

University of Greenwich

# Disabled Student Commitment



UNIVERSITY OF  
GREENWICH

# What is The Commitment?

The Disabled Students' Commission (DSC) was established by the Universities Minister and funded by the Office for Students (OfS). The DSC developed the Disabled Student Commitment, as a call to the higher education sector to make the step change that is required to create a more inclusive environment.



The Commitment calls on Higher Education Providers (HEPs) to look at what they currently do, what innovative practice they can share, and how they can change. The Commitment does not seek to replicate or replace legal duties but asks organisations to do more by focusing on how they can improve the disabled student experience.



## Jane Harrington DSC Sponsor

“As the Vice-Chancellor and CEO of University of Greenwich, I am delighted to sponsor and commit our university to Advance HE’s Disabled Student Commission’s Commitment.

As set out in our Strategy 2030, the University of Greenwich’s vision is to provide ‘Education Without Boundaries’. As part of this, we have a long-standing history of supporting disabled students and staff. We are extremely proud of the fact that the late Mike Oliver, during his time at the University of Greenwich

became Britain’s first Professor of Disabilities Studies. In addition, our disabled student continuation gap has now closed. And we are the first university in the UK which has its own principles of disability, called SPoD (STAART Principles of Disability). These principles, launched in December 2023, recognise that disabled people can achieve great things in a suitable environment.

Nonetheless, we are continuing to work hard to enhance our offer further.”



## Touchpoints:

There are 5 key touchpoints of the higher education journey

1. Requests to share information
2. Choosing a course of study
3. Transition into the higher education community
4. On-course experience
5. Moving forward

### Touchpoint 1:

#### Requests to share information

The sharing of information is a key touch point for disabled students. We understand that it can be frustrating, off-putting and disrespectful to be repeatedly asked to share the same information about one's disability.

##### To address this, we will:

- Ask our disabled students to share information about their condition once during their course of study, although students may want to update the information shared about their condition.
- Endeavour to ensure that if a disabled student is required to share information more than once, it should be in relation to their support requirements only, not their condition.

### Touchpoint 2:

#### Choosing a course of study

It is crucial that a disabled student understands how a course will be delivered and the support available to enable them to succeed, given the barriers they may face.

##### To address this, we:

- Commit to providing comprehensive information about how we support our disabled students including information technology, libraries, wellbeing, catering and accommodation.



## Touchpoint 3:

### Transition into the higher education community

First experiences within a new community are crucial in enabling integration and establishing a sense of belonging. This is particularly the case for disabled students entering higher education for the first time.

#### To address this, we will ensure:

- Our policies and practices are consistent with the principles of the Office of the Independent Adjudicator for Higher Education (OIA): Good Practice Framework.
- Our policies and practices are developed with the breadth of the disabled student population in mind, including degree apprentices, postgraduate students and students on access courses.
- All our disabled students are made aware of the support available within the University and understand how to provide information on their disability and communicate any associated support requirements.
- Our disabled students' support requirements are in place on day one of their course in line with an agreed support plan (provided a student has shared their disability and a needs assessment has taken place).

## Touchpoint 4:

### On-course experience

It is vital that we create a culture in which all disabled students can excel in higher education. For this to happen our disabled students' needs and support requirements should be met so that they can fully engage with their learning and achieve positive outcomes without unnecessary and stressful distraction.

#### To address this, we will ensure:

- Inclusive practice is embedded in curriculum design. This will help to ensure that anticipatory reasonable adjustments are provided with consistency and certainty in the delivery of learning, teaching and assessment.

## Touchpoint 5:

### Moving forward

Moving out of studying and into employment is a crucial step for disabled students, and yet this is where the biggest gap in outcomes exists.

#### To address this, we will ensure:

- Employability activities are referenced whilst on course and embedded throughout the student life cycle.

