## External Resources - Disabled Students

**Disabled Students’ Sector Leadership Group**   
[Inclusive Teaching and Learning in HE as a route to Excellence – January 2017](https://blogs.shu.ac.uk/ip/files/2019/01/Inclusive-Teaching-and-Learning-in-Higher-Education-as-a-route-to-excellence-FINAL-30-01-17.pdf)

This guide was prepared in response to the Governments shift away from supporting individual learners through Disabled Students’ Allowances which means that HE providers must further develop their approach to supporting disabled students.

**Glasgow Caledonian University**

Have produced the following checklist and guidance:

FAIR Curriculum Project has produced an [Inclusive and Accessible Learning and Teaching PDF Checklist](https://www.gcu.ac.uk/media/gcalwebv2/gculead/InclusiveandAccessibleLearningandTeachingChecklist.PDF).

The checklist represents the minimum standard that GCU considers for making programmes more accessible and inclusive. Production of high quality [accessible teaching materials for students](http://www.gcu.ac.uk/student/disability/staffmaterials/guidanceforcreatingaccessibleteachingmaterial/)

**JISC**

Have produced a range of guides that focus on supporting disabled students:

[Using assistive and accessible technologies in teaching and learning](https://www.jisc.ac.uk/guides/using-assistive-and-accessible-technology-in-teaching-and-learning)

[Meeting the requirements of learners with special educational needs](https://www.jisc.ac.uk/guides/meeting-the-requirements-of-learners-with-special-educational-needs) (SEND)

[Work smarter – use technology more effectively](http://web.archive.org/web/20140831061344/http:/www.jisctechdis.ac.uk/tbx)

**Oxford Brookes University**

[Guide to Inclusive Teaching](https://www.brookes.ac.uk/OCSLD/Consultancy/Inclusive-teaching/)

A straight forward guide that provides useful inclusive tips when teaching and supporting students. It raises some issues in the ‘did you know?’ sections which are not dissimilar to those experienced at Sheffield Hallam University.

**Plymouth University**

Good practice in teaching and learning inclusively. Have developed a [series of video case studies](https://www.plymouth.ac.uk/your-university/teaching-and-learning/inclusivity/case-studies-of-good-practice) on good practice in assessing, teaching and learning inclusively, together with written case studies where academics have instigated inclusivity initiatives. Have developed a series of short teaching and learning guides called the [7 Steps to Series](https://www.plymouth.ac.uk/your-university/teaching-and-learning/guidance-and-resources/7-step-series) which include:

* Adopting culturally inclusive teaching practices
* Inclusive Assessment
* Internationalising teaching and learning

**The Autism & Uni Project**

[Best Practice Guides in Supporting Autistic University Students](http://www.autism-uni.org/bestpractice)

The European-funded Autism&Uni initiative has published three guides for those teaching and supporting autistic students in higher education:

* HEI managers and senior academics
* HE lecturers and tutors
* Professionals supporting autistic students within or outside HE institutions

**University of Birmingham (Plymouth University)**

Is my curriculum inclusive? The University of Birmingham has a version of a [checklist for inclusive teaching](https://canvas.bham.ac.uk/courses/15567/pages/is-my-curriculum-inclusive) developed by Plymouth University.

**The University of Leeds**

[Guides on good practice in inclusive learning and teaching](https://www.sdduonline.leeds.ac.uk/inclusiveteaching/)

The set of 19 guides on good practice in inclusive learning and teaching are aligned to the [UK Professional Standards Framework (UKPSF).](https://www.heacademy.ac.uk/ukpsf) The guides cover inclusive design, inclusive teaching, inclusive assessment, creating inclusive learning and teaching environments and developing inclusive practices.

**University of Worcester**

[Strategies for Creating Inclusive Programmes of Study](http://www.scips.worc.ac.uk/) (SCIPS)

Developed by Dr Val Chapman (NTF), this site offers strategies for promoting inclusive teaching, learning and assessment within programmes of study taught at degree level (including foundation degrees). It identifies potential challenges that disabled students may experience in achieving and/or demonstrating key skills and attributes as defined within Subject Benchmark Statements. SCIPS offers strategies and adjustments to practice that academic staff might consider in helping address these challenges.

**University of Sheffield**

[The Inclusive Learning and Teaching Handbook (2010)](https://www.sheffield.ac.uk/lets/toolkit/learning/inclusivity)

This handbook is a useful resource for anyone looking at inclusion. It provides an overview of the area, as well as top tips, good practice and case studies.

**University of Strathclyde**

[The Teachability Project Resources](http://www.teachability.strath.ac.uk/)

Provide a useful series of eight booklets focused on creating an accessible curriculum for students with disabilities.

**Universities UK**

[Student mental wellbeing in higher education good practice](http://www.universitiesuk.ac.uk/highereducation/Documents/2015/StudentMentalWellbeingInHE.pdf)

Published this comprehensive guide which includes policy guidelines, support structures, legal implications, awareness training and an international/national policy.

**Vitae**

Realising the potential of researchers. Two resources available:

[Every Researcher Counts: equality and diversity in researcher careers](https://www.vitae.ac.uk/doing-research/every-researcher-counts-equality-and-diversity-in-researcher-careers) page contains dedicated resources, case studies and stakeholder briefings to improve the understanding of equality and diversity issues amongst those who support and manage researchers within higher education institutions.

[The Premia Project – Postgraduate and Research Student Guidance](https://www.vitae.ac.uk/doing-research/every-researcher-counts-equality-and-diversity-in-researcher-careers/Premia-project-background) – one of the last HEFCE funded projects, ending in 2006 and undertook a detailed investigation into the support issues for postgraduate (mainly PhD) students. [Outcomes](https://www.vitae.ac.uk/doing-research/every-researcher-counts-equality-and-diversity-in-researcher-careers/Premia-project-background) are still available.

**York St John University** [A guide to dyslexia-friendly Powerpoint](https://www.yorksj.ac.uk/media/content-assets/student-services/documents/A-Guide-to-Dyslexia-(PowerPoint)-A5.pdf)