

Disability Inclusion Perceptions Chart

In your area of work to what extent are the twelve key themes of the Disability Inclusion Framework fully integrated into practice?

(1 = not developed at all; 5 =highly developed and working very effectively)

Source: Evans & Zhu (2023). Perceptions of DI. British Council with Eleanor Glanville Institute, Uni of Lincoln, UK

	Disability Inclusion (DI) Themes	1	2	3	4	5
1A	Leadership: Disability inclusion (DI) is seen as the responsibility of all.					
1B	There is strong leadership of DI and a clear routemap of how to achieve it in practice in my institution.					
2A	Evidence: Effective use is made of research to support DI.					
2B	Research on DI by staff and students is encouraged and supported.					
2C	The research culture of my institution is inclusive for all staff and students with disabilities to enable their full involvement in and contribution to it.					
2D	We have a research data base available to all colleagues (staff and students) that provides core DI research and links to inter/national work in this area.					
3A	Evaluation: Data systems effectively capture the lived experiences of those with different types of disabilities which are used effectively with staff and students to enhance DI.					
3B	There are regular audits (e.g., impact evaluations) to ensure DI is operating effectively in all practices (academic and social; staff and students; procurement; in all partnerships).					
4A	Integrated Delivery: DI is central to all policies and carefully considered in all aspects of practice, with ongoing monitoring and evaluation of effectiveness.					
4B	Systems and processes work well together to support DI in all areas of our work.					
5A	Clear Communication: Diversity is valued and the strengths of working with those with disabilities promoted and clearly communicated.					
5B	There is open conversation about conceptions of disability, principles underpinning DI, and the appropriate use of language about people with disabilities in communications with all staff and students in supporting diverse and inclusive cultures.					
6A	Enabling Voice: Those with disabilities are centrally involved in decisions around DI policy and practice (e.g., design of infrastructure; resources, recruitment, promotion).					
6B	There are clear mechanisms to ensure the voice of those with disabilities is captured and discussed openly within the teams I work with and across the organisation.					
7A	DI Training: There is comprehensive training and access to resources on DI for staff & students.					
7B	The quality of DI training for staff and students is regularly evaluated in relation to impact.					
8A	Enabling Access: Supports available for those with disabilities are made explicit.					
8B	Those with disabilities lead discussions around specific specialist supports needed.					
8C	Reasonable adjustments are provided in a timely way attuned to individual needs.					
9A	Inclusive delivery: There is clear understanding of what inclusive design means.					
9B	Inclusive design is embedded in programmes from the outset to ensure all have access and equal opportunities to do well.					
10A	Assistive Technologies are available to all, and training provided in the use of them.					
10B	Websites and all resources meet accessibility standards, with ongoing review in place.					
11	Transitions Support is available for all those with disabilities (e.g., induction, role change, promotion, training; from module to module, academic, social, and wider opportunities).					
12A	Promoting self-and shared advocacy: The organisation takes shared responsibility for ensuring the needs of all those with disabilities are met.					
12B	Mentoring is available to staff and students (those with/without disabilities) to support DI.					
12C	Bespoke mentoring is provided for those with disabilities around specialist training in the use of specific supports. Such training is factored into workload and assessment timelines.					