Works Cited

1. *case_study_7ED049-1 (1).pdf*. (n.d.).
2. University of Wolverhampton. (n.d.). *Tutor Awareness Sheet*. Available at: https://www.wlv.ac.uk/current-students/student-support/student-support-and-wellbeing-ssw/tutor-awareness-sheet/ [Accessed 8 July 2025].
3. University of Edinburgh School of Mathematics. (n.d.). *Disability Services and Support*. Available at: https://teaching.maths.ed.ac.uk/undergraduate/support/disability [Accessed 8 July 2025].
4. ERIC. (2016). *EJ1138243 - Higher Education and Disability: Exploring Student Experiences, Cogent Education*. Available at: https://eric.ed.gov/?id=EJ1138243 [Accessed 8 July 2025].
5. Kendall, L. (2016) 'Higher education and disability: Exploring student experiences' , Available at: https://www.researchgate.net/publication/310757767_Higher_education_and_disability_Exploring_student_experiences [Accessed 8 July 2025].
6. *Inclusion in higher education*. (n.d.). Available at: https://inclusioninhe.com/wp-content/uploads/2020/08/pre-print.pdf [Accessed 8 July 2025].
7. *Tang, E.S.Y., Griffiths, A. and Welch, G.F., 2024. The Impact of Three Key Paradigm Shifts on Disability, Inclusion, and Autism in Higher Education in England: An Integrative Review. Trends High. Educ., 3, pp.122-141 ...*. Available at: https://discovery.ucl.ac.uk/id/eprint/10186599/1/higheredu-03-00007.pdf [Accessed 8 July 2025].
8. Adams, J. (2020). *DSA support for disabled students in higher education in UK*. NADP. Available at: https://nadp-uk.org/wp-content/uploads/2021/01/JIPFHE-Issue-12.1-Article-2.docx [Accessed 8 July 2025].
9. *Borkin, H., Rowan, A., Stoll, N., Codiroli, N., Aldercotte, A., Pugh, E.*

and Lawson, H., 2024. *Supporting disabled students: Mapping reasonable adjustments and transition support. London: Transforming Access and Student Outcomes in Higher Education (TASO).....* Available at: https://cdn.taso.org.uk/wp-content/uploads/ 2024-04-11 _Supporting-disabled-students-mapping-adjustments-transition-support_TASO.pdf [Accessed 8 July 2025].

10. Little, C., Pearson, A. and Gimblett, K. (2023) 'Reasonable adjustment, unfair advantage or optional extra? Teaching staff attitudes towards reasonable adjustments for students with disabilities', *Journal of Perspectives in Applied Academic Practice*, 11(2), pp. 135-146. Available at: https://jpaap.ac.uk/JPAAP/article/download/546/657 [Accessed 8 July 2025].

11. Bunbury, S. (n.d.). *Disability in higher education: do reasonable adjustments contribute to an inclusive curriculum?*. WestminsterResearch. Available at: https://westminsterresearch.westminster.ac.uk/download/9c1f982bae 596d67a4ff50cbd1120eb70b3a7883644f3ae8b8a14715a0631d7a/11 0683/HE%20IC%20Article%202018%20IJIE%20with%20author%20d etails%20version.pdf [Accessed 8 July 2025].

12. Office of the Independent Adjudicator for Higher Education. (n.d.). *SUPPORTING DISABLED STUDENTS - Removing obstacles to learning*. Available at: https://www.oiahe.org.uk/resources-and-publications/good-practice-fr amework/supporting-disabled-students/removing-obstacles-to-learnin g/ [Accessed 8 July 2025].

13. *Nieminen, J.H. (2024) 'Assessment for Inclusion: rethinking inclusive assessment in higher education', Teaching in Higher Education, 29(4), pp. 841-859. ....* Available at: https://www.tandfonline.com/doi/full/10.1080/13562517.2021.202139 5 [Accessed 8 July 2025].

14. Tai, J., Mahoney, P., Ajjawi, R., Bearman, M., Dargusch, J., Dracup, M. and Harris, L., 2023. How are examinations inclusive for

students with disabilities in higher education? A sociomaterial analysis. *Assessment & Evaluation in Higher Education*, 48(3), pp.390-402.… Available at: https://www.tandfonline.com/doi/full/10.1080/02602938.2022.2077910 [Accessed 8 July 2025].

15.   Brewer, G., Urwin, E. and Witham, B. (2025) 'Disabled student experiences of Higher Education', *Disability & Society*, 40(1), pp. 108–127. doi: 10.1080/09687599.2023.2263633. Available at: https://www.tandfonline.com/doi/full/10.1080/09687599.2023.2263633 [Accessed 8 July 2025].

16.   Advance HE. (n.d.). *Aligning teaching for constructing learning*. Available at: https://www.advance-he.ac.uk/knowledge-hub/aligning-teaching-constructing-learning [Accessed 8 July 2025].

17.   University of Warwick. (n.d.). *Principles of Assessment Design*. Available at: https://warwick.ac.uk/fac/cross_fac/academic-development/assessmentdesign/assessement-and-feedback/toolkit/principles/ [Accessed 8 July 2025].

18.   Durham University. (n.d.). *Constructive alignment*. Available at: https://dcad-resourcebank.webspace.durham.ac.uk/2024/01/25/constructive-alignment/ [Accessed 8 July 2025].

19.   Oxford Brookes University. (n.d.). *Inclusive assessment*. Available at: https://www.brookes.ac.uk/staff/working-at-brookes/equality-diversity-and-inclusion/inclusive-teaching-and-learning/inclusive-assessment [Accessed 8 July 2025].

20.   O'Neill, S. and Lee, L. (2025) 'A quiet hope: Enhancing institution-wide inclusive assessment practices', in S. Abegglen et al. (eds.) *Stories of Hope: Reimagining Education*. Cambridge, UK: Open Book Publishers, pp. 315-329... Available at: https://books.openbookpublishers.com/10.11647/obp.0462.27.pdf [Accessed 8 July 2025].

21. Institute of Physics. (n.d.). *Building momentum towards inclusive teaching and learning*. Available at: https://www.iop.org/sites/default/files/2019-03/building-momentum.pdf [Accessed 8 July 2025].

22. Moreland University. (n.d.). *Feedback Strategies that Promote Learning*. Available at: https://moreland.edu/resources/blog-insights/feedback-strategies-that-promote-learning [Accessed 8 July 2025].

23. Morris, C., Milton, E. and Goldstone, R. (2019) 'Case study: suggesting choice: inclusive assessment processes', *Higher Education Pedagogies*, 4(1), pp. 435–447. doi: 10.1080/23752696.2019.1669479.. Available at: https://www.tandfonline.com/doi/full/10.1080/23752696.2019.1669479 [Accessed 8 July 2025].

24. Centre for Teaching and Learning. (n.d.). *IncludED: A guide to designing inclusive assessments*. Available at: https://www.ctl.ox.ac.uk/included-designing-inclusive-assessments [Accessed 8 July 2025].

25. Education Horizons. (n.d.). *Understanding Learning Management Systems: A Comprehensive Guide for Schools*. Available at: https://www.educationhorizons.com/blog/understanding-learning-management-systems-a-comprehensive-guide-for-schools-3bd84

26. Blackstone Career Institute. (n.d.). *4 Benefits of a Learning Management System*. Available at: https://blackstone.edu/4-benefits-of-a-learning-management-system/ [Accessed 8 July 2025].

27. Novak Education. (n.d.). *How to Enhance Learning for All Students with AI*. Available at: https://www.novakeducation.com/blog/10-ways-to-enhance-learning-with-ai [Accessed 8 July 2025].

28. University of St Andrews. (n.d.). *Assessment and feedback - Resources for inclusive and anti-colonial practice*. Available at: https://inclusive-and-anti-colonial-practice.wp.st-andrews.ac.uk/inclusi

ve-assessment/ [Accessed 8 July 2025].

29.   PEARL. (n.d.). *Higher Education and ableism: experiences of disabled students' in England during the Covid-19 pandemic – stepping into inclusion*. Available at: https://pearl.plymouth.ac.uk/cgi/viewcontent.cgi?article=1360&context=sc-research [Accessed 8 July 2025].

30.   SchoolAI. (n.d.). *Personalized AI student feedback to improve learning results*. Available at: https://schoolai.com/blog/personalized-ai-student-feedback-to-improve-learning-results [Accessed 8 July 2025].

31.   ERIC. (n.d.). *Harnessing Generative AI (GenAI) for Automated Feedback in Higher Education: A Systematic Review*. Available at: https://files.eric.ed.gov/fulltext/EJ1446868.pdf [Accessed 8 July 2025].

32.   *Pierrès, O. et al. (2024) 'COULD THE USE OF AI IN HIGHER EDUCATION HINDER STUDENTS WITH DISABILITIES? A SCOPING REVIEW', IEEE Access. doi: 10.1109/ACCESS.2024.3365368. ...*. Available at: https://www.researchgate.net/publication/378163761_Could_the_Use_of_AI_in_Higher_Education_Hinder_Students_With_Disabilities_A_Scoping_Review#:~:text=However%2C%20current%20reviews%20have%20failed,end%20up%20discriminating%20against%20them. [Accessed 8 July 2025].

33.   Evans, C. (2025) *Disability Inclusion in UK Higher Education*. Lincoln: Eleanor Glanville Institute, University of Lincoln and Inclusivehe.org. (Commissioned by the British Council).. Available at: https://www.researchgate.net/publication/389875117_Disability_Inclusion_in_UK_Higher_Education [Accessed 8 July 2025].