

ALISS Quarterly

Association of Librarians and Information professionals in the Social Sciences

Women's History

Women's history month timeline

Perth Women on Wikipedia;

Colour me Pink! Being inspired by the
Zandra Rhodes Digital Study Collection;

Women and Art in London;

The Kate Adie Collection Cataloguing Project

Disability and Well being

Disability, Higher Education Teaching and learning bibliography

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Editorial

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Disability and Well being

Disability, Higher Education, Teaching and Learning Bibliography

March/April 2025

Editorial

Welcome to the latest edition of ALISS Quarterly. It has been published by ALISS (Association of Librarians and Information Professionals in the Social Sciences).

The main part of the journal contains papers relating to the March 2025 ALISS women's history Month event.

It introduced the timeline which was created for the event.

Presentations held on the day

Their Finest Hour Online Archive (University of Oxford)- Catherine Conisbee Project Officer, Sustainable Digital Scholarship (SDS) service, Centre for Digital Scholarship, Bodleian Libraries

<https://theirfinesthour.english.ox.ac.uk/home>

Their Finest Hour is an extraordinary collection of more than 2,000 stories and 25,000 objects contributed by the public, capturing personal and community experiences of the Second World War. This presentation will explore how this remarkable collection was created, describe some of the digital tools used by the team, and introduce the two new research projects it inspired: Mapping 'Their Finest Hour' and Extracting Keywords from Crowdsourced Collections.

Perth Women on Wikipedia, Gill Ryan. Perth Women on Wikipedia, is an ongoing partnership between Wikimedia UK and Culture Perth and Kinross libraries. Gill Ryan is a Wikimedia trainer who has run workshops using the library as a resource not just a venue. Her expanded article in this issue describes the aims and nature of this important work.

Also contained in this section are

Creation of the Zandra Rhodes digital collection at university of creative arts which introduces a new imaginative teaching and research collection which will be of value to many. The insight into how it was curated and put online is fascinating.

The Kate Adie Collection Cataloguing Project 2024-25 is introduced by Dr Rachel Webb from the University of Sunderland. It is cataloguing the lifework of world-renowned BBC journalist and author Kate Adie.

Women and Art in London

Is a review of the collections held at the London Archive of artwork by women and women publishers of art in London. It was recently completed by Jeremy Smith, a former Prints Librarian, collaborated with Charlotte Hopkins, an Archives Officer at The London Archives (TLA). The illustrations and biographies are amazing to see.

The issue also contains well-being and disability sections. These are linked to the disability forum section of our website where further slides and dates of future meetings can be found <https://alissnet.com/disability/>

We hope you enjoy the issue

Keep up to date on the website <https://alissnet.com/>

Heather Dawson ALISS Secretary h.dawson@lse.ac.uk


Women's History Month Timeline

WOMEN'S HISTORY

TIMELINE

1857-1928

EVENT 01



Barbara Leigh Smith Bodichon (1827-1891) Talented educationalist and campaigner. In 1854 published in plain language a pamphlet summarising the laws relating to women and their lack of rights

<https://womenslegallandmarks.com/2017/08/07/a-brief->

During March 2025 we created a timeline using canva templates.

<https://socialsciencecurrentawareness.wordpress.com/be-inspired/>

It was based on the scholarship of Philippa Gregory in her book Normal Women

<https://www.philippagregory.com/books/normal-women#>

an ambitious text covering 900 years of history focusing on resurfacing the contribution of women

<https://www.londonreviewbookshop.co.uk/stock/normal-women-900-years-of-making-history-philippa-gregory>

Week One

[Click to access womens-history-month-timeline-2025.pdf](#)

Week Two

[Click to access womens-history-month-timeline-2025-1.pdf](#)

Week Three

<https://socialsciencecurrentawareness.wordpress.com/wp-content/uploads/2025/03/womens-history-month-timeline-2025-2.pdf>

Week 4

[Click to access womens-history-month-timeline-2025-3.pdf](#)

Week 1 - Emphasised the myriad roles medieval women took.

We have Hildegard of Bingen with her amazing polymath writings, which influenced popes Clemence of Barking, who translated a famous religious work and the amazing Luttrell Psalter, which contains visual images of women performing all sorts of roles. The Luttrell Psalter is justifiably considered one of the British Library's greatest treasures. It was created c. 1320-1340 in Lincolnshire, England, and takes its name from its first owner and patron, Sir Geoffrey Luttrell (1276-1345). The British Library blog provides details

<https://blogs.bl.uk/digitisedmanuscripts/2013/09/the-luscious-luttrell-psalter.html>

it has some marvellous digitised sketches of women spinning and working in the fields.

<https://blogs.bl.uk/digitisedmanuscripts/2024/11/women-at-work.html>

Week 2

Stressed that many historians had underestimated the active role women had played in rebellions and revolts

It introduced examples from the peasants' rebellion of 1381 and religious dissent such as the Pilgrimage of Grace.

it also highlighted influential women writers who stood up for women's rights and argued that women should not be confined to the Private sphere.

these include links to the works of Christine Pizan with marvellous images from her book the City of Ladies.

Week 3

Features the way in which women increasingly became confined to a 'private feminised' sphere of the home.

We found about the astounding Elizabeth Cellier a catholic midwife with a 'colourful career' who also published a plan for formal training and rights for women midwives

a highlight was also the notable writer Mary Anstell 1666-1731 who campaigned for education for women in 1694 she wrote a work entitled a Serious Proposal for the ladies which argued for residential centres of learning for single women we discovered the @lse.library has a digital copy <https://digital.library.lse.ac.uk/Documents/Detail/a-serious-proposal-to-the-ladies/242469> Find out more <https://plato.stanford.edu/entries/astell/>

Week 4

Some amazing campaigning women

Barbara Leigh Bodichon and the 1866 suffrage petition.

<https://blogs.lse.ac.uk/lsehistory/2016/06/07/the-1866-womens-suffrage-petition/>

Josephine Butler and her campaigns against prostitution and trafficking
<https://www.lse.ac.uk/library/collection-highlights/prostitution-and-trafficking>

Matchwomen's Strike in 1888

<https://www.nationalarchives.gov.uk/education/resources/what-was-the-significance-of-the-match-girls-strike-in-1888/>

video from expert Dr Louise Raw

<https://www.youtube.com/watch?v=nji0XrE89ok>

Perth Women on Wikipedia and the challenges of feminist knowledge activism

Gill Ryan, Wikimedia trainer and editor

Perth Women on Wikipedia (PWOW) is a partnership project between Wikimedia UK and Culture Perth and Kinross libraries. With the support of local history staff, participants can access online and physical sources to research local women of note and use these to create or improve their Wikipedia biographies. (I should clarify that the project is focused on women from Perthshire in Scotland not Australia, which has been the source of much confusion online.)

Projects like these have contributed to the growth of women's biographies on Wikipedia, from 15.5% in 2014 to just over 20% today, making the internet less sexist one edit at a time¹. Much of this impetus can be credited to the Wiki Women in Red project, which was set up in July 2015 to address the acknowledged gender bias on Wikipedia². In December 2024, the milestone of 20% was passed. It's worth noting that this gender gap applies to English-language Wikipedia. In Welsh the gender balance is almost 50:50 (Wikimedia, 2016).

A significant contributor to this gap is that most editors will edit and create articles that reflect their interests, and around 80% of editors are male (Tripodi, 2021). Attracting more women and people from LGBTQ+ and other minoritised communities, so the make-up of contributors more accurately reflects society, should lead to a greater diversity in biographies. Wiki Women in Red runs regular online and in-person themed editing events around the world that have engaged more women in editing and have inspired many local projects, one of which is PWOW.

It's worth remembering that this work is done by volunteers: Wikipedia editors and trainers give their time, their research skills and their knowledge for free. There are some superheroes when it comes to creating women's biographies. Physicist Jess Wade committed to creating one biography of a female scientist every day for a year, and in 2023 completed her 2000th biography (Ferguson, 2023). You may have heard about Jess as she has been targeted maliciously, and her articles have been repeatedly flagged for deletion (Ro, 2025). This is one of the challenges of knowledge activism and the fear of this can put women off editing.

Wikipedia has been putting better safeguards in place for when this happens and editors who continually flag articles about women for deletion can be banned. One of the best safeguards against this is to make absolutely sure that your biography meets all the standards for notability, and you have several reliable sources of evidence to prove it. That doesn't just require editing skills, it requires research. If someone like Jess, who has professional research skills, can be flagged for deletion another challenge is how we support less-experienced editors without a research background to create solid articles.

¹ https://en.wikipedia.org/wiki/Wikipedia:WikiProject_Women_in_Red

² https://en.wikipedia.org/wiki/Women_in_Red

My first editing session was with a creative collective based in Glasgow called Protests and Suffragettes (P&S). ‘Editathons’ like this help to build editors’ confidence by making small improvements to articles in a supportive setting. P&S believe that improving articles about women will make them more likely to be read. This can involve relatively small edits such as fixing typos, creating links to other pages, or adding photos. The most impactful way to improve an article is to research and add references that evidence notability.

One of the six pillars of Wikipedia is notability: a person or topic that has received significant coverage in reliable sources, independent of the subject, is presumed to be suitable for an article.³ This can be challenging for women whose achievements in the past may not have been considered worth recording, but you can’t use original research. Only secondary sources that have been published can be used as references. This is to ensure verifiability; anyone checking your source should be able to find the same information. Wikipedia is very clear on what it considers to be reliable sources. Academic texts, ‘broadsheet’ newspapers, published books and peer-reviewed journals are acceptable, tabloids, social media and personal conversations are not. A reliable source must have a named author and a publisher. If no reliable sources can be found on a topic, Wikipedia should not have an article on it.⁴

One of the first workshops I volunteered on as a trainer was run by the Queer Heritage and Collections Network (QHCHN), which brings LGBTQ+ histories to light in galleries, libraries, archives and museums. This quote from Rachel Lennon, Chair of QHCHN, speaks to queer histories and I think to women’s histories and Black histories. As Wikipedia editors, librarians and archivists, it is our responsibility to look, and look again, at who gets remembered and who doesn’t.

“It is our responsibility to continue to look again, to research, to better understand the lives lived in connection to places and objects, and ask who is remembered and who is forgotten and to understand the power behind those choices.” (Lennon, queerhcn.org)

These are some of the ideas that have influenced Perth Women on Wikipedia. In partnership with Culture PK libraries, we build research skills alongside editing skills. I had originally approached the library as a potential venue for an editathon, but in conversation with Learning and Engagement Manager Kirsty Brown it evolved into a six-week course using the library as a resource not just a venue. In partnership with the local history department, we combined learning Wikipedia editing skills with exploring the online and physical resources in the library so that participants could choose a woman to research and then create, improve or add references to their article. We have since run three-hour workshops which incorporate a visit to the local history department.

³ <https://en.wikipedia.org/wiki/Wikipedia:Notability>

⁴ https://en.wikipedia.org/wiki/Wikipedia:Verifiability#Reliable_sources

Local history is where PWOW editors find reliable sources. As well as the physical parish records and electoral rolls they hold, the library provides free access to websites like Ancestry. The librarians have demonstrated how to access a range of online collections and archives, and have curated a selection of relevant books from their collection. In particular, the library card catalogue proved a trove of sources to evidence the notability of Perth women. There were articles on their achievements, a remarkable number had been awarded MBEs and BEMS, and most helpfully there were obituaries detailing what had made their lives notable.

The most valuable resource the library has is its staff, who are so knowledgeable and generous in helping people find what they are looking for, knowing exactly where to look and whether something is held in the collections. Sadly, this is the resource that's most under threat in libraries across Scotland and the UK, with cutbacks, job losses and library closures (CILIPS 2024, BBC 2025). Librarians with a universe of local history in their heads are retiring and not being replaced.

Because researching one woman always turns up another, our work list grew from 37 women to 66 after the first course and since then has climbed to more than 166. We have also been intentional in seeking out lesser-told stories, as working class, LGBTQ+ and ethnic minority histories are there but may need more digging. We have particularly highlighted women from Perthshire's Traveller community and its storytelling traditions. We plan to run future events for Pride with the LGBTQ+ community, and to engage with younger women to diversify the demographic of our editors. At a time when both libraries and Wikipedia are under attack from regressive politics, working in partnership to make our physical and online spaces more inclusive and representative is more important than ever.

Author bio:

Gill Ryan is a Wikimedia trainer and editor with a background in online and open pedagogy. She runs editing courses and workshops using the library as a resource in Perth and Kinross. As well as the Perth Women on Wikipedia project, she volunteers with Protests & Suffragettes in Glasgow. She writes and talks about the value of libraries for researching women's history, intentional inclusion, and the challenges of feminist knowledge activism.

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Colour me Pink! Being inspired by the Zandra Rhodes Digital Study Collection

Marie-Therese Gramstadt, University for the Creative Arts

About the Zandra Rhodes' Colourful Heritage project

Thanks to National Lottery players and the National Lottery Heritage Fund, University for the Creative Arts (UCA) and The Zandra Rhodes Foundation received funding to collaborate on the Zandra Rhodes' Colourful Heritage project (2024-2025). This project has several parts: digitally photographing and archiving the Zandra Rhodes Archive; 6 video interviews with Zandra Rhodes, her friends, colleagues and artistic collaborators (UCA and Zandra Rhodes Studio, 2024); employability and training opportunities through 5 student internships; workshops with 16-to-17-year-olds across Medway, Kent; an exhibition of student work in Medway; a Continuing Professional Development opportunity for school teachers around Medway; and a toolkit to encourage improved access to the Digital Study Collection for non-traditional learners. This paper focusses on the updates and additions to The Zandra Rhodes Digital Study Collection, but information about other areas of the project will be available on the website (UCA, 2025).

The Zandra Rhodes Digital Study Collection in VADS

The Zandra Rhodes Digital Study Collection was launched in March 2013 following a project funded by Jisc (UCA, 2013). This project was managed by UCA's Digital Curation Manager, who is also responsible for managing VADS. VADS is an online database of over 140,000 images from more than 300 art and design collections in the UK, which are made available free for use in education. This includes the Zandra Rhodes Digital Study Collection. The VADS in-house system was transferred across to OCLC's CONTENTdm digital collection management system in 2020 (VADS, n.d.). This ongoing maintenance of the Digital Study Collection in VADS provided a strong foundation to request funding. We were also able to save time and money by revisiting the protocols originally set-up for cataloguing and photography of the Zandra Rhodes Archive (Gramstadt, 2012).

The Zandra Rhodes Foundation

In 2020, Dame Zandra Rhodes established The Zandra Rhodes Foundation "to inspire current and future generations of designers, artists, researchers, students and educators". The Foundation is led by Piers Atkinson, milliner, collaborator and friend of Zandra Rhodes. At the time, Piers Atkinson was also a Senior Lecturer at UCA, and led a project with UCA students in which they uncovered a plethora of garments, dresses, accessories and head pieces in the Zandra Rhodes Archive. Each item was photographed and accessioned in the form of a fashion lookbook. This meant that when we started the National Lottery Heritage Fund project, Zandra Rhodes and Piers Atkinson were able to select from the lookbook and choose the items that would be digitally archived in VADS.

Accessing the Zandra Rhodes Digital Study Collection

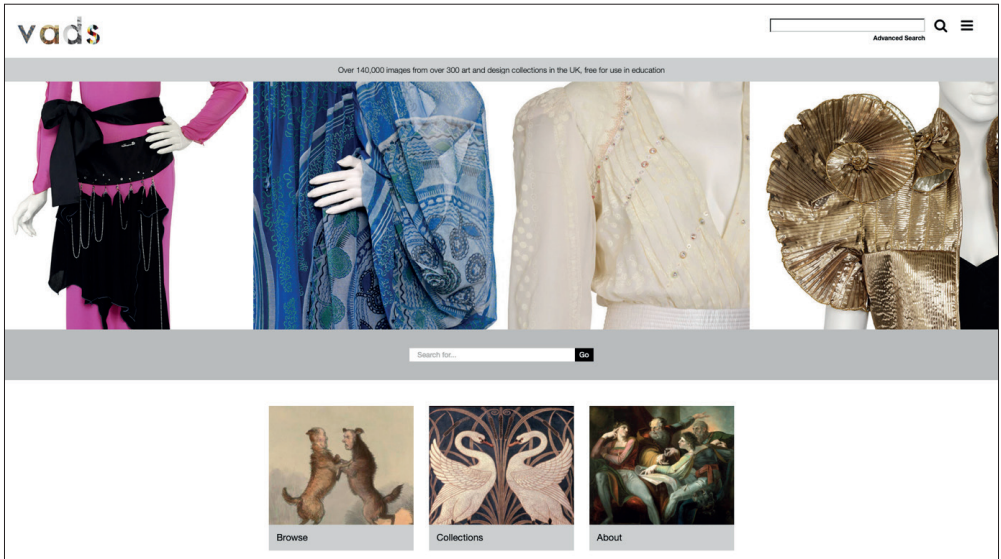


Fig. 1. vads.ac.uk home page

The vads.ac.uk home page features a changing banner image - if the user clicks on the Zandra Rhodes banner (**Fig. 1.**) this leads directly into the Zandra Rhodes Digital Study Collection (**Fig. 2.**).

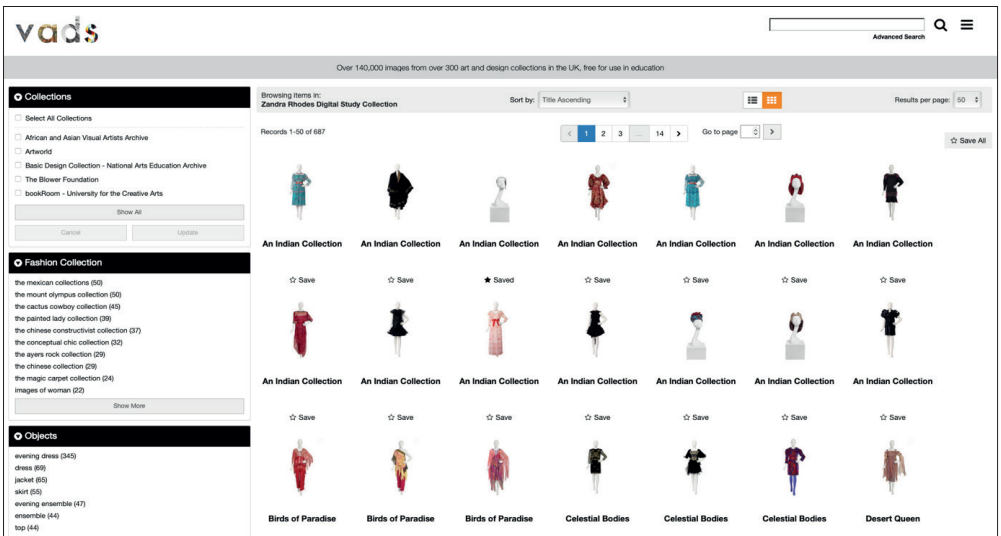


Fig. 2. The Zandra Rhodes Digital Study Collection in VADS

Controlled Lists

On the left-hand side of the screen (**Fig. 2.**) are the following controlled lists:

1. **Collections** – a list of all the collections available in VADS;
2. **Fashion Collection** – this is sorted by the number of records available (it is not currently possible to change this to an A-Z list or to sort by year);
3. **Objects** – from the evening dresses that Zandra Rhodes is famous for, to a range of accessories and other garments;
4. **Techniques** – several of these techniques are in-house terms, and are supported with technique demonstration videos (UCA and Zandra Rhodes Studio, 2013);
5. **Textile Print Design Name** – these are referenced through the Zandra Rhodes Textile Design Bible, which is also available to search on VADS (Rhodes, 2024);
6. **Main Fabric** – Zandra Rhodes is internationally known for her colourful silk chiffon dresses, but there are also some unexpected other fabric types in this category. These were informed by work with the Metadata Researcher in the first Jisc-funded project, who was also Zandra Rhodes' Production Manager so knew the exact fabric specifications.

Hyperlinked Vocabulary



Fig. 3.a. Hat by Zandra Rhodes, Paris, Frills and Button Flowers, Autumn/Winter 1971. © Zandra Rhodes 2024. Available from: <https://vads.ac.uk/digital/collection/ZR/id/5496/rec/1>

| Object Description | |
|----------------------------------|---|
| Title | Paris, Frills and Button Flowers |
| Collection | Zandra Rhodes Digital Study Collection |
| Designer | Zandra Rhodes (British, born 1940) |
| Season | Autumn/Winter 1971 |
| Description | Hat formed from layers of ivory wool underfelt with Button Flower screen-printed and appliquéd on top and pinked edges around the brim. |
| Place of Origin | London |
| Objects | hat |
| Main Fabric | wool underfelt |
| Techniques | screen printed appliquéd pinked edges formed |
| Textile Print Design Name | Button Flower |
| Colourway | ivory printed with yellow, red, blue |
| Keywords | zig-zag, buttons, flowers, pop art |
| Notes | Accession number: ZR/2024/H1. Modelled by Zandra Rhodes and photographed by Bishin Juronji for the Japanese womens' lifestyle magazine Anan (The Art of Zandra Rhodes, p. 76; Lifelong Love Affair p. 73; 50 Fabulous Years in Fashion, p. 33). Worn with Butterfly No. 57 (7/1/19) known as the Dinosaur coat. |
| Location | Zandra Rhodes' Personal Collection |
| Copyright | © Zandra Rhodes 2024. |
| Terms of Use | This work is licensed for use in learning, teaching, and research, under the non-commercial Creative Commons Licence CC BY NC SA 4.0 Licence. |
| Fashion Collection | Paris, Frills and Button Flowers |
| Project | Zandra Rhodes' Colourful Heritage |
| Funder | Digitisation funded by the National Lottery Heritage Fund. |

Fig. 3.b. Object Description Record

From the controlled lists sidebar (**Fig. 2.**) if the user selects 'pinked edges' under Technique for example, this search term is highlighted within the Object Description of each record (example at **Fig. 3.b.**). Additionally, the controlled list fields are hyperlinked across records, so in the example above the user could select 'Paris, Frills and Button Flowers' to retrieve all the images in that Fashion Collection. Or under Main Fabric, the user could select 'wool underfelt', which has been used by Zandra Rhodes to create sculptural pieces such as the hat's matching coat (Rhodes, 2013).

Social History

The Notes field contains information about who may have worn a garment, for example at first glance Style Number 72/47 is a frilly woman's blouse (Rhodes, 2024), but a similar version of this jersey top was worn by glam rock musician Marc Bolan (Bonhams, 2013). At the time it was considered shocking to have outside seams and for a man to wear something frilly and feminine.

The search phrase 'the art of Zandra Rhodes' (quotes not needed) will retrieve results from 'The Art of Zandra Rhodes' book (Rhodes, Z. and Knight, A., 1984), which covers from The Fulham Road Clothes Shop, opened in 1968 with Sylvia Ayton, to Zandra Rhodes' first solo collection featured in American Vogue up until The African Collection of Spring/Summer 1981.

Using the search phrase 'lifelong love affair' will retrieve images found in the book 'Zandra Rhodes: A Lifelong Love Affair with Textiles', which includes the Style Number 73/44 described as Zandra Rhodes' best-selling garment that has "graced celebrities, royalty, models and women around the world" (Monsef, G. et al, 2005, pp. 90-91).

Originally trained as a Textile Designer, Zandra Rhodes is known for revisiting and reusing her textile prints in different ways. The book 'Zandra Rhodes: Textiles Revolution: medals, wiggles, and pop 1961-1971' (Safer, S.E., 2010) offers another approach to accessing the Digital Study Collection. A search for the textile print 'Mr Man' (no quotes needed) brings back results from 1968, 1976, 1978 and a new example from the National Lottery Heritage Fund project in which the 'Mr Man' print has been used for a velvet dress and leggings from 1993 (Fig. 4).



Fig. 4. Detail view of velvet dress and leggings printed with 'Mr Man' textile design by Zandra Rhodes, The Neo Fantasy Look, Autumn/Winter 1993. © Zandra Rhodes 2024. Available from: <https://vads.ac.uk/digital/collection/ZR/id/6391/rec/4>

The book 'Zandra Rhodes: 50 Fabulous Years in Fashion' (Rhodes, Z. and Nothdruff, D., 2019) includes many photographs from the first Jisc-funded project, but also provides fashion show images of some of the accessories and headpieces photographed for the first time for the National Lottery Heritage Fund project (Fig. 5.).



Fig. 5. Turban designed by milliner Stephen Jones, with textile print by Zandra Rhodes, The Mount Olympus Collection, Spring/Summer 1983. © Zandra Rhodes 2024. Available from: <https://vads.ac.uk/digital/collection/ZR/id/5462/rec/5>

Finally, a search for 'Iconic' within the simple search box, retrieves results from Zandra Rhodes' autobiography. Zandra Rhodes recounts how Brian May and Freddie Mercury visited her Bayswater Studio, and Freddie tried on a woman's bridal top (Rhodes, Z., 2024), which led to Zandra Rhodes designing stage costumes for the rock band Queen. In another chapter, Zandra Rhodes describes visiting Kensington Palace to meet Diana, Princess of Wales.

Style Name Bibles and Textile Design Bible

The Textile Design Bible and the Style Bibles are a really important working resource that continue to be used by the Zandra Rhodes Studio. The Zandra Rhodes' Colourful Heritage project has provided an opportunity to update these records to the present day. From the main page for the Zandra Rhodes Digital Study Collection, the default sort order is 'Title Ascending' – so to access the 'Bibles' the user needs to select the last page which will show the 17 Style Bibles and one Textile Design Bible at the end of the results. Each record takes the user to the front cover image for each 'Bible', and then the user can either click through page-by-page, or select the icon (Fig. 6.) to use the page-turning technology.

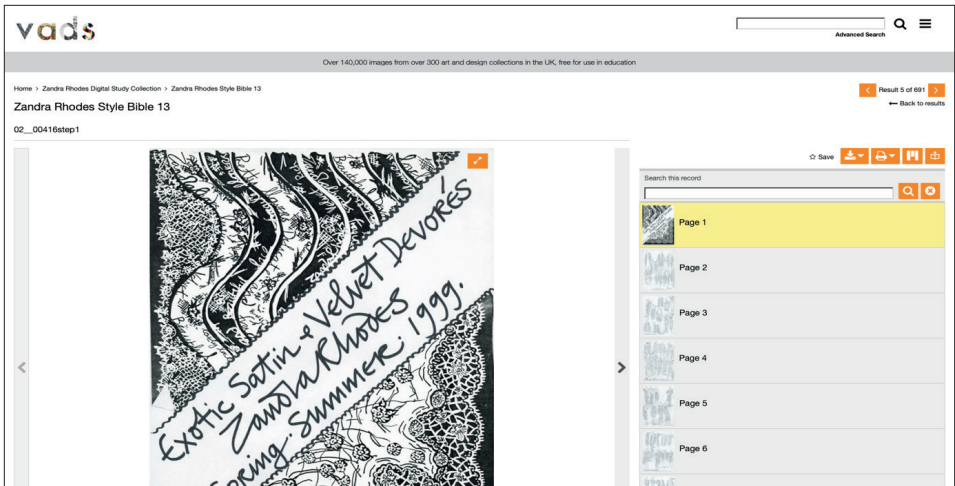


Fig. 6. Icon to view the Style Bible in Page-turning mode.

Using the Images

Zandra Rhodes retains the copyright as Textile and Fashion Designer, and as a commissioner or employer for the accessories created for her fashion shows. However she has granted a licence for the digital images made available through VADS, which is Creative Commons Attribution Non-Commercial Share-alike International Licence 4.0 (Creative Commons, n.d.). Examples of how to credit the images are shown in Figs. 3.a., 4. and 5.

As well as downloading the images one-by-one, the Digital Curation Manager has created a short video explanation of collecting and downloading multiple images on VADS, both with and without a login (Robinson, A., n.d.).

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Women and Art in London

Charlotte Hopkins and Jeremy Smith

Jeremy Smith, a former Prints Librarian, collaborated with Charlotte Hopkins, an Archives Officer at The London Archives (TLA) to produce a review of the collections held at TLA of artwork by women and women publishers of art in London.

Within the canon of artists that exists within art history, women have historically been side-lined. This project sought to bring these works into the foreground with a focus on London during the period 1600s-1800s. Along with a selection of images, a short description about the individual has been supplied and published on The London Archives' website blog. <https://www.thelondonarchives.org/blog/women-and-art-in-london>

This is a preview of some of the highlights, which include perhaps more familiar names such as the artists Mary Beale and Angelica Kaufmann, and then the less well-known publishers, Hannah Humphrey and Jane Hogarth. More examples can be seen in the dedicated gallery on the London Picture Archive which we hope to add to over time. <https://www.londonpicturearchive.org.uk/gallery?i=348336>

Mary Beale

Mary Beale (1633-1699) produced portraits in oil. A subtle colourist, she was particularly successful in capturing children's faces. She ran an extremely busy studio in the vicinity of Pall Mall, and in a reversal of the traditional roles employed her husband as her agent and studio assistant. In recent decades Beale has received increasing acclaim as one of the very first female artists in this country to successfully make a living entirely from her art.

"In the absence of formal training, denied the study of human anatomy and hampered by the practical problems of working in a male-dominated society, aspiring women artists relied on instruction from their fathers and/or family connections to develop their talent. This was still the case in seventeenth-century England when Mary Beale defied prejudice and established her reputation as portrait painter to the aristocracy, clergy, physicians and fashionable ladies.' From 'My Dearest Heart: the artist Mary Beale' by Penelope Hunting (Unicorn, London, 2019)."



MARY BEALE,
ARTIST.

London Picture Archive – 287941 'Portrait of the artist Mary Beale' by T. Wright (1633-1699)

Many of the most influential people of the age sat for her with senior churchmen a particular speciality. Thomas Tenison (1636-1715) was Archbishop of Canterbury from 1694 and is associated today particular with the school in Croydon that bears his name. A large man, "hulking" was one description, he held liberal views and preached a sermon at the funeral of Nell Gwynn. It is thought that he was buried at St Mary-at-Lambeth, now the site of The Garden Museum.

The French engraver of the portrait of Thomas Tenison, Archbishop of Canterbury was working from an oil painting by Beale.



London Picture Archive – 350436 'Portrait of Thomas Tenison, Archbishop of Canterbury', engraved by Peter Vandrebanc (Vanderbank), 1695.

Jane Hogarth

Jane Hogarth (1709-1789), widow of the painter and engraver William Hogarth, took over management of his large backstock of engraving plates. She managed the gallery for his work in Leicester Fields (now Leicester Square) and produced posthumous editions of some of his unpublished works.

This engraving of 'The Politician' was published by Jane Hogarth in 1775, some ten years after her husband's death. It forms part of her project to maintain interest in the work of William Hogarth and to facilitate the availability of his images for sale. She commissioned new prints based on his work, such as this one. Jane also had the most popular of his engraving plates reworked or retouched when the surface wear from extensive printing activity became a problem.

Jane's motivation in publishing new items was also strategic and clearly tied to commercial interests - the copyrights were to expire 1 January 1787, thus the presentation of new works had appeal.

The print satirises the link between politics and news media. The unidentified politician is seated, perhaps in a coffee house, and he is so immersed in his newspaper that he allows the candle he is holding to ignite the brim of his hat.



London Picture Archive – 350438

'The Politician' by William Hogarth, etched by John Keyse Sherwin and published by Jane Hogarth, October 31, 1775.

'Shrimps!' or the shrimp girl engraving was published by Jane Hogarth to make an oil sketch by her late husband that she had in her possession more widely known. The oil sketch is now in The National Gallery.

The painting of the Shrimp Girl, quite exceptional in Hogarth's oeuvre, is thought to be a real-life study of a street seller who would walk through the London streets with her wares, after collecting them at the start of the day at Billingsgate Fish Market. She is a vibrant flesh and blood London girl, such as is rarely seen in mainstream English art in the eighteenth century, but relatively familiar in depictions of 'street cries'.

This engraving would have been available for purchase from the long-term Hogarth sales gallery and home in Leicester Fields.



London Picture Archive – 350437

'Shrimps! [The shrimp-girl]' by William Hogarth and published by Jane Hogarth, March 25, 1782.

Hannah Humphrey

Hannah Humphrey (c. 1745-1818) was a big personality in the relatively small world of Georgian print making and publishing. As a prototype power-gallerist she was responsible for promoting the cartoonist James Gillray and several other high profile and prolific artists.

One such image that Hannah published is seen in, 'High-change in Bond Street, ou, la Politesse du Grande Monde'. This depicts five fashionably dressed men advancing along Old Bond Street, as they push a woman, who is fantastically dressed with a voluminous train and a turban with an enormous feather, off the pavement. In the bottom right of the image is an indication of her involvement in the publishing of the print, almost invisible in her contribution as, 'H. Humphrey'.



London Picture Archive – 26594

'High-charge in Bond Street, ou, la Politesse du Grande Monde' by James Gillray, published by Hannah Humphrey, March 27, 1796.

Angelica Kauffmann

Angelica Kauffman (1741-1807) was an extremely successful painter of portraits and classical history. Her paintings were celebrated for their warmth of colour and attractive softness, with many published as engravings. She gained recognition throughout Europe and had access to the highest echelons of the art world with many prestigious commissions and membership of the newly formed Royal Academy. Angelica was a close associate of the artist Sir Joshua Reynolds, and she lived in London between 1767 and 1781 at 16 Golden Square where she had a studio.



London Picture Archive – 20635

'Carlisle House, for the benefit of Mr Legard' by Angelica Kaufmann, 7 May, 1781.

Further reading

'Female Printmakers, Printsellers and Publishers in the Eighteenth Century: The Imprint of Women', ed. C. Martinez and C. Roman. (In the British Museum Library).

Read the full article on 'Women and Art in London' at:
<https://www.thelondonarchives.org/blog/women-and-art-in-london>

How to research women artists

If you'd like to explore this subject further and find more women artists and publishers along the way, then you can start by using resources held at The London Archives. Some of the things you might use include:

- Trade Directories
- Trade Cards
- Street Directories
- The London Picture Archive

The London Archives website: <https://www.thelondonarchives.org>

The catalogue: <https://search.lma.gov.uk>

The London Picture Archive: <https://www.londonpicturearchive.org.uk>

Email: ask@tla.libanswers.com

The Kate Adie Collection Cataloguing Project 2024-25.

Dr Rachel Webb

Press release, University of Sunderland, 10th April 2025:

A specially curated collection cataloguing the lifework of world-renowned BBC journalist and author Kate Adie has been officially unlocked at the University of Sunderland.

From her coverage of the Iranian Embassy siege in 1980 to the Gulf War, Kate donated her archive of notebooks, tapes, letters, pictures, video and even fan mail, to the University in 2005 to preserve a record of her professional career. ...

As well as Kate's early years growing up in Sunderland, the collection covers her trailblazing career at the BBC from 1968 onwards: her early years working at local radio in Durham and Bristol, her coverage of the student uprising in Tiananmen Square in 1989, and her appointment as the BBC's chief news correspondent, a role which lasted until 2003. During that time, Kate covered a raft of major world events and reported from several combat zones including the Gulf and the former Yugoslavia.

Late in 2021 we were asked, 'If we had the funding, which collection would we want to catalogue?' There was only one answer – The Kate Adie Collection. We all knew that the collection had much to offer in relation to the place of women in journalism, community memory of our home town Sunderland, the world of news and integrity in journalism, experience of conflict zones, the life of women in wartime, the technological changes in broadcasting, and the experience of adoption, to name but a few.

In Summer 2023 we were delighted to receive funding from Archives Revealed to catalogue the collection. With match funding from the University of Sunderland Development Trust we were able to employ an archivist for one year to catalogue the collection and identify important pieces and themes. We were also able to access help from other university teams to promote the collection.

'Do you remember ...'

Now, as we move into the full engagement phase, we are finding that the collection has taken on a life of its own. In May 2024 shortly after cataloguing started we took a few of the most eye-catching documents and items to our stall at Sunderland History Fair, which we regularly attend with our local mining union archive material. The first discovery was that when people see the Kate Adie material they smile, and say to their neighbour 'Do you remember...?' This has been repeated wherever we have gone with the collection.

A U3A group who attended that event has been inspired to research world events which they remember and which Kate reported and to express their research findings through reworking music lyrics and art of the time.

In a period when news came into people's living rooms and was watched by a large proportion of the nation at the same times every day, the phrase '**This is Kate Adie, BBC News**' became a familiar one, and the sound of Kate's distinctive delivery provokes comments like 'That takes me back to sitting on my Gran's sitting room floor at tea time' from people listening to the news clips provided by the BBC as part of the collection.

A box of 'keepsakes' into which Kate had put a number of small pieces she gave us (including a piece of the Berlin Wall, badges from BBC Radio Durham, bullet cases, pin badges from around the world, and a small model of a local church) quickly became known as 'the memory box', and along with Kate's writing about women in wartime sparked ideas for a creative memory project in one of our local community groups **Southwick REACH (Research Education Arts and Culture Home)**. They have been awarded a small grant from North Area Community Chest, for a project combining arts, heritage and memory, which will include a visit to the collection and 'Creative Memory workshops'.

We were aware that some work would be needed with younger people and those who have not grown up in the UK and therefore may not be familiar with Kate's work. Again, the collection does most of the work itself – when we delivered an Industry Inclusion session at Sunderland College the story of Kate's life and career opened up conversations around the changing place of women in the world of work, about how we get and assess our news, and it also provided the opportunity to try out writing short pieces to camera on the day's news events. Kate's determination to show that a woman can do the job of a reporter as well as a man, which early documents show was not the position of some producers early in her career, has made her a role model, and some local schools include her as a local example of a strong woman.

Our approach

Our intention stated in the funding bid was to make the collection, which is available for education use only, available to:

- students, researchers and academics, GCSE and A-Level pupils,
- community groups and local interest groups including the armed forces and veterans' communities, women's groups, founding and adoption groups,
- the wider public, enabling activities and exhibitions with our city partners to reveal the fascinating stories and themes behind the Collection's artefacts.

We recruited a Project Archivist who in February 2024 started the documentation of the contents of 240 archive boxes and 1,200 film clips. Twelve months and 2,350 catalogue entries later, we now have a comprehensive record of what the Kate Adie Collection contains, which will allow much greater use of its materials for teaching, learning, research and public enjoyment.

One of our key aims in having the collection catalogued was to enable new ways of presenting it and providing access and bringing different formats and themes together.

We are focusing on three ways of achieving this:

- creating virtual collections accessible to all.
- bringing together related material in different formats.
- using archive material to illustrate audio clips specially recorded by Kate, which will be made available in our virtual collections.

We can bring together different formats, records, images, reporter's notebook sections, newsclips, within the same catalogue and discovery tools ... and Kate's reminiscences in the unique audio clips she has recorded for us. Blogs and social media will be used to spread the material far and wide, and researchers and those with a legitimate academic interest can visit the collection by appointment.

Looking across the collection, some themes stand out, in particular the changes for women in society and especially in journalism, and the changes in broadcasting - from rushing to telephone boxes to file copy, to satellite dishes on the field of battle.

Kate has spoken and written about her approach to reporting and integrity in journalism, and the material seems particularly fresh at a time when conflict is being reported once again from many of the same locations, and the topic of integrity and truth in reporting is under much wider and more general discussion.

We are looking forward to working through the new Sunderland Culture House and our local networks to engage the wider public through activities and exhibitions, to reveal the fascinating stories and themes behind the Collection's artefacts and to beginning work digitizing more key strands of the Collection to create unique digital packages for global access.

The collection has given more than even we imagined, and we are confident it will continue to give interest and new ideas to everyone who engages with it.

The Kate Adie catalogue was funded by Archives Revealed, with funds from The National Lottery Heritage Fund, the Wolfson Foundation, the Pilgrim Trust and The National Archives.

Useful links

Special Collections Kate Adie web page:

<https://library.sunderland.ac.uk/find-resources/special-collections/our-collections/>

The Kate Adie Catalogue:

<https://go.sunderland.ac.uk/kateadiecollection>

Special Collections blog:

<https://libraryguides.sunderland.ac.uk/blogs/7339>

Online collections:

<https://library.sunderland.ac.uk/> Search for **Storytelling from the Kate Adie Collection**

Contact us: specialcollections@sunderland.ac.uk

Disability, Higher Education, Teaching and Learning Bibliography - March/April 2025

Teaching and Learning

Borrego, M., Chasen, A., Chapman Tripp, H., Landgren, E., & Koolman, E. (2025). A scoping review on U.S. undergraduate students with disabilities in STEM courses and STEM majors. *International Journal of STEM Education*, 12(1), 2.
<https://doi.org/10.1186/s40594-024-00522-2>

Abstract: We considered extensive lists of disability types and diagnoses and concluded that “disability” as a search term best captured educational experiences rather than medical approaches. After screening nearly 9000 abstracts, we identified a final set of 409 dissertations, articles, conference papers, commentaries, briefs and news items. Sources appeared in discipline-based education research (DBER), STEM disciplinary and education journals as well as DBER conferences. Under 10% of sources included 2-year college settings. The largest groups of sources focused on disability writ large (39%, vs. specific categories) and across STEM (38%, vs. specific disciplines). Students were the main research participants (80%). Instructors were the main target of recommendations (84%). In terms of solutions, the largest group (n = 111) advocated for Universal Design, followed by accommodations (n = 94), and technology developed or tested with persons with disabilities (n = 90). Sources which the authors framed as empirical studies less frequently disclosed positionality as a person with a disability (16%) than non-empirical sources (21%). Quantitative (n = 125), qualitative (n = 99), and mixed methods (n = 64) approaches were well-represented. The most common data collection methods were surveys, assessments or task completions (n = 161 sources), followed by interviews (n = 109), observations (n = 44), document analyses (n = 18), and institutional student records (n = 14).

Brunswick, N., Wilson, N. J., Kruger, I., Chamberlain, R., & McManus, I. C. (2025). The Prevalence of Specific Learning Difficulties in higher education: A study of UK universities across 12 academic years. *Journal of Learning Disabilities*, 58(3), 179–191.
<https://doi.org/10.1177/00222194241281479>

Abstract: Specific learning and attention difficulties are often first identified in childhood, but they can cause lifelong academic and occupational challenges. We explored the prevalence of these difficulties and the representation of sex and ethnicity amongst all first-year students in United Kingdom (UK) higher education (HE) across 12 years—almost 5.7 million students—and compared course preferences and university destinations of those with and without difficulties. Students declaring learning/attention difficulties were more likely to be White or of Mixed ethnicity and least likely to be Asian. They were more likely to attend specialist HE institutions or newer universities, and more likely to study courses in creative arts and design, agriculture and architecture than law, languages, computer science, and mathematical sciences.

The number of students declaring difficulties has increased year on year, in actual terms and as a proportion of the student body, suggesting that efforts to increase diversity and inclusion have been successful. However, differences remain between students with and without learning/attention difficulties in terms of ethnicity, subjects studied, and HE institutions attended, so more needs to be done to identify and address reasons for this. While this paper reports data from UK students, it addresses an international question and invites similar explorations of other national datasets.

Chasen, A., Chapman Tripp, H., & Borrego, M. (2025). Disability and postsecondary fieldwork experiences in the natural sciences: A systematic review. *Journal of Research in Science Teaching*, 62(4), 1006–1039. <https://doi.org/10.1002/tea.21989>

Abstract: We present a systematic review of 29 empirical studies on disability and fieldwork in natural science, postsecondary educational settings. Undergraduate students with disabilities are underrepresented in STEM, and disciplines requiring major field components are some of the least diverse, at least in part because fieldwork has been traditionally viewed as hard, physical, and masculine. Disability Studies in Education (DSE) frames the research questions, inclusion criteria and results. Studies were coded by disability model used, barriers and strategies to accessibility in field science, and meaningful involvement of persons with disabilities in research on fieldwork education. Although most studies asserted a view of disability as a social, cultural, and political phenomenon, some deficit language and interpretations persisted. Few studies included author positionality, and even fewer disclosed author disability status. The main instructional recommendations emphasize flexibility and adaptability, presuming student competence and making small-scale changes consistently over time. Multiple studies emphasize the need for proactive planning, including robust contingency plans, and explaining how these plans can negate the need for complex modification. Twenty-four additional non-empirical studies are identified as resources for discipline-specific guides and checklists for inclusive fieldwork. We conclude that important steps are being taken to investigate and critique barriers to fieldwork participation for students with disabilities, but there is still much work to be done in addressing systemic barriers beyond the control of individual instructors.

Chasen, A., Borrego, M., Koolman, E., Landgren, E., & Chapman Tripp, H. (2025). A systematic review of differences for disabled students in STEM versus other disciplinary undergraduate settings. *Journal of Engineering Education*, 114(1), e20627. <https://doi.org/10.1002/jee.20627>

Abstract: Background Engineering education and other discipline-based education researchers may motivate their work with claims that STEM (science, technology, engineering, and mathematics) norms and culture are unique, thus requiring focused study.

As research on disabled students gains momentum in engineering education, it is important to understand differences that limit generalizability of prior work in other disciplines to STEM. This systematic review identified US studies that compared STEM to non-STEM disciplines in regards to disabled undergraduate students. The qualifying studies, published during 1979–2023, comprise 22 journal articles and 15 doctoral or master's theses. Of the 37 qualifying studies, 20 instructor studies provided moderate evidence that STEM instructors are less willing or less knowledgeable about how to support disabled students through accommodations or course design. We highlight a small number of student studies identifying assets of disabled students, although most took a deficit view by comparing disabled student experiences to an able-bodied norm. Few studies emphasized the structural characteristics of STEM such as culture and educational practices that contribute to socially constructing disability by acting as barriers that disable students.

Conclusions

More work is needed to examine instructor actions beyond their intentions and attitudes toward disabled students. Critical and asset-based perspectives are needed in future study designs that center disability to uncover systemic barriers and identify assets disabled students bring to STEM.

Hjort, M. (2025). The caring university: Making the case for students' agency and capabilities. *Educational Philosophy and Theory*, 57(3), 222–234.
<https://doi.org/10.1080/00131857.2024.2436085>

Abstract: While concepts of care and caring have a long history, the terms have become especially prominent in recent times. Care and caring, I argue, have emerged as what philosopher Charles Taylor calls 'moral sources,' uber-concepts that allow for moral deliberation, the prioritization of preferences, and our identity formation as persons. Linking the current salience of care to a growing awareness of the dynamics of a crisis- and catastrophe-ridden world, I consider care within the context of university students' declining mental health. Acknowledging role differentiation within universities and the contributions of Well-being units with specialist knowledge, I contend that frontline tutors without such knowledge have an important role to play in developing alternatives to an increasingly pervasive medicalised conception of care, one that constitutes students as passive patients. Drawing on Martha Nussbaum and Amartya Sen's capabilities approach to human flourishing, I suggest that there is considerable scope, within the civil society environments of the university sector, for life skills-oriented practices of care that are profoundly agential, and, through this, curative, protective, and liberating. I illustrate the relevance of the theoretical propositions through a case study of a collaborative performance of the 'Shout at Cancer Choir' (aka 'Laryngectomy Choir') at the University of Lincoln, UK, in 2023. The aim is to show how particular forms of community engagement, within or beyond the formal curriculum, create capabilities-based conditions for students' flourishing.

Marom, L., & Hardwick, J. (2025). From access to inclusion: a call for a cultural shift in higher education. *Higher Education*, 89(2), 513–534. <https://doi.org/10.1007/s10734-024-01233-x>

Abstract: This study explores accessibility barriers in higher education (HE), by centering the voices of 50 disabled students. Drawing on the frameworks of critical disability studies (CDS) and in particular disability justice, we argue that access without belonging is not enough; disabled students need to be fully included in institutional life. Weaving these two frames allows us to simultaneously examine individual experiences and the impacts of systemic ableism within institutions and social structures. From the standpoint that all people have strengths, knowledges, challenges, and barriers and that accessibility and disability are constructed, we examine whose bodies and knowledges are included, whose bodies and knowledges are excluded, and whose bodies and knowledges are dependent on institutional approval and accommodations to be included. We see the participants as knowledge holders, whose experiences give them a perspective that might be hidden from those who design and run HE institutions. This is reflected in the structure of the paper in which, after each section that identifies barriers to access, the participants share their ideas and suggestions. We focus on four main issues of access to (1) receiving and (2) implementing accommodations, (3) physical accommodation, and (4) pedagogy and curricula. This study argues that it is not enough to grant disabled students access to HE by providing limited academic accommodation; rather, it is necessary to listen to disabled students to re-imagine all facets of HE with inclusion in mind.

Nieminen, J. H., Dollinger, M., & Finneran, R. (2025). ‘There was very little room for me to be me’: the lived tensions between assessment standardisation and student diversity. *Assessment & Evaluation in Higher Education*, 50(2), 308–322. <https://doi.org/10.1080/02602938.2024.2388699>

Abstract: Higher education aims to educate diverse professionals to operate in an increasingly complex world. Yet, academic assessment practices still rely upon standardisation, namely, that all students should demonstrate their achievement in ways that are largely comparable, if not identical. In this study, we theorise assessment standardisation as a technology of normalisation upon student diversity and identities. Our study is located in one of the most complex learning settings in higher education: placements. We theorise how diverse students navigate the tensions arising from standardised assessment situations that assess highly personalised forms of learning in complex assessment settings. Our data material consists of longitudinal interviews with 16 disabled university students in Australia before, during, and after a placement. Our findings show that assessment suppresses and normalises students’ diverse identities, calling into question the inclusivity of such assessment practices. We discuss how assessment provides students with narrow ways of forming their professional identities. While this is the case for all students, the social consequences of assessment standardisation might be more crucial for those who do not fit the ‘norm’ set by assessment, such as disabled students in our case.

Thomson, Andrea E., et al. "Overcoming obstacles: The stories of nursing and psychiatric nursing students with disabilities." *Journal of Nursing Education*, vol. 64, no. 2, 2025, pp. 109–14, <https://doi.org/10.3928/01484834-20241030-01>.

Zhang, K., Liu, W., Wang, Z., Goetz, T., Lipnevich, A. A., & Yanagida, T. (2025). Beyond the blues: The protective influence of adaptability and well-being on university students' mental health. *Journal of Adolescence*, 97(2), 409–421. <https://doi.org/10.1002/jad.12428>

Abstract: Theoretical approaches suggest that adaptability and well-being could serve as protective factors in influencing mental health. However, it remains empirically unclear how students' prior adaptability and well-being predict depression (and vice versa) in the long term. Hence, using a longitudinal design, the present study explores the reciprocal relations among university students' adaptability, well-being, as well as depression before, during, and after the lockdown resulting from the COVID-19 pandemic.

Conclusions: Findings indicate that adaptability and university-related well-being have long-term protective effects on the mental health of university students, which could mitigate the negative effects of COVID-19 or other crises. The implications for practice and suggestions for future research are discussed.

Assistive Technology

Kwak, A. (2025). Developing a training program for student library assistants to make scanned PDFs accessible: A case study. *College & Research Libraries*, 86(1). <https://doi.org/10.5860/crl.86.1.160>

Abstract: Introducing accessibility initiatives is increasing across academic libraries and effective library staff training is one of the factors for the successful implementation and continuity of any accessibility endeavours. This case study outlines the development of a training program to teach student library assistances to format scanned PDFs to be accessible. This study frames the development of the training program within the context of accessibility training in academic libraries, considerations for training student assistants, cognitive load theory, and training delivery options. This article will be of interests to libraries developing services to format scanned PDFs to be accessible.

Laronze, F. (2025). Technology to support the academic success of students with ASD at university. *Education & Training in Autism & Developmental Disabilities*; Vol. 60(1), 71–85. Retrieved March 27, 2025, from <https://web.p.ebscohost.com/ehost/detail/detail?vid=0&sid=d28a6089-d0a0-4074-bea2-295b1c84ac7e%40redis&bdata=JnNpdGU9ZWwhvc3QtbGl2ZQ%3d%3d#AN=183067899&db=eax>

Nacheva, R. (2025). Analysis of AI Mobile Applications for Ensuring Digital Accessibility in Higher Education for People with Disabilities. *Acta Educationis Generalis*, 15(1), 133–145. <https://doi.org/10.2478/atd-2025-0009>

Abstract: Introduction: Over 1 billion people worldwide have disabilities, necessitating their inclusion in health systems and workplaces. Artificial intelligence (AI) is revolutionizing accessibility and digital inclusion for these individuals, improving everyday tasks and enabling autonomous mobility. AI can be applied to visually impaired, reduced mobility, and cognitive disabilities, supporting their inclusion in learning and work environments, and promoting social and digital inclusion.

Methods: The study investigates mobile applications for disabled individuals in higher education, utilizing readability analysis of texts generated using Otter.ai, using qualitative methods to assess the accessibility of AI-generated samples.

Results: Results show that the auto-generated text's readability is about or below average level.

Discussion: The text, tailored for computer science students, emphasizes human-computer interaction and user interface (UI) usability, utilizing specialized terms and real-time recording for hearing impairments.

Zhao, X., Cox, A., & Chen, X. (2025). The use of generative AI by students with disabilities in higher education. *The Internet and Higher Education*, 66, 101014. <https://doi.org/10.1016/j.iheduc.2025.101014>

Abstract: The use of generative AI is controversial in education largely because of its potential impact on academic integrity. Yet some scholars have suggested it could be particularly beneficial for students with disabilities. To date there has been no empirical research to discover how these students use generative AI in academic writing. Informed by a prior interview study and AI-literacy model, we surveyed students regarding their use of generative AI, and gained 124 valid responses from students with disabilities. We identified primary conditions affecting writing such as ADHD, dyslexia, dyspraxia, and autism. The main generative AI used were chatbots, particularly ChatGPT, and rewriting applications. They were used in a wide range of academic writing tasks. Key concerns students with disabilities had included the inaccuracy of AI answers, risks to academic integrity, and subscription cost barriers. Students expressed a strong desire to participate in AI policymaking and for universities to provide generative AI training. The paper concludes with recommendations to address educational disparities and foster inclusivity.

ADHD

Shimko, G. A., & James, K. H. (2025). The effects of notetaking modality and symptoms of attention-deficit/hyperactivity disorder (ADHD) on learning. *Educational Psychology*, 1–20. <https://doi.org/10.1080/01443410.2025.2493257>

Abstract: College students with attention/deficit-hyperactivity disorder (ADHD) exhibit difficulty in lecture notetaking, which may exacerbate persistent academic difficulties. Higher ADHD symptoms are related to slower handwriting speed (HWS), potentially disrupting learning during the notetaking process. This study investigated whether typing notes could compensate for slower HWS and facilitate more learning than handwritten notes in individuals with higher ADHD symptoms. College students oversampled for ADHD diagnoses watched a 15-min TedTalk while taking handwritten, typed, or no notes and took a quiz to assess learning. Fine motor dexterity, HWS, typing speed, sustained attention, and ADHD symptoms were measured. Participants with higher ADHD symptoms learned significantly more if they took handwritten or typed notes as compared to not taking notes. Slower HWS and worse sustained attention related to higher ADHD symptoms. Thus, active notetaking facilitated learning, particularly for students with higher ADHD symptoms, and the optimal modality may depend on individual transcription abilities. © 2025 Informa UK Limited, trading as Taylor & Francis Group.

Mental Health

Ahluwalia, M., Shillington, K. J., & Irwin, J. D. (2025). The relationship between resilience and mental health of undergraduate students: A scoping review. *Journal of American College Health*, 73(3), 1266–1279. <https://doi.org/10.1080/07448481.2023.2252925>

Abstract

The aim of this scoping review was to examine what is known about the relationship between the resilience and mental health of undergraduate students enrolled in university or college programs, globally.

Methods

Five electronic databases were searched, yielding a total of 1,498 articles that were screened independently by two researchers. Thirteen articles were eligible for inclusion.

Results

The mental health of undergraduate students in the studies reviewed ranged from low to moderate. Undergraduate students also reported high, moderate, and low levels of resilience. Further, resilience was positively correlated with mental well-being.

Conclusion

Findings revealed that the mental health of undergraduate students was poor. Given the established relationship between students' mental health and resilience, evidence-based approaches aimed at strengthening students' resilience, such as providing opportunities for social support, are warranted in order to improve students' mental health. Additional research to rigorously assess this relationship in representative student populations is needed.

Alyahya, M., Elshaer, I. A., Azazz, A. M. S., & Sobaih, A. E. E. (2025). Emotional support as a lifeline: Promoting the sustainability of quality of life for college Students with disabilities facing mental health disorders. *Sustainability*, 17(4), 1625. <https://doi.org/10.3390/su17041625>

Abstract: Drawing on Social Support Theory, this research makes a new attempt to examine the moderating role of emotional support for students with disability in the link from mental health disorder to a sustained quality of life. Responses from 620 students with disabilities were analyzed with SEM analysis using Smart PLS. The results showed a direct negative impact of stress, depression, and anxiety on the QoL of disabled students. Additionally, the results confirmed a moderating role of emotional support in the link between stress, anxiety, and QoL among disabled students. This means that emotional support was able to mitigate the negative impact of both stress and anxiety on the QoL of disabled students. However, the results did not confirm the moderate role of depression in this relationship. This means that emotional support given to students with disabilities was not enough to mitigate the negative impact of depression on the sustained QoL of disabled students. It also means that there are other support structures and interventions needed to mitigate the negative impact of depression on the QoL among disabled students. Implications of the results are thus elaborated.

Barnwell, A. M., & Patton, R. (2025). University student experiences of digital mental health packages. *Journal of Further and Higher Education*, 49(3), 269–282. <https://doi.org/10.1080/0309877X.2025.2451693>

The number of UK university students reporting mental health problems is increasing. Cognitive-behavioural therapy (CBT) is evidence based for treating mental health problems, but waiting lists restrict access to this face-to-face intervention. Digital mental health packages (DMHP) increase access to evidence-based interventions and allow individuals to access support anonymously. Two common DMHP are computerised CBT (cCBT), CBT delivered with limited therapist involvement, and digital peer support, where individuals with shared lived experience support each other. These are increasingly available in universities despite a lack of research into students' experience using them. This study explores university student's experiences of using DMHP. Eleven participants from UK universities took part in semi-structured interviews, which explored their experiences using DMHP. Qualitative data was analysed using Reflexive thematic analysis. Five themes were generated: 'Signposted to self-reliance', 'It'd be nice to talk to someone', 'It's a community, but not a true community', 'Easy in, easy out' and 'It's a safe space'. There was a wealth of information available to participants via DMHP, but some felt forced to use it, or did not feel staff support was sufficient. Reading similar experiences normalised some student's distress but made others feel worse. Some students queried whether they should be supporting other students, considering they are seeking support themselves. Further research should explore how to best create online peer support communities for university students, and to explore which students would most benefit from DMHP, as they do not appear suitable for all.

Beavington, L. (2025). A walk to the river: nature and student mental health. *Journal of Adventure Education and Outdoor Learning*, 25(1), 45–51. <https://doi.org/10.1080/14729679.2024.2414191>

Abstract: This narrative explores outdoor learning for post-secondary students, the myriad health benefits of nature experience, and the importance of engaging with the more-than-human world. Some comparisons are drawn between indoor- and outdoor-based learning, and the affordances the latter offers for place-based wonder, emergent learning, and the promotion of psychological well-being. Given the concerning rates of mental distress among college students, the natural world is fitting medicine for stress reduction and fostering healthy bodies and minds. Indigenous perspectives for mutually beneficial interactions with the land and the importance of reciprocity are also discussed.

Boman, J., Lindsay, B., Bernier, E., & Boyce, M. A. (2025). Fostering student wellbeing in the postsecondary teaching and learning environment. *Journal of Further and Higher Education*, 49(2), 230–242. <https://doi.org/10.1080/0309877X.2024.2447852>

Abstract: The mental health and wellbeing of postsecondary students can affect motivation and academic success; however, research that examines how the academic learning environment contributes to students' wellbeing is limited. The current research used mixed methods to explore students' perceptions of the intersection between their learning environment and mental health and wellbeing. In Phase 1, 247 students indicated how often they experienced various supportive instructional practices. In Phase 2, in-depth interviews (n = 13) explored possible improvements in teaching and learning environments to benefit wellbeing. We developed seven key factors that contributed to a sense of wellbeing: (1) effective promotion of resources, (2) instructor care, (3) course and assessment design that considers workload, (4) flexibility in policy and practice, (5) reducing stigma, (6) peer support, and (7) recognising mental health as a shared responsibility in the university community. Our findings have implications for how instructors and institutions can foster student wellbeing in learning environments through course design, instructional strategies, and cultivating awareness and openness around campus mental health.

Deyo, A., Wallace, J., & Kidwell, K. M. (2024). Screen time and mental health in college students: Time in nature as a protective factor. *Journal of American College Health*, 72(8), 3025–3032. <https://doi.org/10.1080/07448481.2022.2151843>

Hernández-Torrano, D., & Ibrayeva, L. (2025). Who feels good at university? Exploring the prevalence, profiles, and determinants of mental health in higher education students using a person-centered approach. *The Asia-Pacific Education Researcher*, 34(1), 93–107. <https://doi.org/10.1007/s40299-024-00839-0>

Abstract: This study used a person-centered approach to explore mental health status and profiles among a sample of 2262 university students and how these profiles differ in sociodemographic, academic, and lifestyle traits. Results revealed that around half of participants reported high well-being and life satisfaction, while over a third exhibited positive screening for anxiety, depression, and psychological distress. A latent profile analysis identified four distinct mental health profiles aligned with a dual-factor model of mental health: (1) complete mental health (28.5%), with high well-being and life satisfaction and low psychopathology; (2) troubled (20.7%), with average mental health and distress; (3) vulnerable (31.3%), with very low positive mental health, high psychopathology, and distress; and (4) symptomatic but content (19.5%), with average well-being but high reported anxiety and depression. Multinomial regression revealed that male students in natural/technical sciences with high GPAs were less likely to belong to profiles with lower well-being and life satisfaction and higher distress, while poor/excessive sleep and more leisure time predicted membership in these profiles. Implications for the assessment, support, and policy on the well-being of university students are discussed.

Kreuziger, S. B., & Snethen, J. A. (2025). College instructors' experiences with undergraduate students who have mental health symptoms: systematic review. *Journal of American College Health*, 73(3), 1083–1092. <https://doi.org/10.1080/07448481.2023.2253920>

Abstract: Objective: to synthesize peer-reviewed research exploring postsecondary instructors' experiences with undergraduate students with mental health (MH) symptoms. **Conclusions:** Several implications for institutions emerge. MH education should be provided for instructors. Institutions should ensure MH policies are clear and easily accessible. Institutions should acknowledge instructors' efforts with students. Finally, training on applicable laws surrounding student MH should be available.

González, C. E., & Soufleris, D. M. (2025). Put on your own mask first before assisting others: Prioritizing a collaborative approach to the wellness of student and academic affairs professionals. *Journal of Education Human Resources*, 43(1), 96–107. https://doi.org/10.3138/jehr-05_Gonzalez_Soufleris_4

Magier, M. J., Law, M., Martini, T., Pennisi, S., Lucibello, K. M., & Patte, K. A. (2025). “I don’t feel fully prepared”: a qualitative study of recently graduated students’ mental health experiences of the transition out of university. *Journal of Adolescence*, 97(2), 451–466. <https://doi.org/10.1002/jad.12431>

Abstract

This study aimed to better understand the mental health experiences of students as they prepared to transition out of university.

Participants included 18 recently graduated students from a Canadian university.

Results: Four main themes were identified, including: distress and feelings of doubt, the importance of connections, the impact of the COVID-19 pandemic, and experiences with mental health service use. Participants discussed feeling pressured to succeed and a fear of failure, uncertainty and unpreparedness for next steps, the importance of connections to peers and professors, a lack of motivation and feeling ‘unfinished’ due to the COVID-19 pandemic response, and the need for flexible and accessible mental health services to address immediate and longer-term needs.

Conclusion: Results have implications for better support of students as they prepare for graduation.

Maillé, S., Beaulieu, F., Lachance, L., & Grégoire, S. (2025). Barriers and facilitators to the implementation of a peer support intervention in universities. *Journal of College Student Mental Health*, 39(1), 86–109. <https://doi.org/10.1080/28367138.2024.2325437>

Abstract: A growing number of postsecondary institutions offer peer support interventions to promote mental health among their students. However, little is known about the key factors that influence the implementation of this type of intervention. This study explored barriers and facilitators to implementing an online peer support program based on Acceptance and Commitment Therapy aimed at reducing stress and anxiety among students of three universities in Montreal, Canada. Peer supporters were asked to complete a survey containing open-ended questions at the end of each semester. Interviews were also conducted with the program coordinator, three psychologists who acted as supervisors, and 14 peer supporters. The data were analysed with an inductive and a deductive approach using the Consolidated Framework for Implementation Research (CFIR). Perceived barriers to the implementation of the intervention included technical problems with the videoconferencing platform, psychosocial and comorbidity issues among peers, recruitment difficulties, and communication concerns between stakeholders. Key perceived facilitators were the theoretical and empirical foundations of the intervention, the support offered by directors, and the process used to recruit, select, and supervise peer supporters. Based on the results of this study, practical recommendations are provided for researchers and practitioners interested in implementing online peer support initiatives in postsecondary institutions.

Olsson, T. M., Broberg, M., Frisk, S., Wackenhut, A. F., Kjellin, D., Gullstrand, S., Rost, S., & Skoog, T. (2024). Health-promoting learning environments in higher education: A scoping review of structural interventions to protect student mental health. *European Journal of Education*, 59(4), e12772. <https://doi.org/10.1111/ejed.12772>

Abstract: A rapidly growing body of research spanning several scientific disciplines and countries converges to show that mental health problems among students are an increasing challenge for higher education institutions. Mental health problems among students threaten academic performance, degree completion and student well-being. Structural efforts aimed at building health-promoting, learning environments for all students are lacking in the literature. This study aims to identify and describe what is currently known about structural approaches to promote mental health or prevent mental health problems among students in higher educational settings. We conducted a scoping review of studies published in peer-reviewed journals between 2001 and 2021, which studied structural interventions to promote mental health or prevent mental health problems among students in higher educational settings. The search identified 8372 articles, and 27 were included in the final sample. Four broad categories of approach were identified: (1) inclusion and diversity approaches, (2) adaptations to the physical environment, (3) teaching health-related skills and behaviours and (4) adaptations to pedagogical practices and teaching approaches. The general finding from the studies reporting student perceptions was that students were favourable to the interventions to which they were exposed. Studies investigating pre- to post-test changes in well-being had mixed findings. Institutions aiming to support student mental health at the structural level should rigorously study and describe these approaches and their outcomes to advance our combined understanding of how we might design and deliver structural interventions to support students' mental health.

Rogers, E. S., Joly-Lowdermilk, C., Rothpletz-Puglia, P., & Braverman, D. (2025). NITEO: an innovative mental health and education program designed to reengage students with mental health conditions in college. *Journal of American College Health*, 73(3), 1255–1265. <https://doi.org/10.1080/07448481.2023.2252924>

Abstract: Objective: The prevalence of mental health symptoms on university campuses is high and rising, resulting in detrimental effects on academic performance. Few resources exist to address the needs of students who must leave school for mental health reasons. Participants: Seeking to understand the effect of a college reentry program (NITEO) to assist students in reengaging with undergraduate studies, we conducted in-depth qualitative interviews with all college coaches (N = 5), triangulating our findings with interviews of NITEO students (N = 31). Methods: We used a rapid and focused ethnographic approach with thematic and content analysis using NVivo software. Results: Two major themes arose from our analyses affirming the role of the college coach in (1) developing a strong working alliance as a foundation for coaching; (2) promoting self-determination. Conclusions: Programs that enable students with mental health conditions who have dropped out to reenter college are needed; college coaching can be an effective approach.

Seaborne, Henry J., et al. "Disparities in well-being outcomes among medical students: A comparative study between medical students with and without disability." *BMC Medical Education*, vol. 25, no. 1, Feb. 2025, p. 199, <https://doi.org/10.1186/s12909-025-06770-2>.

Abstract: The strenuous demands of medical education often lead to adverse mental health outcomes among students. Despite extensive research on medical student distress, the unique challenges faced by students with disabilities remain understudied. This study aims to investigate the well-being of medical students with and without disabilities, by comparing levels of distress, risk and protective factors, and modifiable variables' impact on distress.

Of the 3162 medical student participants, 277 identified as having a disability. Respondents with disabilities reported significantly higher rates of severe distress (65%) compared to their non-disabled peers (51.3%). Additionally, burnout and depression rates were higher among disabled students, with 80.41% experiencing burnout and 54.84% experiencing depression. Logistic regression revealed that certain identities, as well as high debt and tuition costs, were significant predictors of severe distress across cohorts. Uniquely, marital status emerged as a protective factor specifically for students with disabilities.

Medical students with disabilities exhibit higher levels of severe distress, burnout, and depression than their non-disabled counterparts. Current interventions and modifiable factors are insufficient in lessening severe distress for these students. These findings highlight the necessity for tailored support strategies and structural interventions to improve the well-being of medical students with disabilities, especially for those with intersecting vulnerable identities.

Ueno, A., Yu, C., Curtis, L., & Dennis, C. (2025). Job demands-resources theory extended: stress, loneliness, and care responsibilities impacting UK doctoral students' and academics' mental health. *Studies in Higher Education*, 50(4), 808–823.
<https://doi.org/10.1080/03075079.2024.2357148>

Abstract: Given the increasing challenges in academia since the onset of the Covid-19 pandemic, it is crucial to understand how work demands, life demands, and job resources affect the mental health of academic researchers. In extending the job demands-resources theory, the present study investigates the relationships between job resources, research work demand, life demand (i.e. caring responsibility), stress, loneliness and mental health among doctoral students and academics. The results from a secondary dataset of 4,563 academic researchers (academics undertaking research and doctoral students) in the UK indicate that job resources are positively associated with mental health, while caring responsibility and loneliness negatively impact mental health. Stress is also found to partially mediate (explain) the relationships between job resources, research work demand, and mental health. Moreover, loneliness moderates the positive impact of job resources on mental health, particularly attenuating this relationship for academic researchers who experience higher levels of loneliness. Surprisingly, during Covid-19, the moderation effect of gender on the path from caring responsibility to stress is significantly stronger for males than for female colleagues.

Feeling unprepared, male colleagues who were pressured to take on caring responsibilities experienced higher stress. We suggest strategic interventions to enhance job resources and support researchers who have caregiving responsibilities, while also alleviating stress and feelings of loneliness. Future research should engage alternative perspectives at both individual (e.g. age, familial wealth) and institutional (e.g. education system, discipline/field) levels.

Victoria, M. (2025). “This wall does more for mental health than the uni does”: theorising toilet graffiti as safe house for students. *Innovative Higher Education*, 50(1), 27–58.
<https://doi.org/10.1007/s10755-024-09712-w>

Vleet, Z. V., K C, A., Lee, K. J., & Fernandez, M. (2025). The effects of green space on college students' mood. *Journal of American College Health*, 73(3), 1280–1288.
<https://doi.org/10.1080/07448481.2023.2252931>

Abstract: Objective: Less attention has been given to how green space can impact college students' moods. This study aimed to examine whether university students exposed to outdoor and indoor green space-natural and artificial would experience a change in moods compared to students not exposed to green space. **Method:** Seventy-nine participants were randomly assigned to four different conditions: office without greenery, office with posters of nature, office with green plants, and outside in a garden. The Brunel Mood Scale was used to assess participants' moods before and after spending time in their assigned setting. **Results:** Results indicated that all participants experienced a decline in tension and fatigue regardless of their assigned setting, yet the decline was less pronounced among participants in the office without greenery. **Conclusion:** Study findings highlight indoor green space is also conducive to positive moods. Thus, in addition to protecting outside greenery, universities may invest in indoor greenery (e.g., indoor plants, posters/artwork featuring nature) that can be placed in classrooms, libraries, dormitories, and other spaces frequented by students.

Zhang, K. C. (2025). “How Do I Start Strong?”: Exploring the subjective well-being, beliefs, and lifestyles of first-year university students in the UK. *Societies*, 15(3), 67.
<https://doi.org/10.3390/soc15030067>

Abstract: Mental well-being is an integral part of university students' overall well-being, and has been a matter of increasing concern in the UK. The main purpose of this study was to examine the subjective well-being of first-year university students in the UK by investigating the impact of their beliefs and lifestyles on their overall well-being, as well as the factors contributing to such changes. A total of 197 participants, including domestic and international students with ages ranging from 18 to 24, completed a survey assessing subjective well-being, beliefs, lifestyles, and demographic information. Thirty-one of the participants took part in the follow-up interviews.

The findings revealed diverse experiences among students, including variations in well-being, belief systems, and lifestyles. Key findings of the research include all three categories of subjective well-being (i.e., emotional, social, and physical well-being) were positively correlated with both philosophical and religious beliefs, and negatively correlated with inactive community engagement. This study also revealed that personal beliefs and lifestyles had an important impact on these changes. This paper discusses the implications of these findings for university support services, and offers insights into the challenges and experiences of first-year students.

Neurodiversity

Barrera Ciurana, M., & Moliner García, O. (2025). "Help! I feel unprepared": Exploring university faculty and autistic students' voices on self-efficacy in higher education inclusion. *Teaching and Teacher Education*, 159, 104990. <https://doi.org/10.1016/j.tate.2025.104990>

Abstract: The growing number of autistic students requires university faculty's preparation for inclusive practices. However, limited teaching staff's self-efficacy hinders these students' success. This phenomenological study examines factors influencing teaching staff's self-efficacy and autistic students' perspectives. Three focus groups comprising 15 university faculty (five in each group) and one group with three autistic students were conducted. Interpretative phenomenological analysis identified key themes. The results indicated a low level of university faculty's self-efficacy, citing insufficient training and lack of support. In conclusion, while university faculty are concerned about accommodating autistic students, these students emphasize avoiding stigma and appreciating supportive, approachable teaching staff.

Parkinson, C (2025). Neuroinclusive library
<https://www.colric.org.uk/news/creating-a-neuroinclusive-library>

Abstract: written by Library Learning Facilitator at Bradford College. It provides fascinating insight into the topic from a further education context.

Disability forum meeting April 2025

Lara Marshall, RNIB Engagement manager, gave an update on RNIB Bookshare.

The system has now been operational since 2012 and has over 62,800 registered learners across the UK, with 45% of educational establishments signed up. It is run by the charity and remains free for print disabled users. The interface has been revamped. There is a searchable catalogue plus a curriculum resource hub. <https://www.rnibbookshare.org/resources>. There is an institutional download limit of 250 books per month.

Content Accessibility. Building the House One Floor at a Time. The story so far... and lessons learned.

Simon Holt, Senior Product Manager, Content Accessibility, Elsevier.

<https://alissnet.com/wp-content/uploads/2025/04/holtelsevier-content-accessibility-.pptx>

This presentation introduced the work of Elsevier with regard to the European Accessibility Act and the Americans with Disabilities Act, Title II. It gave an overview of the company-wide approach and road map for future developments. This included checklists of the remedial work being undertaken. It then discussed Simon's work with other publishing industry initiatives.

Creating a Neuroinclusive Library, Charlie Parkinson, Bradford College.

<https://alissnet.com/wp-content/uploads/2025/04/creating-a-neuroinclusive-library-charlie-parkinson.pptx>

Charlie gave an inspirational presentation on her work at Bradford College. It is based on an earlier article

From the Winter edition of CoLRiC Impact, the quarterly publication of the Council for Learning Resources in Colleges.

<https://www.colric.org.uk/news/creating-a-neuroinclusive-library>

As a starting point she gave clear explanations of sensory auditory processing differences and explained the 8 senses and their connection to good principles of environment design. She used the article "It's Not Rocket Science" considering and meeting the sensory needs of autistic children and young people in CAMHS inpatient services

<https://www.ndti.org.uk/assets/files/Its-Not-Rocket-Science-v.2.pdf>

to consider the ways in which autistic people experience the sensory environment in different ways. Page 80 has a graphic illustration of different experiences of a corridor. Another highlight was her use of a map from *The Overlapping Skills and Strengths of Neurodiversity* by Nancy Doyle to emphasise the positive strengths that neurodiversity can bring. The talk concluded with practical efforts Bradford College is making.

References

What is Autism?

Beardon, L. (2017), *Autism in Adults*, London: Sheldon Press.

This book celebrates the diversity offered by neurodivergent people. It argues that they are disadvantaged by a lack of accommodation and acceptance of their difference, rather than being impaired by a medical condition. The 12 chapters are used by the author to consider different types of disadvantage and suggests steps to overcome and lessen them.

Cambridge Dictionary (n.d) *Neurodiverse*. *Cambridge Dictionary* [Online] Available from: <https://dictionary.cambridge.org/dictionary/english/neurodiverse> [Accessed 10th January 2025] Useful definition.

Cambridge University Hospitals (n.d) *What is neurodiversity?* [Online] Available from: <https://www.cuh.nhs.uk/our-people/neurodiversity-at-cuh/what-is-neurodiversity> [Accessed 7th January 2025] Useful definition which lists the common types of neurodiversity.

John Hopkins University (2022) *Neurodiversity at a Glance* [Online] Available from: <https://imagine.jhu.edu/blog/2022/10/05/neurodivergence-at-a-glance/> [Accessed 14th April 2025] Includes a diagram of *The Overlapping Skills and Strengths of Neurodiversity* by Nancy Doyle

Ann's Autism Blog (2018) *Roundabout Hypothesis – A Guest Blog by Chris Memmott* [Online] Available from: <https://annsautism.blogspot.com/2018/07/roundabout-hypothesis-guest-blog-by.html> [Accessed on 15th March 2025]

A short informative blog posting by a trainer with lived experience which explains the major sensory processing challenges autistic people may feel when approaching the world. It uses the concept of a roundabout being overwhelmed by traffic from all directions.

Enhance the UK (2024) *Neurodiversity and Internalised Ableism* [Online] Available from: <https://disabilityawareness.training/neurodiversity-and-internalised-ableism/> [Accessed 10th January 2025]. This blog was written by Shay Doherty, 17 year old Neurodivergent person. It introduces the concept of internalised ableism.

Lutz, A.SF (2023) *An Interview with Neurodiversity Originator Judy Singer*. *Psychology Today* [Online]. June 26th. Available from: <https://www.psychologytoday.com/gb/blog/inspection/202306/an-interview-with-neurodiversity-originator-judy-singer> [Accessed 10 January 2025] Discusses concepts of NeuroRealism.”

National Autistic Society (2020) *Sensory Differences - A Guide for all Audiences* [Online] Available from: <https://www.autism.org.uk/advice-and-guidance/topics/sensory-differences/sensory-differences/> [Accessed 7th January 2025] Includes coverage of all types of sensory differences distinguishing between over and under sensitivity offering practical advice and guidance.

National Development Team for Inclusion (2020) *It's Not Rocket Science* [Online] Available from <https://www.ndti.org.uk/assets/files/lts-Not-Rocket-Science-v.2.pdf> [Accessed 14th April 2025] Great consideration of the way in which neurodivergent people experience the world differently.

Neurodivergent Insights (n.d.) *8 Senses of The Body: The Hidden Sensory Systems* [Online] Available from: <https://neurodivergentinsights.com/8-senses/> [Accessed on 14th April 2025] The author, who has lived experience provides an overview of the 8 sensory systems, including the five physical, sensory systems, and the three hidden systems and Discusses accommodations and strategies to work with each sensory profile including over and under sensory stimulus.

NHS England (n.d.) *Neurodiversity* [Online] Available from <https://www.hee.nhs.uk/our-work/-pharmacy/transforming/initial/foundation/resources/edi/neurodiversity> [Accessed 6th January 2025] Includes useful link to self help resources and campaign groups

NHS (2022) *Noise sensitivity (hyperacusis)* [Online] Available from: <https://www.nhs.uk/conditions/hyperacusis/> [Accessed 8th January 2024]

Scope (n.d.) *Disablism and Ablism* [Online] Available from: <https://www.scope.org.uk/about-us/disablism#:~:text=The%20difference%20between%20disablism%20and,favour%20of%20non%2Ddisabled%20people> [Accessed on 14th March 2025]

Stimpunks Foundation (2024) *Neurotype* [Online] Available from: <https://stimpunks.org/glossary/neurotype/> [Accessed on 14th April 2025]

Timberlake, H. (2019) *Why There is No Such Thing as a 'Normal' Brain* [Online] Available from: <https://www.bbc.com/future/article/20191008-why-the-normal-brain-is-just-a-myth> [Accessed on 10 January 2025]

UCL News (2023) *Number of autistic people in England may be twice as high as previously thought* [Online] Available from <https://www.ucl.ac.uk/news/2023/jun/number-autistic-people-england-may-be-twice-high-previously-thought> [Accessed 12 December 2024]

HR/ employment resources

EHRC (2011) *Services, Public Functions and Associations: Statutory Code of Practice* [Online] Available from: https://www.equalityhumanrights.com/sites/default/files/servicescode_0.pdf [Accessed 12th December 2024] Equality Act 2010 Code of Practice

Every mind at work (2021) *How to Be More Neuro-Inclusive in The Workplace: A Guide for HR* [Online] Available from: <https://everymindatwork.com/wp-content/uploads/2021/11/Neurodiversity-Guide.pdf> [Accessed 6th January 2025]

Guidance by Everymind at Work designed for employers. Covers legal rights and all aspects of the employment cycle from recruitment, change management to best practices for retention.

Novic, S (2021) *The Harmful Ableist Language You Unknowingly Use* [Online].

Available from: <https://www.bbc.com/worklife/article/20210330-the-harmful-ableist-language-you-unknowingly-use> [Accessed 10 January 2025]

Guidelines/toolkits

Autism Education Trust (n.d.) *Sensory Audit Tool for School and Classrooms* [Online] Available from:

<https://education.gov.scot/media/i3nm5bkt/sensory-audit-tool-for-environments.pdf> [Accessed on 22nd March 2025]

A useful checklist. Although designed for school children it could be employed in any setting. It is designed to help staff assess and create an environment that enables the participation of all. It covers noise, sound, space and layout of rooms.

The Autism Toolbox Working Group (2019) *Environment* [Online] Available from: [https://www.autismtoolbox.co.uk/understanding-autism/environment/#:~:text=The%20environment%20\(which%20includes%20physical,or%20young%20person%20to%20thrive](https://www.autismtoolbox.co.uk/understanding-autism/environment/#:~:text=The%20environment%20(which%20includes%20physical,or%20young%20person%20to%20thrive) [Accessed on 18th March 2025]

Great resource Developed by the Autism Toolbox Working Group, funded by the Scottish Government and managed by Education Scotland. While designed for a classroom it can also be used elsewhere. It covers the physical environment, social environment and the importance of stable routines.

Independence Australia Group (n.d.) *How to Deal with Competing Access Needs* [Online]

Available from: <https://www.independenceaustralia.com.au/tips-and-advice/competing-access-needs-tips/>

[Accessed 12th December 2024] Focuses on adaptations to online meetings and training

Mace, R. (1985) 'Universal Design, Barrier-Free Environments for Everyone'. *Designers West* 33(1), pp.147–152.



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