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Managerialism and equalities : tensions within widening access policy and practice for disabled students in UK universities / Sheila Riddell ...

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Abstract

This paper draws on a four-year longitudinal ESRC funded project examining learning experiences of disabled students in higher education in four universities. The focus here is on institutional responses to the demands of audit culture and legislation in relation to making reasonable adjustments for students with impairments. The data comes from institutional documents and face-to-face interviews with key informants within the institutions. The findings indicate that quality assurance regimes and legislation have had some positive effect on improving access for disabled students; however, local factors and type of institution also have a major impact on the way that national policies are expressed in particular contexts. (HRK / Abstract übernommen) Weedon, Elisabeth, E-Mail:

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