



QAA

A large graphic composed of several interlocking puzzle pieces. The central piece is a dark grey circle containing the text 'UK Quality Code for Higher Education'. Surrounding it are several other pieces in shades of grey and green, some of which are partially cut off by the edges of the page.

UK Quality Code for Higher Education

Part B: Assuring and enhancing academic quality

Chapter B4: Student support, learning resources and
careers education, information, advice and guidance

Contents

Introduction	1
The Quality Code	1
About this Chapter	1
Expectations about student support, learning resources and careers education, information, advice and guidance	1
Section 1: Careers education, information, advice and guidance (CEIAG)	2
Introduction	2
Indicators of sound practice: Careers education, information, advice and guidance	4
General principles	4
Curriculum design	6
Students	6
Stakeholder relations	8
Staff	10
Monitoring, feedback, evaluation and improvement	10
Appendix 1: Glossary	13
Appendix 2: Bibliography	15
Appendix 3: Key to acronyms	16
Section 2: Disabled students	17
Introduction	17
Who is disabled?	18
Legal requirements in provision for disabled students	19
Indicators of sound practice: Disabled students	22
General principles	22
Institutional and strategic management	22
Planning, monitoring and evaluation	23
Continuing professional development	23
Information for prospective students, current students and staff	24
Admissions processes and policies	25
Enrolment, registration and induction of students	27

Curriculum design	27
Learning and teaching	28
Academic assessment	29
Academic support for disabled students	30
Information and communications technology (ICT)	30
Access to student services	31
Additional specialist support	31
Careers education, information and guidance	32
The physical environment	33
Institutional procedures	34
Glossary	36
Appendix 4: Further guidance	38
Further information and additional references	41
Appendix 5: The Indicators	42

Introduction

This Chapter forms part of the UK Quality Code for Higher Education (the Quality Code). It will be developed in 2012-13 and will consider various aspects of arrangements for student support as they relate to academic standards and quality. Until this Chapter is developed in full, the following content supersedes the *Code of practice for the assurance of academic quality and standards in higher education (Code of practice), Section 8: Career education, information, advice and guidance (2010)*. It also includes the *Code of practice, Section 3: Disabled students (2010)*, the content of which will ultimately be incorporated throughout the Quality Code.

The Quality Code

The Quality Code is the definitive reference point for all those involved in delivering higher education which leads to an award from or is validated by a UK higher education provider. It makes clear what institutions are required to do, what they can expect of each other, and what the general public can expect of all higher education providers. These Expectations express key matters of principle that the higher education community has identified as important for the assurance of quality and academic standards.

Each Chapter of the Quality Code comprises a series of Indicators which higher education providers have agreed reflect sound practice, and through which institutions can demonstrate that they are meeting the relevant Expectations.

About this Chapter

Each Indicator has been developed by QAA through an extensive process of consultation with higher education providers, their representative bodies, the NUS, professional and regulatory bodies, and other interested parties. Indicators are not designed to be used as a checklist; they are intended to help institutions reflect on and develop their regulations, procedures and practices to demonstrate that the Expectations in the Quality Code are being met.

Each Indicator is numbered and printed in bold and is supported by an explanatory note giving more information about the statement's purpose and context.

The Chapter is divided into two sections: Section 1 covers careers education, information, advice and guidance, while Section 2 deals with learning opportunities for disabled students.

Expectations about student support, learning resources and careers education, information, advice and guidance

The Quality Code sets out the following Expectation about student support, learning resources and careers education, information, advice and guidance, which higher education institutions are required to meet:

Higher education providers have effective arrangements in place to support students in their learning.

Section 1: Careers education, information, advice and guidance (CEIAG)

Introduction

This section of Chapter B4 is intended to help higher education institutions (HEIs) both to meet students' expectations in respect of their preparedness for their future career, and to produce graduates equipped to meet the fluctuating demands of the employment market of today and tomorrow. It does so by seeking to ensure that institutions have an approach for CEIAG that is adequately quality assured.

CEIAG is provided within a wide range of institutions from large universities to specialist HEIs and further education colleges, and this means that delivery arrangements vary. Most institutions have specialist careers services or units which provide a principle source of careers advice and guidance to students. This Chapter of the Quality Code recognises, however, that these units are not the only source from which students will seek and receive advice; many staff who have contact with students will, at times, give careers advice and guidance throughout the student's time in higher education. These could include recruitment and admissions staff, personal tutors, teaching staff, and staff employed by student representative bodies.

This section of Chapter B4 stresses the importance of integration, coherence and internal collaboration as part of an institution-wide commitment to preparing students for their future careers. This will be reflected in institutional strategies and will include links between CEIAG services and academic departments, personal tutors, admission tutors, placement tutors, student employment job shops, and other student support and welfare services, including those supported by student representative bodies.

Students pursue a wide range of subjects in higher education at different points in their life and take up an increasingly diverse range of post-study destinations. Consequently, the CEIAG needs of students are diverse and require staff with high-level skills in career

advice and guidance, and an increasingly sophisticated knowledge and understanding of the graduate labour market. Linked to this, students in higher education are exposed to highly complex messages about their career development and benefit from CEIAG to help them analyse, evaluate and articulate their responses. In addition, CEIAG takes place within the formal and informal curriculum, and this demands high-level pedagogical skills and knowledge, including the ability to link this to career information resources and liaison activity with employers and other opportunity providers.

Students in higher education will benefit from clarity about how to access CEIAG. The expansion and diversification of higher education means that the commitment to equality of opportunity and to meeting the needs of students from different backgrounds is an important consideration in terms of accessibility. This consideration extends to the different modes of study used to engage students, including part-time and distance learning.

The expansion and diversification of higher education makes the provision of impartial career information, advice and guidance by institutions all the more important in assisting prospective students to think about their long-term goals and aspirations for their future. This includes students following programmes who may also be working and international students who represent a large community in UK higher education. The importance of clear information for students about the value of higher education awards, and the career prospects, including professional recognition of qualifications, associated with studying a particular programme, has been highlighted by a number of reports and this applies to both prospective and registered students.

Both the nature of employment and the way in which the employment market functions are undergoing rapid change which requires CEIAG provision to be forward-looking, responsive and innovative. Correspondingly, the range of opportunities taken up by graduates is broader; their career patterns are more varied and less predictable. This makes it more important than ever for students and graduates to take personal responsibility for managing their own career development throughout their lives. The skills that students need to develop to manage their careers include the ability to reflect and review, to plan and make decisions, to use information resources effectively, and to create and take opportunities. There is an important interrelationship between CEIAG and the development of employability and career management skills in preparing students to face the future.

The employability and destination of graduates is an established strategic interest for HEIs. As a consequence, some institutions have embedded their approach to CEIAG within existing policies and strategies in order to develop their students' career options and skills alongside other learning. In this way, CEIAG can be an integral aspect of many institutional strategies and some curriculum-embedded activities have developed out of this.

Institutions vary in their focus and orientation towards external relations, partnerships, and markets, and the increasing diversity here is reflected in the variety of their intake of learners, modes of study, and aspirations of their graduates. It is valuable, therefore, for providers of CEIAG to work in collaboration and partnership with external agencies and organisations locally, regionally, nationally and internationally, which are appropriate to, and supportive of, the institution's role and mission.

If CEIAG, as well as the employability aspects of course content, are to be relevant and up to date, they need to be informed by accurate information and the experience

and perspective of employers. This is especially important in the context of rapidly changing employment markets. Systems and procedures will therefore need to be in place to ensure that these feedback loops operate effectively at the level of CEIAG provision, including staff development and training, and of curriculum design and programme specification.

These are the key themes which are reflected in the Indicators and explanations which make up this section of Chapter B4.

Indicators of sound practice: Careers education, information, advice and guidance

General principles

Indicator 1

Institutions ensure that career education, information, advice and guidance (CEIAG) interests contribute to their approaches to strategic planning.

A key motivation for participation in higher education is the opportunities it presents to students to fulfil their potential, including career aspirations. An institution-wide commitment to preparing students to identify and make choices in the immediate and long term to achieve sustainable careers can be demonstrated through a comprehensive strategic approach to CEIAG.

While the approach to provision of CEIAG may vary within institutions, the development and maintenance of a collective understanding of the institution's overarching approach to CEIAG will be assisted by clear and defined priorities and objectives that permeate all of its provision. Identifying a member of staff at a senior level with responsibility for CEIAG may be advantageous so that CEIAG interests are routinely represented in internal decision-making processes. The institution's approach may be expressed in documents such as: corporate plans and strategies for learning, teaching and assessment; employability; widening participation; and research and enterprise. Representation of staff involved in CEIAG in associated decision-making forums enables realistic goal setting and monitoring of progress. Institutions might find it helpful to describe the nature of the links between CEIAG and other strategies.

Indicator 2

Institutions are responsible for ensuring that CEIAG is provided and have in place policies and procedures where their responsibilities are clearly defined and met.

It is important that all students in higher education have access to CEIAG provision. To achieve this, being clear about who is responsible for different aspects of delivery, including any partners involved in collaborative provision, within well defined policies and procedures will be helpful to institutions. For example, institutions may agree how CEIAG provision is to be organised and resourced within partner institutions via the use of partnership agreements, contracts or memoranda of understanding.

Where there are policies and statements, an explanation of the respective roles of staff involved in different aspects of CEIAG delivery will be beneficial. This may include staff that provide pre-entry information, advice and guidance; academic staff involved in teaching career education; and the roles and responsibilities of dedicated careers service and support staff.

In formulating CEIAG policies, institutions may wish to draw upon the expertise and knowledge of their dedicated careers staff. Additionally, they are likely to involve internal and external stakeholders who can contribute to the employability and development of students both within and outside the curriculum. This might include staff involved in volunteering and other personal development programmes taking place, for example, within the students' representative body or with employers providing internship opportunities. CEIAG policies may also provide a vehicle for clarifying how provision can be coordinated so that it is offered consistently and makes optimum use of resources and expertise.

So that all students can benefit from the institution's CEIAG provision, policies and procedures need to consider fully the diversity of the student body. Furthermore, where institutions have work-based learners enrolled on their programmes, they are responsible for ensuring the learners' career development needs are supported in collaboration with their employing organisations.

Indicator 3

CEIAG provision is guided by a commitment to impartiality and the needs of individual students.

Client-centredness and impartiality are important principles in guidance work that are clearly embedded in professional codes of practice and quality frameworks. CEIAG provision provided by institutions will be guided by these principles, and will recognise that students should have equitable access to CEIAG provision. This includes ensuring that steps are taken to provide additional support where appropriate. Where there may be factors that could be perceived as affecting impartiality, including the use of external agencies, students should be clearly informed at an early stage. Students should be made aware of all choices open to them. Impartial advice and support helps students to understand their aptitudes and preferences, to reflect on their learning and, where appropriate and relevant, work experience, as well as challenging their ideas about education and work. Discussion of career ideas and the factors that have influenced career decisions inevitably involves the disclosure of personal information. These discussions need to be conducted in an environment where student needs for privacy are respected.

CEIAG provision is designed to meet students' individual needs. This includes deciding how best to ensure that CEIAG is made available at key points in the student experience and in ways that meet the diverse needs of a particular student population. This diversity of student needs in CEIAG provision is also a reflection of study options becoming broader and more complex and includes, for example, Foundation Degree students or those undertaking continuing professional development (CPD) courses or work-based learning.

CEIAG provision can be designed to take account of those acknowledged as disadvantaged in the labour market. In addition to those protected by equalities legislation, this may include, for example, students who have less established and/or direct contact with the labour market, and international students seeking advice on their status in the UK labour market.

Institutions are also responsible for ensuring that the institutional interests of those providing CEIAG are transparent to prospective students, existing students and graduates, and do not adversely affect the quality of CEIAG received. The staff providing CEIAG should strive to provide impartial, student-centred advice and guidance, but should also be prepared to advise students of any limitations and/or subjectivity in their provision and be able to refer them to other professional sources if necessary. This means ensuring that students wishing to change course, discontinue, or transfer to other institutions are signposted to clear and explicitly impartial and confidential personal guidance and advice, for example the institutional careers service.

Curriculum design

Indicator 4

Where career education is embedded in the curriculum, awarding institutions ensure that intended learning outcomes:

- **contribute to the aims and objectives of the programme**
- **clearly identify knowledge, understanding and skills**
- **are assessed appropriately.**

Career education can be taught via discrete modules (often with titles such as career education, career management, career development and employability) or embedded across a programme of study. Whichever method is chosen, programme designers need to consider defining learning outcomes that are cognate with the overall aims and objectives of the programme and link with research and scholarship appropriate to higher education.

Student engagement in CEIAG may be enhanced by ensuring that the learning outcomes for career education enable participants to develop and explore the ideas and beliefs of self and others. This can include linking career with work ethics, identity, culture, occupational knowledge, the individual in society, enterprise and entrepreneurship, labour markets, vocation, the stated expectations of employers, life course perspectives and/or metacognitive approaches to learning. Examples of curriculum design can be found in the bibliography in Appendix 2.

Where appropriate, programme designers may wish to consider how staff and resources within the careers service, including career information and destination data, can be used to facilitate student learning in this field.

Assessment of curriculum-based career education can take a number of forms appropriate to developing and demonstrating intended learning outcomes, including a reflective journal, decision-making exercise, presentation, labour market analysis, poster, or occupational study. Longer-term evaluation may involve a mixture of quantitative and qualitative measures with a particular focus on the process of intellectual, ethical and cultural development.

Students

Indicator 5

Institutions promote internal collaboration and understanding of individual responsibilities in order to encourage student engagement in CEIAG.

Clarifying the respective responsibilities of programme staff and dedicated careers and employability staff will help to meet programme objectives and the needs of individual students in relation to CEIAG. Clarifying the responsibilities for different aspects of delivery of CEIAG may also extend to policies and statements of service covering staff who provide pre-entry information, advice and guidance; academic staff involved in teaching career education; and the role and responsibilities of dedicated careers service and support staff.

The responsibility for access to CEIAG opportunities and resources is institution-wide, but the nature and limitations of this provision should be made clear and transparent to students. This will be facilitated by clarifying and supporting the complementary roles of dedicated careers and employability staff, academic staff and others, such as communications/ marketing and recruitment/admissions staff.

Providing clear links between subjects and career planning, for example by detailing the links in programme specifications, will encourage students to engage with CEIAG provision. Encouraging students to engage with CEIAG beyond their programme, for example through seeking information, advice and guidance or undertaking independent or guided research, and developing clear links between CEIAG and personal development planning, can strengthen students' engagement with CEIAG.

A variety of methods for capturing the broad range of student achievements are available. In line with relevant national initiatives, for example the Higher Education Achievement Report (HEAR) and Personal development planning: guidance for institutional policy and practice in higher education,¹ encouraging students to record and reflect on relevant experiences underpins effective individual career development and learning.

Indicator 6

Institutions provide students with information about the extent and range of CEIAG services available to them before, during and after their time registered at the institution.

So that students benefit from CEIAG, institutions need to ensure that the CEIAG on offer is fully accessible, relevant and promoted to the widest range of students. Both prospective and registered students will benefit from consistent information about the level of service and resources available within the institution. Consistency, impartiality, timeliness, accuracy and confidentiality are important principles that apply to CEIAG provision (see Indicator 3). These principles apply to all the stages that the student has contact with the institution, not only for the period of time that students are registered with the institution.

¹ www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Personal-development-planning-guidance-for-institutional-policy-and-practice-in-higher-education.aspx.

Students who are fully informed about the CEIAG provision that is available to them are likely to get the most out of that provision. It is probable that a range of CEIAG will exist throughout the institution, across both academic and support services, and students will benefit from being clearly informed about how to access and utilise these services.

To engage with the principle of consistency in the quality of CEIAG on offer, the different CEIAG providers across the institution need to ensure that the equivalent advice or information is offered in comparable circumstances. Providers of information also need to acknowledge that CEIAG is required to different extents and degrees during the whole of the student's time in higher education. For these reasons, the consistency and accessibility of CEIAG services will be a consideration for institutions. A clear delineation of responsibilities between providers will help this. In this way, students will be effectively signposted to the different providers of CEIAG as appropriate to their needs and circumstances.

Indicator 7

Institutions make it clear to prospective and current students how the knowledge, understanding and skills acquired during study are intended to be of use to them in the development of their future academic or career progression routes.

There may be a range of career development opportunities available to students at, or in association with, the institution, including part-time employment opportunities; placements; volunteering; and wider extra-curricular activities. How these can contribute to students' knowledge, understanding and skills is important information that needs to be effectively communicated to students both at pre and post-entry stages. This information will help students to make informed decisions and establish clear expectations about opportunities for skills development in relation to employment and lifelong learning. Students are helped to identify the knowledge and skills they gain through formal learning and wider experience by the process of personal development planning. Independence and personal responsibility are important graduate attributes for effective personal development, and career and academic progression. How these attributes are developed through the student experience is a key consideration for institutions.

Students, at all stages of their programmes, may wish to know about opportunities for progression through different academic and career paths once they have completed their studies. This information is most effectively communicated by embedding it in pre-entry information, advice and guidance, where provided, and making it available at all further stages of the student life cycle.

Stakeholder relations

Indicator 8

Institutions promote and practise close collaboration between a range of external bodies and CEIAG providers to improve the academic and career development of students.

The diversity of the UK higher education sector means that the range and nature of their work with external partners and markets will vary with the nature of their academic and student profile.

Developing and maintaining effective relationships with UK and international professional career bodies, for example Association of Graduate Careers Advisory Services (AGCAS), Vitae, Higher Education Careers Services Unit (HECSU), Fedora and careers organisations in other countries, and building referral networks, enables practitioners to refer clients for further help and advice. Institutional guidance workers will keep up to date with the findings of relevant research organisations, including the National Institute for Careers Education and Counselling (NICEC) and the International Centre for Guidance Studies (ICeGS), and will seek to disseminate key findings and developments to other staff involved in providing CEIAG.

To ensure that students are kept informed of opportunities available to them to learn about career paths, institutions work with employers and other opportunity providers to publicise information about their organisations and about their opportunities for learning in the workplace. Institutions work with a wide range of organisations representing employers of all sizes and interests to enhance the career prospects of students and promote the recruitment of high calibre graduates to the workforce. These organisations may include, among others, the Association of Graduate Recruiters (AGR), Confederation of British Industry (CBI), the Council for Industry and Higher Education (CIHE), Lifelong Learning Networks, the Federation of Small Businesses and chambers of commerce, and also a range of enterprise organisations.

The value of internships, work experience, voluntary work, employer mentoring and work-related learning (whether included in, or additional to, the curriculum) to the academic and career development of students is widely documented and espoused by employers. When clearly presented and promoted to students and employers, such activities can lead to an improved understanding and application by students and employers of the skills and knowledge students gain during their studies.

Indicator 9

CEIAG provision is responsive to and guided by developments and trends in the UK and global employment market.

Students participating in and graduating with higher education awards are entering an increasingly global employment market that requires graduates to have an understanding and appreciation of the international comparability and recognition of their awards and their application in a global context.

Institutions can provide an effective exchange of information on employment markets and enhanced understanding between students, employers, other opportunity providers and staff delivering CEIAG. To this end they will need to access appropriate labour market information so that the curriculum can take account of regional, national and international markets, and of political, social and economic trends that will affect students' career opportunities and professional recognition of qualifications in different countries. The employment market evolves rapidly and so do the needs and requirements of employers. Relationships with professional bodies and associations such as sector skills councils, governmental departments and agencies (for example Local Enterprise Partnerships) will help to ensure that developments in programme contents and student learning opportunities are current and relevant.

To inform and enhance CEIAG provision, information networks may include external resources such as alumni, who can, for example, provide insights into employer expectations, enterprise and entrepreneurship, work skills, career roles and prospects, as well as current and potential future developments in particular fields.

There are a number of other reference points and regulations that relate to career development opportunities for students, which institutions will be familiar with, including the AGCAS codes,² Best practice in graduate recruitment,³ and AGCAS Guidelines on Work Experience and the Minimum Wage.⁴

Staff

Indicator 10

Institutions ensure that all members of staff across the institution involved with providing CEIAG are appropriately supported and resourced to fulfil the CEIAG elements of their roles.

CEIAG is provided by a wide range of staff at every stage of the student experience, from pre-entry to post-graduation. Often this takes place outside careers services, where staff from across the institution provide advice and guidance to students. It is important, therefore, that institutions identify instances where CEIAG will be delivered to students by staff other than dedicated CEIAG staff, for example by recruitment and admissions staff, academic teaching staff, administrators who have contact with students, personal tutors and research supervisors. Staff need to recognise and understand their particular involvement in CEIAG and should receive appropriate support to ensure that any advice or guidance they offer complements that provided by dedicated CEIAG staff. It is important to ensure that all CEIAG providers have clear, effective and appropriate mechanisms for liaising with, and referring students to, other internal or external expert/professional sources of information and assistance.

Appropriate expertise can be supported through continuing professional development, which may be offered through induction programmes, teaching and learning support courses, staff development programmes, and through networking systems such as discussion groups. Staff whose primary role is the delivery of CEIAG will need to be properly trained and up to date in the latest developments. In this respect, institutions will benefit from encouraging and supporting staff to obtain an appropriate professional qualification and to maintain their expertise through continuing professional development.

Monitoring, feedback, evaluation and improvement

Indicator 11

Awarding institutions ensure that CEIAG provision forms part of the institution's quality assurance and enhancement processes.

² Available from: www.agcas.org.uk.

³ Available at: http://ww2.prospects.ac.uk/cms/ShowPage/Home_page/Best_practice_in_graduate_recruitment/plelfif.

⁴ Available at: www.agcas.org.uk/pages/20.

Consideration of CEIAG provision will be incorporated within the institution's quality assurance processes either as part of the curriculum-based provision or as part of its student support provision, or both, for example in programme design, validation, review and development. Quality assurance and enhancement processes can enable the institution to take account of relevant external benchmarks (such as AGCAS codes and frameworks), and national quality frameworks.

Programme designers may consider how the institutional career centre and/or wider developments in society at large might be linked to the formal curriculum in the process of programme design, validation, review and development. The institution may want to consider how it can ensure that its curriculum is informed by employers and the wider community, for example, including employer representatives in quality assurance processes or involving them in delivering and/or assessing the curriculum.

The process of quality assurance and enhancement may be used to contribute to and strengthen the principles identified in Indicators 1 to 4. In order to foster a culture of quality enhancement, institutions may wish to reflect on the ways that they identify and disseminate good practice in CEIAG provision and improved graduate employability.

Indicator 12

Providers of CEIAG account formally and regularly for the quality and standards of their services with the objective of promoting continuous improvement.

The provision of CEIAG is of necessity dynamic and in need of continuous updating if it is to meet the needs of the labour market and the aspirations of students. Institutions are responsible for ensuring that CEIAG provision is reviewed regularly to promote continuous improvement. To this end, clear procedures which explain when and how this is to happen may be published, along with guidance on who will be involved and how feedback and participation by key stakeholders (such as students, employers, academic staff and, where appropriate, professional bodies) will contribute to the review process.

Any reviews undertaken by an awarding institution or by an external quality accreditation process will result in explicit action plans being published which identify responsibilities and a timeline against which progress is monitored. To enable services to continue to meet the changing needs of students and the labour market, the outcomes of any review will need to be discussed at an institutional level. Institutions need clear mechanisms of responsibility so that the needs of CEIAG provision can be met in terms of resource allocation.

Indicator 13

Awarding institutions use relevant data and information to inform its CEIAG provision.

The data which are available to institutions (such as graduate destination data, longitudinal career studies, the National Student Survey and labour market trends) and evaluation data generated within the institution (such as diversity data and

programme evaluations) can be valuable in informing the development of services. Where such management information contains information that would be useful to CEIAG providers, it should be available to inform planning of new activities or making changes in existing provision. The awarding institution may wish to ensure that diversity data and equality impact assessments are used to inform the development of its CEIAG provision, noting in particular the use of its services by students who may be disadvantaged in the labour market and responding appropriately to their specific support requirements (see Section 2 of this Chapter: Disabled students).

To ensure that provision of CEIAG services meets the needs of students, institutions may collect data centrally and/or through academic departments on graduate destinations that extend beyond the first destination requirements of statistical agencies. For example, as career development is an ongoing process, there is a need for institutions to have access to qualitative information which recognises that graduates may take some time to embark on a career pathway. In addition, disciplinary areas may have differing needs in terms of their interactions with CEIAG providers, and institutions may wish to explore provision which is tailored to meet these needs.

Appendix 1: Glossary

Career advice: A process, whether delivered individually, in groups or via printed or electronic resources, which helps individuals access and interpret specific information, and provides professional opinion, feedback and suggestions for action in relation to the implementation of career plans. The basis for, and the limitations of, any advice provided should always be made clear.

Career education (also known as career management (skills) and most recently as career development learning): A range of teaching and learning activities, associated with career contexts, preparation, development and planning. It can be taught through specific modules (generic, customised or bespoke), through cross-curricular integration or outside of the curriculum.

Career education, information, advice and guidance (CEIAG): An amalgam of processes, facilities and opportunities designed to enable individuals to prepare for, and make effective decisions about, their roles in present and future labour markets. It encompasses personal transferable skills, development and articulation, self-assessment and personal review, labour market information, career goal setting and decision-making, action-planning, and the communication and self-presentation skills necessary for career management.

Career information: A coordinated provision of print, electronic and contact resources designed to enable users to develop a better understanding of occupations, of employment types, sectors and employing organisations, and of employment, further study and training opportunities.

Career guidance: A process - whether delivered individually, in groups, or via hard copy or electronic media - which aims to help individuals to a clearer understanding of their career development needs and potential, to an appreciation of the processes of career planning and decision-making, and to clarify and attain their career objectives.

Dedicated career services, CEIAG provision, and dedicated CEIAG staff: Specialist services, processes and professional staff employed by an HEI to provide impartial career education, information, advice and guidance. Such services hold professional membership of the Association of Graduate Careers Advisory Services (AGCAS) and are committed to continuous quality improvement.

Employability: A set of achievements, skills, understandings and personal attributes that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits the workforce, the community and the economy.

Graduate destinations: The situation or status, in respect of employment or other activity, of graduates at a certain time interval after leaving higher education study or research. Most commonly used in the context of 'First Destinations' data and statistics (Destinations of Leavers from Higher, or DLHE) which are collected by HEIs, and collated and published on a UK-wide basis by the Higher Education Statistics Agency.

Impartiality: CEIAG provision should be fair and free from bias. It should develop the ability to progress and refine career thoughts and values based on personal needs and circumstances. All users, including current students, potential students, employers

and other opportunity providers, should be able to confirm that they have been treated fairly, and that their experience of using the CEIAG provision was free from institutional, political, professional or commercial bias.

Opportunity providers: Individuals and organisations providing students and graduates with opportunities for employment, work-related experience, further study, voluntary work and other structured opportunities for personal development.

Statement of service: A formal statement which both documents the CEIAG services to be provided, including the standards to be applied, and defines the client groups entitled to them (students, graduates, employers and other internal and external 'customers'). It may also include statements of the responsibilities of clients as well as their entitlements. These may also take the form of service level agreements (SLAs).

Career education, information, advice and guidance page 26

Appendix 2: Bibliography

Examples of career education can be found in the following publications.

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Appendix 3: Key to acronyms

AGCAS: Association of Graduate Careers Advisory Services

AGR: Association of Graduate Recruiters

CBI: Confederation of British Industry

CEIAG: Career education, information, advice and guidance

CPD: Continuing professional development

IAG: Information, advice and guidance

ICeGS: International Centre for Guidance Studies

CIHE: Council for Industry and Higher Education

HEI: Higher education institution

HECSU: Higher Education Careers Services Unit

NICEC: The National Institute for Careers Education and Counselling

RDA: Regional development agency

SLA: Service level agreement

Section 2: Disabled students

Introduction

The starting point for this section of the Chapter is the recognition that disabled students are an integral part of the academic community. As such, they have a general entitlement to the provision of education in a manner that meets their individual requirements. Accessible and appropriate provision is not 'additional', but a core element of the overall service that an institution makes available. The entitlements of disabled students need to be managed and have their quality assured in the same way as any other provision. Institutions should be able to address individual cases effectively and also manage their provision in a way that develops an inclusive culture.

This section does not incorporate statutory requirements. While reference must be made to relevant legislation, notably the Disability Discrimination Act 1995 (as amended in 2005),⁵ it is not an exhaustive or comprehensive statement of these requirements, and activities which are not specifically required by legislation, but which can be regarded as good practice, are also included.

The content of this Chapter of the Quality Code was developed for publication in February 2010. The advisory group responsible was aware of the development of single equalities legislation during the course of its preparation. The Equality Bill was announced in April 2009 and proposed a general public equality duty on public authorities (clause 143). At the time of development, the Bill was still to be passed, but the Equalities Act has now become law (in October 2010). The content of this section of the Chapter should therefore be read with that in mind. Higher education institutions are subject to the new legislation and are therefore advised to remain abreast of the most recent developments.

The following principles underpin this section:

- a recognition that the law on disability discrimination and the Disability Equality Duty has reinforced the requirement for institutions to consider provision for disabled students in terms of entitlements rather than needs and that institutions should have appropriate guidance on how those entitlements can be met
- a recognition of the need for guidance on the nature of the Disability Equality Duty. While the need for specific adjustments for individual students will continue to exist, institutions should also be capable of anticipating the range of possible requirements in their strategic planning. Where such anticipation is effective, the pressure on staff that arises from making ad hoc arrangements for individual students should be reduced
- an appreciation that institutions will vary in their structures and in the operation of specific processes. It is therefore not feasible for this document to lay out detailed recommendations for practices in particular areas (for example, in determining the nature and extent of reasonable adjustments to be made in meeting the entitlements of disabled students). What is important is that institutions are clear about the way in which their processes will operate and about the opportunities for disabled students to discuss their requirements with

⁵ Disability Discrimination Act 2005 is available at: www.legislation.gov.uk/ukpga/2005/13/contents.

relevant staff. Relevant information about processes and resources should be clearly communicated to staff and students

- a recognition that responsibility for meeting the entitlements of disabled students applies to all staff in an institution.

Although disabled students have been entering higher education in greater numbers in recent years, they remain under-represented and their experiences are variable.⁶ There is much good practice in the provision of support for disabled learners, in the use of teaching and assessment methods that actively include disabled students, and in the design of the physical environment in ways that support access.⁷ However, research into the experience of disabled students has shown that barriers to learning opportunities do remain, whether in physical access to facilities or in inclusivity of teaching methods.⁸

The Indicators set out below are intended to be a source of guidance to institutions as they direct attention to the implications of current law and practice. *Code of practice, Section 3: Disabled students*, which this Chapter replaces, has been identified by researchers as contributing to improved awareness within institutions of the features of effective provision in the area.⁹ This Chapter provides guidance on the entitlements of disabled students throughout the student life cycle, from application to the award of qualifications, and also covers those aspects of provision which have a particular bearing on learning opportunities and the transition from study to work.

The enhancement of the quality of provision for disabled students is a shared responsibility of all staff in an institution, not just those with a disability or learning support remit. Arrangements should be in place to ensure that effective communication and partnerships between staff can exist to ensure that students' entitlements are met. There is therefore an emphasis on the need for staff to be provided in a timely manner with relevant information and to be provided with professional development opportunities that enable them to meet the Expectations of the Quality Code.

Who is disabled?

In determining whether or not a person is disabled, reference is often made to the social model of disability which suggests that people with impairments are disabled by social, attitudinal or environmental barriers. The advisory group which guided the preparation of the *Code of practice, Section 3: Disabled students*, on which this Chapter is based, considered this to be a key principle underpinning the Indicators that follow, and wished to emphasise that institutions should attempt to work towards an inclusive environment in which quality of provision and the best possible experience for all learners is pursued.

⁶ DIUS (2009) *Disabled Students and Higher Education: Higher Educational Analysis*, available at www.bis.gov.uk/assets/biscore/corporate/migratedd/publications/d/dius_rr_09_06.pdf.

⁷ QAA (2009) *Outcomes from Institutional audit: Institutions' support for students with disabilities 2002-2006*, Special study, available at: www.qaa.ac.uk/ImprovingHigherEducation/Pages/Published-Outcomes-papers.aspx.

⁸ Jacklin, A et al (2006) *Improving the experiences of disabled students in higher education*; Riddell, S et al (2005) *Disabled Students in Higher Education*.

⁹ Fuller, M et al (2009) *Improving Disabled Students' Learning*.

However, there are times when institutions will need to make decisions about who is identified as having an impairment. The most widely cited definition in higher education under current legislation is that which is outlined in the Disability Discrimination Act 1995 (DDA). The DDA identifies a disabled person as someone with 'a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities'. This definition covers a wide range of impairments, including physical and mobility difficulties; hearing impairments; visual impairments; specific learning difficulties including dyslexia; medical conditions such as HIV or cancer; and mental health difficulties. Further guidance surrounding the legal definition can be obtained from the Equality and Human Rights Commission (EHRC)¹⁰ or through consulting the list of additional publications listed in Appendix 4.

Some students may already be disabled when they apply to an institution; others may become disabled or become aware of an existing disability only after their programme has started. Others may have fluctuating conditions. Some students may be disabled temporarily by accident or illness. Institutions will need to have provision in place to support students in identifying impairments and the entitlements that follow from such identification. Since disclosure by students is essential for this process, institutions will need to foster a culture of positive attitudes towards disability. Institutions will want to ensure that their provision and structures take into account, so far as possible, the full range of entitlements which disabled students may have, and that their provision is sufficiently flexible to cater to individuals' changing requirements throughout their periods of study.

Legal requirements in provision for disabled students

UK disability discrimination legislation is based on the principle that physical and mental impairments are not disabling in themselves, but become so in the context of practices or environments that make it hard for that person to participate fully and/or restricts his/her opportunities. The legislation places obligations on institutions to change those practices or environments and so remove the disabling effects or barriers to participation. Institutions should be aware that case law will continue to be used to define the nature of impairments covered by legislation and the extent to which adjustments are required in particular circumstances.

The principal domestic legislation is the Disability Discrimination Act 1995 (DDA), which has been amended by subsequent legislation, particularly the Special Educational Needs and Disability Act 2001 (SENDA) and the Disability Discrimination Act 2005. Part IV of the DDA concerns, in particular, a higher education institution's relationship with its disabled applicants, students and former students. Institutions are under an obligation not to discriminate against disabled students by subjecting them to 'less favourable treatment' or by failing to make a reasonable adjustment to policies, procedures, provisions or the physical environment, in order to overcome a disadvantage encountered by a disabled student. Adjustments should be made where they enable disabled students to demonstrate the achievement of the learning outcomes that the institution requires to be shown for the award of credit and/or qualifications.

The application of an adjustment will result from consideration of the circumstances of the individual student and will involve the student in discussion of possible courses of

¹⁰ www.equalityhumanrights.com/advice-and-guidance/your-rights/disability.

action. What is 'reasonable' for an institution will vary according to a range of factors and will depend on the circumstances of the individual case. Factors influencing the determination of what is reasonable will include the effectiveness of taking particular steps in enabling the student to overcome the relevant disadvantage, health and safety issues, the effect on other students and the financial cost to the institution. The duty to make reasonable adjustments applies in the context of arrangements for determining admission to an institution, and teaching, learning and other student services provided by or offered by an institution. In addition to determining reasonable adjustments to meet the needs of individual disabled students, institutions also have a duty to make anticipatory adjustments to all aspects of their provision.

While the DDA identifies a general entitlement of disabled students to reasonable adjustments, it also permits the application of specific competence standards, which need not be altered, in academic judgements. Competence standards are defined by Section 28S of the DDA Part IV as 'an academic, medical or other standard applied by or on behalf of an [education provider] for the purpose of determining whether or not a person has a particular level of competency or ability'. Whilst there is no duty to make any adjustment to a competence standard itself, the duty does apply to the assessment of that standard, that is, to the process of enabling a student to demonstrate that they meet the standard. Institutions may apply competence standards to define minimum levels of achievement for admission or for the award of credit, qualifications or the right to progress to the next stage of the relevant programme.

Competence standards may be set by the institution or the institution may apply them on behalf of a professional, statutory or regulatory body. Institutions are expected to be able to justify the application of competence standards in their academic programmes and to be able to demonstrate that they regularly review those they set themselves to ensure that they are non-discriminatory and proportionate. Further reference is made to competence standards in the parts of the following text on admissions processes and policies, academic assessment, and curriculum design.

Further guidance surrounding the definition of competence standards, and examples of good practice relating to their application, is available in the *Code of practice* (revised) for providers of post-16 education and related services published by the Disability Rights Commission (DRC) (the remit of which now lies with the Equality and Human Rights Commission) and through the documentation produced by some professional, statutory or regulatory bodies (see Appendix 4).

As well as having an obligation to respond to individual students' entitlements, institutions as organisations in the public sector are covered by the Disability Equality Duty (DED), which came into force in December 2006. The DED requires institutions to pay 'due regard' to the need to eliminate unlawful disability discrimination and to promote equality of opportunity for disabled people when carrying out all of its functions.

For institutions, meeting the DED involves anticipating the variety of possible requirements that disabled students may have, rather than solely making adjustments for individuals on a case by case basis. Institutions are required to be proactive in assessing the impact of their policies, procedures and provision and to make any changes resulting from such evaluation. The DED requires institutions to develop a

Disability Equality Scheme (DES), involving disabled people from the outset. The DES will include a description of the arrangements the institution has in place for gathering information about its performance in relation to disability equality; arrangements for assessing the impact of the institution's activities and improving these where necessary; an Action Plan identifying the key actions that the institution intends to take to promote disability equality over the period covered by the DES; details of how disabled people have been involved in developing the DES; and how the institution intends to use the information gathered to review the effectiveness of its Action Plan and in preparing future DESs.

A key element of the DED is the involvement of disabled students themselves in the enhancement of provision. This applies to the involvement of individual students in discussion with their institutions about their requirements for support that enable them to meet the learning outcomes of programmes of study. It also applies to the involvement of disabled students in the general enhancement of the quality of provision.

There are likely to be some common features among those institutions that work well within current legal requirements. For example, some institutions have been active in developing an ethos that attentively embraces diversity. They have senior managers with an active engagement in the extension of access and equality, and who take seriously the budgetary and other implications of their commitment. In these institutions, consideration of the entitlements of disabled students has been a dimension in all decisions and activities. The promotion of disability equality is treated as the responsibility of all staff, not just of those with a specific disability remit. Individual staff members are given appropriate and timely support in developing inclusive forms of teaching and assessment, rather than being expected to make adjustments at short notice. Disabled students are involved in the development of policies and processes following the development of DESs and their subsequent implementation.

The increasing internationalisation of UK higher education has implications for institutions in relation to disabled students' entitlements. These include:

- the possibility that students from outside the UK may have impairments that have not been diagnosed, or that they are unwilling to disclose or to seek advice about because of attitudes in their home countries
- the restriction to home students of the Disabled Students' Allowance (a grant made available to eligible students in England to help meet the extra costs of studying faced as a result of a disability or specific learning impairment - see www.direct.gov.uk) and the directly related financial support made available to institutions by the funding council
- the responsibilities for a UK institution engaged in collaborative provision with an overseas partner.

Notwithstanding the above, a general principle is that the responsibilities of institutions to disabled students are the same, regardless of a student's nationality, fee status or location.

Indicators of sound practice: Disabled students

General principles

Indicator 1

The educational disadvantage and exclusion faced by many disabled people is not an inevitable result of their impairments or health conditions, but arises from social, attitudinal and environmental barriers. Institutions ensure that in all their policies, procedures and activities, including strategic planning and resource allocation, consideration is given to the removal of such barriers in order to enable disabled students to participate in all aspects of the academic and social life of the institution.

Current legislation is based on the principle that the educational disadvantage and exclusion faced by many disabled people is not an inevitable result of their impairments or health conditions, but stems from attitudinal and environmental barriers. There should exist within the institution consistently applied processes for assessing the impact, both positive and negative, of current and proposed policies and procedures regarding access for disabled students.

To identify institutional barriers, institutions should involve disabled students. Where relevant, for example where an institution has progression agreements or partnerships with schools or colleges, potential applicants and current and past students could usefully be included in these discussions in order to anticipate the range of adjustments that may be needed. Institutions should provide an appropriate level of resource for this engagement.

In this work, institutions should recognise that disabled students come from a wide range of backgrounds. Students who appear to be classified with the same impairment may in reality have different requirements. Institutions should therefore implement their duties in a flexible way that allows disabled students to give their views at different points during the student life cycle and in a variety of ways.

Institutional and strategic management

Indicator 2

Senior managers, including those at the highest levels, lead their institution's development of inclusive policy and practice in relation to the enhancement of disabled students' experience across the institution.

Institutions' senior managers should take a leadership role in promoting the principle of equality for disabled students. In particular, they should ensure that there are policies and procedures in place to encourage anticipatory adjustments and that the institution is committed to achieving more than the minimum required by law. Information about the action taken by the institution should be publicly available in the documentation of its Disability Equality Scheme (DES) or Single Equality Scheme. An annual report on actions taken to implement the principles of the scheme will be produced at institutional level.

Senior managers should ensure that all staff have access to appropriate development activities. Staff or departments with specific responsibility for coordinating work for disabled students should have the necessary resources to ensure that inclusive practice is embedded throughout the work of the institution. Staff with specialist expertise in relation to the inclusion of disabled students, and who are directly accessible to disabled students, are consulted in the development of policy that impacts, or has the potential to impact, on this group.

Senior managers should also ensure that policies relating to inclusion are endorsed by the highest level decision-making bodies in the institution.

Planning, monitoring and evaluation

Indicator 3

Information is collected by institutions on disclosure of impairments and is used appropriately to monitor the applications, admissions and academic progress of disabled students.

Indicator 4

Institutions operate systems to monitor the effectiveness of provision for disabled students, evaluate progress and identify opportunities for enhancement.

Institutions will give students opportunities to disclose an impairment and will ensure that they are aware of their right to give their consent prior to the disclosure being shared with relevant staff. Disclosure will be possible throughout the period of a student's registration with the institution. Staff should be made aware of guidelines and regulations on data protection to ensure that the information is handled appropriately.

Institutions should routinely collect, analyse and monitor student assessment data (such as student feedback, satisfaction rates, completion rates, pass rates and referrals) to ensure the enhancement of the experience of disabled students is included in institutional planning. Acting on the information collected, as required by the Disability Equality Duty (DED), is a part of standard institutional policies and practices for quality monitoring and enhancement. Progress towards enhanced inclusion may be evaluated through the use of summary data in the annual update of the institution's DES (or Single Equality Scheme).

Continuing professional development

Indicator 5

Institutions enable staff to participate in a range of continuing professional development activities in order to enhance their knowledge, reflect upon and develop their practice, and contribute towards a fully inclusive institutional culture.

Staff should be offered guidance and support to understand what current disability legislation means for them in their roles. Staff should have access, on a continuing basis, to information about creating an inclusive institutional culture for which there is a shared responsibility. Staff should seek to work with disabled students and receive guidance from their institutions to achieve this.

There should be a range of development opportunities available to meet the differing requirements and varying prior experiences of staff in relation to disabled students. Some training may be targeted at meeting the needs of particular groups of staff, for example with respect to student admissions and to the usability of information systems for the support of students' learning. In addition, information about inclusive practices should be embedded in all staff training and development opportunities, where possible.

Induction programmes for all staff, and accredited learning and teaching courses for new academic staff, should include information about the entitlements of disabled students and the support that staff can expect in contributing to the development of an inclusive institutional culture.

Disability equality training should be adequately resourced and should be delivered by appropriately qualified and experienced staff. Whenever possible, training should involve disabled students and operate in partnership with them.

Strategies should be devised to encourage staff to engage in innovation in the context of inclusive practice. Mechanisms for doing so may include academic promotion opportunities or annual appraisals that take into account successful development of inclusive practices, especially in learning, teaching and assessment.

Information for prospective students, current students and staff

Indicator 6

The institution's publicity, programme details and general information are accessible and include explanations of how the entitlements of disabled students are met.

The provision of information about an institution's programmes and processes to potential and current students is essential to support informed decisions on appropriate applications and routes/options taken during the programme.

Prospective and current students should be given access to information about the requirements of individual programmes, in the form of programme specifications, UCAS entry profiles, prospectuses, course handbooks and so on, which will include a description of required competence standards and/or fitness to practise requirements that may apply on entry or in the assessment of students. This information will inform the exploration of reasonable adjustments between prospective (and current) students and staff.

Information relating to the institution and its programmes should be made available to students in different formats (including print and electronic formats) as early as possible and preferably prior to the start of the programme. Advanced notice should be given about learning opportunities outside of the classroom, laboratory, library or studio, for example fieldwork, study visits, practicals and work placements.

Details of any designated contact(s) for disabled students should be clearly publicised for the benefit of potential applicants. Responses to enquiries from disabled people should be prompt, candid and should include advice from specialist staff.

In addition to the provision of accessible and timely information on programmes of study and associated learning opportunities, institutions should make available, internally to all students and members of the institution, a copy of its DES (or that contained within a Single Equality Scheme) in a variety of accessible formats.

Staff also need to be given regular, up to date information about institutions' policies and procedures in relation to the inclusion of disabled students.

Admissions processes and policies

Indicator 7

The operation of admissions processes and application of entry criteria include consideration of the duty to promote disability equality.

Offers of places on programmes of study in higher education are subject to entry criteria which are decided upon in the design of programmes and which are related directly to learning outcomes and/or competence standards. These criteria operate in a way which ensures that individual students admitted to a programme are capable of achieving the intended learning outcomes and/or competence standards.

The DED requires public bodies (including higher education institutions) to promote disability equality, which includes taking steps to 'take account of disabled people's disabilities even when that involves treating disabled people more favourably than others' (DDA, section 49A). Entry criteria should be sufficiently flexible to take into account individual circumstances and should avoid stating that specific personal, medical or physical/mental health characteristics are necessary or preferable for a particular programme. Adjustment to criteria may be made where it can be shown that a disabled applicant will be capable of meeting the programme's learning outcomes once accepted.

An exception may be in the case of requirements identified for registration (following successful completion of an approved pre-registration programme) by a professional, statutory or regulatory body. In this context, following disclosure of an impairment by the applicant, the institution should discuss in detail with the applicant how their impairment may affect their ability to qualify for registration in line with the relevant fitness to practice requirements of the professional or regulatory body. Further guidance and advice in this area may be found in the publications listed in Appendix 4.

When the intended programme of study requires the achievement of specific competence standards for successful qualification (whether set by the institution or by a professional, statutory or regulatory body), the institution should discuss with the applicant, following his or her disclosure, the nature and extent of any reasonable adjustments that would enable the applicant to demonstrate that they have achieved the required standards. If during the course of the discussion it appears that the institution would be unable to apply reasonable adjustments to support the applicant in completing the programme then the institution may wish to suggest alternative suitable programmes.

The full range of admissions processes includes activities such as encouraging applications, holding interviews, and relaying decisions and other relevant information to applicants. Institutions should be aware of their responsibility to adjust these processes where reasonable in order to avoid disadvantaging disabled learners. Consideration should be given to providing appropriate disability awareness training for all academic and administrative staff involved in admissions-related activities.

Indicator 8

Disabled applicants' requirements are identified and assessed in an effective and timely way, taking into account the applicants' views.

Programmes for which the admissions process is administered through national bodies such as UCAS or the Graduate Teacher Training Registry (GTTR) will automatically receive any disclosures of impairments made by applicants on their application forms. Institutions should ensure that an equivalent opportunity for disclosure exists where applications are made directly to them. All applicants should be made aware that the information will be used as part of the process of determining entitlements and ensuring inclusive provision.

Institutions should be aware that applicants may not disclose an impairment during the admissions process, or that relevant information may be submitted in places other than those specified for such disclosures on the application form, for example, in a personal statement or in references.

Disclosure early in the admissions process should be encouraged to enable the institution to discuss with the individual applicant how it may be able to meet their needs and to put in place any reasonable adjustments in good time (institutions should also note the requirement under the DED to make anticipatory adjustments to their provision). Institutions should draw upon specialist advice as appropriate (for example, occupational health therapists, assistive technology specialists, and so on) in assessing individual applicants' needs. This will ensure that decisions made by admissions tutors and disabled applicants are as well informed as possible, and will enable academic departments or programme managers to draw up agreements with individual disabled students which specify details of inclusive provision and individual support arrangements that will continue through the student's period of registration.

Where institutions are notified of an impairment shortly before a student registers, processes should be in place to ensure that any additional support can be put into place as soon as possible.

Further reference to disclosure is made in the explanatory text accompanying Indicator 9 on enrolment.

(Cross-reference should be made to *Chapter B2: Admissions* of the Quality Code.)

Enrolment, registration and induction of students

Indicator 9

Arrangements for enrolment, registration and induction of new entrants meet the entitlements of disabled students.

Induction, or a set of enrolment activities, is often the first point of direct contact between students and their institutions. The operation of procedures for enrolment, registration and introduction of students to their programme of study can have a significant impact on the confidence students will have in the way their learning will be supported. The induction period can also provide a further opportunity for students to disclose an impairment and to discuss their requirements with relevant staff.

As with all stages of the student life cycle, arrangements for enrolment and induction events should be inclusive and take account of the requirements of disabled students. This will extend to activities such as the completion of paper-based or online forms, and attendance at induction or enrolment events.

Where a student chooses to disclose an impairment at the stages of enrolment or induction, the institution should ensure that this information is handled securely and confidentially as with disclosure that occurs at any other stage of the student life cycle.

New students should be given information about the institution's processes for responding to the disclosure of impairments and how disclosures not already made can be documented.

Curriculum design

Indicator 10

The design of new programmes and the review and/or revalidation of existing programmes include assessment of the extent to which the programme is inclusive of disabled students.

The anticipatory duty identified in the DED requires institutions to be able to show that they have taken the entitlements of disabled students into account when designing and reviewing programmes of study. The validation and review processes will include an evaluation of the programme aims, teaching and learning methods, intended learning outcomes, and assessment strategies (see also Indicator 12) in order to identify potential barriers to the participation of disabled students. The institution should seek to involve disabled students in the design and review of inclusive provision.

The assessment methods to be used on programmes should be sufficiently flexible to enable all students to demonstrate that they have met the learning outcomes; that is, they should allow for appropriate and reasonable adjustments. There may be more than one way of a student demonstrating that they have achieved a particular outcome and these methods should be explored prior to the start of the programme following disclosure by the student of a particular impairment.

Where a competence standard or fitness to practise requirement is specified for the programme by the institution or an external body (such as a professional, statutory or regulatory body), it should be regularly reviewed and should take into account

the entitlements of disabled students. Whilst competence standards are not subject to reasonable adjustments, the institution should explore with the individual student alternative means of demonstrating that they meet the required standard (see also the explanatory text under Indicator 7 on admissions).

During the design and validation of programmes of study, attention should be paid to the accessibility of the physical learning and teaching environment so that disabled students are not disadvantaged. Where a student is due to undertake a work placement as part of their programme of study, institutions should meet with work placement providers in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements and to clarify the handling of sensitive issues such as disclosure.

Staff should be aware of their responsibility to design inclusive programmes and should seek training and ongoing support where necessary. Staff should be given access to sources of advice both from within the institution and externally.

(Cross-reference should be made to *Chapter B1: Programme design and approval* of the Quality Code).

Learning and teaching

Indicator 11

Both the design and implementation of learning and teaching strategies and related activities, as well as the learning environment, recognise the entitlement of disabled students to participate in all activities provided as part of their programme of study.

Staff should be aware of their anticipatory duty under the DED to provide flexible and inclusive approaches to learning and teaching to ensure that all students, including disabled students, are able to demonstrate that they meet intended learning outcomes and so minimise the need for reasonable adjustments. Ensuring that learning and teaching practices are inclusive of disabled students can enhance the learning opportunities of all students. Since all students learn in different ways, a range of methods should be used.

Different methods of learning and teaching, such as group work, seminars, lectures, and practical classes create different challenges for students with different types of impairment. Staff should seek to work in partnership with individual students to understand the implications of their impairment in the context of their learning in order to help them adapt their particular approaches. Staff should also be conscious of the need to adopt strategies to eliminate discriminatory behaviour from among the peer group within the learning environment.

Full access to learning environments (including on and off-campus, and formal and non-formal learning spaces), equipment and other resources used to support learning should be provided as far as possible. Where specific individual adjustments to learning and teaching practices are required, they should be based on a consideration of the particular entitlements of the student and not on the nature of their impairment. Both anticipatory and reasonable adjustments should be used for open learning, distance learning and all other forms of off-campus learning. Assistive technology can aid in making methods of learning and teaching accessible to students with certain impairments (see Indicator 14).

Where a programme of study includes an e-learning component, for example where learning takes place in a virtual environment, institutions should ensure that it can be accessed fully by all students on the programme, or that reasonable adjustments can be made to ensure that disabled students have access to equivalent learning opportunities.

Where a work placement, fieldwork or practical work is part of a programme of study (whether optional or compulsory), institutions should consider the nature and extent of reasonable adjustments that are needed to enable the participation of disabled students. In the context of such discussions, students should be given advice on the different funding streams available to support their learning in these contexts (for example, Access to Work).

Staff involved in the delivery of learning and teaching have a shared responsibility to support disabled students and should work in partnership with them, and with central services, to achieve this. Clear demarcation of roles and responsibilities helps these partnerships to work effectively. Feedback from students should be used to further adapt methods of teaching and learning. Staff should be given access to sources of advice, both from within the institution and externally, to support their own work in developing inclusive teaching methods.

Academic assessment

Indicator 12

Academic assessment practices ensure that disabled students are given the opportunity to demonstrate the achievement of learning outcomes and competence standards.

In fulfilling their anticipatory duty, institutions should ensure that their assessment strategies and methods are sufficiently flexible to give all students an opportunity to meet the objectives of their programmes of study. There may be more than one way of demonstrating the attainment of a learning outcome and the various possibilities should have been considered in the process of programme design (see Indicator 10).

Institutions should use a range of assessment methods (whether for summative, formative, or other purposes) as a matter of good practice to provide opportunities for disabled learners to show that they have attained the required standard. Where reasonable adjustments are required with respect to assessment, institutions should seek to ensure that they are reviewed at regular intervals to ensure their effectiveness and that they operate with minimal delay and disruption to the individual student.

Institutions should make the assessment criteria and allocation of marks clear and transparent to students as early as possible. These must be set in a fair, non-discriminatory way. Identifying clear criteria for assessment can also aid in discussion and agreement on assessment strategies appropriate to meet the entitlements of individual students. Consideration should be given to the institution's marking policies and procedures to ensure transparency and fairness for disabled students, taking into consideration the reasonable adjustments that have been agreed. Consideration should be given to the format in which feedback is provided by the institution to ensure that it is fully accessible to disabled students.

Institutions should seek to monitor the consistency and comparability of inclusive assessment practices across modules, programmes, departments and faculties (including in the context of off-campus learning).

Staff should be given access to sources of advice, both from within the institution and externally, about inclusive assessment strategies and practices, as well as the assessment implications for individual disabled students.

(Cross-reference should be made to *Chapter B6: Assessment of students and accreditation of prior learning* of the Quality Code).

Academic support for disabled students

Indicator 13

Academic support and guidance are accessible and appropriate for disabled students.

The support and guidance available to students as they progress through their programmes of study should include advice which covers the entitlements of disabled students. Such guidance may come from any combination of local/departmental or institution-wide staff, and of academic staff, mentors, student advisers and disability specialists. The provision of academic support for disabled students should be treated as a partnership between those involved, with information on individual cases and institutional facilities and procedures shared appropriately.

In developing academic support and guidance structures and procedures, institutions should ensure that there are accessible and clearly communicated systems in place to enable disabled students to discuss any specific issues in relation to curriculum access and academic progression. There should be effective partnership and communication between programme-based academic support and specialist services to ensure that relevant expertise is accessed in consideration of any individual adjustments.

Information and communications technology (ICT)

Indicator 14

Institutions have in place the capacity to investigate the range of ways in which disabled students can be aided by ICT and to provide students and staff with the information to enable them to make the best use of assistive technologies.

The use of information and communications technology (ICT) can be an important means of enabling disabled students to engage fully in their programmes of study. This can be addressed through the provision of assistive technology, and by the promotion of common standards of usability as a core area of knowledge for ICT staff.

Strategies should be devised to encourage ICT staff to focus on user needs as part of their service provision. Staff with knowledge of assistive technologies should be able to contribute to wider institutional discussion of teaching provision as part of the duty to anticipate possible future needs, in collaboration with teaching and disability support staff.

Websites and any other sources of computer-based information for prospective students, current students and alumni should be designed according to professional standards of accessibility. Gaining knowledge of these standards should be part of the professional development of relevant staff in the institution. Institutions should ensure accessibility and usability are key concerns in ICT management processes. Wherever possible, assistive technologies should be available through institution-wide networks, rather than having to be accessed in segregated facilities. Consultation with students and staff about the accessibility of ICT facilities is a matter of good practice in enhancing standards of usability.

The development of ICT facilities and services (including virtual learning environments and library systems) that are fully accessible and inclusive and cater for a wide range of potential entitlements (in advance of some of those entitlements being presented by individual students) should be valued as a desirable aim of the service and treated as a part of the institution's anticipation of disabled students' entitlements.

Access to student services

Indicator 15

Disabled students have access to the full range of student services that are provided by the institution.

Disabled students have an entitlement to access both the social and the academic life of their institution. Institutions need to be confident that the services used by students, such as social or sporting activity, catering and accommodation, are as accessible as possible. Impact assessments of the effect of current practices and potential changes on disabled students should be part of any developments of these services.

Institutions should ensure that the range of student services (and information about these) are as accessible as possible. Where existing services cannot reasonably be made accessible, there should be close collaboration with other service providers, such as students' unions and external providers, to ensure that alternative accessible services and arrangements are identified and are well advertised. Where an external organisation delivers services to students on behalf of the institution, it should do so in a manner that complies with the institution's duties to disabled students.

Institutions will review provision for disabled students as part of regular reviews of student-facing services, such as accommodation, careers offices, estates and facilities units, and other service areas. Enhancement of provision will be an expected outcome of reviews of this kind, for example as part of the institution's DES. This also relates to Indicator 18.

Additional specialist support

Indicator 16

Institutions ensure that there are sufficient designated members of staff with appropriate skills and experience to provide specialist advice and support to disabled applicants and students, and to the staff who work with them.

The provisions of the Quality Code apply to all staff, but many institutions find it helpful to designate specialist disability practitioners or other members of staff as a named point of contact for disabled students. These can also be sources of support and guidance for staff in meeting the entitlements of disabled students. Where an institution does not have the resources for a specialist department, it is nonetheless expected that there will be some facility for providing advice to staff and students.

Advice from specialists can address the support needs and adjustments provided for individual students in the interests of promoting independent learning and inclusion within the academic community. Specialist advice should also contribute to the wider planning of provision in order to promote inclusive practice across the institution.

Specialist advice should be provided in a timely and reliable manner to help staff and disabled students understand their entitlements and the support that may be available (such as assistive technology and other aids to learning, and details of eligibility for financial support from external sources). Regular liaison between specialists and staff and students is likely to aid in the effectiveness of the advice provided. Specialists should seek to interact with students in a way that facilitates the development of independent learning and full inclusion within the academic and social community.

Careers education, information and guidance

Indicator 17

Disabled students have access to careers education, information and guidance that supports their progression to employment or further study.

Institutions should be able to address the entitlements of disabled students as they move from study to the workplace or to further study. This capacity does not solely refer to specialist careers services, but also to sources of guidance in academic departments, placement offices and elsewhere within institutions.

The entitlements of disabled people in education and in the workplace should be considered by providers of careers education, information and guidance when undertaking their work.

Services should be provided that enable students to take advantage of the full range of opportunities open to them and to be informed about the support that will be available to them throughout their working life.

Students should have access to comprehensive information about the requirements that they would have to meet for entry to professions for which they are academically qualified (see also Indicator 7 on admissions). Staff involved in collecting and communicating this information should keep up to date with changes to the competence or fitness to practise standards required by professional, statutory or regulatory bodies and be aware of the implications of any changes for the entry of disabled students to those professions.

Processes should be in place to communicate with employers about the development of disabled students' capabilities through their studies and the support that is available to organisations that employ disabled people.

Disabled students should have access to support and guidance concerning opportunities for access to postgraduate study, including research. Reference should be made to the guidance issued by research councils for disabled research students.

All materials produced by institutions to provide guidance on progression to further study or employment should be available in a variety of formats (see Indicator 6).

(Cross-reference should be made to section 1 of this Chapter: Careers education, information, advice and guidance).

The physical environment

Indicator 18

All students are able to access the physical environment in which they will study, learn, live and take part in the social life of their institution.

Institutions are required to ensure the accessibility of their physical environment under both the DDA and Approved Document M of The Building Regulations 2000 (revised in 2004), which can be found at www.opsi.gov.uk. When considering inclusivity, thought needs to be given to the various environmental and cultural barriers that can be encountered by disabled students in all aspects of the institution, including teaching and learning areas, accommodation and catering facilities.

Those responsible for building projects should employ an inclusive design approach. An anticipatory approach of this kind will require institutions to consider the access requirements of everyone who may be on the campus. Due regard needs to be given to all disabled people, including those with mobility impairments and wheelchair users, as well as those who may have sensory impairments (such as those who may be deaf or hard of hearing or have a visual impairment).

Where there are unavoidable difficulties in ensuring physical access, institutions should have contingency plans to ensure the participation of disabled students. Institutions should also ensure that students with mobility impairments are able to travel between teaching sessions in a timely manner, whether this is through developments to the physical infrastructure or through timetabling arrangements.

Indicator 19

Institutions ensure that facilities and equipment are as accessible as possible to disabled students.

In order to meet disabled students' entitlements to access to learning opportunities, institutions should ensure they have considered accessibility in the teaching environment. This will include reviews of the physical accessibility of resources and their usability, for example: availability of different seating arrangements, lighting and acoustic backgrounds, usability of equipment, and the presentation of materials using audio-visual technology.

Institutions will need to decide how to access specialist advice on accessible and inclusive design issues that best meets their needs and suits their own context. Many institutions may find that they can make use of staff with some existing experience

of access issues. However, such advice is rarely a substitute for advice from a qualified and specialist access consultant or access auditor. Disabled students should also be systematically involved in the process for developing a fully accessible environment.

Institutions should review their facilities in the spirit of the anticipatory duty, and not rely on being able to make adjustments on an ad hoc basis.

(Reference should also be made to Indicator 14, for questions of usability in ICT).

Institutional procedures

Indicator 20

Institutions ensure that information about all policies and procedures that affect students' ability to complete their studies and assessments is available in accessible formats and communicated to students.

Indicator 21

Institutions ensure that policies and procedures are operated in a way which does not lead to disadvantages to disabled students that arise from the nature of an impairment.

Institutions' student-facing procedures covering areas such as complaints, appeals, mitigating or extenuating circumstances claims, equal opportunities, harassment and good conduct should ensure that the entitlements of disabled students can be met. The impact of procedures should be assessed at regular intervals with the involvement of disabled students, and when they are changed, to ensure that disabled students are not disadvantaged by their operation.

Staff involved in making decisions about the cases of students within such procedures should have access to specialist advice about the impact of particular impairments on the ability of students to fulfil institutional requirements. Where a panel is convened to make judgements about a student's fulfilment of academic or other institutional requirements, some specialist knowledge should be available, either directly from a member of the panel or from advice sought by, and given to, a designated member of the panel.

Where an impairment makes it difficult for a student to meet specific criteria for submission of documents or evidence, for example a time limit on admissible appeals or complaints, the institution will have the flexibility to make reasonable adjustments to its procedures. The conduct of any panels for which attendance by the student is either desirable or mandatory should allow for the requirements of that student, for example in accessible locations or in the length of time allowed.

Where an appeal is made against a decision on the award of credit, on progression or on the award of a qualification at a particular level on grounds of an impairment, the institution's regulations will be sufficiently clear to guide the decision-making panel towards an outcome which is consistent with similar cases in the same institution and with the general principle of non-discriminatory treatment. Sufficient flexibility exists to allow for variation to the detail of regulations, where required by the nature

of a student's impairment, while ensuring that the case is decided within the spirit of those regulations. Institutions make it clear how they will address claims arising from a previously undiagnosed impairment within their regulations.

Student advisers responsible for acting as sources of advice for students in preparing submissions within procedures such as those identified above should receive up to date training and guidance on the entitlements of disabled students.

Current information outlining institutional procedures should be published to students in accessible formats.

(Cross-reference should also be made to the *Chapter B9: Complaints and appeals* of the Quality Code).

Glossary

Assistive technology

Any device or system that allows an individual to perform a task that they would otherwise be unable to do, or which increases the ease and safety with which the task can be performed. Equipment or software designed or modified to enable disabled students to gain access to curriculum content or assessment, such as the use of text-to-speech (TTS) or speech recognition software, are examples.

Competence standard

'An academic, medical or other standard applied by or on behalf of an [education provider] for the purpose of determining whether or not a person has a particular level of competency or ability' (Section 28S, DDA Part IV). They may be set by the institution or another organisation, such as an external validating institution or a professional body.

Disability Discrimination Act (DDA)

Principal piece of legislation that protects the rights of disabled people and which protects them from discrimination. The Act was amended by the Disability Discrimination Act 1995 and Special Educational Needs and Disability Act 2001 to make it unlawful for education providers to discriminate against disabled students.

Disability Equality Duty (DED)

A legal requirement acting on public bodies to pay 'due regard' to the promotion of disability equality, which came into force in December 2006. At the heart of the DED is a requirement for institutions to produce a Disability Equality Scheme (DES) and to plan to ensure that students with a range of requirements can have their entitlements met (the 'anticipatory duty').

Disability Equality Scheme (DES)

A published plan for the whole institution which explains its approach to promoting disability equality, the next steps it will take and how disabled stakeholders have been involved in its development. The production of a DES is a legislative requirement under the Disability Equality Duty (DED).

Equality impact assessment

A process of assessing a proposed or existing policy, procedure or function to identify the effect, or likely effect, on different groups, including disabled people. An equality impact assessment can assist an institution (or other public body) to meet its legal requirements in not discriminating against disabled people.

Fitness to practise

The term 'fitness to practise' is used by some regulatory bodies to refer to the qualities of an individual that make it appropriate for them to be registered to practise in a particular profession. 'Fitness' in this context may refer to health (mental or physical), behavioural or attitudinal characteristics as well as to relevant competences.

Inclusive curriculum design

Anticipatory consideration of content, assessment and approaches to teaching and learning for a programme which is a practical option for all students qualified to take it.

Reasonable adjustment

A legal requirement for institutions to take reasonable steps to prevent a disabled student from being placed at a disadvantage with regard to his or her learning opportunities.

Single Equality Scheme

A published plan for the institution that explains its approach to promoting equality in general (rather than solely in relation to disability), the next actions it will take, and the way in which stakeholders have been involved in its development.

Appendix 4: Further guidance

Disability Rights Commission (DRC) publications can be accessed at:
www.equalityhumanrights.com.

(Note: the Disability Rights Commission has been superseded by the Equality and Human Rights Commission.)

Equality Challenge Unit (ECU) publications can be accessed at:
www.ecu.ac.uk/publications.

Disabled students' experiences

DIUS (2009) *Disabled Students and Higher Education*, Research Report, 09 06,
available at: www.bis.gov.uk/

Jacklin, A, Robinson, C, O'Meara, L and Harris, A (2006) *Improving the experiences of disabled students in higher education*, York: HE Academy, available at:
www.heacademy.ac.uk.

Riddell, S, Tinklin, T and Wilson, A (2005) *Disabled Students in Higher Education*, London: Routledge.

Fuller, M, Georgeson, J, Healey, M, Hurst, A, Kelly, K, Riddell, S, Roberts, H and Weedon, E (2009) *Improving Disabled Students' Learning*, London: Routledge.

Guidance on the Disability Discrimination Act and the Disability Equality Duty

Disability Discrimination Act 1995

DRC (2007) *Understanding the Disability Discrimination Act: A guide for colleges, universities and adult community learning providers in Great Britain*.

DRC (2007) *Code of Practice Post-16: Code of Practice (revised) for providers of post-16 education and related services*.

ECU (2006) *Disability legislation: practical guidance for academics*.

Disability Equality Duty

DRC (2005) *The Duty to Promote Disability Equality: Statutory Code of Practice - England and Wales*.

DRC (2005) *The Duty to Promote Disability Equality: Statutory Code of Practice - Scotland*.

DRC (2007) *Further and higher education institutions and the Disability Equality Duty*.

ECU (2004) *Promoting Equality: the public sector duty on disability; suggested first steps for HEIs*.

ECU (2007) *Conducting Equality Impact Assessments in Higher Education*.

Single Equality Schemes

ECU (2007) *The Production of Single Equality Schemes: Briefing November 2007*.

ECU (2007) *Legislative requirements checklist for single equality schemes*.

Guidance on learning, teaching and assessment

May, H and Bridger, K (2008) *Developing and Embedding Inclusive Policy and Practice within Higher Education: Summary*, available at: www.heacademy.ac.uk.

Programme design

Adams, M and Brown, S (eds) (2006) *Towards Inclusive Learning in Higher Education: Developing curricula for disabled students*, London: RoutledgeFalmer.

University of Strathclyde, Teachability project, available at: www.teachability.strath.ac.uk.

University of Worcester, *Strategies for Creating Inclusive Programmes of Study (SCIPS)*, available at: www.scips.worc.ac.uk.

Learning and teaching

Higher Education Academy (2006) *Embedding success: Enhancing the learning experience for disabled students*, available at: www.heacademy.ac.uk.

Seale, J (2006) *E-learning and Disability in Higher Education*, London: Routledge.

Joint Information Systems Committee (JISC) TechDis, Staff Packs, available at: www.techdis.ac.uk/staffpacks.

Assessment

Waterfield, J and West, B (eds) (2007) *Inclusive Assessment in Higher Education: A Resource for Change*, University of Plymouth SPACE Project (Staff-Student Partnership for Assessment Change and Evaluation), available at: www.plymouth.ac.uk.

Competence standards and fitness to practise in relation to disabled students' entitlements

GMC and DIUS (2008) *Gateways to the professions: Advising medical schools: encouraging disabled students*, available at: www.gmc-uk.org.

Health Professions Council (2007) *A disabled person's guide to becoming a health professional*, available at: www.hpc-uk.org/publications/brochures.

Nursing & Midwifery Council (2008) *Good health and good character: guidance for educational institutions*, available at: www.nmc-uk.org.

Work-based learning

Foundation Degree Forward (2008) *Inclusion by Degrees: Experiences of disabled students on Foundation degrees*, available at: www.heacademy.ac.uk/resources/detail/dfd/inclusion-by-degrees.

Department for Education and Skills (2002) *Providing Work Placements for Disabled Students: A good practice guide for further and higher education institutions*, available at: www.lifelonglearning.co.uk/placements.

Staff development

Hurst, A (2006) *Towards inclusive learning for disabled students in higher education - Staff development: a practical guide*, Skill/University of Central Lancashire/HEFCE.

Guidance on institutional processes

Admissions

Skill (2007) *A Briefing on Competency Standards and Admissions to Higher Education*, available at: www.spa.ac.uk/good-practice/index.html.

Supporting Professionalism in Admissions (SPA) (2008) *Interviewing applicants for admission to undergraduate university and college courses or programmes: Good practice statement*, available from: www.spa.ac.uk/good-practice/interviews.html.

Induction and enrolment

Rose, C (2006) *Do you have a disability - yes or no? or is there a better way of asking? Guidance on disability disclosure and respecting confidentiality*, London: Learning and Skills Development Agency, available at: www.lluk.org.

Careers education, information and guidance

AGCAS Disabilities Task Group (2008) *What Happens Next? A Report on the First Destinations of 2006 Disabilities Graduates*, available from: www.agcas.org.uk.

ECU (2008) *Transition to Work for Disabled Students: Careers Support in Higher Education*.

Academic and specialist support

Skill (1997) *The Coordinator's Handbook*, London: Skill.

ECU (2007) *The Role of the Equality Specialist in Higher Education Institutions*.

Accommodation and student services

ECU (2008) *Inclusive Campus: Accommodation and Social Space*.

Monitoring and statistics

ECU (2008) *Monitoring Disability Equality*.

Guidance on developing the physical environment

ECU (2009) *Managing inclusive building design for higher education*.

ECU, Learning & Skills Network (2009) *Inclusive campus: guidance report on sensory accessibility to higher education environments*.

Health and safety/risk assessment

Rose, C (2005) *'I don't want to sue anyone...I just want to get a life!': Inclusive Risk Assessment*, London: Learning and Skills Development Agency.

Further information and additional references

References are given here to material which higher education providers may find useful in relation to the topic of the chapter. They do not form part of the Quality Code, but as each chapter is developed by an expert advisory group, the status of these materials (and others not listed) may be reconsidered, and the views of the higher education sector more broadly sought through public consultation. Additional references may also be added: this is not intended to be a comprehensive resource.

Personal development planning: guidelines for institutional policy and practice in higher education, available at: www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Personal-development-planning-guidance-for-institutional-policy-and-practice-in-higher-education.aspx

Appendix 5: The Indicators

Expectations about student support, learning resources and careers education, information, advice and guidance

The Quality Code sets out the following Expectation about student support, learning resources and careers education, information, advice and guidance, which higher education institutions are required to meet:

Higher education providers have effective arrangements in place to support students in their learning.

The Indicators: Section 1

Indicator 1

Institutions ensure that career education, information, advice and guidance (CEIAG) interests contribute to their approaches to strategic planning.

Indicator 2

Institutions are responsible for ensuring that CEIAG is provided and have in place policies and procedures where their responsibilities are clearly defined and met.

Indicator 3

CEIAG provision is guided by a commitment to impartiality and the needs of individual students.

Indicator 4

Where career education is embedded in the curriculum, awarding institutions ensure that intended learning outcomes:

- contribute to the aims and objectives of the programme
- clearly identify knowledge, understanding and skills
- are assessed appropriately.

Indicator 5

Institutions promote internal collaboration and understanding of individual responsibilities in order to encourage student engagement in CEIAG.

Indicator 6

Institutions provide students with information about the extent and range of CEIAG services available to them before, during and after their time registered at the institution.

Indicator 7

Institutions make it clear to prospective and current students how the knowledge, understanding and skills acquired during study are intended to be of use to them in the development of their future academic or career progression routes.

Indicator 8

Institutions promote and practise close collaboration between a range of external bodies and CEIAG providers to improve the academic and career development of students.

Indicator 9

CEIAG provision is responsive to and guided by developments and trends in the UK and global employment market.

Indicator 10

Institutions ensure that all members of staff across the institution involved with providing CEIAG are appropriately supported and resourced to fulfil the CEIAG elements of their roles.

Indicator 11

Awarding institutions ensure that CEIAG provision forms part of the institution's quality assurance and enhancement processes.

Indicator 12

Providers of CEIAG account formally and regularly for the quality and standards of their services with the objective of promoting continuous improvement.

Indicator 13

Awarding institutions use relevant data and information to inform its CEIAG provision.

The Indicators: Section 2

Indicator 1

The educational disadvantage and exclusion faced by many disabled people is not an inevitable result of their impairments or health conditions, but arises from social, attitudinal and environmental barriers. Institutions ensure that in all their policies, procedures and activities, including strategic planning and resource allocation, consideration is given to the removal of such barriers in order to enable disabled students to participate in all aspects of the academic and social life of the institution.

Indicator 2

Senior managers, including those at the highest levels, lead their institution's development of inclusive policy and practice in relation to the enhancement of disabled students' experience across the institution.

Indicator 3

Information is collected by institutions on disclosure of impairments and is used appropriately to monitor the applications, admissions and academic progress of disabled students.

Indicator 4

Institutions operate systems to monitor the effectiveness of provision for disabled students, evaluate progress and identify opportunities for enhancement.

Indicator 5

Institutions enable staff to participate in a range of continuing professional development activities in order to enhance their knowledge, reflect upon and develop their practice, and contribute towards a fully inclusive institutional culture.

Indicator 6

The institution's publicity, programme details and general information are accessible and include explanations of how the entitlements of disabled students are met.

Indicator 7

The operation of admissions processes and application of entry criteria include consideration of the duty to promote disability equality.

Indicator 8

Disabled applicants' requirements are identified and assessed in an effective and timely way, taking into account the applicants' views.

Indicator 9

Arrangements for enrolment, registration and induction of new entrants meet the entitlements of disabled students.

Indicator 10

The design of new programmes and the review and/or revalidation of existing programmes include assessment of the extent to which the programme is inclusive of disabled students.

Indicator 11

Both the design and implementation of learning and teaching strategies and related activities, as well as the learning environment, recognise the entitlement of disabled students to participate in all activities provided as part of their programme of study.

Indicator 12

Academic assessment practices ensure that disabled students are given the opportunity to demonstrate the achievement of learning outcomes and competence standards.

Indicator 13

Academic support and guidance are accessible and appropriate for disabled students.

Indicator 14

Institutions have in place the capacity to investigate the range of ways in which disabled students can be aided by ICT and to provide students and staff with the information to enable them to make the best use of assistive technologies.

Indicator 15

Disabled students have access to the full range of student services that are provided by the institution.

Indicator 16

Institutions ensure that there are sufficient designated members of staff with appropriate skills and experience to provide specialist advice and support to disabled applicants and students, and to the staff who work with them.

Indicator 17

Disabled students have access to careers education, information and guidance that supports their progression to employment or further study.

Indicator 18

All students are able to access the physical environment in which they will study, learn, live and take part in the social life of their institution.

Indicator 19

Institutions ensure that facilities and equipment are as accessible as possible to disabled students.

Indicator 20

Institutions ensure that information about all policies and procedures that affect students' ability to complete their studies and assessments is available in accessible formats and communicated to students.

Indicator 21

Institutions ensure that policies and procedures are operated in a way which does not lead to disadvantages to disabled students that arise from the nature of an impairment.

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