

**Enhancing the quality and
outcomes of disabled
students' learning in higher
education**

ESRC Award L139-25-0135

Location

- University of Gloucestershire
- University of Central Lancashire
- Lancaster University
- University of Edinburgh

Aim

To understand how disabled students' academic performance and experience of teaching, learning and assessment varies by disability, subject studied and by type of institution, how this experience develops during their course and how their learning outcomes compare with those of non-disabled students.

Potential contribution

Contribute to developing a theoretical framework for understanding the implementation of disability equality policies in teaching, learning and assessment in higher education. This will focus on the nature of subject and institutional barriers rather than individual student deficits

Potential contribution

Provide knowledge about the effectiveness of legislation (Part 4 DDA) as a trigger for change in teaching, learning and assessment policies and practices in higher education

Potential contribution

Enhance the quality and outcomes of learning of disabled students in higher education

Potential contribution

Inform the development of disability policies in teaching, learning and assessment to enhance the educational outcomes of disabled students.

How These Are Being Achieved

- Student survey
- In depth study of students over three years
- Interviews and teaching observations
- Key informant interviews