

PILOT RESULTS OF FREEDOM OF INFORMATION (FOI) REQUEST:

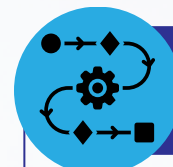


THE UNIVERSITY OF LEEDS ASSISTIVE RESOURCES FOR HEARING-IMPAIRED STUDENTS IN HIGHER EDUCATION.



BACKGROUND

This poster reports pilot findings from a FOI request submitted to the University of Leeds, Evaluating the Effectiveness and Usability of Assistive Resources for Hearing-Impaired (HI) Students in Higher Education. Published guidance suggests Leeds offers a range of inclusive teaching methods and assistive technologies for HI students. This request tests how that provision looks in institutional data: enrolment and award outcomes, support-service usage, and the policies, funding routes, and training behind them.



METHOD

A structured FOI request (submitted 22 June 2026; response received 20 July 2026) asked Leeds' Information Compliance team for institutional records across four themes:

1. Graduation data: enrolments, graduations and average grades, HI students vs. all students, 5-year window
2. Policies & funding.
3. Training: assistive-technology training for students and staff.
4. Assistive resources: human support, technologies, setting-specific adaptation, monitoring, and future plans



DATA SOURCES

Two institutional datasets

HESA-return data (Enrolments & Awards workbook): counts of students and graduates with a declared hearing impairment as their primary disability, 2021/22-2025/26, subject to HESA rounding & suppression.

Disability Services register: broader count of students with a recorded disability record who are hearing-impaired (including as one of multiple disabilities), and who used support services, 2020/21-2025/26.



Results · Enrolment

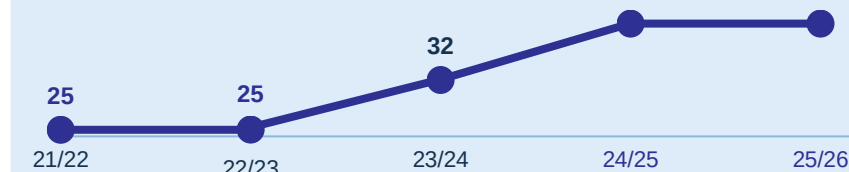
HI enrolment nearly doubled in five years

25 → 40

HI students enrolled · 2021/22 to 2025/26

0.15% → 0.23% · share of all enrolments

Recorded HI students by academic year



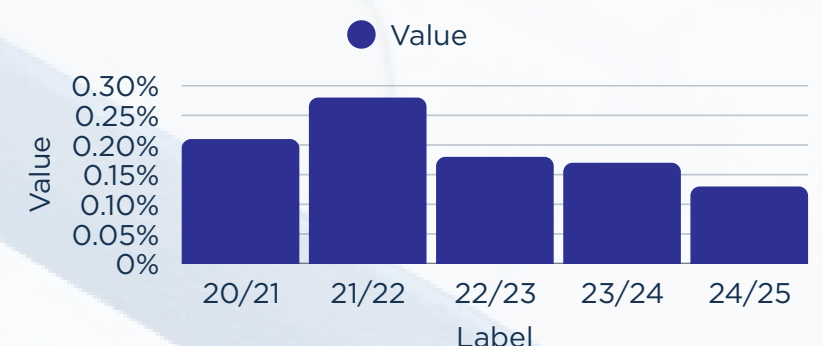
Recorded HI enrolment share rose from 0.15% to 0.23%.

% of all UG + PGT + PGR entrants recorded as hearing-impaired, by academic year.



RESULTS · GRADUATION

HI students as a share of all graduations



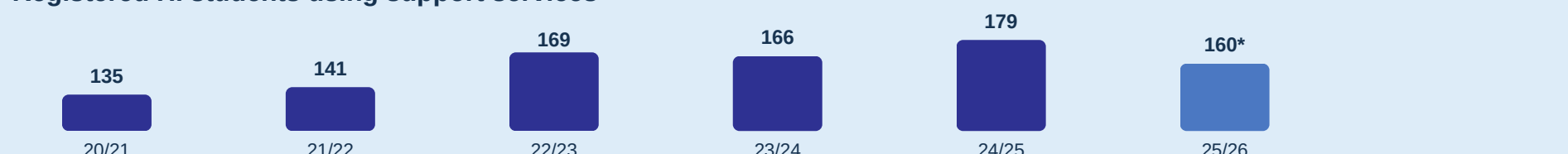
% of all UG + PGT awards (graduations) going to HI students, by academic year. Unlike enrolment share, this has declined since 2021/22.

The median award class for HI students matched the all-student median (Upper Second / Pass with Merit) in the one year it could be reported (2021/22 UG); all other year/level cells were suppressed due to low numbers.



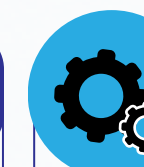
RESULTS · SERVICE USE

Registered HI students using support services



Year	UG	Taught PG	Research PG	Total
2022/23	118	33	11	169
2023/24	117	28	13	166
2024/25	130	31	12	179
2025/26	127	19	9	160*

*2025/26 is still in progress; figures are incomplete. Grand totals also include <5 Dental UG and <5 Medical UG per year (suppressed). A student may be counted in more than one year as they progress through their course.



PROVISION: POLICY, FUNDING & TRAINING

Inclusive Baseline Standards, derived from DfE guidance.

Funding route: students are directed to DSA (or equivalent); where DSA is unavailable, the University's own Disability Support Fund covers comparable assistive resources.

Student training: one-to-one and group support from an Adviser, plus DSA-funded specialist providers.

Staff training on supporting HI students and related technology is arranged on request.



PROVISION: ASSISTIVE RESOURCES

Human support: note-takers; BSL interpreters sourced via independent suppliers as needed.

Technology: live & recorded transcription and captioning; direct/remote microphone systems; personal devices (e.g. Phonak Roger) via DSA; induction-loop listening systems.

Setting-specific adaptation: resources can be tailored for group work, lab work and tutorials.

Monitoring: effectiveness is tracked through student feedback only. No standardized outcome metric was reported.



LIMITATIONS & INTERPRETATION

Small underlying numbers (institutional HI cohorts of 20-40 students/year) mean year-on-year change is volatile, and several cells were suppressed under s.40(2), limiting grade-outcome comparison.

The two datasets use different definitions of "hearing-impaired", so figures are not directly additive across the two result panels.

Effectiveness monitoring relies on feedback alone rather than outcome data, directly motivating this PhD's aim of evaluating usability and effectiveness more systematically.



CONCLUSION

- Leeds' policy and resourcing framework for HI students is broad and reasonably well documented, and the recorded HI enrolment share has grown.
- But the falling HI share of graduations, alongside feedback-only effectiveness monitoring, points to a gap between provision and evidenced outcomes. This doctoral project sets out to examine that gap.



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