

HEFCE 02/21 Initial expressions of interest by Friday 24 May 2002  
Detailed bids by Friday 30 August 2002

**Invitation**  
April 2002

# Improving provision for disabled students

**HEFCE strategy and invitation to bid  
for funds for 2003-05**

## **Improving provision for disabled students**

### HEFCE strategy and invitation to bid for funds for 2003-05

To	Heads of HEFCE-funded higher education institutions Heads of HEFCE-funded further education colleges Heads of universities in Northern Ireland
Of interest to those responsible for	Widening participation, Learning and teaching, Academic and strategic planning
Reference	02/21
Publication date	April 2002
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#### **Executive summary**

##### Purpose

1. We wish to support all higher education institutions in meeting the needs of a diverse range of students, including students with disabilities. An important element in our strategic thinking is the mutual interdependence of activities and programmes focusing on widening participation and on learning and teaching.
2. This document sets out how we are including disability issues in other funding streams, particularly those for learning and teaching and widening participation. It invites bids for a three-year special funding programme to improve provision specifically for students with disabilities, from the calendar years 2003 to 2005.

##### Key points

3. The 2001 Special Educational Needs and Disability Act requires institutions to make reasonable adjustments to avoid discriminating against disabled students. New duties start to come into force from September 2002. This legislation requires a response by the whole institution, with a particular focus on learning and teaching.
4. We have already taken a number of steps to support institutions in providing for disabled students, through funding initiatives, advice and guidance.
5. We have set aside up to £5.4 million to support a further funding programme over three years (2003-05). The programme has two related strands:

- strand one – to improve provision in small and/or specialist institutions that currently have little provision for, or experience in supporting, students with disabilities. Annex A states which institutions are eligible to apply for strand one funding as principal applicants. We expect to fund all eligible institutions under this strand, so long as they meet specific criteria
  - strand two – to develop and disseminate resources relating to the learning and teaching of disabled students, in particular priority areas. All HEIs are eligible to apply for strand two funding.
6. The programme will be supported by a national co-ordination team who will provide advice to projects, transfer expertise and good practice across the sector, and act as a first port of call for institutions seeking advice or support on meeting the needs of disabled students. We have set aside a further £1.2 million for these activities.
7. There is a two-stage application process for strand one:
- at stage one, eligible institutions are invited to submit brief expressions of interest
  - at stage two, institutions will be asked to produce detailed bids, taking into account feedback on their expressions of interest. We expect to take all bids from eligible institutions through to stage two.
8. There is a two-stage application process for strand two projects for £50,000 or more.
- at stage one, institutions are invited to submit brief expressions of interest
  - at stage two, selected institutions will be asked to produce detailed bids, taking into account feedback on their expressions of interest. We expect to take the majority of bids for stage one through to stage two.
9. Strand two bids for less than £50,000 are invited to proceed directly to stage two. They do not need to submit an expression of interest at stage one.

Action required

10. Brief expressions of interest, using the form at Annex C, should be sent to Catherine O'Loughlin at the HEFCE, **by 24 May 2002**.

## **Background**

11. We wish to support all higher education institutions (HEIs) in meeting the needs of a diverse range of students, including students with disabilities. An important element in our strategic thinking is the increasing recognition of the mutual interdependence of activities and programmes focusing on widening participation and on learning and teaching.

12. We use the expression 'widening participation' to denote activities to target the individual groups that HEIs have identified as under-represented, and to ensure their success. These under-represented groups may include disabled students, either as a group in their own right or as students who are both disabled and belong to another under-represented group.

13. This document sets out how we are including disability issues in other funding streams, including those for learning and teaching and widening participation.

14. Since 1993 we have funded four programmes to improve provision for students with disabilities. In line with our statutory duty to have regard to the needs of disabled people, we remain committed to further improving provision for disabled students in all HEIs.

15. We also wish to support institutions in making reasonable adjustments to meet the requirements of the 2001 Special Educational Needs and Disability Act, which places new duties on institutions:

- to not treat disabled students less favourably, without justification, than non-disabled students; and
- to make reasonable adjustments to ensure that people who are disabled are not put at a substantial disadvantage to people who are not disabled in accessing higher education.

16. Most of the legislation will be in force by autumn 2002. The provisions relating to auxiliary aids and services (such as interpreters) will be implemented in autumn 2003, and the physical adjustment provisions come into force in 2005. Following consultation, the Disability Rights Commission will publish a Code of Practice in summer 2002, with guidance and explanation of the new law.

17. An evaluation of the Council's widening participation policies will be published in summer 2002. Interim results suggest that many institutions may find the new legislative requirements challenging, and may need support to meet them. Existing projects (particularly those associated with base-level provision) have had an important impact, but as a rule academic staff take a reactive rather than a proactive approach to teaching students with disabilities.

## **Current initiatives**

18. Institutions have been encouraged to take account of the needs of a diverse range of students, including disabled students, in both their learning and teaching and widening participation strategies. Good practice guidance on learning and teaching and widening

participation strategies also addressed the needs of disabled students (HEFCE 01/36 and 01/37). Follow-up guidance will be published by Summer 2002.

19. We have taken steps to address the needs of disabled students in the activities funded by the Teaching Quality Enhancement Fund. The Learning and Teaching Support Network (LTSN) is beginning to help academic staff take account of disability issues in curriculum design and delivery of specific subjects. Applicants to phase four of the Fund for the Development of Teaching and Learning (HEFCE 01/60) were invited to address the needs of disabled students.

20. We introduced an element into our mainstream funding for teaching from 2000-01, to recognise that institutions incur additional costs in recruiting and supporting students with disabilities (HEFCE Circular Letter 7/00). It helps to support and develop provision in institutions, including that established under previous HEFCE special funding programmes. This recurrent funding stream is allocated partly according to data returned by institutions to the Higher Education Statistics Agency (HESA), about students who receive the Disabled Students Allowance (DSA).<sup>1</sup> Almost £9.5 million will be allocated in this way in 2002-03.

21. We also allocated £56 million to support capital adjustments required under the Act (HEFCE 01/48). (Fact sheets on improving access to buildings and facilities can be found at [www.heestates.ac.uk](http://www.heestates.ac.uk) under 'Resources/ Managing better'.)

22. The Performance Indicators Steering Group is currently looking at proposals for an extra performance indicator this year, to measure the proportion of disabled students in each HEI. There will be a full consultation on any proposed new indicator, probably in May 2002. It is likely that the indicator will use HESA data on the number of students who receive a DSA. Accordingly, institutions are urged to ensure that the data provided to HESA are as complete as possible.

### **Special funding programme for 2003-05**

23. This document describes a new funding programme for 2003-05, with up to £1.8 million available in each of the three years. The new programme has two related strands:

- strand one – to improve provision in small and specialist HEIs that currently have little provision for, or experience in supporting, students with disabilities
- strand two – to develop and disseminate resources relating to the learning and teaching of disabled students, in particular priority areas.

24. Funding is available for the three-year period from 1 January 2003 to 31 December 2005. All project funds should be spent by 31 December 2005.

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<sup>1</sup> We distribute this funding between institutions according to their total numbers of full-time equivalent students, weighted to reflect the proportion of new entrants who receive the DSA. In previous years, this proportion was calculated with reference to full-time undergraduate students only, as these were the only categories of students eligible for the DSA. We now have individual student data for 2000-01, the year in which the DSA was extended to part-time and postgraduate students. So, for 2002-03, we will include these categories in determining the proportions of students who receive the DSA.

25. Further education colleges that are directly funded by the HEFCE can bid for funds as part of a collaborative arrangement with an HEI, but may not act as principal applicant.

### **Strand one: improving provision in small and specialist institutions**

26. Provision for students with disabilities within higher education as a whole has improved significantly in recent years. Many institutions are using their mainstream disability funding to develop their provision. Twenty-nine institutions have already been funded under the current programme to bring their provision up to base level.

27. However, the current evaluation of the HEFCE's widening participation policy has shown that the extent and quality of provision varies between HEIs, which can restrict choice for disabled students. And some small institutions do not receive sufficient mainstream disability funds to pump-prime work. Therefore, strand one funding aims to improve student choice by increasing the number of institutions making at least base-level provision for students with disabilities.

### **What will we fund under strand one?**

28. Funding is intended to help small and specialist HEIs establish over a three-year period (January 2003 to December 2005) at least a base-level of provision for disabled students, and to develop a more strategic approach to improving all aspects of disability provision in the institution.

29. This funding is specifically targeted, to take into account the mainstream disability funding. We welcome bids which are led by small institutions that receive small amounts of funding from the mainstream disability fund (that is, less than £30,000 in 2001-02).<sup>2</sup> Institutions that received more than £30,000 in 2001-02 from the mainstream disability fund are not eligible to apply as principal applicants. Neither further education colleges nor universities are eligible to apply as principal applicants. We will not continue to fund the development of base-level provision in institutions that have already received funding under strand one of the current programme (1999-2000 to 2001-02).

30. Annex A shows the amounts received under the mainstream funding, and states which institutions are eligible to apply as principal applicants. We expect to fund all eligible institutions who fulfil the criteria set out in Annex B.

31. We would expect institutions to seek funding in relation to their overall size and/or their present and planned disabled student population. We would expect £100,000 to be sufficient, but will in exceptional circumstances (such as collaborative bids) provide up to £150,000 over the three years. We would expect to see applications for smaller amounts of funding where this is appropriate to the circumstances of the institution.

32. We would particularly welcome collaborative bids for activities across institutions, for example by region or by institutional specialism. These may include institutions who are not eligible to apply as principal applicants. One institution should be specified as the lead applicant for the purpose of allocating funding.

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<sup>2</sup> A small number of institutions did not receive HEFCE disability funding in 2001-02, and so we have determined their eligibility according to their provisional disability allocations for 2002-03 (see Annex A).

33. To guide institutions on what base-level provision might include, we commissioned a research study jointly with the Higher Education Funding Council for Wales (HEFCE 99/04). The study identifies the key elements of base-level provision as:

- a. A comprehensive disability statement setting out both provision and policies for students with disabilities.
- b. Institution-wide policies on admissions, examinations and assessments for students with disabilities.
- c. Nominated staff to ensure appropriate provision for disabled students in response to assessed needs, plus senior management and administrative support, and networks of appropriate and available trained support workers.
- d. Comprehensive staff development programmes so that the learning needs of disabled students are taken into account in all areas of the institution, including, for example, learning and teaching, information technology, and strategic decision making.
- e. An estates strategy that encompasses the needs of all disabled students.
- f. Procedures to monitor and evaluate the impact and effectiveness of provision for students with disabilities, and to respond to such information.

34. Bids should take account of the new legislation, which will affect every part of an HEI. Disability can no longer be treated as a marginal or purely student support issue. All bids must show how they would work to include disability issues in core institutional activities and existing strategies (such as those for learning and teaching, widening participation, information technology and estates). This is likely to involve development and support for a wide range of staff.

35. Institutions should identify appropriate, clear and measurable deliverables, such as the inclusion of a disability element in institution-wide staff development programmes. Bids should take into account the Quality Assurance Agency's Code of Practice relating to disabled students.

### **Strand two: resources for the learning and teaching of disabled students**

36. Research on the experience of anti-discrimination legislation in Australia<sup>3</sup> identified a major gap as being the quality of advice, guidance and support given to academic staff. Staff in the Australian HEIs visited as part of the study said that almost all legal cases taken against institutions were directly related to teaching and learning issues. For example, they concerned direct discrimination, in not allowing access to courses, or the inability to make reasonable adjustments to teaching and learning practice. The report concluded that this was also an area of concern within the UK and urgently needed to be addressed.

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<sup>3</sup> 'Disability and higher education: the Australian experience', Mike Adams and Paul Brown (2001), available from the contacts on page 1 of this document.

37. We commissioned work to map existing resources and materials for the learning and teaching of disabled students. This research, carried out by the Open University in collaboration with Coventry University and the University of Dundee, will be published in summer 2002 on the HEFCE web-site as a directory of resources. Interim findings suggest that there are far fewer resources appropriate for widespread use than was expected. A major area of concern was that many teaching and learning processes and most discipline-areas lack adequate resources. Strand two aims to address this concern.

#### **What will we fund under strand two?**

38. Strand two invites bids to develop, promote and transfer activity which will help institutions across the sector to develop and enhance learning and teaching provision for students with disabilities.

39. Learning and teaching is defined in the widest sense to include, for example:

- assessment
- accessibility
- learning technologies
- quality, including evaluation of learning and teaching
- supporting students
- continuing professional development and academic professionalism (including the work of the educational and staff development communities)
- key skills
- improving employability and work-based learning
- curriculum content, design and delivery.

We would strongly encourage work which links a core of academic staff to specialist disability support departments and, where appropriate, to centres for academic development.

40. We would draw attention to the following areas where gaps in provision have been identified by the mapping exercise:

- subject-specific resources
- resources which are directly based on evidence about the views and experiences of disabled students
- resources relating to course design and development
- on-line learning (not just web access)
- work placements and study abroad
- workplace learning and continuing professional development
- assessment.

41. This is not a prescriptive list, and we welcome bids which identify other gaps in resources for learning and teaching. Bids must both show evidence of need and identify existing resources and expertise in the area. Projects may be based on the further development and promotion of existing resources. For example, it may be appropriate to re-work existing resources to make them transferable across institutions and/or disciplines, or to make them address the specific needs of disabled students.

42. We would expect HEFCE funding for individual projects under strand two to range from £10,000 up to a maximum of £150,000 over the three years, with an average of £75,000. We will, exceptionally, fund larger consortium projects up to a maximum of £250,000. Bids for less than £50,000 do not need to go through the two-stage bidding process.

43. Many strand two bids may not require support for the full three years of the programme, so we welcome bids for one or two years' work. The duration of the activity should be clearly specified in the expression of interest.

44. Collaborative bids are welcome; one institution should be specified as the lead applicant for the purpose of allocating funding.

45. It is vital that benefits are not restricted to the institutions actively involved in the project, but that resources are transferred across the sector. We would highlight the importance of thinking through the best way to disseminate the resources. Projects will also be required to work with the new national co-ordination team and (as appropriate) the LTSN in the transfer and promotion of resources.

46. We will not fund primary research projects which do not go on to apply and disseminate the findings in a way which has a direct impact on provision for disabled students.

#### **National co-ordination team**

47. An important aspect of our disability strategy is to spread good practice across the sector, including work funded under this and previous programmes. We are therefore proposing to fund a national team, which will have the following main functions:

- a. Promote and transfer expertise and good practice across the sector in a coherent and planned way.
- b. Support projects funded under strands one and two of this initiative.
- c. Act as a first port of call for institutions that are seeking support in their response to the new legislation.
- d. Support the development of strategic approaches by HEIs, including those embedded in learning and teaching and/or widening participation strategies.
- e. Work in collaboration with other national co-ordination teams, the LTSN, and with HEFCE regional consultants.

48. We have set aside £1.2 million across three years to fund the work of the team. We envisage that this work would follow on from that of the existing National Disability Team. To allow for an overlap, so the existing experience will not be lost, we will advertise for tenders in April, for appointment in November 2002. This is the same timetable as for the appointment of a new co-ordination team for widening participation. Combined bids for both team functions are acceptable.

## **How to apply for funds (strands one and two)**

### Expressions of interest for strand one

49. Eligible institutions are invited to submit an expression of interest for strand one funding. This should contain information under all the following headings:

- a. Assurance of eligibility to apply for funding, including amount of mainstream disability funding received in 2001-02 (see paragraphs 29-30 and Annex A).
- b. Details of any partnerships, with the lead applicant clearly highlighted.
- c. Planned additional provision and strategic developments for students with disabilities.
- d. Outline costs, including any institutional contributions.

50. Institutions should also enclose their current disability statement (and the disability statements of all institutions involved, if a collaborative bid).

### Expressions of interest for strand two

51. All HEIs are invited to apply for funds under strand two. Strand two bids for £50,000 or more must submit an expression of interest, which should include information under all the following headings:

- a. Project aims and planned outcomes.
- b. Background of the staff, including details of any partnerships between academic staff and disability specialists. It is not necessary to give the background of individual staff members, but rather the type of expertise that different roles will bring to the project.
- c. Proposed methods for the transfer and dissemination of resources.
- d. Duration of activity.
- e. Outline costs.

52. Strand two bids for less than £50,000 are invited to proceed directly to stage two. They do not need to submit an expression of interest at stage one.

53. Annex B contains the criteria against which detailed bids will be assessed in stage two of the application process. The criteria represent the key features we would expect to see in all successful applications. Institutions are strongly encouraged to take account of the stage two assessment criteria in writing their initial expressions of interest.

### **Stage one – submitting an expression of interest**

54. To submit an expression of interest, applicants should complete the form at Annex C, with no more than 1,500 words outlining their proposed project. Please make clear which strand the bid is for. Eligible institutions may bid under both strands.

55. Please send four hard copies, by midday on **24 May 2002**, to:

Catherine O'Loughlin  
HEFCE  
Northavon House

Coldharbour Lane  
BRISTOL  
BS16 1QD

56. One copy must be single sided, unbound and with all pages numbered. We regret that we cannot accept late submissions, or facsimile or e-mail copies.

### **Stage two – detailed bids**

57. Our Advisory Group for Students with Learning Difficulties and/or Disabilities will review institutions' stage one submissions. Where the group considers an expression of interest provides a firm basis for a detailed stage two bid, we will provide feedback to help institutions to develop their bid. Where an institution is not invited to submit a stage two bid, we will provide feedback on the reasons for this decision. We expect to take all strand one bids from eligible institutions through to stage two. We also expect to take the majority of strand two bids through to stage two.

58. With the National Disability Team we will be running advice seminars for applicants invited to submit a stage two bid. These will be on 24 June 2002 (for strand one) and 26 June 2002 (strand two bids for £50,000 or more). Applicants are encouraged to send a representative to the appropriate seminar; details will be included with the feedback on expressions of interest. We will not run a seminar for applicants for less than £50,000 under strand two.

59. We will provide a small amount of funding to help institutions develop detailed bids for stage two. This will be £1,000 or 2 per cent of the total HEFCE funding sought in the stage two bid, whichever is greater. This funding will not be available to applicants for less than £50,000 under strand two.

60. We would expect the quality of detailed bids to reflect these additional resources, and reserve the right to withhold or reduce the payment where we judge that this is not the case. Funding to help develop detailed bids will be drawn from the small amount of money still available from the current (1999-2000 to 2001-02) special funding programme. Any remaining funds will be carried forward into this new programme.

## Timetable

61. The timetable for the programme is as follows.

By midday on 24 May 2002	<b>Stage one:</b> expressions of interest for strand one and for strand two (where requesting £50,000 or more) submitted to the HEFCE
By 14 June 2002	Institutions receive feedback from the HEFCE on their expressions of interest
24 June 2002	Advice seminar to help institutions writing detailed stage two bids (strand one)
26 June 2002	Advice seminar to help institutions writing detailed stage two bids (for £50,000 or more)
By 30 August 2002	<b>Stage two:</b> detailed bids to be submitted to the HEFCE, together with all bids under strand two for less than £50,000
Week beginning 14 October 2002	Letters sent to stage two applicants with results of bidding process
1 January 2003	Funded projects begin. Projects may start later where appropriate, but all funds must be spent by the end of December 2005

## Monitoring

62. We will require annual monitoring information on all funded projects. A project's funding in years two and three of the programme will depend on satisfactory progress being made towards its original aims and objectives.

## Further information

63. Sources of information that institutions may find useful in their project planning are attached at Annex D.

64. If you wish to discuss any aspect of this programme please contact:

Fiona Reid, tel 0117 931 7115, e-mail [f.reid@hefce.ac.uk](mailto:f.reid@hefce.ac.uk)

Alasdair Liddell, tel 0117 931 7312, e-mail [a.liddell@hefce.ac.uk](mailto:a.liddell@hefce.ac.uk)

## Annex A

### Mainstream disability funding allocations

These sums have already been notified to heads of institutions in the annual grant letter. Paragraph 20 of the Annex to the March 2002 grant letter to HEIs explains how these funds were calculated. Further information is available in Circular Letter 07/00.

This table also shows which institutions are eligible to apply as principal applicants under strand one, according to the definition given in paragraphs 28-29.

	2001-02 (£)	2002-03 Provisional (£)	Eligible to apply as principal applicants under strand one?
Anglia Polytechnic University	41,518	91,635	no
Arts Institute at Bournemouth		3,152	yes
Aston University	17,492	35,604	no
University of Bath	83,881	91,030	no
Bath Spa University College	21,661	46,021	no
Birkbeck College	67,449	47,231	no
University of Birmingham	57,761	60,433	no
Bishop Grosseteste College	522	497	no
Bolton Institute of Higher Education	33,576	32,820	no
Bournemouth University	51,842	109,987	no
University of Bradford	83,826	58,917	no
University of Brighton	30,859	91,323	no
University of Bristol	40,505	125,289	no
Brunel University	30,970	97,386	no
Buckinghamshire Chilterns University College	74,810	59,510	no
University of Cambridge	44,668	46,960	no
Institute of Cancer Research	466	373	yes
Canterbury Christ Church University College	42,474	33,215	no
University of Central England	83,920	82,570	no
University of Central Lancashire	194,406	207,007	no
Central School of Speech and Drama	3,724	7,437	yes
Chester College of Higher Education	32,113	32,663	no
University College Chichester	23,780	32,421	yes
City University	17,618	18,669	no
Conservatoire for Dance and Drama		1,038	yes
Coventry University	154,640	148,392	no
Cranfield University	5,242	4,965	no
Cumbria Institute of the Arts	2,744	3,007	yes
Dartington College of Arts	5,825	4,506	no
De Montfort University	57,257	55,588	no
University of Derby	91,182	62,396	no
University of Durham	73,655	76,539	no
University of East Anglia	23,809	24,313	no
University of East London	62,344	135,196	no
Edge Hill College of Higher Education	49,065	50,860	no
Institute of Education	3,584	3,423	yes
University of Essex	54,092	59,596	no

University of Exeter	86,572	88,929	no
Falmouth College of Arts	19,154	20,212	no
University of Gloucestershire	21,665	22,525	no
Goldsmiths College	44,739	31,215	no
University of Greenwich	133,378	154,318	no
Harper Adams University College	13,444	18,278	yes
University of Hertfordshire	119,091	116,477	no
University of Huddersfield	39,931	36,490	no
University of Hull	128,906	97,556	no
Imperial College	26,860	53,540	yes
Keele University	52,456	36,422	no
University of Kent at Canterbury	55,202	63,825	no
Kent Institute of Art & Design	6,104	12,190	yes
King Alfred's College, Winchester	25,776	17,293	yes
King's College London	73,864	75,728	no
Kingston University	36,147	76,859	no
Lancaster University	83,244	56,951	no
University of Leeds	189,989	212,394	no
Leeds Metropolitan University	190,091	198,421	no
University of Leicester	68,361	68,991	no
University of Lincoln	125,915	94,612	no
University of Liverpool	43,711	45,058	no
Liverpool Hope	54,440	54,253	no
Liverpool John Moores University	46,959	96,539	no
University of London	1,602	1,749	no
London Business School	1,974	1,944	yes
The London Institute	54,965	112,204	no
London School of Economics & Political Science	11,443	24,135	yes
London School of Hygiene & Tropical Medicine	1,107	1,180	yes
London Guildhall University	139,622	100,749	no
Loughborough University	97,184	134,431	no
University of Luton	48,747	41,789	no
University of Manchester	170,284	173,792	no
UMIST	17,334	66,614	no
Manchester Metropolitan University	283,680	214,384	no
Middlesex University	161,837	152,898	no
University of Newcastle	165,822	178,476	no
Newman College	2,096	6,909	yes
University College Northampton	69,471	95,098	no
University of North London	111,877	140,922	no
Northern School of Contemporary Dance	486	2,139	yes
University of Northumbria at Newcastle	44,584	179,810	no
Norwich School of Art & Design	7,233	10,100	no
University of Nottingham	46,101	150,782	no
Nottingham Trent University	179,813	175,790	no
Open University	579,410	609,786	no
School of Oriental and African Studies	14,309	14,515	no
University of Oxford	47,532	96,509	no
Oxford Brookes University	82,157	89,349	no
School of Pharmacy	5,923	4,102	yes
University of Plymouth	209,660	217,292	no
University of Portsmouth	172,372	135,075	no
Queen Mary, University of London	24,995	51,764	no
Ravensbourne College	7,594	4,326	yes
University of Reading	116,717	90,252	no

Rose Bruford College	2,120	4,113	yes
Royal Academy of Music	1,432	1,499	yes
Royal Agricultural College	5,440	1,807	yes
Royal College of Art	2,477	2,513	yes
Royal College of Music	1,651	1,509	yes
RCN Institute	1,426	1,619	yes
Royal Holloway, University of London	15,984	30,933	no
Royal Northern College of Music	1,899	5,586	yes
Royal Veterinary College	2,417	2,566	no
St George's Hospital Medical School	3,823	4,128	yes
College of St Mark & St John	9,191	13,476	yes
St Martin's College	9,672	9,838	no
St Mary's College	11,953	23,751	no
University of Salford	160,341	163,458	no
University of Sheffield	146,687	150,392	no
Sheffield Hallam University	110,593	220,180	no
University of Southampton	177,027	129,172	no
Southampton Institute	130,457	91,676	no
South Bank University	39,160	94,910	no
Staffordshire University	88,643	89,402	no
University of Sunderland	92,964	60,201	no
Surrey Institute of Art & Design University College	34,855	36,613	no
University of Surrey	38,032	18,080	no
University of Surrey Roehampton	62,948	66,320	no
University of Sussex	27,194	82,710	no
University of Teesside	116,781	124,815	no
Thames Valley University	26,789	26,769	no
Trinity & All Saints	5,672	17,288	no
Trinity College of Music	4,734	2,980	yes
University College London	85,155	127,422	no
University of Warwick	34,676	35,715	no
University of West of England, Bristol	166,713	168,232	no
University of Westminster	135,512	90,975	no
Wimbledon School of Art	3,623	7,605	yes
University of Wolverhampton	94,232	94,472	no
University College Worcester	37,457	38,968	no
Writtle College	3,434	3,363	yes
University of York	82,841	65,490	no
York St John College	29,175	28,750	no
Queen's University of Belfast	43,664	tbc	no
University of Ulster	157,863	tbc	no

## **Annex B**

### **Assessment criteria for stage two detailed bids**

Evaluations of earlier HEFCE special funding programmes have indicated that the success of funded projects depends on a number of key factors. The criteria set out below represent these factors, which we would expect to see in all successful bids. We will assess stage two detailed bids against these criteria.

Under the Race Relations (Amendment) Act 2000, the Council is required to promote equality of opportunity. All bids should therefore ensure that they do not disadvantage students from ethnic minority groups.

#### Criteria for strand one

We expect to fund all eligible strand one bids which meet the criteria set out below.

1. The project should establish at least a base-level of provision for students with disabilities, and develop a strategic approach to disability in the institution, including:
  - a. A clear view of current provision for students with disabilities, including staffing levels.
  - b. Clear project aims and objectives.
  - c. Clear and measurable outputs and deliverables (for example, products or service improvements) against which the success of the project could be measured. These should include project milestones, dates by which milestones are to be achieved, and who is responsible for each one.
2. The project should make use of existing expertise in the sector from, for example, interest groups, networks and more experienced institutions (such as those funded in the previous HEFCE programme). We are particularly keen to encourage projects to engage in partnerships, to seek advice from existing sources of expertise, and to promote/transfer their own expertise.
3. The project should have appropriate arrangements for project management, including, for example:
  - a. Active support from senior management.
  - b. Clear lines of communication between project staff, senior management and key institutional committees.
4. The project should bring about a response to disability by the whole institution. This should include reaching out to key people such as academic, IT, estates, and learning resources staff. We will welcome projects which do not locate institutional responses to disability solely in student support services.
5. The project should provide a longer-term commitment by the institution to provision for students with disabilities, including a strategy to embed and build on project gains.
6. There should be a clear strategy for monitoring and evaluating the progress of the project.

7. Good value for money. The cost of the project should be appropriate to the circumstances of the institution. In many cases, a full-time post will clearly be unnecessary.

#### Criteria for strand two

1. Clear project aims and objectives.
2. Development of good quality transferable resources directly relating to the learning and teaching of disabled students
3. Appropriate staff expertise, particularly partnerships (where appropriate) between academic staff and disability specialists.
4. Clear evidence of need or demand for the proposed activity (including, where appropriate, reference to the priority areas set out in paragraph 40).
5. Understanding of existing work and expertise in the sector, including that funded through the Fund for the Development of Teaching and Learning , the Innovations programme, and previous disability programmes. Where the resource is subject specific, we would expect to see a letter of support from the relevant subject centre of the LTSN.
6. The extent to which proposed activity would use existing expertise and resources in the sector.
7. Clear and measurable outputs and deliverables against which the success of the project could be measured. These should include key milestones, dates by which milestones are to be achieved, and who is responsible for each one.
8. Strategy for dissemination, to ensure that resources are promoted to and used by appropriate groups, with a particular emphasis on academic staff. This may include appropriate use of change agents in the sector, including the national co-ordination team and the LTSN.
9. The strategy for monitoring and evaluating the progress of the project.
10. The cost of the project, including institutional contributions, and its value for money.

## Annex C

### Cover sheet for stage one expressions of interest

An electronic version of this document, including this form, is available on the HEFCE website, [www.hefce.ac.uk](http://www.hefce.ac.uk) under 'Publications'.

#### A. Principal applicant

Title:

Forename:

Surname:

Post held:

Department:

Institution:

Full address for correspondence:

Telephone number:

Fax number:

e-mail address:

Name of head of institution:

Signature of head of institution:

Expression of interest in (delete as applicable):

Strand one

Strand two

#### B. Summary

Project title:

Summary description of the project (maximum 200 words):

#### C. Expression of interest

Please attach an expression of interest of no more than 1,500 words including the appropriate information as detailed in the main document in **paragraph 49 for strand one**, and **paragraph 51 for strand two**. Applicants to strand one should attach their current disability statement.

## Annex D

### Useful information for applicants

#### HEFCE publications

All HEFCE publications are available on the HEFCE web-site.

- 'Disability statements: a guide to good practice' (HEFCE 98/66)
- 'Guidance on base-level provision for disabled students in higher education institutions' (HEFCE 99/04)
- 'Evaluation of 1996-99 disability special funding programme' (HEFCE 00/46)
- 'Widening participation strategies: a guide to good practice' (HEFCE 01/36)
- 'Learning and teaching strategies: a guide to good practice' (HEFCE 01/37)
- 'Resources relating to the learning and teaching of disabled students' (to be published on the HEFCE web-site in summer 2002)

#### Other publications

- 'Code of Practice for the assurance of academic quality and standards in higher education: students with disabilities', Quality Assurance Agency  
[www.qaa.ac.uk/public/cop/COPswd/contents.htm](http://www.qaa.ac.uk/public/cop/COPswd/contents.htm)
- Code of Practice (Post-16) accompanying the Disability Discrimination Act 1995 (as amended by the Special Educational Needs and Disability Act 2001). A draft is available on the Disability Rights Commission's web-site ([www.drc.org.uk](http://www.drc.org.uk)). The final version is due to be published in Summer 2002, and will be available on the web-site or by calling 08457 622 633.
- The Disability Rights Commission also intends to publish on its web-site a set of booklets explaining the duties of the Act to specific groups in higher education institutions, by Summer 2002.

#### Sources of advice

- National Disability Team: [www.natdisteam.ac.uk](http://www.natdisteam.ac.uk)
- Action on Access, the Council's national co-ordination team for widening participation: [www.brad.ac.uk/admin/conted/action/](http://www.brad.ac.uk/admin/conted/action/)
- National Co-ordination Team for the Teaching Quality Enhancement Fund, the Council's national co-ordination team for learning and teaching: [www.ncteam.ac.uk](http://www.ncteam.ac.uk)
- The Learning and Teaching Support Network: [www.ltsn.ac.uk](http://www.ltsn.ac.uk)