable printouts (which would apply equally to most paper versions of SITS records).

Although only two respondents noted difficulty with other students, both had experiences in which other students were unsympathetic towards disabled students. In both cases, staff members appeared unwilling or unable to tackle the other students. In one case, a fellow classmate objected to the respondent's use of a recording device and the staff member appeared to be unsure of the correct procedure to reconcile this dilemma. Members of the teaching staff appear to require clarification of their responsibilities within University policy on equal treatment.

Question 7 – Have you accessed our University's examination/assessment arrangements for disabled students? (Please carefully note the answer options.)

Response	Number	Percent
Yes	66	72.5%
No: I have disclosed my disability but have not required special arrangements	24	26.4%
No: I have not disclosed my disability	1	1.1%
Total	91	100%

If yes, have you personally encountered any problems with our University's examination/assessment arrangements for disabled students?

Response	Number	Percent
Yes	14	19.4%
No	58	80.6%
Total	72	100%

If 'yes', please tell us and suggest how we might improve.

Response	Number	Percent
Exam	10	62.5%
Extensions	3	18.8%
Other	3	18.8%
Total	16	100%

Of those students who commented about special arrangements for examinations, two students complained that they had not received letters confirming that their special arrangements were in place, despite the fact that the examinations were due to take place in the near future. A further two students complained that information regarding special arrangements was unclear or difficult to obtain. Three students objected to the blanket policy concerning the length and nature of extensions awarded to disabled students. As one student pointed out, dyslexia is not experienced in the same way by all, and the blanket 30-minute extension is not necessarily enough. Another student observed that the extension was not applied to a timed exam that was accessed online.

One of the students who commented on extensions suggested that they should be applied automatically for disabled students. The remaining two students asked for better information and parity with other students and other institutions.

Question 8 – Overall, do the lecture theatres and other teaching and learning spaces you encounter at our University accommodate your needs as a disabled learner?

Response	Number	Percent
Yes	63	69.2%
No	28	30.8%
Total	72	100%

If 'no', please tell us why and suggest how we might improve.

Response	Number	Percent
Seating	5	15.6%
Space	3	9.4%
Acoustics	3	9.4%
Location	1	3.1%
Other	20	62.5%
Total	32	100%

(See Chart 6 in Appendix B)

Unfortunately, almost two-thirds of responses to this question fall into the category 'other', as respondents did not comment on learning spaces but commented on other aspects of university life, primarily difficulties with members of staff.

Two of the respondents who described problems with seating described specific problems with chairs with integral tables. Another respondent highlighted the cramped condition of the benches in some tiered lecture theatres. The remaining respondents described general dissatisfaction with uncomfortable seating.

Issues concerning space centred on lack of space for equipment (i.e. laptops, recording devices, notepads) and inappropriate use of space (i.e. rigid desk layouts and lecturers asking students to rearrange the desks).

Acoustics were an issue for three of the respondents. One respondent noted that some rooms on campus are not acoustically suitable for recording lectures, for example. Another respondent noted that the noise level in small, crowded rooms can interfere with the ability to think. The remaining student complained about other students arriving late, talking, texting, and so on.

One student mentioned difficulties in reaching teaching rooms located on the top floor of old buildings.

Question 9 – Overall, given your disability, do our University Student Support Services (careers, counselling, pastoral and religious etc) meet your needs?

Response	Number	Percent
Yes	79	87.8%
No	11	12.2%
Total	90	100%

If 'no', please tell us why and suggest how we might improve.

Response	Number	Percent
Negative	8	50.0%
Positive	4	25.0%
Other	4	25.0%
Total	16	100%

One quarter of respondents did not answer the question but gave their opinions on other aspects of our University. Similarly, one quarter of respondents who answered 'yes' to the previous question also answered this question and made positive comments about their experience of Student Support Services.

The remaining half of respondents described various difficulties, in particular having to wait for appointments. Other students commented on limited follow-up and advocacy services. The remaining students described individual incidents which did not form any particular theme.

Question 10 – Is there anything you think our University could do to further ensure that you personally are not disadvantaged because of your disability?

Response	Number	Percent
Yes	40	44.4%
No	13	14.4%
Don't Know	37	41.1%
Total	90	100%

If yes, please tell us what.

Response	Number	Percent
Assessment	5	12.2%
Library	4	9.8%
Lecturer Training	4	9.8%
Equipment	4	9.8%
Disclosure	4	7.3%
Notes	3	7.3%
Parking	3	7.3%
Other	10	24.4%
No Comment	4	9.8%
Total	41	100%

(See Chart 7 in Appendix B)

Suggestions made concerning changes to the assessment process included the provision of alternative forms of assessment and an automated process for the granting of extensions and mitigating circumstances to disabled students. One student requested longer preparation for assignments, although it is unclear whether this refers to the provision of information concerning the assignment earlier in the year, or the length of time between the end of teaching and the hand-in date. Two students also suggested that their disability should be taken into account when assessments are marked, specifically that errors in the use of English, spelling and grammar should not be marked down.

Library rules were mentioned by several students, in particular, the length of time that books can be borrowed. Dyslexic students highlighted the need to borrow books for longer than the standard loan period. One student also requested the digitisation of the library, so that books could be available as podcasts.

Respondents felt that some lecturers might benefit from awareness training about disabilities. Respondents felt that lecturers need to be more aware of how dyslexic students experience things. One student, for example, noted how a lecturer unexpectedly gave an in-class test without allowing for the extra time needed for disabled students. Another student requested that lecture notes should be more detailed, as they were unable to take notes fast enough.

Comments about equipment included a request for rest areas, wheelchair-user-friendly drink-making facilities in canteen areas, and sliding doors in corridors (although the respondent did note that fire regulations might impact on this suggestion). Another student requested more information about what sort of specialist equipment was available.

The comments grouped under the heading of disclosure refer to the notification of teaching staff of student disabilities. The general consensus was that lecturers should be told, but not by the disabled student, and that, in most cases, this information should be kept confidential.

Once again, respondents took the opportunity to request that lecture notes were provided prior to the lecture, either via e-mail, WebCT, or hard-copy.

Parking was an issue for three respondents, particularly for those who do not possess a disabled badge but have difficulty carrying library books and laptops.

Those responses gathered together under the general heading of 'other' include requests for non-judgemental, respectful and dignified treatment. Two of the comments refer to tutoring: one respondent requested flexibility in the personal tutor system; another asked for regular, personal contact from tutors for reassurance during absences.

Question 11 – Overall, within your own experience at University, do you feel that confidentiality and disclosure issues are dealt with appropriately?

Response	Number	Percent
Yes	74	82.2%
No	8	8.9%
Sometimes	8	8.9%
Total	90	100%

If 'no' or 'sometimes', please tell us why and suggest how we might improve.

Response	Number	Percent
Yes	1	6.3%
No	2	12.5%
Sometimes	4	25.0%
Don't Know	3	18.8%
Other	6	37.5%
Total	16	100%

(See Chart 8 in Appendix B)

Although one respondent answered this question with a glowing testimonial for his/her lecturers, the remaining responses were less favourable.

Information is not always appropriately shared or acted upon. One student, for example, described how her lecturers are only infrequently informed of her disability. Another described having to inform lecturers personally, despite them having been sent an e-mail giving details of the nature of the disability and subsequent requirements. Another student drew attention to the fact that the tutor had discussed his/her disability with other students. Describing a Catch-22 situation, one student explains how having a note-taker makes the disability visible to everyone and states that this may be an issue for some students.

A quarter of students referred to inconsistencies between lecturers' approaches to the support of disabled students. One described how some lecturers are hostile towards the concept of extra time allowances for disabled students. The topic of assignment feedback is also raised in this context, as negative feedback can be experienced more acutely by disabled students.

Questions about our University Community

Question 12 – Is there anything you think our University could do to further encourage a community with positive attitudes towards people with disabilities?

Response	Number	Percent
Yes	24	27.6%
No	19	21.8%
Don't Know	44	50.6%
Total	87	100%

If yes, please tell us what.

Response	Number	Percent
Awareness	10	41.7%
Staff	5	20.8%
Flexible Response	3	12.5%
Other	6	25.0%
Total	24	100%

(See Chart 9 in Appendix B)

By far, the most popular response was to offer opportunities to raise awareness of disability. Specific events (i.e. awareness days or weeks) were mentioned by most of these respondents, whilst the remainder asked for more information to be given to students, staff and the community generally. Some respondents felt that this was particularly important for unseen disabilities such as dyslexia.

Separate comments regarding staff followed on from the above comments concerning awareness, but also included additional requests for information to be given to staff concerning resolving disputes between students, arising, for example, when fellow classmates were unwilling to allow the recording of group sessions.

Along with awareness, respondents requested that the University should provide a flexible response to student needs, as different types of people respond differently in various situations. In an educational environment, this means teaching in a variety of ways in order to ensure that everyone in the classroom has an equal opportunity to learn.

Comments in the 'other' category include a reminder that disabled people should be involved in University panels and committees so that their views are represented.

Question 13 – Is there anything further you think our University could do to ensure that the needs of people with disabilities are met?

Response	Number	Percent
Yes	24	27.6%
No	17	19.5%
Don't Know	46	52.9%
Total	87	100%

If 'yes', please let us know.

Response	Number	Percent
Consultation	8	29.6%
Training	7	25.9%
Library	3	11.1%
Built Environment	2	7.4%
Other	7	25.9%
Total	27	100%

(See Chart 10 in Appendix B)

Almost one-third of respondents who answered this question suggested that consultation with disabled people is the most effective way to ensure that their needs are met. In addition to regular and ongoing consultations and forums to address problems as and when they arise, one respondent suggested a more proactive approach in which lecturers ask disabled students if they are in need of any support.

In line with responses to previous questions, respondents suggested that some staff would benefit from training about disabilities and how to modify their teaching to account for various disabilities.

Respondents asked for library stock to be increased so that disabled students could be offered the opportunity to borrow books for longer periods. In addition, a suggestion was made that disabled students should be allowed to borrow more books at a time.

In terms of built environment, one respondent highlighted the fact that not all the doors in our University are automatic, which might cause problems for people with

walking sticks. The other respondent in this category noted that while most entrances are accessible by wheelchairs, some finer problems need to be dealt with.

Almost all of the comments in the 'other' category' were inappropriate for this question. However, one student did ask that our University should ensure that disabled people do not feel isolated or awkward because of their disability.

Question 14 – Is there anything further you think our University could improve to ensure that the needs of people with disabilities are met?

Response	Number	Percent
Yes	19	21.8%
No	26	29.9%
Don't Know	42	48.3%
Total	87	100%

If 'yes', please let us know.

None of the 18 responses to this question offered any new suggestions that have not been covered previously.

Question 15 – Overall, is there anything you think our University does particularly well to support the needs of students with disabilities?

Response	Number	Percent
Yes	55	63.2%
No	32	36.8%
Total	87	100%

If 'yes', please let us know.

Response	Number	Percent
Student Support Services	30	53.6%
General Support	9	16.1%
Personal Support	7	12.5%
Exam Arrangements	3	5.4%
Other	7	12.5%
Total	56	100%

(See Chart 11 in Appendix B)

While Student Support Services were mentioned by name in more than half of the responses to this question, many of the responses in 'general support' and 'personal support' may also refer to experiences with them. In addition to support, special arrangements for exams were mentioned by three respondents.

Most of the responses in the category 'other' are inappropriate for this question. One respondent, however, praised our University for making it clear that disclosure during application results in support being provided more quickly.

Question 16 – Are you interested in being more actively involved with the development of our University's activities to help ensure that the needs of people with disabilities are met?

Response	Number	Percent
Yes	15	17.2%
No	55	63.2%
To Some Extent	17	19.5%
Total	87	100%

Question 17 – Please add any further comments and/or suggestions you may have regarding our University's development of equality of experience for students with disabilities.

Response	Number	Percent
Questionnaire	9	28.1%
Positive Comments	9	28.1%
Negative Comments	5	15.7%
Other	9	28.1%
Total	32	100%

Unfortunately, almost a third of respondents thought that this question was asking for comments regarding this questionnaire. The comments were generally positive, with the caveat that questions 13 and 14 were very similar.

Almost a third of the remaining comments were positive, with respondents reporting satisfaction with the support offered by our University. The few negative comments offered repeated criticisms listed above.

Most of the comments grouped as 'other' were general comments that did not really address the issue. However, two respondents did explain that they would have liked to have been more involved, but their course was about to end.

Appendix A Tables

Did you attend any University promotional activities prior to admission to the University?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	31	30.7	31.3	31.3
	No	68	67.3	68.7	100.0
	Total	99	98.0	100.0	
Missing	System	2	2.0		
Total		101	100.0		

If 'yes', overall, given your disability, how accessible were the promotional activities you attended?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Accessible	24	23.8	68.6	68.6
	Quite Accessible	8	7.9	22.9	91.4
	Not Very Accessible	3	3.0	8.6	100.0
	Total	35	34.7	100.0	
Missing	System	66	65.3		
Total		101	100.0		

In terms of University controlled communications, procedures and/or processes, given your disability, how accessible was your admission process overall?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Accessible	69	68.3	69.7	69.7
	Quite Accessible	22	21.8	22.2	91.9
	Not Very Accessible	8	7.9	8.1	100.0
	Total	99	98.0	100.0	
Missing	System	2	2.0		
Total		101	100.0		

Have you personally encountered any problems in University teaching and learning situations specifically related to your needs as a disabled learner?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	57	56.4	62.6	62.6
	No	34	33.7	37.4	100.0
	Total	91	90.1	100.0	
Missing	System	10	9.9		
Total		101	100.0		

Have you accessed the University's examination/assessment arrangements for disabled students? (Please carefully note the answer options)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	66	65.3	72.5	72.5
	No: I have disclosed my disability	24	23.8	26.4	98.9
	No: I have not disclosed my disability	1	1.0	1.1	100.0
	Total	91	90.1	100.0	
Missing	System	10	9.9		
Total		101	100.0		

If yes, have you personally encountered any problems with the University's examination/assessment arrangements for disabled students?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	13.9	19.4	19.4
	No	58	57.4	80.6	100.0
	Total	72	71.3	100.0	
Missing	System	29	28.7		
Total		101	100.0		

Overall, do the lecture theatres and other teaching and learning spaces you encounter at the University accommodate your needs as a disabled learner?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	63	62.4	69.2	69.2
	No	28	27.7	30.8	100.0
	Total	91	90.1	100.0	
Missing	System	10	9.9		
Total		101	100.0		

Overall, given your disability, do the University student support services (careers, counselling, pastoral and religious etc) meet your needs?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	79	78.2	87.8	87.8
	No	11	10.9	12.2	100.0
	Total	90	89.1	100.0	
Missing	System	11	10.9		
Total		101	100.0		

Is there anything you think the University could do to further ensure that you personally are not disadvantaged because of your disability?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	40	39.6	44.4	44.4
	No	13	12.9	14.4	58.9
	Don't Know	37	36.6	41.1	100.0
	Total	90	89.1	100.0	
Missing	System	11	10.9		
Total		101	100.0		

Overall, within your own experience at University, do you feel that confidentiality and disclosure issues are dealt with appropriately?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	74	73.3	82.2	82.2
	No	8	7.9	8.9	91.1
	Sometimes	8	7.9	8.9	100.0
	Total	90	89.1	100.0	
Missing	System	11	10.9		
Total		101	100.0		

Is there anything you think the University could do to further encourage a community with positive attitudes towards people with disabilities?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	24	23.8	27.6	27.6
	No	19	18.8	21.8	49.4
	Don't Know	44	43.6	50.6	100.0
	Total	87	86.1	100.0	
Missing	System	14	13.9		
Total		101	100.0		

Is there anything further you think the University could do to ensure that the needs of people with disabilities are met?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	24	23.8	27.6	27.6
	No	17	16.8	19.5	47.1
	Don't Know	46	45.5	52.9	100.0
	Total	87	86.1	100.0	
Missing	System	14	13.9		
Total		101	100.0		

Is there anything further you think the University could improve to ensure that the needs of people with disabilities are met?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	19	18.8	21.8	21.8
	No	26	25.7	29.9	51.7
	Don't Know	42	41.6	48.3	100.0
	Total	87	86.1	100.0	
Missing	System	14	13.9		
Total		101	100.0		

Overall, is there anything you think the University does particularly well to support the needs of students with disabilities?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	55	54.5	63.2	63.2
	No	32	31.7	36.8	100.0
	Total	87	86.1	100.0	
Missing	System	14	13.9		
Total		101	100.0		

Are you interested in being more actively involved with the development of the University's activities to help ensure that the needs of people with disabilities are met?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	15	14.9	17.2	17.2
	No	55	54.5	63.2	80.5
	To Some Extent	17	16.8	19.5	100.0
	Total	87	86.1	100.0	
Missing	System	14	13.9		
Total		101	100.0		

Appendix B Charts

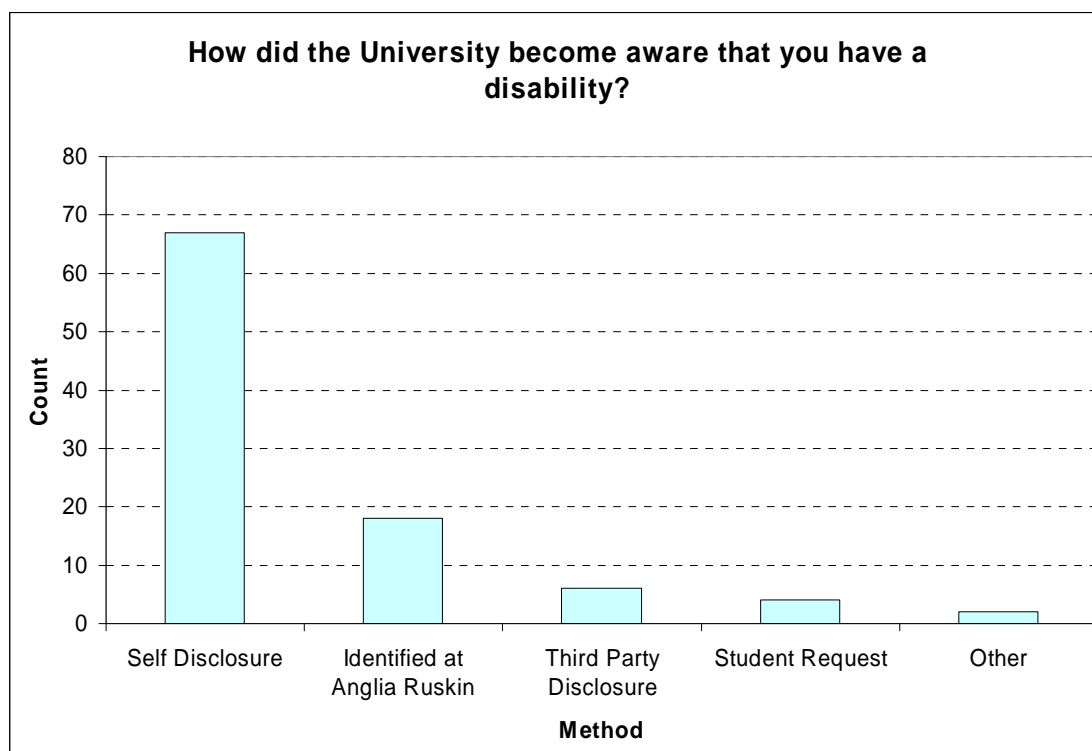


Chart 1

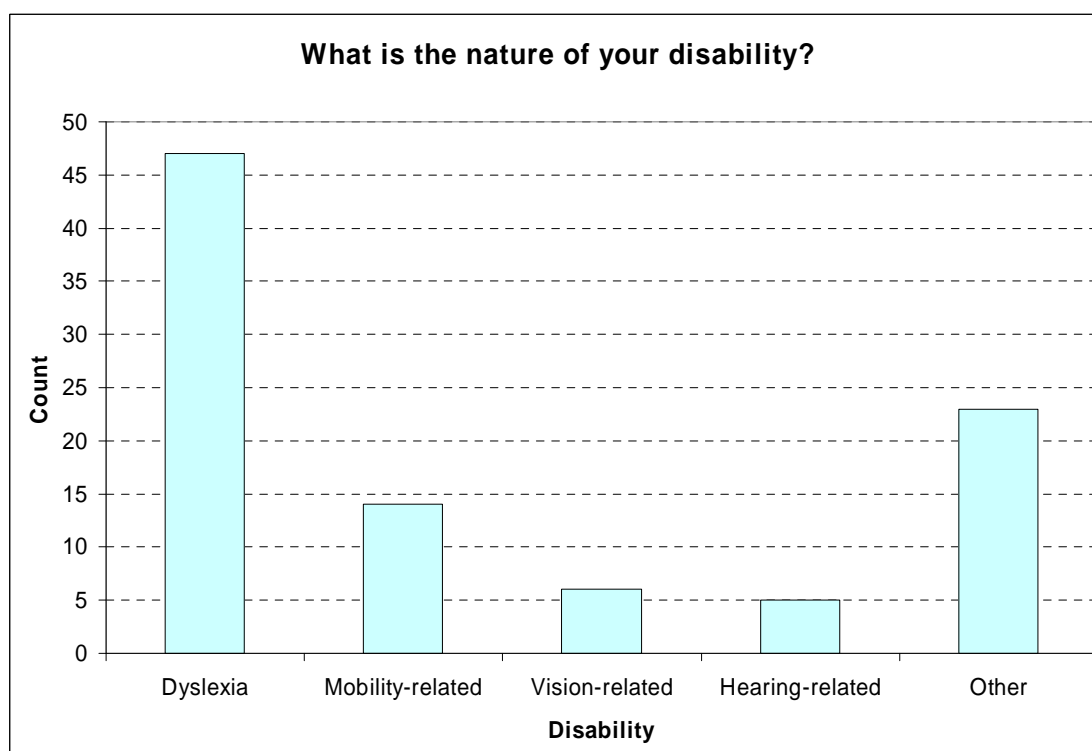


Chart 2

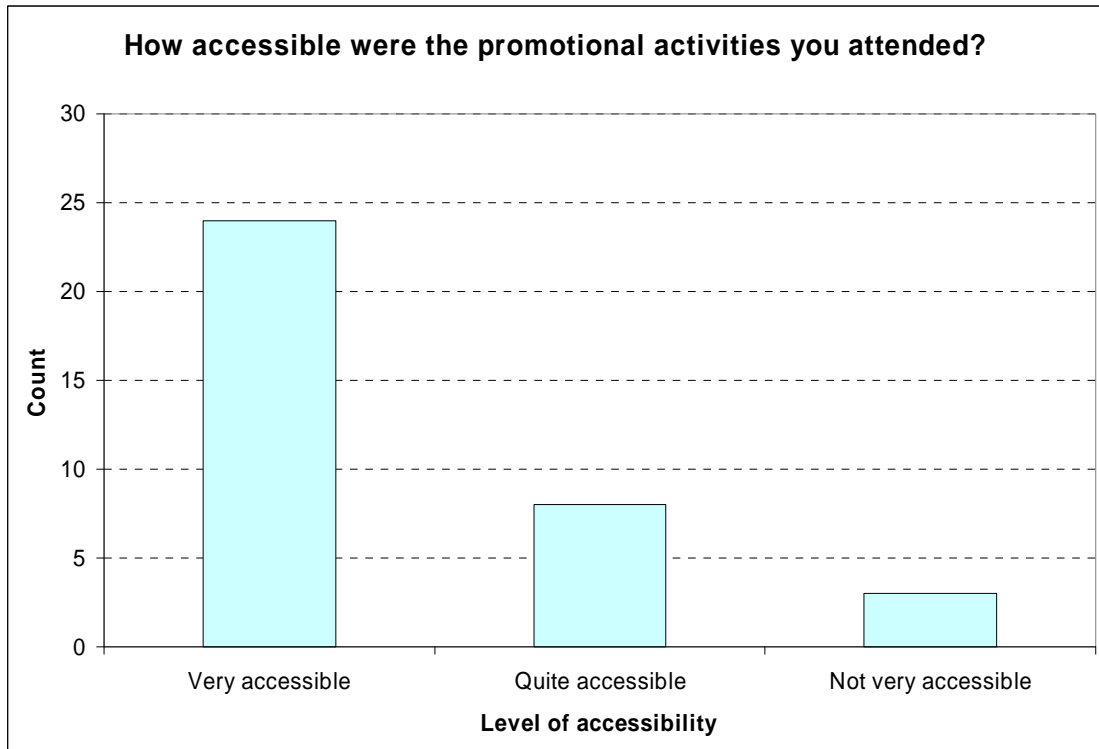


Chart 3

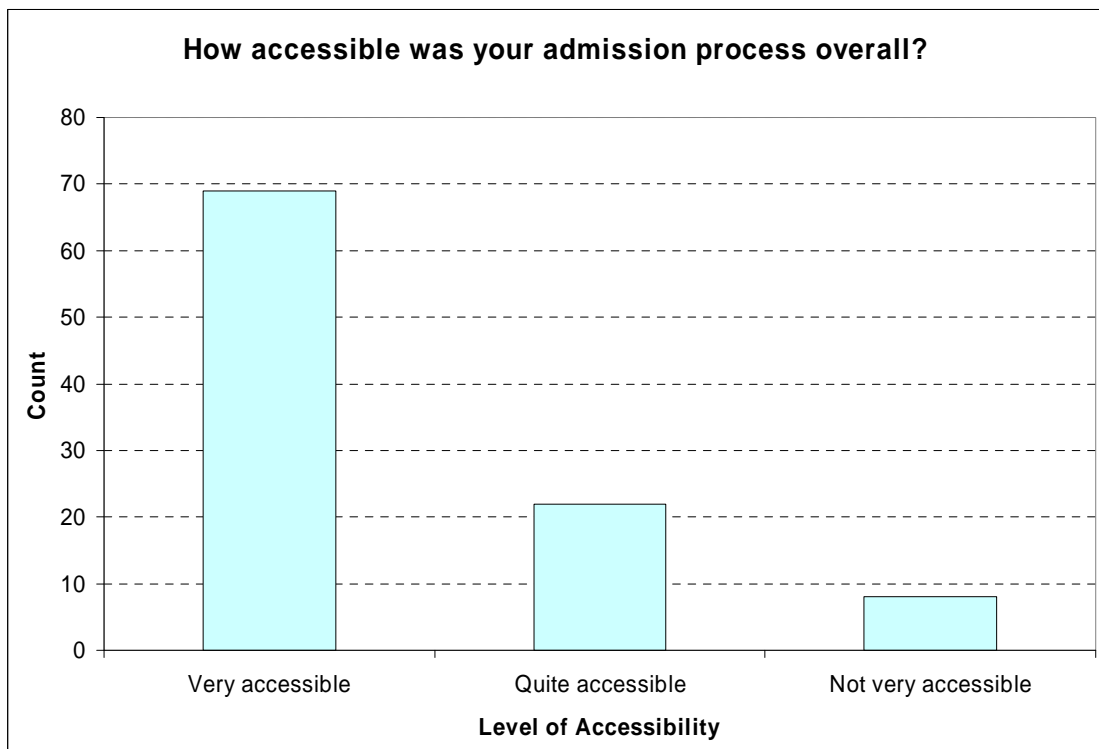


Chart 4

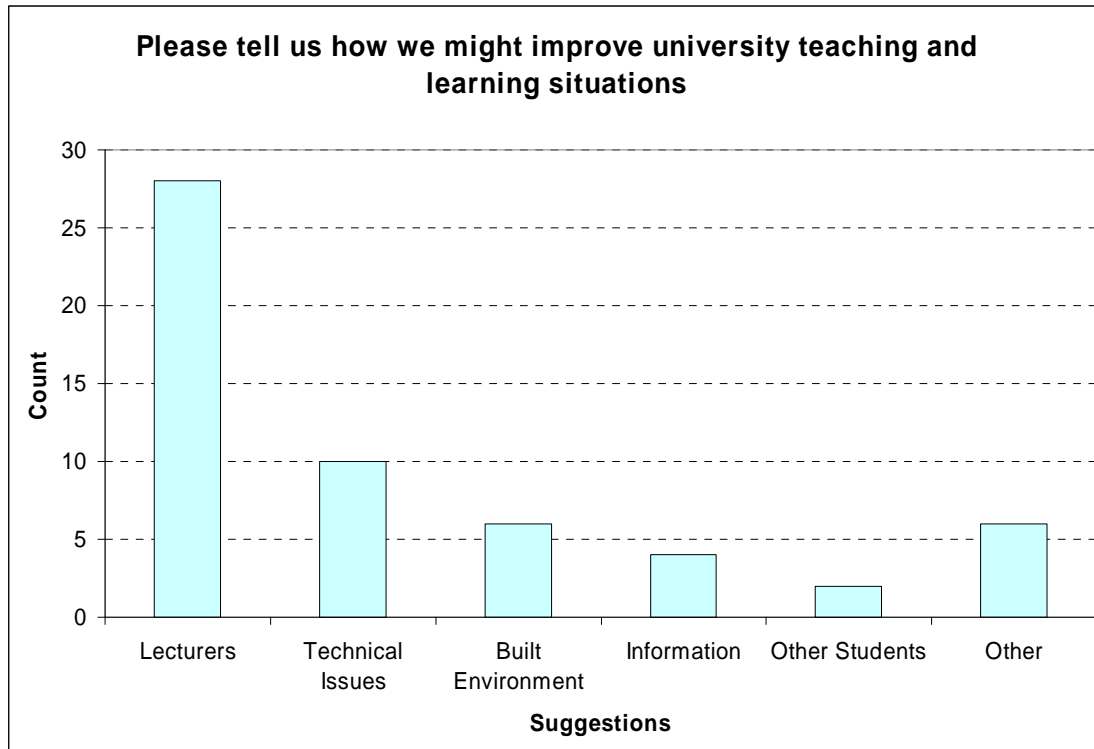


Chart 5

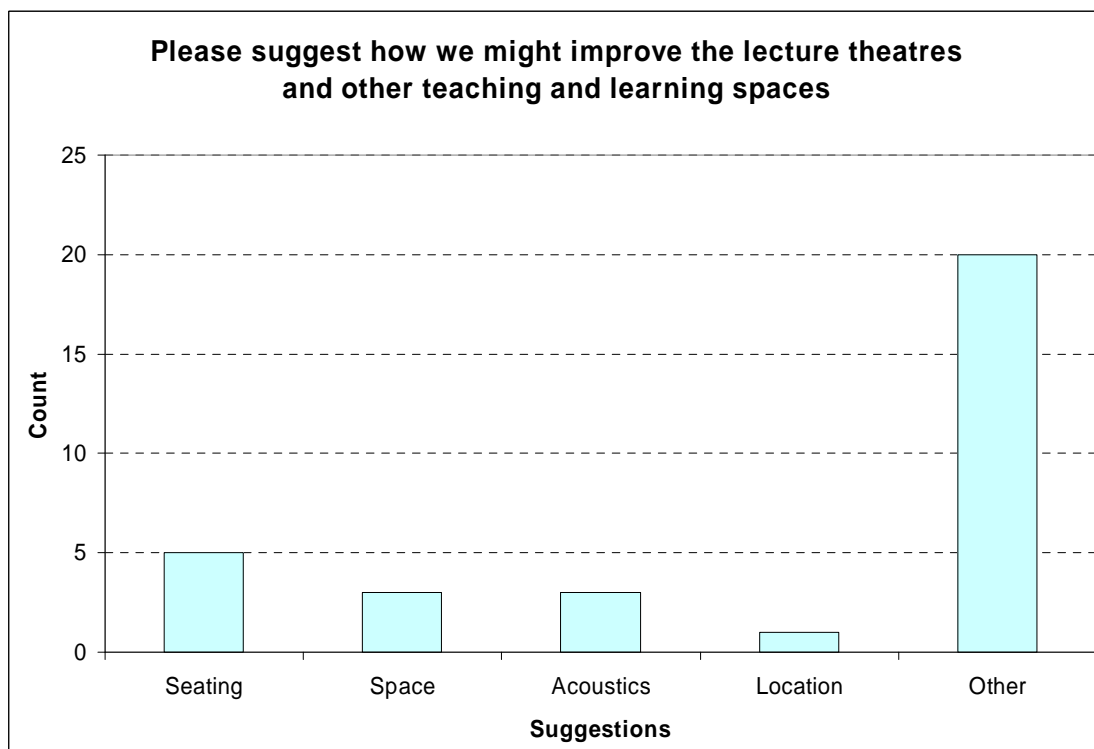


Chart 6

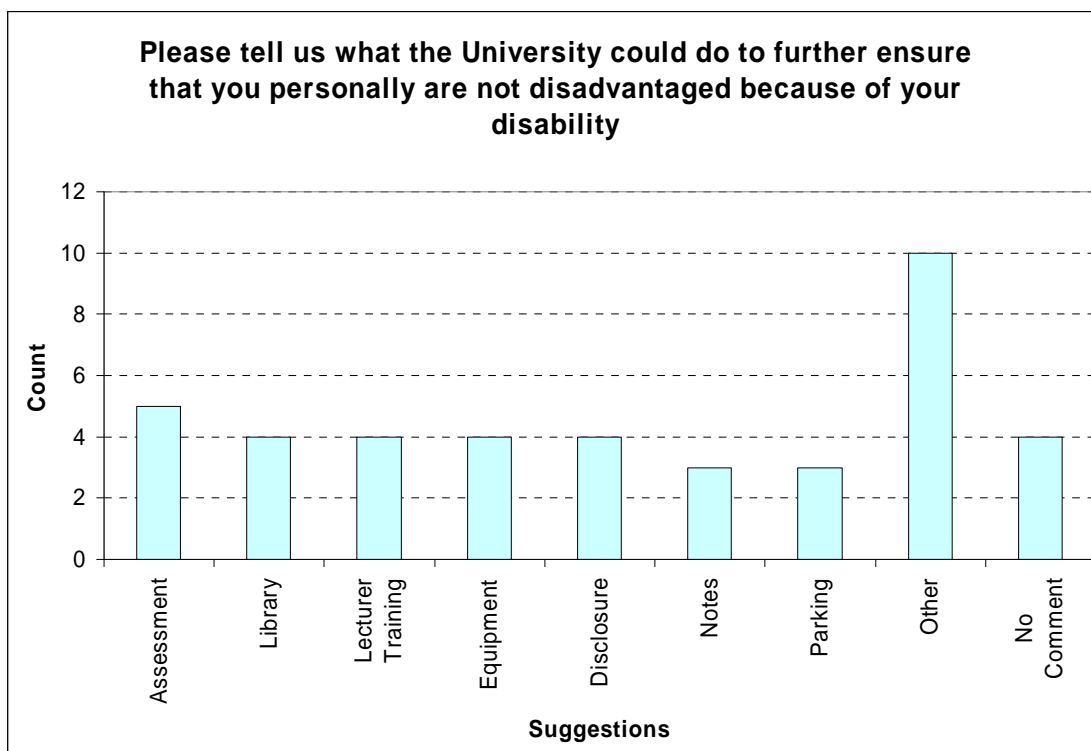


Chart 7

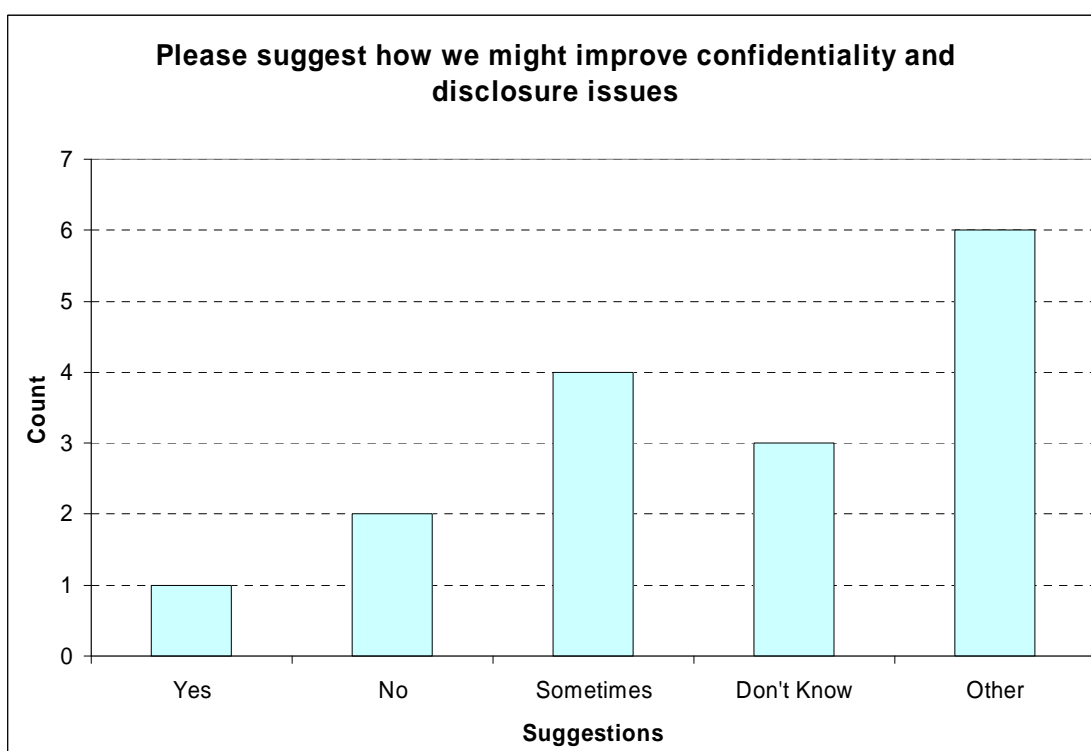


Chart 8

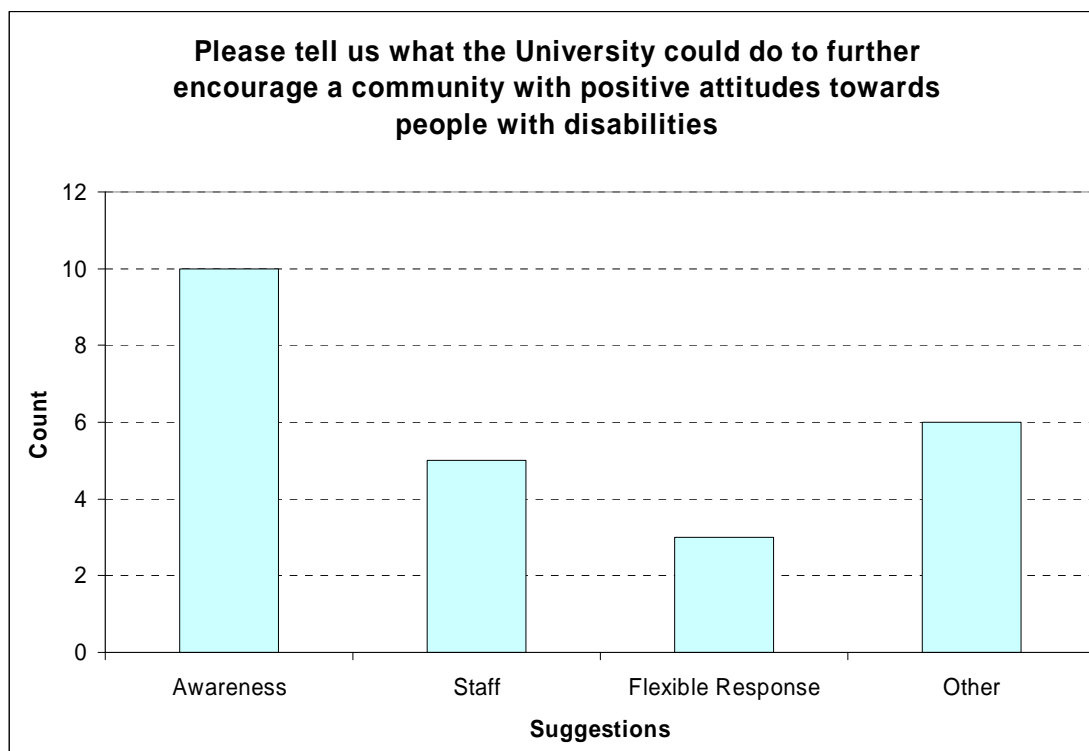


Chart 9

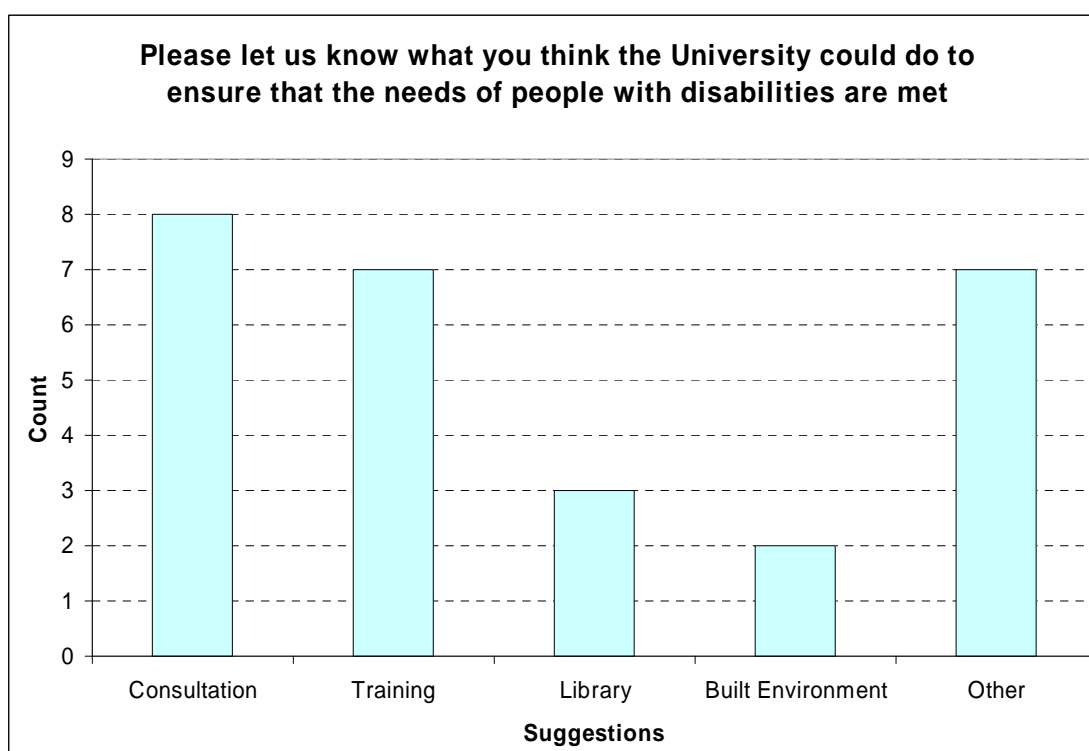


Chart 10

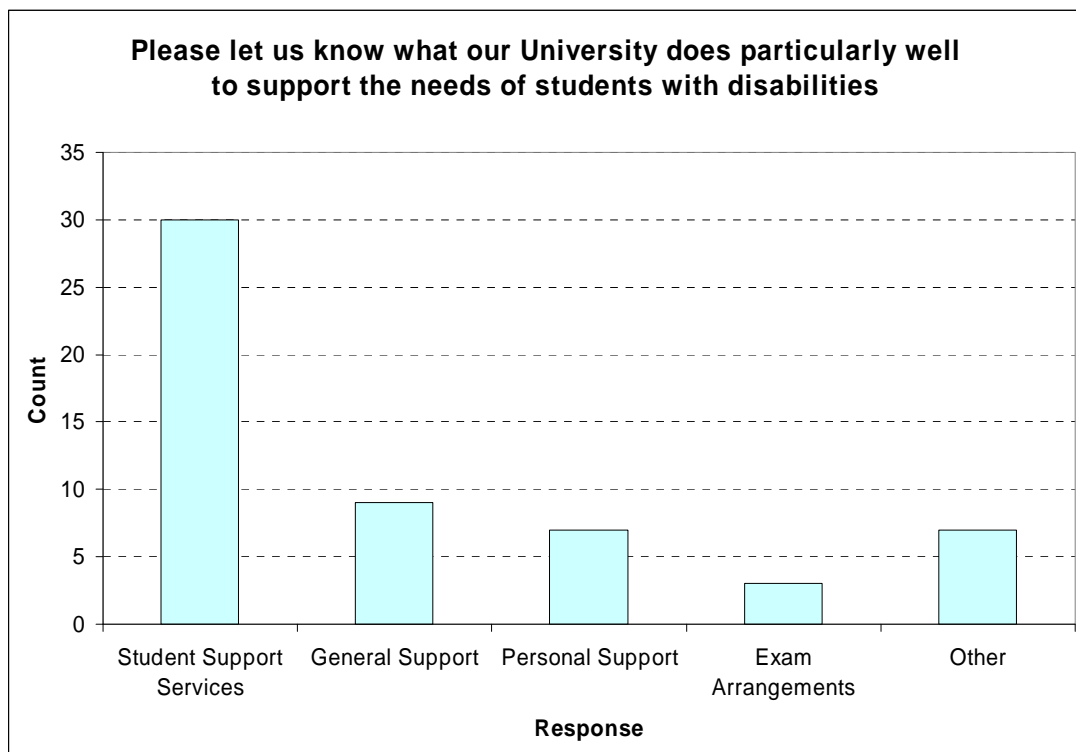


Chart 11
