

Est.  
1841

YORK  
ST JOHN  
UNIVERSITY

Vincent, Jonathan ORCID logoORCID:  
<https://orcid.org/0000-0001-6278-4670>, Rowe, Helen and Johnson, Jo (2021) Parity of participation for autistic students: mapping provision across UK higher education institutions. *Research in Education*. p. 1.

Downloaded from: <https://ray.yorks.ac.uk/id/eprint/4831/>

The version presented here may differ from the published version or version of record. If you intend to cite from the work you are advised to consult the publisher's version:

<https://journals.sagepub.com/doi/full/10.1177/0034523720981123>

Research at York St John (RaY) is an institutional repository. It supports the principles of open access by making the research outputs of the University available in digital form. Copyright of the items stored in RaY reside with the authors and/or other copyright owners. Users may access full text items free of charge, and may download a copy for private study or non-commercial research. For further reuse terms, see licence terms governing individual outputs. [Institutional Repository Policy Statement](#)

# RaY

Research at the University of York St John

For more information please contact RaY at [ray@yorks.ac.uk](mailto:ray@yorks.ac.uk)



## Parity of participation for autistic students: mapping provision across UK higher education institutions

Journal:	<i>Research in Education</i>
Manuscript ID	Draft
Manuscript Type:	Full Paper
Keywords:	Autism, Higher Education, University, Provision, Fraser, Social justice, Teaching Excellence, Disability
Abstract:	This paper systematically identifies, maps and evaluates specific types of provision for autistic students published on university websites at 120 institutions throughout the UK. Within these data we identify trends in relation to geographical region, university group, and the Teaching Excellence Framework rating. We employ Nancy Fraser's (1997; 2000; 2009) theory of social justice to unpack the reasons that underlie the differentials in provision across UK higher education institutions. Findings identify eight categories of provision tailored specifically for autistic students from 'supporting transition to university' to 'social groups' and suggest that there are institutions across the UK with evidence of multiple examples of good practice. Our data show, however, that provision and resources are not distributed equitably, raising implications for autistic students' parity of participation in higher education.

SCHOLARONE™  
Manuscripts

# Parity of participation for autistic students: mapping provision across UK higher education institutions

## Abstract

This paper systematically identifies, maps and evaluates specific types of provision for autistic students published on university websites at 120 institutions throughout the UK. Within these data we identify trends in relation to geographical region, university group, and the Teaching Excellence Framework rating. We employ Nancy Fraser's (1997; 2000; 2009) theory of social justice to unpack the reasons that underlie the differentials in provision across UK higher education institutions. Findings identify eight categories of provision tailored specifically for autistic students from 'supporting transition to university' to 'social groups' and suggest that there are institutions across the UK with evidence of multiple examples of good practice. Our data show, however, that provision and resources are not distributed equitably, raising implications for autistic students' parity of participation in higher education.

**Keywords:** autism, higher education, university, provision, Fraser, social justice

This paper systematically identifies, maps and evaluates specific types of provision for autistic students published on university websites at 120 institutions throughout the UK. Within these data we identify trends in relation to geographical region, university type, and the Teaching Excellence Framework (TEF) rating. We employ Nancy Fraser's (1997; 2000; 2009) theory of social justice to unpack the reasons that underlie the differentials in provision across UK higher education institutions (HEIs).

Autism is a lifelong neurodevelopmental condition, which affects how individuals process information and perceive the world. Often autistic individuals can have difficulties in communicating, experience sensory sensitivities, and rely on routines, all of which can have implications for social functioning (American Psychiatric Association, 2013). Many students in Higher Education (HE) may have diagnoses of Asperger's Syndrome or high functioning autism, however, since 2013 the various diagnostic labels have been collapsed into one autism spectrum disorder diagnosis (American Psychiatric Association, 2013). Across the general population, the prevalence rate of autism in the UK is estimated at around 1 in 100 (Brugha et al., 2011) although other international studies suggest that rates could be as high as 1 in 59 (Baio et al., 2018). The numbers of students disclosing autism diagnoses to universities in the

1  
2  
3 UK is increasing year on year. Chown et al. (2018) estimate that across the sector this number  
4 could now be as high as 9000 students with some institutions educating as many as 200 autistic  
5 students. This is a dramatic increase since 2003/4 where only 80 students disclosed in the UK  
6 (Martin et al., 2008). It is very likely, however, that the autistic university population is much  
7 larger than even these estimates suggest, as many (particularly women) go undiagnosed well  
8 into adulthood (Hull and Mandy, 2017), others are in the process of receiving a diagnosis, and  
9 some choose not to disclose their diagnoses at all (Cox et al., 2017).  
10  
11

12  
13  
14  
15  
16  
17  
18  
19 Systematic reviews of autistic students' experience of university report social challenges  
20 including social isolation; and increased presentation of mental health conditions including  
21 stress, anxiety, and depression (Gelbar et al., 2014; Jansen et al., 2018). These findings are  
22 consistent with *Author\_3* et al.'s (2017) participatory study and various other studies (Anderson,  
23 Carter and Stephenson, 2018; Hastwell et al., 2012; Gurbuz, Hanley and Riby, 2019; Van Hees,  
24 Moyson and Roeyers, 2015), which describe difficulties in relation to a perceived sense of  
25 difference, social interactions, managing change, and living independently. With the rise in  
26 autistic students attending university and a growing awareness of the challenges that might be  
27 encountered, there has also been a positive move to introduce specific provisions or  
28 accommodations to meet these needs. In the United States, Barnhill's (2016) analysis of  
29 universities and colleges reports that providing an advisor or tutor and making modifications to  
30 testing procedures were the most commonly reported accommodations; and supervised social  
31 activities, social skills groups, and housing accommodations were the most frequently reported  
32 support services. More recently, Accardo, Kuder, and Woodruff's (2019) study investigated the  
33 accommodations and support services preferred by American college students to find that  
34 academic coaching, tutoring, and summer transition programmes were the most preferred  
35 support services, particularly where they connected students to a member of staff. Taking a  
36 similar approach in the UK context, Chown et al. (2018) collected data from 99 universities,  
37 largely via freedom of information requests, to find that the most common types of supports for  
38 autistic students were consistent accommodation arrangements (92%), face-to-face time (91%),  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60

1  
2  
3 and provision of academic supports (90%). Their study also reported other examples of  
4 provision including transitional support, staff training, and employment trends, although these  
5 data were not always quantified. The mixed picture is also identified in Williams et al.'s (2019)  
6 review of support for disabled students in England which collected data from 67 institutions.  
7 Their report highlighted that only 26% of HEIs in the sample had a specific policy for students  
8 with ASD compared to 79% who had policies for students with Specific Learning Difficulties and  
9 69% for Mental Health.  
10  
11  
12  
13  
14  
15  
16  
17  
18

### 19 *UK higher education sector*

20  
21  
22  
23 Since 1992, the UK higher education sector has expanded rapidly but without further policy-  
24 driven differentiation between higher education institutions (Tight, 2009). Within this context  
25 universities began to promulgate specific sector identities and the development of a hierarchy  
26 of prestige reinforced by institutional and group branding (Filippakou and Tapper, 2015). The  
27 Russell Group was formed in 1994 with the aim of representing 'research intensive' universities  
28 and informing higher education policy direction at a UK government level. At the same time, a  
29 group of smaller research-intensive but teaching-focused universities formed the '1994 Group',  
30 some of which were subsumed into the Russell Group when it dissolved in 2013. Alongside this  
31 are a smaller number of institutions which are unaffiliated with either the Russell Group or the  
32 '1994 Group' but had university status pre-1992. Finally, the largest section of the sector is  
33 made up of post-1992 institutions which tend to be former polytechnics with a strong focus on  
34 teaching and an emphasis on 'widening participation' (Boliver, 2015). As Post-1992 is not a  
35 mission group identity, many of these institutions are members of the University Alliance,  
36 Million Plus, and/or Cathedral Group; however, for the purposes of this paper the broader post-  
37 1992 label will be applied.  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55

56 The stratification of UK's higher education sector is also represented in the distribution of  
57 resources and student profiles. Those research-intensive universities, including the Russell  
58  
59  
60

1  
2  
3 Group and former 1994 Group, receive the largest share (62.3%) of government funding for  
4 research with other institutions receiving significantly less (De Jager, 2011; Drayton and  
5  
6 Waltmann, 2020). Whereas, Post-1992 institutions attract much more diverse student  
7  
8 populations and receive more than 70% of the (much smaller) widening participation funds  
9  
10 provided by the government (O'Connell, 2015). This is borne out in the most recent HESA (2020)  
11  
12 data, which suggests that in the 2017/18 academic period, only 6 of the 37 (16%) 'research-  
13  
14 intensive' institutions either in the Russell Group or previously in the 1994 Group, have  
15  
16 disabled student populations larger than the sector average of 14% and only one reported a  
17  
18 population of 20%. By comparison 36 out of 67 (54%) HEIs with Post-1992 status had above  
19  
20 average disabled student populations, with 7 reporting numbers above 20% and one as high as  
21  
22 28%.  
23  
24  
25

### 26 27 *Teaching Excellence Framework* 28

29  
30 The TEF, originally devised by the UK Department for Education in 2016 (Office for Students  
31  
32 (OfS), 2018), was a central feature of the 2017 Higher Education and Research Act. Its reputed  
33  
34 aim is to raise the quality and status of teaching in higher education institutions (Hubble and  
35  
36 Bolton, 2018) through measurement of performance and financial accountability (Wood and Su,  
37  
38 2017). Excellence in the TEF is measured through a series of proxy metrics that include, student  
39  
40 satisfaction, retention, employability and learning gain (Massie, 2018). Universities and colleges  
41  
42 in all parts of the UK can participate in the TEF, and a total of 288 HEIs held a TEF award in  
43  
44 2019. Following the most recent assessment, 77 HE providers are rated gold, 136 are rated  
45  
46 silver and 61 are rated bronze (OfS, 2020).  
47  
48  
49

50  
51 The TEF purports to situate 'students at the centre' of higher education, with an espoused  
52  
53 emphasis on social mobility and 'choice' (Gourlay and Stephenson 2017; Gillard, 2018) with  
54  
55 gold awarded to those institutions where teaching 'ensures all students are significantly  
56  
57 challenged to achieve their full potential' leading to 'outstanding outcomes for students from all  
58  
59  
60

1  
2  
3 backgrounds' (Department for Education, 2016: 3). Such a requirement for institutions to  
4 demonstrate their engagement with underrepresented and non-traditional groups (low income,  
5 Black, Asian and Minority Ethnic students, those with disabilities or adult learners returning to  
6 education) is welcomed. However, it signals the lack of parity experienced by minority groups, a  
7 point emphasised by the recently established Disabled Students Commission (DSC), which has  
8 been charged with identifying and promoting practice which impacts positively on disabled  
9 students', including those who disclose an autism diagnosis (Advance HE, 2020).  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19

### 20 *Social Justice as parity of participation*

21  
22  
23  
24 This paper draws on the work of Nancy Fraser (1997; 2000; 2009) to offer a theoretical frame  
25 for considering the outcomes across the higher education sector for autistic students. Like  
26 others (see for example, Keddie 2012; Lynch and Lodge, 2002; Mills et al., 2016; Power, 2012),  
27 her three-part model of social justice as redistribution, recognition, and representation is  
28 recognised as insightful for better understanding inequalities in education. Fraser (in Bozalek  
29 2012, p. 147) argues that,  
30  
31  
32  
33  
34  
35  
36  
37  
38

39 Social arrangements are just if, and only if, they . . . institutionalise the possibility for  
40 people to participate on a par with one another in all aspects of social life. This means  
41 that social arrangements are unjust if they entrench obstacles that prevent . . . people  
42 from the possibility of parity of participation.  
43  
44  
45  
46  
47

48 Fraser outlines the three salient barriers to participation as economic inequality, which she  
49 characterises as a distributive problem, particularly where resources are 'maldistributed' in  
50 relation to their ownership, control, distribution and consumption. The second barrier to parity  
51 is recognition but more typically non-recognition or misrecognition. This occurs when the  
52 'stigmatizing gaze of a culturally dominant other' forces disesteemed groups to 'internalize  
53 negative self-images' thus suppressing their own cultural identity (Fraser, 2000:109). Resisting  
54  
55  
56  
57  
58  
59  
60

1  
2  
3 a focus on identity alone, however, she argues that problems of recognition are often  
4  
5 inseparable from the problems of redistribution in an economically unequal society (Lynch and  
6  
7 Lodge, 2002:13). And the final barrier is political injustice, which Fraser refers to as  
8  
9 'misrepresentation'. This occurs where power is enacted in the realms of decision-making  
10  
11 which wrongly denies groups the possibility of participation as equals (Mills et al., 2016).  
12  
13  
14  
15  
16

## 17 **Methodology**

18  
19 An instrumental case study approach was adopted, as it facilitated exploration of patterns  
20  
21 (Stake, 1995 cited Hamilton, Corbett-Whittier and Fowler, 2012) within the data associated  
22  
23 with one aspect of the bounded case (the 120 HEIs). Data were derived from the institution  
24  
25 websites, the purpose of which was to show what prospective students with autism or their  
26  
27 parents/carers might be able to find should they be looking for an institution with such  
28  
29 provision. Previous research into provision in HE for autistic students illuminated the sparsity  
30  
31 of specially tailored provision but did not always suggest how many institutions offered specific  
32  
33 types of provision (Chown et al., 2018). This research aimed to find, map and quantify available  
34  
35 information on the provision that is currently available for students with autism at universities  
36  
37 in the UK.  
38  
39  
40  
41

42 The data were gathered through web or data mining of 120 HEI websites (N=120), which is a  
43  
44 process used to extract useful and previously unknown knowledge (Johnson and Gupta, 2012)  
45  
46 and one which has been used more recently by researchers to explore issues including: online  
47  
48 learning (Tang, Xing and Pei, 2019); course management systems (Romero, Ventura and Garcia,  
49  
50 2008); academic performance of HE students (Alsuwaiket, 2018); and market segmentation in  
51  
52 professional education (Davari, Noussalehi and Keramati, 2018). Data or web mining is part of  
53  
54 both information retrieval and extraction systems, and it can draw upon other techniques  
55  
56 including topic tracking, clustering and categorisation (Johnson and Gupta, 2012).  
57  
58  
59  
60



1  
2  
3 The research process followed was similar to that used in Injadat, Salo and Nassif's 2016 study  
4 of data mining techniques in social media research. Firstly, a search protocol was created which  
5 involved identification of research questions (see below), Secondly, a search strategy and  
6 selection procedures were outlined, and quality assessment rules applied. The approach for  
7 data extraction and synthesis was similarly agreed.  
8  
9  
10  
11  
12

### 13 *Research Questions*

- 14  
15  
16  
17 1. What provisions and supports are currently available to autistic students at UK universities  
18 (with Research Degree Awarding Powers) based on publicly available information?  
19  
20
- 21  
22 2. How are provisions and supports for autistic students distributed regionally?  
23  
24
- 25  
26 3. What impact does university type have with respect to distribution of provisions and  
27 supports for autistic students?  
28  
29
- 30  
31 4. What impact do TEF ratings have with respect to distribution of provisions and supports for  
32 autistic students?  
33  
34
- 35  
36 5. What could be considered good practice across each of the different categories of provision?  
37

### 38 *Search strategy*

39  
40 A Boolean search strategy (reference) was used to collect data for this research. For each of the  
41 120 institutions, the researchers entered the following into the search bar of the Google web  
42 browser:  
43  
44  
45

46  
47 Site:[institutions web address] "autism" OR "aspergers" OR "ASD" OR "ASC" AND "support" OR  
48 "provision"  
49  
50

51  
52 This search strategy brought up all pages from the institutions website which contained these  
53 search words. The first five pages of results were then checked for information on provision for  
54 students with autism at that institution. Where there was evidence of a provision this was  
55 recorded.  
56  
57  
58  
59  
60

### *Data extraction and analysis strategy*

From the data retrieved we identified 8 types of provision for students with autism (see below).

It was further analysed by regional differences, type of university based on age and mission group and its relationship to the Teaching Excellence Framework (TEF).

The types of provision recorded were:

- 1) Evidence of a specific section of the website for students with autism
- 2) Evidence of transition to university provision
- 3) Evidence of Transition to employment provision
- 4) Evidence of peer mentoring
- 5) Evidence of specialist tutoring
- 6) Evidence of social groups for students with autism
- 7) Evidence of self-advocacy or student-led societies
- 8) Evidence of provision for acquisition of or support with daily living skills

Institutions whose websites showed that they offered three or more of the described types of provision were marked as potential examples of good practice. These institutions were then sorted by geographical region, TEF rating and university type: research-intensive (Russell Group and previous 1994-group), unaffiliated pre-1992, and post-1992.

### *Limitations*

The aim was to use data that was freely available to the public, rather than information that required a specific enquiry of Freedom of Information request to the institutions. All data included in this study were found due to its publication on institutional websites. For this reason, where information on autism provision was not apparent in the searches, the

1  
2  
3 researchers do not assume that this means the provision itself does not exist, only that  
4 information about that provision is not publicly available.  
5  
6

7  
8 The methodology did not use an automated web content programme for analysis, and therefore  
9 was open to human error. Additionally, tags and other “meta” content on a page can camouflage  
10 some of the pages, so it is possible that some data was not captured. Finally, whilst specific  
11 search and data extraction strategies were used, content may have been missed as web page  
12 content is ‘so scattered’ (Gunasundari and Karthikeyan, 2012:29).  
13  
14  
15  
16  
17  
18  
19  
20  
21

## 22 Findings

### 23 Spread of provision

24  
25 As previously mentioned, 8 categories of provision were identified across the whole data set  
26 (N=120) (see Figure 1). These are outlined in detail below and include examples of institutional  
27 practice, provided both to illustrate but also to advance good practice.  
28  
29

30  
31 The most frequent provision recorded was having ‘specific website content for students with  
32 autism’, with 44 (n=44;37%) institutions having this. Most of the time having a specific section  
33 on the website for students with autism was an indicator that further provision would be good.  
34  
35 Good practice institutions (n=21) were identified as those with three of more types of provision;  
36 19 of 21 had a specific section for students with autism on their website. However, only around  
37 half of the institutions with a specific section on the website were judged to have materially  
38 good provision. Results for ‘transition to university’ (n=40) and ‘specialist tutoring’ (n=39) were  
39 the next most common types of provision; however, they were still offered by fewer than half of  
40 the 120 institutions, representing 33% and 32% respectively.  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57

58 Figure 1: Occurrence of types of provision  
59  
60

### HEIs with good provision

Of the 120 HEI websites searched, 21 (n=21) were identified as having three or more types of provision specifically for students with autism, thus being classified as demonstrating 'good' provision. Regionally the South East (not including London) (n=3) and South West (n=3) had the highest number of institutions with 'good provision' (see Figure 2). Whilst there appeared to be minimal differences in geographical spread of "good" institutions. London had relatively low levels of good provision compared to less densely populated locations such as Yorkshire and the Humber and the South West.

Figure 2: Geographical location of HEIs with good provision

When looking at how HEIs with 'good provision' are clustered by TEF rating it is clear that a large majority of institutions with multiple types of provision have a TEF rating of either Gold (n=10) or Silver (n=9), with only one HEI with bronze TEF and no TEF rating (Figure 3). Gold award HEIs represented only 33% of the sample (n=40:N=120) but 48% of those with good provision (n=10:N=21).

Figure 3: Good HEI providers and their TEF rating

The majority of HEIs marked as having good provision were unaffiliated to any particular mission group (n=11) (Figure 4). These institutions have been classed as "unaffiliated old" (n=9), for those who received degree awarding powers before 1992, and "unaffiliated new" (n=2) for those who received degree awarding powers in 1992 or after. Of the university types

1  
2  
3 represented, the Russell Group had the largest number of institutions in the “good” provision  
4 category (n=7: N=21), representing 33%, though Russell group HEIs accounted for only 22% of  
5 the total sample (n=26:N=120).  
6  
7  
8  
9

## 10 11 12 **Types of provision**

### 13 14 **Transition to university**

15  
16  
17 Provision to facilitate the ‘transition to university’ was one of the most frequent types of  
18 provision offered in the sector (n=40, N=120). Examples of this provision were spread  
19 geographically but was most frequently found at institutions in the East Midlands (n=5) and the  
20 South West (n=5) regions. Of the institutions that offered some form of transition to university  
21 provision, the majority of HEIs that offered it had Gold (n=18) or Silver (n=19) TEF awards and  
22 were either Russell Group (n=11) or unaffiliated institutions, (n=13 pre 1992 and n= 9 post  
23 1992).  
24  
25  
26  
27  
28  
29  
30  
31  
32

33 The majority of ‘transition to university’ provision consisted of one-off induction events  
34 between 1-3 days long (n=25). Other transition support identified included information leaflets  
35 for students with autism, pre-meetings with a specialist ASD advisor before starting university  
36 and guidance provided to academic staff receiving new students with autism into their classes.  
37  
38  
39  
40  
41  
42  
43  
44

45 *City based, medium sized, new university in the Midlands*

46  
47 A three-day summer school takes place in early September for students with autism who are  
48 commencing their first year at the institution. Students are provided with free  
49 accommodation for this residential. There is a campus tour and an introduction talk from the  
50 Students’ Union included.  
51  
52  
53  
54

55  
56  
57  
58 The summer school has various activities which look at daily living skills, rather than an  
59  
60

1  
2  
3 academic focus. The activities include money management, shopping, cooking and using the  
4  
5 launderette. There are also sessions which focus on introducing the new students to their  
6  
7 new city, including a presentation about safety awareness and a tour of Birmingham which  
8  
9 includes having lunch out. Attendees also attend workshops in managing stress and anxiety  
10  
11 and talking about relationships.  
12  
13

### 14 15 16 **Specialist tutoring**

17  
18 Specialist tutoring was one of the most common types of provision. 39 HEIs (n=39; N=120)  
19  
20 were found to have information about this support online. All regions of the UK had a least 1  
21  
22 HEI with specialist tutoring, with the highest number of institutions with autism specific  
23  
24 tutoring support in Yorkshire and the Humber (n=6).  
25  
26

27  
28 Of the HEIs that discussed specialist tutoring on their websites at the time of the research, 17  
29  
30 had gold (n=17) TEF ratings, 19 Silver (n=19) and 1 Bronze (n=1). Two were Scottish  
31  
32 institutions with no TEF rating. The majority of these institutions were either members of the  
33  
34 Russell Group (n=14) or were pre 1992 unaffiliated (n=13). It should be noted that it is not  
35  
36 possible to gauge the quality of the tutoring, nor how easily it can be accessed, simply from the  
37  
38 web search.  
39  
40  
41  
42  
43  
44

#### 45 *Medium, Russell Group University in South East*

46  
47 Successful applicants are invited to contact support services in advance so they can be  
48  
49 matched with a Helper/Tutor who is most appropriate for them. As well as this there is a  
50  
51 specialist Asperger Syndrome Advisor on staff to support students. This is to ensure that  
52  
53 support packages are in place from the beginning. In addition, there are resources for all  
54  
55 academic staff to help them make specific accommodations for students with an autism  
56  
57 diagnosis.  
58  
59  
60

## Social Group

Social groups for students with autism were infrequently mentioned (n=15; N=120). Of the universities that had social groups 8 were Gold (n=8) TEF rated, 6 were Silver (n=6) and was 1 Bronze (n=1). The Russell group and old, pre 1992 institutions accounted for 12 out of the 15 universities who had social groups (n=12). The information available in the web search varied, with some institutions making only passing reference to the existence of social groups or dated promotional materials which indicated the group's existence. Other institutions had clear information about meeting times and types of activities offered for students who wished to attend. Most of these groups were run by the institutions, but there was some evidence of student led societies being run through the independent students' unions.

### *Small, unaffiliated post 1992 university in Yorkshire and the Humber*

This institution has a social group which meets twice a week and was set up six years ago following consultation with students with autism, who said they would like to meet and socialise with other students who understand what it is like to have autism and be at university.

The group is staff-led and offers a range of activities during term time, including movie nights, drinks and meals out in the city centre, games nights, cinema trips, quiz nights and creative writing nights. The institution explains online its long-term aim to eventually have the group be self-sustaining and led by students for students.

## Transition to employment

Provision to support students with autism to transition out of university and into employment was very sparse (n=10; N=120). The examples found were spread across the country, but half of

1  
2  
3 all the provision was located in the North East (n=2) and Yorkshire and Humber (n=3). The  
4 majority of HEIs that offered transition to employment were Gold TEF rated (n=7) and in the  
5 Russell Group (n=7). Much of this type of provision was basic and involved either lists of  
6 autism-friendly employers or signposting to autism related organisation for more support. A  
7  
8  
9  
10  
11  
12 few HEIs organised specialist employment events for students with autism to attend.  
13  
14  
15  
16

17  
18 *Medium sized, Former 1994 Group university in South West of England*

19  
20 This university runs a free two-day event for Autistic students or graduates (with or without  
21 a diagnosis) in conjunction with a large corporate bank. It aims to help with the transition  
22 from university to a range of opportunities like internships, placements and graduate  
23 employment.  
24  
25  
26  
27

28 The first day is spent on campus and includes talks about the history of employment and  
29 autism, employment skills sessions and talks from autistic people on their experiences in  
30 their different jobs. The second day takes place at the corporate site and includes a site tour  
31 and a series of smaller breakout sessions which focus on the different employment routes,  
32 opportunities and job roles that participants can consider. Travel and lunch are provided for  
33 the participants.  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43

44 **Daily living skills**

45  
46 Only 7 HEIs had evidence of provision which addressed students' daily living skills. All of these  
47 institutions were Gold (n=3) and Silver (n=3) TEF rated except for one Scottish university which  
48 does not have a TEF rating. The majority were Russell Group (n=2) or pre 1992 institutions  
49 (n=3). Geographically, these institutions were spread across the UK, but over half were in the  
50 West Midlands (n=2) and the South East (n=2) combined.  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60



*Medium/large Russell Group institution in Yorkshire and the Humber*

This institution offers a five-week course designed to equip students with skills to manage stress, emotions and time, and develop assertiveness and resilience. The course uses emotional regulation techniques, mindfulness and stress tolerance techniques. There are sessions on addressing black and white thinking and perfectionism. It is, however, open for all students with a disability, rather than being specifically aimed at student with autism.

### **Self-Advocacy**

Self-organised groups appeared to be sparse. Only 7 HEIs had evidence of self-advocacy for students with autism and the data pointed towards one-off historical student-led campaigns or projects rather than a sustained provision. Of the institutions which did have evidence of this, all were Gold (n=4) and Silver (n=3) TEF rated. Five of the 7 universities were pre 1992 institutions, geographically widely spread.

*Medium, unaffiliated pre1992 university in the South East of England*

This student group is part of the students' union and states that they welcome any and all students with an Autism Spectrum Condition. Their web page lists socials, events, meetings, a regular discussion group and campaigning as activities for students with autism to get involved in. The society committee is made up of students and students are directed to their Facebook page for more information.

### **Peer mentoring**

Provision for peer mentoring specifically for autistic students was sparse and spread out geographically. Of the 6 HEIs that offered it (n=6: N=120), all were Gold (n=3) or Silver (n=3) TEF rated, with three post-1992 and three pre-1992 HEIs. However, peer mentoring was usually only briefly mentioned, and tended to refer to generic peer mentoring schemes through

1  
2  
3 the library/student services. There were no examples of an autism-specific peer support  
4  
5 programme in the search results.  
6  
7  
8  
9

## 10 **Discussion**

11  
12  
13 These data highlight the existence of areas of 'good practice' in relation to provision for autistic  
14 students across the UK. It identifies eight categories of provision tailored specifically for these  
15 young people, from 'supporting transition to university' to 'social groups'. The categories of  
16 'transition to university' and 'specialist tutoring support' were amongst the most common  
17 identified across these UK institutions, which accords with autistic students' preferences  
18 identified by Accardo, Kuder, and Woodruff (2019) in their US study. Additionally, the  
19 identification of 'social groups' for autistic students is positive, as this responds to one of the  
20 most prevalent challenges for autistic students identified across the international literature  
21 (Gelbar et al., 2014; Jansen et al., 2018; Andersen, Carter and Stephenson, 2018; Hastwell et al.,  
22 2012; Gurbuz, Hanley and Riby, 2018; Van Hees, Moyson and Roeyers, 2015). However, what it  
23 signals most is the increase in recognition across the sector regarding the needs of autistic  
24 students. Through transition activities and social groups, this group is enabled to develop  
25 networks of support and friendship leading to the development of their own cultural identity in  
26 the university space (Fraser 2000). This is explicitly borne out in Riccio et al.'s (2020)  
27 international study which suggests that university provisions that focus on autistic strengths  
28 can contribute to 'autistic pride' and increases in self-esteem. Moreover, greater recognition of  
29 the autistic identity and the particular barriers faced by these students has precipitated, to some  
30 extent in UK institutions, the redistribution of resources and ultimately the potential for  
31 increased participation.  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53

54  
55 Our data suggest, however, that resources and provision are not distributed equally across the  
56 UK higher education sector. Two thirds of the institutions with 'good levels' of provision (three  
57 or more) were from Russell group or the former 1994 group. Such 'research intensive'  
58  
59  
60

1  
2  
3 institutions have the largest share of the UK's £45 billion net assets (IFS, 2020; Furey et al., 2014)  
4  
5 and enjoy what Taylor (2011) refers to as the 'halo effect' across the sector. However, these  
6  
7 institutions educate fewer students with disabilities compared to post-1992 providers; in fact,  
8  
9 just over one third of these institutions have disabled student populations of 15% or more  
10  
11 (HESA, 2020). One explanation for higher representation of good practice among research  
12  
13 intensive universities could be due to recent activities to meet widening participation targets,  
14  
15 particularly among disabled and autistic populations (Graham, 2013; Blunkett et al., 2019).  
16  
17 Another explanation might be that, as our data are based on activities reported on university  
18  
19 webpages, differences are derived from disproportionate expenditure on marketing. Both the  
20  
21 Augur Report (2019) and the UK Minister of State for Universities, Michelle Donelan (2020), are  
22  
23 critical of institutions that invest their access budgets in their online web presence in order to  
24  
25 attract potential students. Given that the distribution of economic and symbolic resources  
26  
27 across the sector are weighted in favour of research-intensive universities (Olive, 2018), it is  
28  
29 likely that those from post-1992 and unaffiliated pre-1992 have less to spend on marketing and  
30  
31 potentially their autism provisions despite educating larger populations of disabled students. As  
32  
33 an indirect consequence then, these institutions are misrecognised as being less effective or  
34  
35 supportive for autistic students, when it might in fact a matter of marketing expenditure.  
36  
37  
38  
39  
40 Similarly, there is a clear correlation between institutions with 'good levels' of provision for  
41  
42 autistic students and their TEF award with 19 out of the 21 institutions in this category  
43  
44 achieving Gold or Silver awards. The TEF does not use provision made by institutions for  
45  
46 disabled or autistic students as one of its metrics for measuring quality, but as student  
47  
48 experience is central, this overrepresentation of Gold and Silver TEF rated institutions is  
49  
50 perhaps unsurprising. However, the TEF is not without its critics, Hayes and Cheng (2020)  
51  
52 argue that such performative frameworks lack attention to epistemic equality and have been  
53  
54 characterised to preference productivity, competition, and institutional self-interests in pursuit  
55  
56 of financial incentives (Gourlay and Stevenson, 2017; Hayes, 2017; Neary, 2016; Wood and Su,  
57  
58 2017). Such ranking activities are, according to Pascarella (2001:20) based on institutional  
59  
60

1  
2  
3 resources and reputational dimensions which do not always correlate to students' experiences  
4  
5 so much as institutions' capacity to play the system. This is similar to what Fraser (2017:2) calls  
6  
7 'progressive neoliberalism', where 'truncated ideals of emancipation and lethal forms of  
8  
9 financialization' become merged to the extent that freedoms are modelled on the free market.  
10  
11 For this reason, we might be wary of placing too much emphasis on the TEF and what this tells  
12  
13 us about autistic students' experiences of the support reported on their institutional webpages.  
14  
15  
16 Finally, most examples of provision focused on facilitating the transition for students into  
17  
18 university and supporting them academically once they are there. There was much less  
19  
20 evidence of social and daily living skills support and support for students transitioning out of  
21  
22 university and into employment. The apparent emphasis on getting students into university and  
23  
24 focusing on academic support could be interpreted as a pragmatic choice. It suggests that  
25  
26 institutions are being driven by the widening participation agenda but have put in place much  
27  
28 less provision to enable their autistic students' success on completion of their courses (Author,  
29  
30 2020). Only ten universities across the UK reported offering employment support, despite the  
31  
32 fact that this group has the highest levels of unemployment of any disabled group following  
33  
34 graduation (Allen and Coney, 2019). The danger, therefore, is that universities perpetuate what  
35  
36 Berlant (2006) describes as 'cruel optimism' where much is promised as a result of university  
37  
38 education and the associated student debts but the result for autistic graduates is the  
39  
40 actualisation of the inequalities they aim to resolve (Runswick-Cole and Goodley, 2015). Thus,  
41  
42 without the redistribution of resources and a recognition of their specific skills and needs,  
43  
44 autistic graduates will continue to experience significant and sustained disparity in their  
45  
46 capacity to participate fully in society.  
47  
48  
49  
50  
51  
52  
53  
54

## 55 **Conclusion**

56  
57 The publication of this paper coincides with the tenth anniversary of the United Kingdom's  
58  
59 Equality Act 2010, a piece of legislation centred on assuring equal participation for all in society,  
60

1  
2  
3 which is also a core concept in Fraser's thesis (1997; 2000; 2009). Based on a systematic  
4 analysis of published material on websites at 120 institutions throughout the UK our findings  
5 suggest that there is evidence of a redistribution of resources designed to support autistic  
6 students engage more fully in higher education. It is clear, however, that across the sector  
7 provision is skewed towards transition into university and academic support leaving gaps in  
8 relation to social opportunities and postgraduate employment success, both of which are  
9 identified as key areas of need by autistic students (Riccio et al., 2020; Author 3, 2020).  
10  
11 Moreover, it appears that those universities with the highest levels of institutional recognition,  
12 most access to financial resources, and the greatest capacity to market themselves in line with  
13 national 'quality' assessments are able to offer the most to autistic students. Thus, whilst good  
14 practice is welcomed wherever it is found, there is a need to address more fully the  
15 maldistribution and misrecognition that currently exists across the sector such that all  
16 universities are able to offer the provision that is necessary to afford this group the same  
17 opportunities, experiences, and outcomes as the rest of the student body. Finally, universities  
18 more generally ought to explore means by which their autistic students can represent  
19 themselves in order to celebrate their own 'cultural identity' (Fraser, 2000:109) and achieve  
20 parity of participation as equals.  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60

## References

- Accardo A L, Kuder S J, Woodruff J (2019) Accommodations and support services preferred by college students with autistic spectrum disorders. *Autism* 23 (3): 574-583
- Advance HE (2020) Disabled Students Commission. Available at: <https://www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion/creating-inclusive-environment/disabled-people/disabled-students-commission> (Accessed 25 March 2020)
- Alsuaiket M (2018) Measuring academic performance of students in higher education using data mining techniques. Doctoral Thesis. Loughborough University
- American Psychiatric Association (2013) Diagnostic and statistical manual of mental health disorders: DSM-5.
- Anderson A H, Carter M, & Stephenson J (2018) Perspectives of university students with autism spectrum disorder. *Journal of Autism and Developmental Disorders* 48(3): 651-665.
- Baio, J., Wiggins, L., Christensen, ... & Durkin, M. S. (2018). Prevalence of autism spectrum disorder among children aged 8 years—autism and developmental disabilities monitoring network, 11 sites, United States, 2014. *MMWR Surveillance Summaries*, 67(6), 1.
- Barnhill G P (2016) Supporting students with Aspergers syndrome on college campuses: Current practices *Focus on Autism and other developmental disabilities* 31 (1): 3-15
- Berlant, L. (2011). *Cruel optimism*. Duke University Press.
- Blunkett D, Norton P and Mitchell K (2019) Things have improved for disabled students but there is still much to do. Available from <https://wonkhe.com/blogs/things-have-improved-for-disabled-students-but-theres-still-much-to-do/> Accessed 21/3/20.
- Boliver V (2015) Are there distinctive clusters of higher and lower status universities in the UK? *Oxford review of education* 41(5): 608-627
- Bozalek, V. (2012) 'Interview with Nancy Fraser', *Social Work Practitioner/Researcher*, Vol. 24, no. 1, pp. 13651. Brugha T S, McManus S, Bankart J, Scott F, Purdon S, Smith J, Bebbington P, Jenkins R, Meltzer H (2011) Epidemiology of autism spectrum disorder in adults in the community in England. *Archives of General Psychology* 68 (5): 459-65
- Chown N, Baker-Rogers J, Highes L, Cossburn K N, Byrne P (2018) The high achievers project: an assessment of the support for students with autism attending UK universities. *Journal of Further and Higher Education* 42 (6): 837-854
- Coney K and Allen M (2019) Supporting disabled students . What happens next? 2018. A report on the first destination of 2016 disabled graduates. August 2018 AGCAS Disability Task Group
- Cox B E, Thompson K, Anderson A, et al. (2017) College experiences for students with autism spectrum disorder: Personal identity, public disclosure, and institutional support. *Journal of College Student Development* 58(1): 71-87.
- Davari M, Noursalehi P and Keramati A (2019) Data mining approach to professional education market segmentation: a case study. *Journal of marketing for higher education* 29 (1): 45-66
- De Jager G (2011) Missions on the move: University systems in England, New York State and California. *Higher Education Management and Policy* 23(1): 1-24
- Department for Education (2016). Teaching excellence framework: Year two specification (Ref: DFE-00232-2016). London, England.
- Donelan, M (2020) 'Where to now for outreach? Innovation and impact of Covid 19 on widening access to HE work in 2020-21' [internet] <https://www.educationopportunities.co.uk/resources/videos/> <Accessed on 12.07.20>

- 1  
2  
3 Fraser N (1997) *Justice interruptus: Critical reflections on the "postsocialist" condition*. New York: Routledge.
- 4  
5  
6 Fraser N (2000) Rethinking recognition. *New Left Review* 3 May–June: 107–20.
- 7  
8 Fraser N (2009) Social justice in the age of identity politics. *Geographic thought: A praxis perspective* 72-91.
- 9  
10 Furey S, Springer P, and Parsons, C (2014) Positioning university as a brand: distinctions between the brand promise of Russell Group, 1994 Group, University Alliance, and Million+ universities. *Journal of Marketing for Higher Education* 24(1): 99-121.
- 11  
12  
13  
14 Gelbar N W, Smith I, Reichow B (2014) Systematic review of articles describing experience and supports of individuals with autism enrolled in college and university programs. *Journal of Autism and Developmental Disorders* 44 (10): 2593-2601.
- 15  
16  
17  
18 Gerbuz E, Hanley M, Riby DM (2019) University students with autism: The social and academic experience of university in the UK. *Journal of Autism and Developmental Disorder* 49 (2): 617-631.
- 19  
20  
21 Gillard J W (2018) An initial analysis and reflection of the metrics used in the teaching excellence framework in the UK. *Perspectives: Policy and Practice in Higher Education* 22(2): 49-57
- 22  
23  
24 Gourlay L and Stevenson J (2017) Teaching excellence in higher education: critical perspectives. *Teaching in Higher Education* 22(4):391-395
- 25  
26  
27 Graham C (2013) Discourse of widening participation in the prospectus documents and websites of six higher education institutions. *British journal of sociology of education* 34 (1): 76-93.
- 28  
29  
30 Gunasundari R, and Karthikeyan S (2012) A study of content extraction from web pages based on links. *International Journal of Data Mining & Knowledge Management Process* 2(3): 23.
- 31  
32  
33 Hamilton L, Corbett-Whittier and Fowler Z (2012) *Using case study in education research*. London: Sage.
- 34  
35  
36  
37 Hastwell J, Martin N, Baron-Cohen S, Harding J (2012) Giving Cambridge university students with Aspergers Syndrome a voice: a qualitative, interview-based study towards developing a model for best practice. *Good Autism Practice* 13 (1): 56-63.
- 38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60
- Hayes A (2017) The Teaching Excellence Framework in the United Kingdom: An Opportunity to Include International Students as "Equals"? *Journal of Studies in International Education* 21(5): 483-497.
- Hayes A and Cheng J (2020) Datafication of epistemic equality: advancing understandings of teaching excellence beyond benchmarked performativity. *Teaching in Higher Education* 25 (4): 43-509
- HESA (2020) Who's studying in HE: Personal characteristics. Available at: <https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he> (accessed 28 June 2020).
- Hubble S and Bolton P (2018) Higher education tuition fees in England. Briefing paper 8151 House of Commons Library 25 June 2018
- Hull L and Mandy W (2017) Protective effect or missed diagnosis? Females with autism spectrum disorder. *Future Neurology* 12(3): 159-169.
- Injadat M, Salo F, and Nassif A (2016) Data mining techniques in social media: A survey. *Neurocomputing* 214: 654-670.
- Drayton E and Waltman B (2020) Will universities need a bailout to survive the Covid-19 crisis? Institute for Fiscal Studies Briefing Note BN300 July 2020
- Jansen D, Emmers E, Petry K, Mattys L, Noens I and Baeyens D (2018) Functioning and participation of young adults with ASD in higher education according to the ICF framework. *Journal of Further and Higher Education* 42 (2): 259-275

- 1  
2  
3 Johnson F, and Gupta S K (2012) Web content mining techniques: a survey. *International Journal of*  
4 *Computer Applications* 47 (11).  
5  
6 Kiddie A (2012a) Schooling and social justice through the lenses of Nancy Fraser. *Critical Studies in*  
7 *Education* 53(3): 263-279.  
8  
9 Lynch K, and Lodge A (2002) *Equality and power in schools: redistribution, recognition, and representation.*  
10 Psychology Press.  
11  
12 Martin N, Beardon L, Hodge N, Goodley D, and Madriaga M (2008) Towards an inclusive environment for  
13 university students who have Asperger syndrome (AS). *The Journal of Inclusive Practice in further and*  
14 *higher education* 1(1): 3-14.  
15  
16 Massie R (2018) The programme director and the teaching excellence framework: How do we train the  
17 former to survive the latter. *Higher Education Quarterly* 27 (4): 332-343  
18  
19 Mills M, McGregor G, Baroutsis A, Te Riele K, and Hayes D (2016) Alternative education and social justice:  
20 Considering issues of affective and contributive justice. *Critical Studies in Education* 57(1): 100-115.  
21  
22 Neary, M. (2016). Teaching Excellence Framework: a critical response and an alternative future. *Journal of*  
23 *Contemporary European Research*, 12(3).  
24  
25 O'Connell C (2015) An examination of global university rankings as a new mechanism influencing mission  
26 differentiation: the UK context. *Tertiary Education and Management* 21(2): 111-126.  
27  
28 Office for Students (OfS) (2018) Teaching Excellence and Student Outcomes Framework. Year four  
29 procedural guidance. London: OfS  
30  
31 Office for Students (OfS) (2020) TEF outcomes Available from  
32 <https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-outcomes/#/tefoutcomes/>  
33 Accessed 27/3/20  
34  
35 Olive V (2017) *How Much is Too Much?: Cross-subsidies from Teaching to Research in British Universities.*  
36 Higher Education Policy Institute.  
37  
38 Post 18 Education and funding review panel (2019) Independent panel report to the review of the post  
39 18 education and funding. London: Her Majesty's Stationery Office  
40  
41 Power S (2012) From redistribution to recognition to representation: Social injustice and the changing  
42 politics of education. *Globalisation, Societies and Education* 10(4): 473-492.  
43  
44 Riccio A, Kapp S K, Cage E, Vincent J, Dwyer P, DeNigris D, Delos Santos J, Jordan A, Hossain M, Kofner B,  
45 Solomon, J, and Gillespie-Lynch K (2020) Does Participatory Programming Promote Positive Outcomes  
46 for Autistic College Students? A Cross-Institutional Survey Study. *International Society for Autism Research.*  
47 <https://insar.confex.com/insar/2020/meetingapp.cgi/Paper/34210> <Accessed 15.06.20>  
48  
49 Romero C, Ventura S and Garcia E (2008) Data mining in course management systems: Moodle case study  
50 and tutorial. *Computers and Education* 51: 368-384  
51  
52 Runswick-Cole, K. A., & Goodley, D. (2015). Disability, austerity and cruel optimism in big society:  
53 Resistance and "the disability commons". *Canadian Journal of Disability Studies*, 4.  
54  
55 Tang H, Xing W and Pei B (2019) Time really matters: understanding the temporal dimensions of online  
56 learning using educational data mining. *Journal of educational computing research* 57 (5): 1326-1347  
57  
58 Taylor J (2011) The assessment of research quality in UK universities: peer review or metrics. *British*  
59 *Journal of Management* 22: 202-217.  
60  
61  
62  
63  
64  
65  
66  
67  
68  
69  
70  
71  
72  
73  
74  
75  
76  
77  
78  
79  
80  
81  
82  
83  
84  
85  
86  
87  
88  
89  
90  
91  
92  
93  
94  
95  
96  
97  
98  
99  
100  
101  
102  
103  
104  
105  
106  
107  
108  
109  
110  
111  
112  
113  
114  
115  
116  
117  
118  
119  
120  
121  
122  
123  
124  
125  
126  
127  
128  
129  
130  
131  
132  
133  
134  
135  
136  
137  
138  
139  
140  
141  
142  
143  
144  
145  
146  
147  
148  
149  
150  
151  
152  
153  
154  
155  
156  
157  
158  
159  
160  
161  
162  
163  
164  
165  
166  
167  
168  
169  
170  
171  
172  
173  
174  
175  
176  
177  
178  
179  
180  
181  
182  
183  
184  
185  
186  
187  
188  
189  
190  
191  
192  
193  
194  
195  
196  
197  
198  
199  
200  
201  
202  
203  
204  
205  
206  
207  
208  
209  
210  
211  
212  
213  
214  
215  
216  
217  
218  
219  
220  
221  
222  
223  
224  
225  
226  
227  
228  
229  
230  
231  
232  
233  
234  
235  
236  
237  
238  
239  
240  
241  
242  
243  
244  
245  
246  
247  
248  
249  
250  
251  
252  
253  
254  
255  
256  
257  
258  
259  
260  
261  
262  
263  
264  
265  
266  
267  
268  
269  
270  
271  
272  
273  
274  
275  
276  
277  
278  
279  
280  
281  
282  
283  
284  
285  
286  
287  
288  
289  
290  
291  
292  
293  
294  
295  
296  
297  
298  
299  
300  
301  
302  
303  
304  
305  
306  
307  
308  
309  
310  
311  
312  
313  
314  
315  
316  
317  
318  
319  
320  
321  
322  
323  
324  
325  
326  
327  
328  
329  
330  
331  
332  
333  
334  
335  
336  
337  
338  
339  
340  
341  
342  
343  
344  
345  
346  
347  
348  
349  
350  
351  
352  
353  
354  
355  
356  
357  
358  
359  
360  
361  
362  
363  
364  
365  
366  
367  
368  
369  
370  
371  
372  
373  
374  
375  
376  
377  
378  
379  
380  
381  
382  
383  
384  
385  
386  
387  
388  
389  
390  
391  
392  
393  
394  
395  
396  
397  
398  
399  
400  
401  
402  
403  
404  
405  
406  
407  
408  
409  
410  
411  
412  
413  
414  
415  
416  
417  
418  
419  
420  
421  
422  
423  
424  
425  
426  
427  
428  
429  
430  
431  
432  
433  
434  
435  
436  
437  
438  
439  
440  
441  
442  
443  
444  
445  
446  
447  
448  
449  
450  
451  
452  
453  
454  
455  
456  
457  
458  
459  
460  
461  
462  
463  
464  
465  
466  
467  
468  
469  
470  
471  
472  
473  
474  
475  
476  
477  
478  
479  
480  
481  
482  
483  
484  
485  
486  
487  
488  
489  
490  
491  
492  
493  
494  
495  
496  
497  
498  
499  
500  
501  
502  
503  
504  
505  
506  
507  
508  
509  
510  
511  
512  
513  
514  
515  
516  
517  
518  
519  
520  
521  
522  
523  
524  
525  
526  
527  
528  
529  
530  
531  
532  
533  
534  
535  
536  
537  
538  
539  
540  
541  
542  
543  
544  
545  
546  
547  
548  
549  
550  
551  
552  
553  
554  
555  
556  
557  
558  
559  
560  
561  
562  
563  
564  
565  
566  
567  
568  
569  
570  
571  
572  
573  
574  
575  
576  
577  
578  
579  
580  
581  
582  
583  
584  
585  
586  
587  
588  
589  
590  
591  
592  
593  
594  
595  
596  
597  
598  
599  
600  
601  
602  
603  
604  
605  
606  
607  
608  
609  
610  
611  
612  
613  
614  
615  
616  
617  
618  
619  
620  
621  
622  
623  
624  
625  
626  
627  
628  
629  
630  
631  
632  
633  
634  
635  
636  
637  
638  
639  
640  
641  
642  
643  
644  
645  
646  
647  
648  
649  
650  
651  
652  
653  
654  
655  
656  
657  
658  
659  
660  
661  
662  
663  
664  
665  
666  
667  
668  
669  
670  
671  
672  
673  
674  
675  
676  
677  
678  
679  
680  
681  
682  
683  
684  
685  
686  
687  
688  
689  
690  
691  
692  
693  
694  
695  
696  
697  
698  
699  
700  
701  
702  
703  
704  
705  
706  
707  
708  
709  
710  
711  
712  
713  
714  
715  
716  
717  
718  
719  
720  
721  
722  
723  
724  
725  
726  
727  
728  
729  
730  
731  
732  
733  
734  
735  
736  
737  
738  
739  
740  
741  
742  
743  
744  
745  
746  
747  
748  
749  
750  
751  
752  
753  
754  
755  
756  
757  
758  
759  
760  
761  
762  
763  
764  
765  
766  
767  
768  
769  
770  
771  
772  
773  
774  
775  
776  
777  
778  
779  
780  
781  
782  
783  
784  
785  
786  
787  
788  
789  
790  
791  
792  
793  
794  
795  
796  
797  
798  
799  
800  
801  
802  
803  
804  
805  
806  
807  
808  
809  
810  
811  
812  
813  
814  
815  
816  
817  
818  
819  
820  
821  
822  
823  
824  
825  
826  
827  
828  
829  
830  
831  
832  
833  
834  
835  
836  
837  
838  
839  
840  
841  
842  
843  
844  
845  
846  
847  
848  
849  
850  
851  
852  
853  
854  
855  
856  
857  
858  
859  
860  
861  
862  
863  
864  
865  
866  
867  
868  
869  
870  
871  
872  
873  
874  
875  
876  
877  
878  
879  
880  
881  
882  
883  
884  
885  
886  
887  
888  
889  
890  
891  
892  
893  
894  
895  
896  
897  
898  
899  
900  
901  
902  
903  
904  
905  
906  
907  
908  
909  
910  
911  
912  
913  
914  
915  
916  
917  
918  
919  
920  
921  
922  
923  
924  
925  
926  
927  
928  
929  
930  
931  
932  
933  
934  
935  
936  
937  
938  
939  
940  
941  
942  
943  
944  
945  
946  
947  
948  
949  
950  
951  
952  
953  
954  
955  
956  
957  
958  
959  
960  
961  
962  
963  
964  
965  
966  
967  
968  
969  
970  
971  
972  
973  
974  
975  
976  
977  
978  
979  
980  
981  
982  
983  
984  
985  
986  
987  
988  
989  
990  
991  
992  
993  
994  
995  
996  
997  
998  
999  
1000



1  
2  
3 Tight M (2009) *The development of higher education in the United Kingdom since 1945* Maidenhead: Open  
4 University Press

5  
6 Van Hees V, Moyson T and Roeyers H (2015) Higher education experiences of students with autism  
7 spectrum disorder: Challenges, benefits and support needs. *Journal of Autism and Developmental disorders*  
8 (6) 1673-1688.

9  
10 Weston S and McKeown S (2020) After the TEF and consumer law-based interventions-are prospective  
11 HE students now able to make informed choices. *The law teacher*

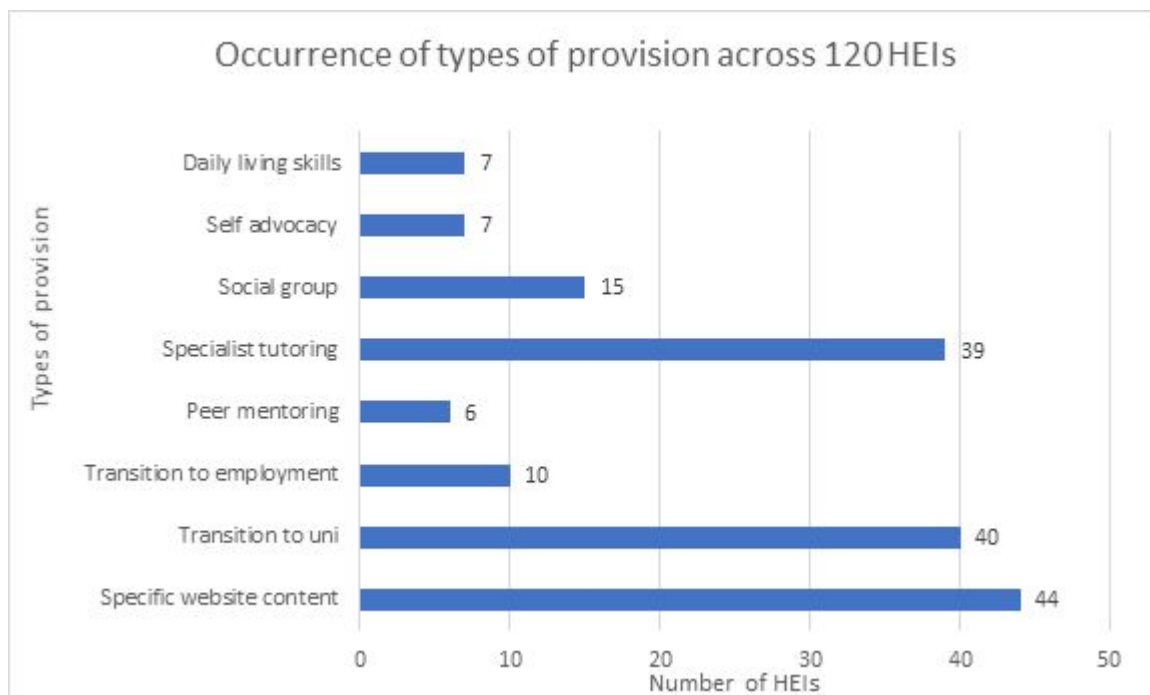
12  
13 Williams M, Pollard E, Takala H and Houghton A-M (2019) *Review of support for disabled students in*  
14 *higher education in England*. Brighton: Institute for Employment Studies

15  
16 Wood M, & Su F (2017). What makes an excellent lecturer? Academics' perspectives on the discourse of  
17 'teaching excellence' in higher education. *Teaching in higher education* 22(4): 451-466.

18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60

For Peer Review

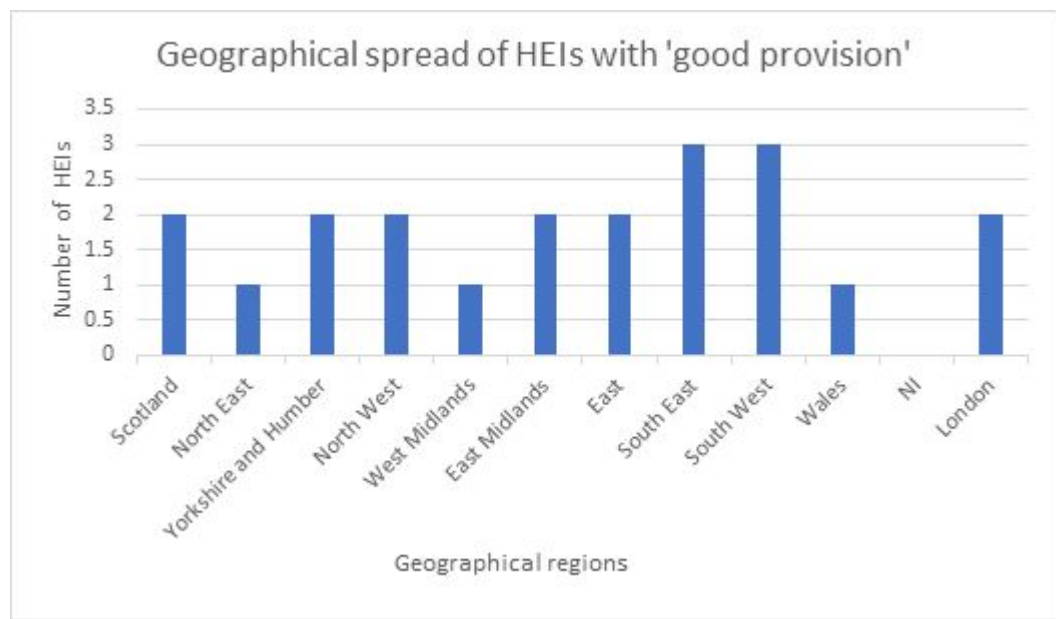
Figure 1 Occurrence of types of provision across 120 HEIs



Peer Review

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60

Figure 2: Geographical location of HEIs with good provision



Peer Review

Figure 3: Good HEI providers and their TEF rating

