



Student Focus Groups to Support Disability-Linked Inclusion

Project Aims

- This project sits within the School for Cross-Faculty Studies (SCFS), encompassing Global Sustainable Development, Liberal Arts, and Design.
- Build understanding to progress toward educational excellence and student empowerment, working with students with Specific Learning Differences and/or neurodivergence conditions (SpLDs-ND).
- Take an active step in bettering the School's capacity for inclusive experiences, using a social model of disability framework.
- Build capacity for co-created, empowerment-centred follow-up work across the School's three departments: Global Sustainable Development, Liberal Arts, and Design.



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 We have greatly appreciated this opportunity to start building effective and meaningful discussions within and across the university on the under-addressed student inclusion priorities that our essential work explores.
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Project Rationale

- Students with SpLDs-ND are a growing, diverse, but inconsistently supported community.
- Aims to build a student-led view of the barriers to inclusion they face.
- Almost no recent EDI projects have focused on disability, this project addresses that gap.
- Findings will feed a cross-University report and an internal School-level EDI policy report.

Current Progress and Reflections

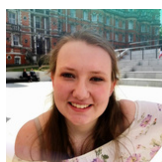
- All core deliverables completed via the end-of-project report.
- 9 undergraduate students with diagnosed Specific Learning Differences, from across SCFS year cohorts, attended the in-person focus group session.
- The report identifies 4 key themes drawn from students' own words: Time and Organisation, Language and Communication, Expectations and Support, and Assessments, followed by a Recommendations section
 - **Time and Organisation:** independent scheduling was hard, workload estimates didn't match reality, deadlines clustered.
 - **Language and Communication:** inconsistent staff communication and some dismissive comments.
 - **Expectations and Support:** adjustments applied inconsistently, extension waits too rigid, mitigating circumstances unclear.
 - **Assessments:** flexible formats welcomed, speaking assessments hardest, deadlines too clustered.
 - **11 recommendations followed:** staff training, clearer guidance, spread-out deadlines, alternative formats, simpler processes, tutor check-ins, lecture capture, cover sheets.

Next Steps

- Further develop the themes through internal engagement work, with crossover into the SI Team and other EduHub aims as relevant in future.



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Project Team:



Staff



Student



Students involved in the development phase