

# Yes, we see you!



**A COLLABORATIVE INCLUSION PROJECT PROVIDING A UNIVERSITY EXPERIENCE FOR ADULTS WITH LEARNING DISABILITIES**

Project Report, September 2025

Janette Porter, Harriet Fuest & Janine Melvin

**Overview** ..... p. 3

**Background** ..... p. 4

**What We Did** ..... p. 5

## **Curriculum**

**Creative writing** ..... p. 7

**Sports** ..... p. 8

**Relationships Education** ..... p. 9

**Media Literacy** ..... p. 10

**Outcomes for Mencap Members** ..... p. 11

**Broader Outcomes** ..... p. 12

**Summary and Recommendations** ..... p. 13

# Yes, we see you!

## Project Report, September 2025

### Overview

Adults with learning difficulties and disabilities (LD) face persistent barriers to higher education, including inaccessible teaching practices, limited opportunities, and the stigma of low expectations. Yes, we see you! was created at Liverpool John Moores University (LJMU) to challenge these barriers by offering Mencap members a genuine experience of university life. The project was led by Janette Porter, Lecturer in Education, with Harriet Fuest, PGR and Associate Lecturer in Media, Culture and Communication, and Janine Melvin, Project Officer in the Faculty of Society and Culture & Mencap Volunteer.

Over Semester 2 of the 2024/25 academic year, the programme delivered 35 hours of teaching across four subjects: Creative Writing, Sport, Relationship Education, and Media Literacy. Supported by LJMU staff, students, and Mencap colleagues, a total of 44 participants successfully graduated. The modules were designed to build confidence, spark new interests, and create opportunities for meaningful social connections. Many participants reported that they not only developed new skills, but also began to see higher education as a space that was open to them, with all expressing interest in further study at LJMU.

The project also provided significant benefits for LJMU students and staff. Six student assistants gained paid work experience and developed professional portfolios, while cross-departmental collaboration strengthened the University's inclusive culture. The wider impact extended beyond LJMU through the production and screening of films that amplified participant voices at national and international events.

This project demonstrates both the appetite and the capacity of adults with learning difficulties to engage in higher education and highlights the importance of embedding inclusive initiatives within institutional strategies.

### Key findings and outcomes:

- 44 Mencap members graduated after completing 35 hours of teaching.
- Participants developed new skills and interests in all four subject areas.
- All members expressed a desire to continue studying at LJMU.
- The programme fostered new friendships and reduced social isolation.
- Partnerships with LJMU Sport and Film School have created ongoing opportunities.
- Cross-departmental collaboration enhanced LJMU's inclusive teaching culture.
- Project films reached national and international audiences, amplifying participant voices.



To watch the short film created over the course of the project, click [HERE](#)

## BACKGROUND

Adults with learning difficulties or disabilities (LD) still face substantial barriers to accessing higher education. These obstacles are often structural and cultural: admissions processes that depend heavily on traditional qualifications, teaching methods dominated by text-based materials, rigid assessment formats, and uneven provision of reasonable adjustments. Students often bear the additional burden of having to repeatedly “prove” their disability to different services, while also dealing with stigma and low expectations from others, which can discourage both disclosure and participation (Madriaga et al., 2010; Mortimore & Crozier, 2006; Tinklin et al., 2004)

Removing these barriers is not merely a matter of individual fairness; it is crucial for reducing social exclusion. Social exclusion often results from limited opportunities to participate fully in community life. Access to post-secondary education broadens the potential for meaningful relationships, active citizenship, and pathways into employment (Simplican, Leader, Kosciulek, & Leahy, 2015). Research indicates that higher education participation can greatly enhance the employment prospects and life satisfaction of people with intellectual and developmental disabilities, especially where support and inclusive practices are incorporated (Avellone et al., 2021; Moore & Schelling, 2015). In this way, higher education can serve as a powerful tool against marginalisation and promote fuller social participation.

In the UK, this principle is underpinned by legislation. The Equality Act 2010 makes it clear that disabled individuals, including those with learning disabilities, are entitled to the same access to further and higher education as their non-disabled counterparts. Institutions must avoid discrimination and actively implement “reasonable adjustments” so disabled students are not placed at a significant disadvantage (Equality Act 2010, s.20; Part 6, Chapter 2). These are not optional “add-ons” but legal and ethical responsibilities.

Importantly, building inclusive universities not only benefits students with learning difficulties but also enhances the entire learning community. Research on universal design for learning (UDL) and inclusive teaching shows that clearer communication, varied assessment methods, and accessible technologies support diverse learning preferences among all students (Seale, 2014). Moreover, universities that embrace diversity foster environments where empathy, collaboration, and critical thinking are strengthened. Exposure to peers with different perspectives and experiences enriches classroom dialogue, prepares graduates for diverse workplaces, and aligns institutions with broader social values of equity and justice (Hockings, 2010). These inclusive practices can also improve institutional reputation, student satisfaction, and retention, demonstrating that inclusion is not a cost but an investment in excellence.

### Key Aims of the project

- To provide Mencap members with a university experience.
- To provide LJMU students with the opportunity to work with adults with learning disabilities.
- To make LJMU a safe and accessible space for individuals who typically might not consider it open to them.
- **Principal question:** In what ways can adapted versions of university curricula support academic development and social inclusion for adults with learning difficulties who might otherwise face barriers to higher education?”

## WHAT WE DID

### Why

This project was developed in direct response to Mencap’s national campaign “*Do you see me?*”. Mencap is a leading UK charity that works with and on behalf of people with learning disabilities, promoting equality, challenging stigma, and supporting individuals to live fulfilled lives. The “*Do you see me?*” campaign aimed to raise awareness of the everyday barriers faced by people with learning disabilities and to challenge negative stereotypes. Building on this message, we created a mixed educational programme entitled “*Yes, we see you!*”, designed to provide meaningful learning opportunities while promoting inclusion within higher education spaces.

#### Do you see me?

Is my learning disability the main thing you see?  
Do you really notice who I am? Do you understand  
how I feel, what I need and what I have to give?  
My humanity, my ambitions, my potential?



### Who

Funding for the project was secured through Liverpool John Moores University’s (LJMU) Diversity & Inclusion annual fund. With this support, LJMU partnered with the Liverpool & Sefton branch of Mencap to design and deliver a bespoke educational programme for the charity’s members. The programme took place during Semester 2 of the 2024/25 academic calendar and offered 35 hours of teaching time, mirroring the contact hours of a standard undergraduate module.

Mencap members were recruited to take part in the project via Mencap Liverpool & Sefton staff members. A Mencap staff member was present throughout the project, and Mencap members attended either alone or with their personal assistants.



## What we delivered

The educational offer was structured into four course subjects: Creative Writing, Sports, Relationship Education, and Media Literacy. These subjects were chosen both for their intrinsic interest and their potential to build practical skills, confidence, and creativity. Sessions were delivered in LJMU's teaching facilities across the Student Life Building, the Redmonds Building, and the Sports Building. In addition, participants attended an away-day writing retreat, designed to extend the learning experience beyond the university campus and provide a different environment for creativity and reflection. Mencap Liverpool & Sefton played a central role in participant recruitment, enrolling 42 individuals with learning disabilities. While not all participants attended every subject strand, the programme was designed to allow for flexibility and choice, enabling learners to engage with the subjects that most appealed to them.

## LJMU student engagement

To further strengthen the collaborative ethos of the project, LJMU recruited six of its own students to work in paid support roles. These students came from the Schools of Media, Culture and Communication; Sports and Exercise Science; Art and Design; and the Screen School. Prior to the programme, they completed two hours of specialist training on working with adults with learning difficulties. Throughout delivery, they contributed as classroom assistants, research assistants, and film-makers, helping to facilitate sessions and capture the project's outcomes. This not only enriched the learning environment for participants but also provided valuable experiential learning for the LJMU students involved.

## Data collection

Data for the project was gathered using a mixed-methods approach to capture a wide range of perspectives and experiences. Focus groups were conducted with participants at both the start and the end of each module, allowing us to explore expectations, reflections, and changes in confidence over time.

Mencap students were also invited to complete questionnaires after taking part in sessions. These provided structured feedback on their experiences and offered insights into the accessibility, enjoyment, and impact of the activities. In addition, LJMU film-makers were present throughout the modules. They documented classroom and activity-based interactions, as well as conducting interviews with participants at the conclusion of the programme. This created a rich visual record of engagement and learning in the form of a short film, with four additional mini-shorts (one per taught module).

Feedback was also collected from the wider group of contributors, including LJMU students, Mencap volunteers, LJMU staff, and Mencap staff who supported delivery. This ensured that the evaluation included the perspectives of all those involved.

All questionnaire and focus group data will be anonymised in the analysis and reporting. However, additional permissions were sought from participants for the use of photographs and film footage where individuals wished to be identifiable.

# CURRICULUM: CREATIVE WRITING

## Creative Writing

Designed and taught by Janine Mevin

### Format:

Classroom & performance activities. 12 hrs

### Activities:

Songwriting, creating characters, drawing, & writing stories

### Attendees:

12 Mencap students

2 Mencap Volunteers

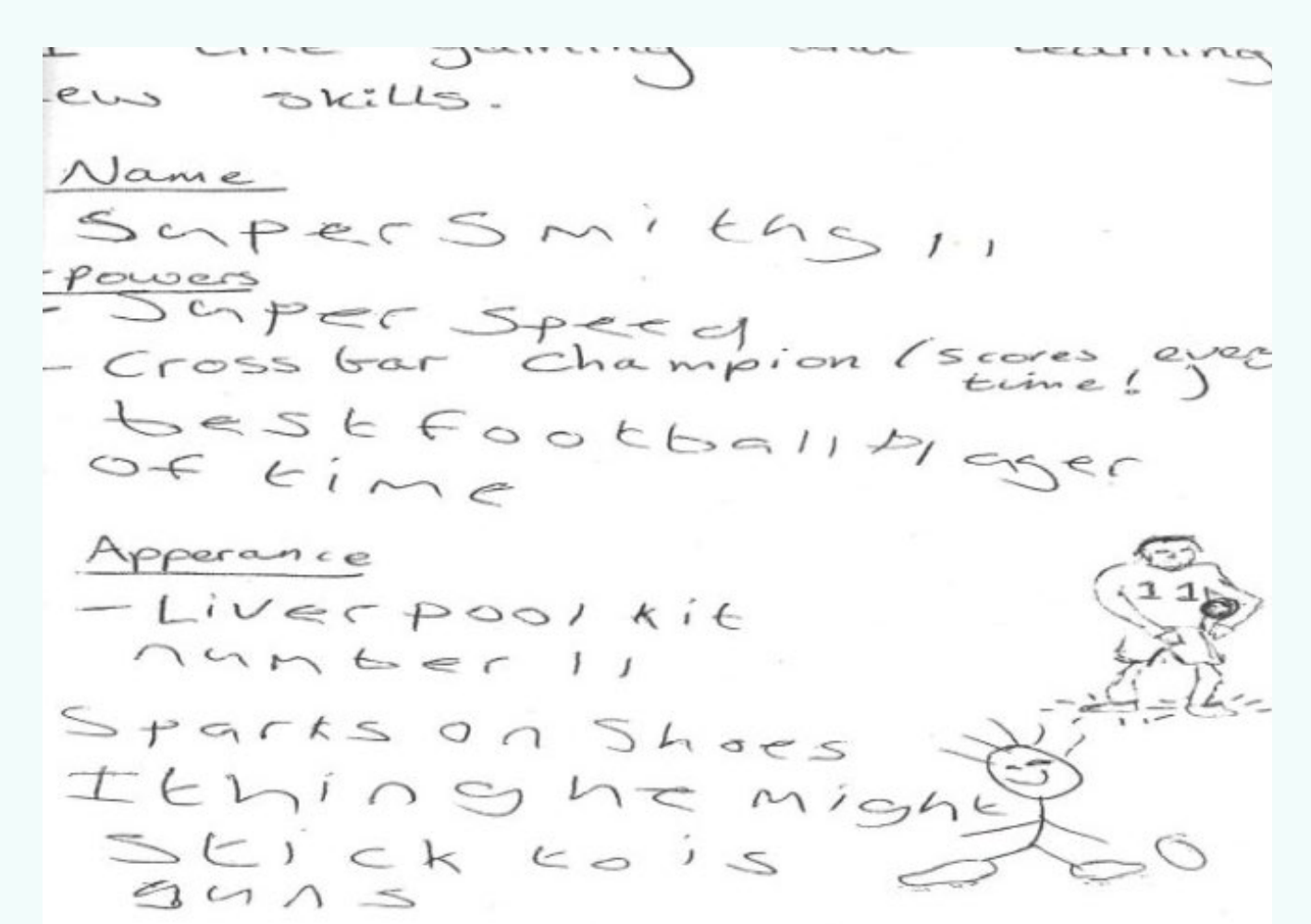
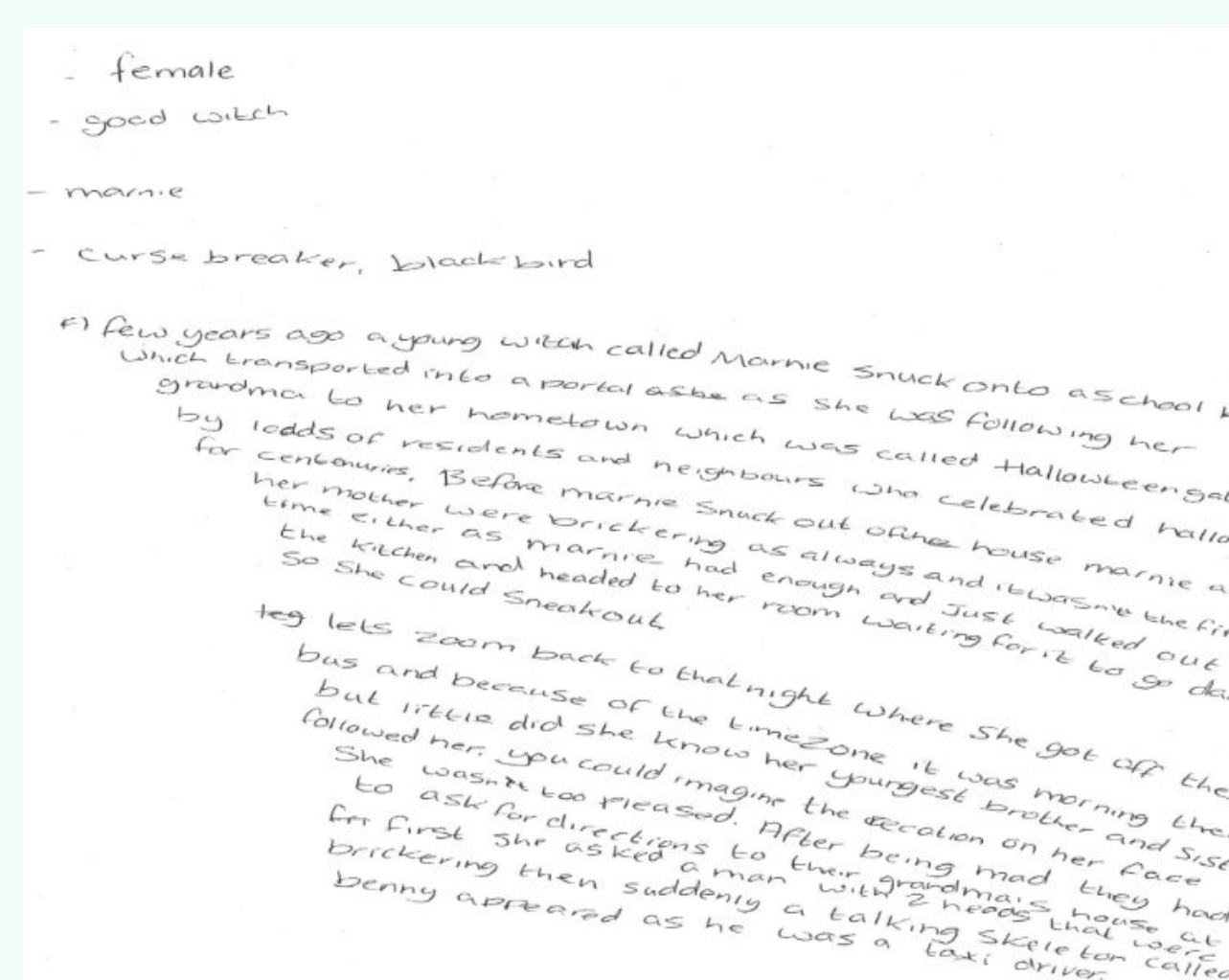
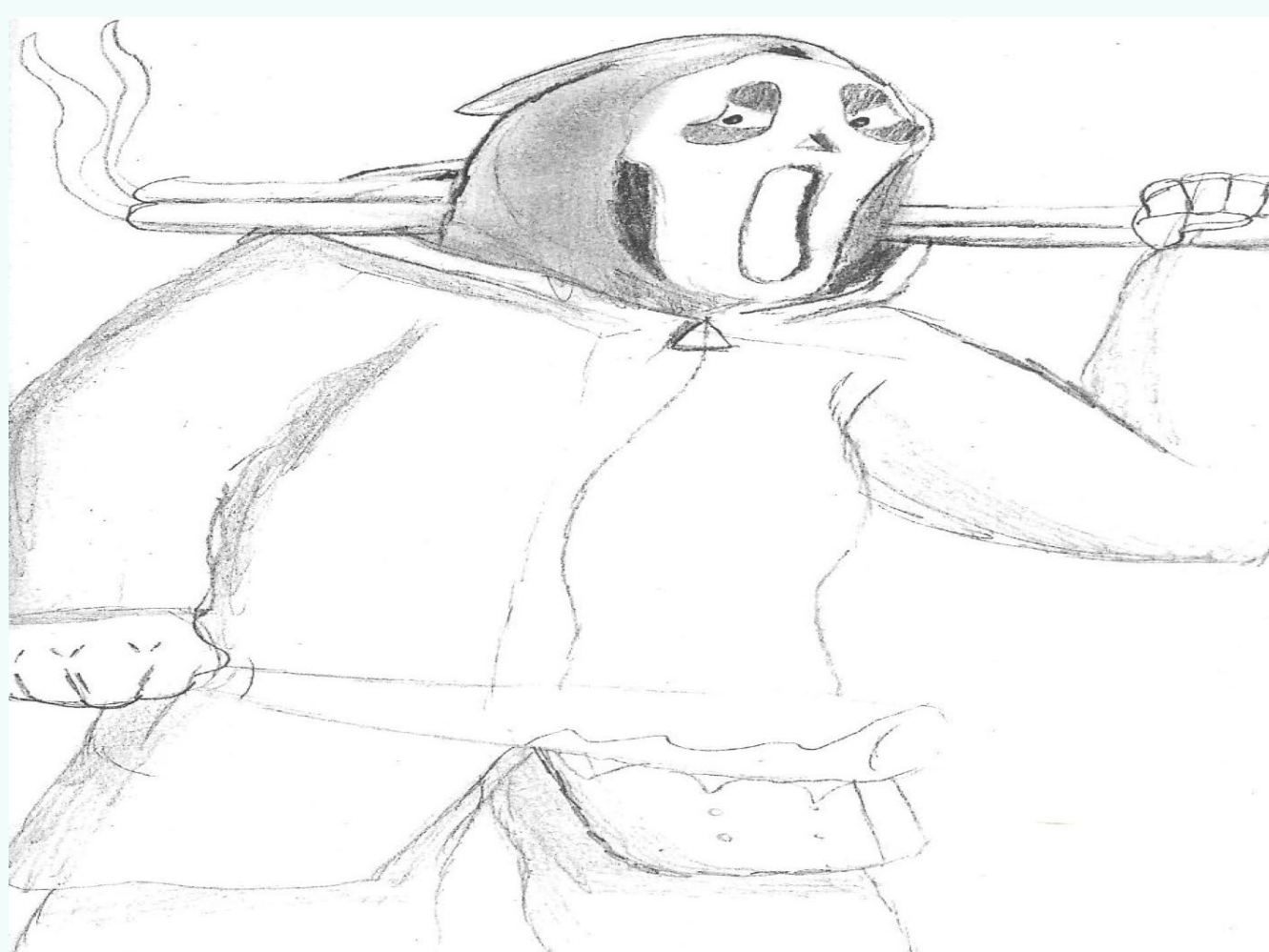
2 LJMU student filmmakers

1 LJMU student classroom assistant.

1 Mencap Staff Member



Creative Writing was the first of the mini-modules, and it was important that it quickly put the participants at ease. The first exercise was to each write one line of lyrics to contribute to a Shanty song, focusing on the day at university. Participants were able to work individually or in small teams, depending on what made them comfortable, and following the exercise, each 'line' was written up on the board. The group then sang the whole song together, so that everyone could hear their own lyrics being performed. The song was performed at the end of the session for the filmmakers to record, and it was performed at the project celebration event, with participants taking to the stage to sing their song. The second exercise was the creation of a 'Superhero' character, and the development of 'their day'. The participants worked individually but supported each other, providing feedback and ideas. They particularly enjoyed hearing their stories read aloud, and this was also incorporated into the celebration event. The engagement with this activity was especially good; some participants independently worked on their characters as 'homework', and some added illustrations to their work. Learners developed their creative writing skills and their teamwork skills. They were very encouraging and supportive of each other and developed friendships amongst themselves through the course of the module.



“

I enjoyed doing the song, and I enjoyed creating a superhero! That's the first time I have finished something I have written! Now I know I can write, and people can understand my writing even though I have dyslexia.

(Mencap Student)

”

## CURRICULUM: SPORTS

### Sports

Designed and taught by Gus Ryrie

#### Format:

Physical sports activities. 3 hrs

#### Activities:

Rugby, kinball, team throwing, laser gun.

#### Attendees:

11 Mencap students

5 Mencap Volunteers

2 LJMU student filmmakers

2 LJMU student classroom assistants

1 Mencap Staff Member



The Sports module was designed to encourage adults with learning disabilities to feel confident trying new activities and to enjoy being active in public spaces. Many people in this community face barriers to participating in sport, yet taking part can bring wide benefits — from improved health and wellbeing to stronger social connections and a greater sense of belonging. Over a series of sessions, Mencap students worked alongside LJMU staff, students, Mencap staff and volunteers to experience a range of inclusive, team-based activities. These included rugby, kinball, team throwing, and laser tag. Each activity was carefully chosen to promote cooperation, communication, and fun, rather than competition. The supportive environment allowed learners to take risks, discover new interests, and build confidence in shared spaces. By the end, participants reported feeling more comfortable joining in with group activities and recognised that sport can be both enjoyable and empowering.



“

It was good meeting new people and mixing with everyone and it's been amazing how everyone hasn't really put us down in any shape or form. Everyone's been very friendly and very nice, the people we've met here it's been unbelievable. [...] Places we've gone before, we don't really meet people like you who've been really good to us.

(Mencap Student)

”

# CURRICULUM: RELATIONSHIPS EDUCATION

## Relationship Education

Designed and taught by Janette Porter

### Format:

Classroom & performance activities. 10 hrs

### Activities:

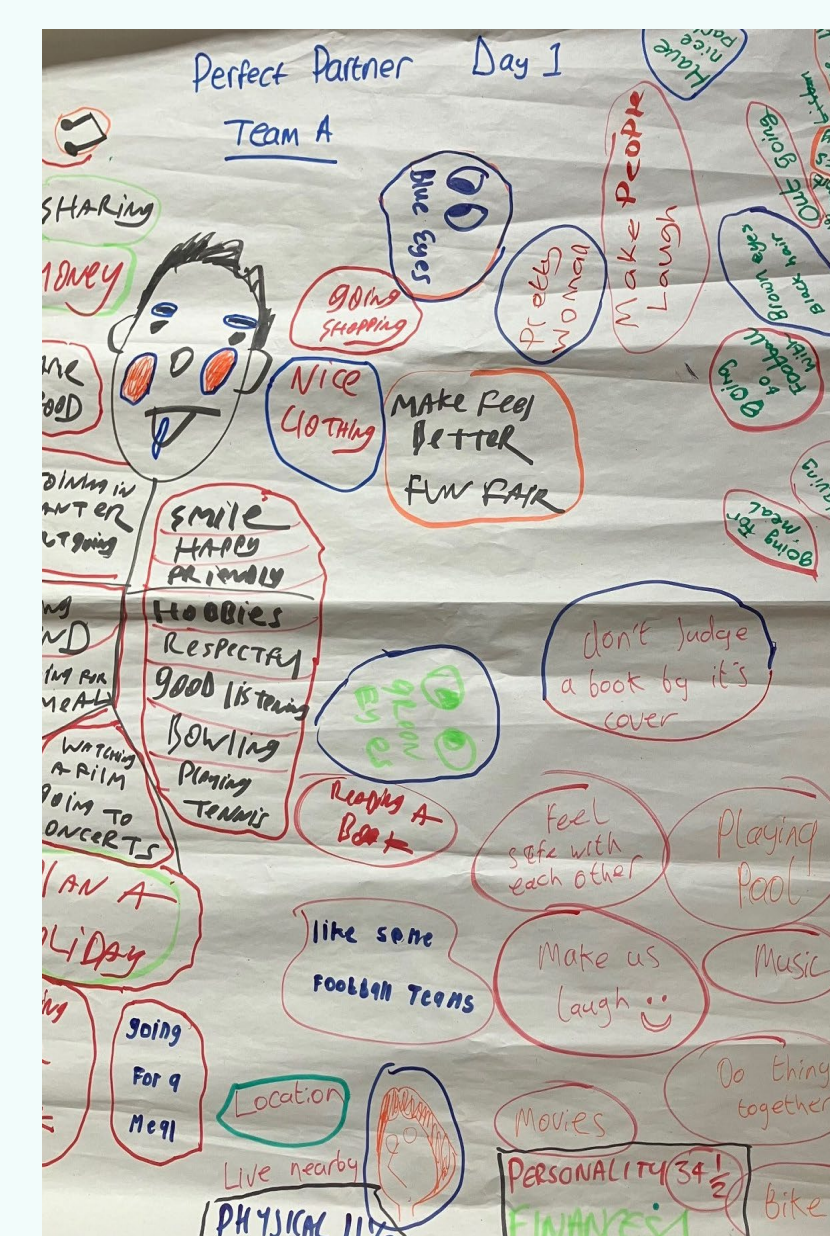
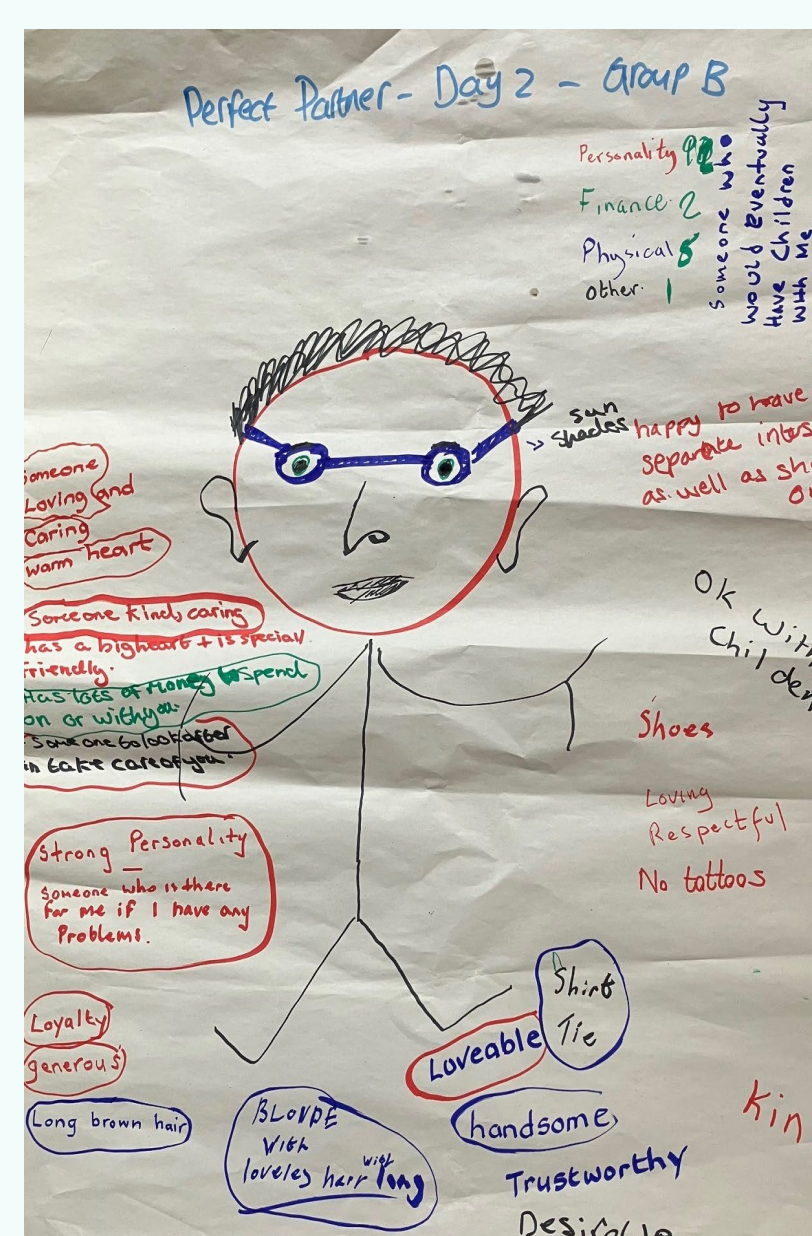
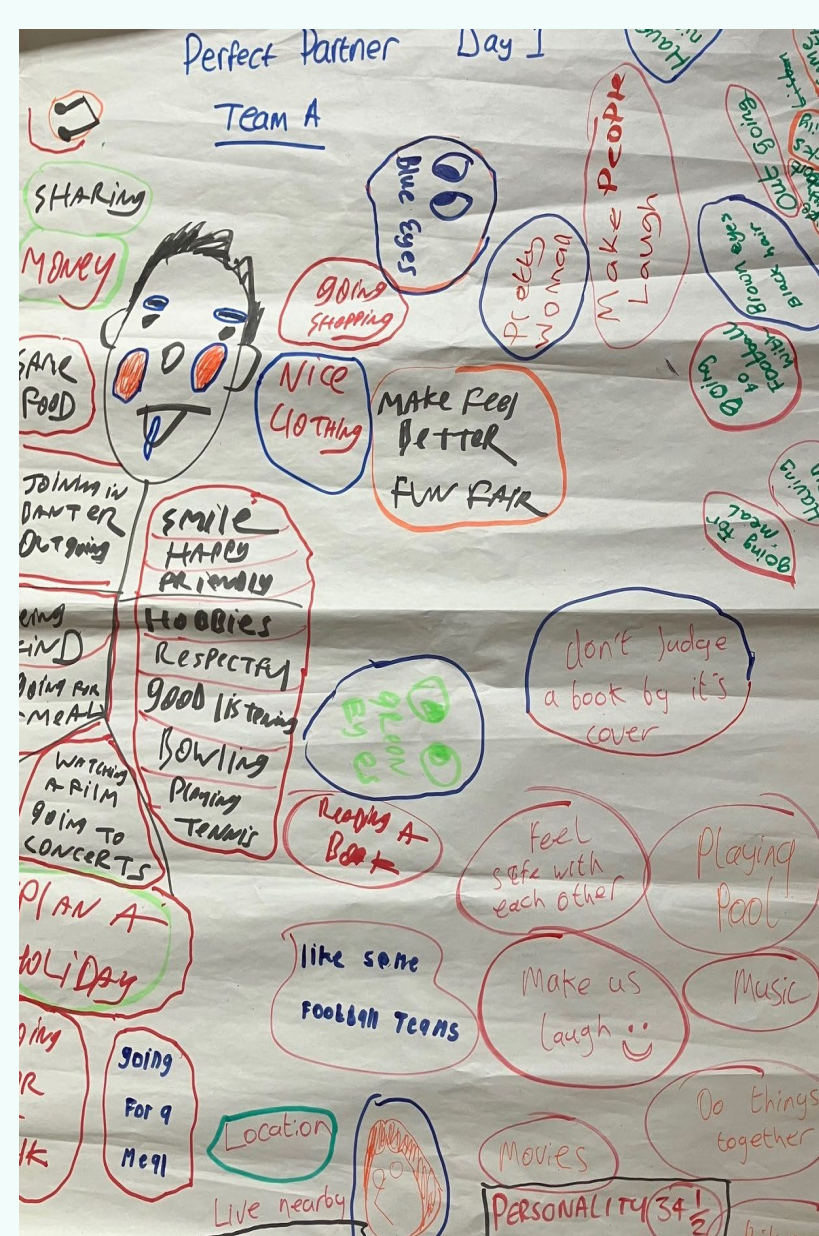
Discussions, roleplay, drawing & writing.

### Attendees:

- 12 Mencap students
- 3 Mencap Volunteers
- 2 LJMU student filmmakers
- 1 Mencap Staff Member



The relationship education module was developed through a two-year collaboration between Janette Porter and Mencap Liverpool & Sefton. The two-day module was based on Janette's work with relationship education and vulnerable groups (Porter, 2025; Standing & Porter, 2020). In the year ending March 2019, disabled women were more than twice as likely to experience domestic abuse (17.3%) compared to non-disabled women (7.0%) (ONS 2019), highlighting the need for women with learning disabilities to learn about relationships. Mencap Liverpool & Sefton welcomed the Yes, we see you! project to provide this opportunity. This module allowed full participation and easy recall of information, using creative and accessible methods such as role play, drama, poetry, and drawing to foster a safe learning environment. Discussions, including one about the word "intimacy," proved particularly impactful, especially for a parent supporting her adult child in the programme, who felt very encouraged by the discussion, as she believed her adult child had not previously had such a conversation. One participant mentioned that she had not understood the word 'intimacy' before, and this discussion helped her gain a better understanding of relationships. Participants received signposting and support from staff and volunteers, along with optional reflection time. The module was highly successful for both participants and staff, enhancing support for ongoing relationship questions.



“

Seeing the Mencap students engage in such important discussions about things that really impact their everyday lives in such an educational but also enjoyable way meant they learnt so much and were able to really relate to the complex and sensitive themes that were being discussed.

(Mencap Volunteer)

”

# CURRICULUM: MEDIA LITERACY

## Media Literacy

Designed and taught by Harriet Fuest

### Format:

Lectures, seminars, classroom activities & homework. 10.5 hrs

### Activities:

Discussions, critical thinking, watching informational videos, writing articles, designing advertisements and horoscopes.

### Attendees:

- 9 Mencap students
- 1 LJMU Student Class Assistant
- 3 Mencap Volunteers
- 2 LJMU student filmmakers
- 1 Mencap Staff Member



The Media Literacy module provided participants with the chance to examine how the media influences our understanding of the world. Based on ideas from first-year undergraduate Media, Culture and Communication studies, the content was carefully adapted so that the language was clear and accessible, with a reading age of 6–8 years. This ensured that all learners could fully participate and engage with the concepts. Through a series of lectures and seminars, students explored key themes such as media ownership, ideology, authenticity, and the media's power to impact society. These ideas were illustrated using real examples from newspapers, television, and online platforms. Together, participants investigated how hidden messages are “coded” into media texts, encouraging them to think critically about what they see and why it is presented in a certain way. The module also addressed the issue of “fake news.” Learners discussed how false stories spread and were shown simple techniques to assess reliability — for instance, checking whether multiple trusted sources report the same event. To apply their knowledge, participants created a fake news magazine. They wrote mock articles, designed clickbait-style advertisements, and even produced horoscopes. By the end of the module, students recognised that media is never neutral. They developed practical critical-thinking skills, increased awareness of bias and manipulation, and gained the confidence to question the messages surrounding them daily.



“ Having the media literacy module delivered in a uni lecture feel/vibe was brilliant and really elevated the experience for everyone, they hadn't done this before. The content and explanation felt like it was a true reflection of what a media class would have rather than being overly modified/simplified, or infantilised, which can sometimes be the case when providing information to adults with learning disabilities. However, the content still managed to stay inclusive and easy to follow so members could feel fully immersed and involved. [...] I hope we can do this course again, if anything a longer course could have even more significant impact [...] they've clearly learnt so much in such a short space of time (Mencap Progression Lead, Nadine Jones) ”

## OUTCOMES FOR MENCAP MEMBERS

### Graduation and Learning Achievements

A total of 44 Mencap members successfully graduated from the programme, having completed 35 hours of teaching across four subject areas. Each module encouraged participants to develop new skills and pursue new interests. Some students reported continuing creative writing in their own time, while others developed an enthusiasm for journalism through their involvement in the Media Literacy module. Similarly, sessions on sport and relationship education inspired participants to consider how they could take part in physical activity more regularly and to think critically about personal relationships. Notably, all participants on the Media Literacy module expressed a desire to continue with a longer course in this area, demonstrating the extent to which learning had taken root.



### Aspirations for Further Study

An important outcome was that all Mencap students implicitly expressed interest in pursuing further education at LJMU. Many asked about existing university courses they might attend, while others suggested that they would welcome more bespoke programmes tailored to their needs. Compared with their initial perceptions, participants left with a much greater understanding of what universities offer and a stronger belief that higher education was a space where they could belong.

### Social Connections

All participants reported that the experience had been socially enriching. They not only made new friendships with one another but also highlighted how much they valued getting to know LJMU students. Engaging directly with LJMU students helped demystify student life and created a sense of inclusion with the broader university community. For adults with learning disabilities, opportunities to form new social networks in higher education settings are especially valuable, as they contribute to confidence, belonging, and reduced social isolation.

### Sport and Physical Activity

One of the most significant outcomes has been the new partnership established between Mencap and LJMU Sport & Physical Activity. This includes a five-week summer programme and access to gym memberships. Mencap members have already begun using LJMU's sports facilities; spaces they previously felt unable to access. This partnership represents a vital step towards ensuring long-term opportunities for inclusive sport and exercise, supporting both physical health and social wellbeing.

### Expanding Opportunities

The project has also sparked further collaborations. Mencap now has a designated garden plot at LJMU, providing a shared space for ongoing engagement and community building. In addition, discussions are underway for a partnership with the LJMU Film School. Many participants were inspired by their experiences with the student filmmakers and expressed an interest in documentary film-making, opening up new possibilities for creative and vocational learning.

## BROADER OUTCOMES

### Wider Impact

The project's influence extended beyond the University community. The short film *Yes, we see you!* was screened at five major events during Learning Disability Week, ensuring the voices and experiences of participants reached wide audiences. These included the National Neurodiversity Show, the SEND Local Offer, Münster University in Ireland, and the World's Largest Disability Sport Trade Exhibition. Through these screenings, the project contributed to national and international conversations about inclusion, visibility, and the importance of equitable access to education and participation. Four research papers are currently underway.

### LJMU Students

The six LJMU students who took part in the project gained valuable knowledge and experience of working with adults with learning disabilities and benefited from over 500 hours of paid work combined. Through their roles as classroom assistants, research assistants, and filmmakers, they developed practical skills in communication, inclusion, and facilitation. The two student filmmakers produced a portfolio of five short films, providing a strong foundation for their career ambitions in media and content creation. The PGR involved in the project benefited from hands-on experience in course design and teaching, alongside building expertise in their specialist research area. More broadly, the project offered all students opportunities to strengthen transferable skills such as time management, teamwork, and collaborative practice, while also gaining the benefit of paid employment.



“ This is a learning curve for me, adapting and understanding how people with learning disabilities learn in a different manner, and different techniques need to be used. ”  
(LJMU Student Filmmaker)

“ I learnt a lot about communicating ideas to people of varying abilities and adapting to quick changes. Often the members would do something we needed to capture so it was important to react quickly. It developed my attention to detail to capture moments to include in the film and be aware of members' reactions and responses to the camera. Some people seem shy or uncomfortable, it was important to respond to this and move the camera instead of continuing to film them. I learnt a lot about time management as well as it was important to use time efficiently during filming, meeting, and editing. ”  
(LJMU Student Filmmaker)



### Cross-Departmental Collaboration

The project brought together multiple LJMU departments, including Education; Media, Culture, Communication; Sport and Exercise Sciences; Policing; Art and Design; the Screen School; Student Success; and the Students' Union. This collaboration showcased the University's ability to mobilise expertise across disciplines to achieve a common goal. Such joined-up working is particularly valuable in higher education, as it creates a richer learning environment, encourages innovation, and builds networks of practice that extend beyond individual faculties. It also demonstrates the University's commitment to embedding diversity and inclusion into all aspects of academic life.

## SUMMARY AND RECOMMENDATIONS

“ I just want to keep coming back,  
again and again and again!  
(Mencap Student) ”

The Yes, we see you! project has demonstrated the transformative impact of opening higher education spaces to adults with learning disabilities. Participants gained new skills, confidence, and friendships, and all participants expressed a strong desire to pursue further learning at LJMU. The project also enriched the experience of LJMU students, who developed practical skills and professional portfolios while contributing to meaningful social change. Cross-departmental collaboration further strengthened the University’s culture of inclusion and innovation.

No apologies will be made for the ambition of this project. Its scale, diversity of activity, and boldness of intent were vital in challenging stereotypes and setting a precedent for what inclusive higher education can look like. However, ambition also highlighted challenges. Financial restrictions limited how much could be delivered; insufficient lead time placed pressure on planning; and additional teaching and classroom support would have enabled even greater impact. These challenges should not be viewed as deterrents, but as lessons that underline the need for more sustained investment and resources in this vital area.

Despite these obstacles, the findings are overwhelmingly positive: adults with learning disabilities not only want to learn in higher education spaces, but thrive when given the opportunity. The project has shown that LJMU can provide a safe, inclusive, and inspiring environment, and has built the foundation for future growth.

### Recommendations

- Develop further bespoke courses in partnership with Mencap and similar organisations.
- Increase lead-in time and funding to allow for wider recruitment and deeper planning.
- Expand teaching and classroom support to meet diverse learner needs.
- Strengthen links with LJMU Sport and Film School to build on new participant interests.
- Continue to produce and showcase outputs (films, exhibitions, performances) that amplify participant voices.
- Explore pathways into accredited courses for adults with learning disabilities.
- Embed projects like this into LJMU’s long-term inclusion and widening participation strategies.

These recommendations are presented to inform future planning and institutional policy. They are grounded in evidence from the project, which demonstrates both the demand for further educational opportunities among adults with learning disabilities and the tangible benefits of inclusive practice for the wider university community. Implementing them will enable LJMU to build on its existing strengths, embed inclusive education more systematically, and contribute to national priorities around widening participation, equality, and social justice.



To watch the short film created over the course of the project, click [HERE](#)

## TO FIND OUT MORE

### TO FIND OUT MORE ABOUT THE YES, WE SEE YOU! PROJECT, CONTACT:

JANETTE PORTER, Lecturer in Education and Yes, we see you! Project Lead; [j.porter1@ljmu.ac.uk](mailto:j.porter1@ljmu.ac.uk)

### TO FIND OUT MORE ABOUT SUPPORTING & ENGAGING STUDENTS WORKING WITH DIVERSITY:

JANINE MELVIN, Project Officer in the Faculty of Society and Culture & Mencap Volunteer; [j.m.melvin@ljmu.ac.uk](mailto:j.m.melvin@ljmu.ac.uk)

### TO FIND OUT MORE ABOUT THE MEDIA LITERACY MODULE & DISABILITY RESEARCH ETHICS:

HARRIET FUEST, PGR & Associate Lecturer, Media, Culture & Communication; [hsshfues@ljmu.ac.uk](mailto:hsshfues@ljmu.ac.uk)



## THANKS TO THOSE WHO MADE THIS PROJECT POSSIBLE

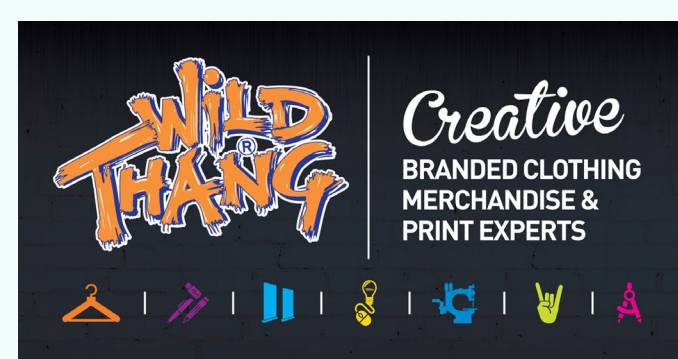
### Funders



### Partners



### Sponsors



Josafinn  
i Studio



### References

Avellone, L., Camden, J., Taylor, J., & Wehman, P. (2021). Employment outcomes for students with intellectual disabilities in postsecondary education programs: A scoping review. *Journal of Postsecondary Education and Disability*, 34(3), 223–238.

Equality Act 2010, s.20 (Duty to make reasonable adjustments) and Part 6, Chapter 2 (Further and higher education). (2010). UK Public General Acts. Retrieved from <https://www.legislation.gov.uk/>

Hockings, C. (2010). Inclusive learning and teaching in higher education: A synthesis of research. *EvidenceNet*, Higher Education Academy.

Madriaga, M., Hanson, K., Heaton, C., Kay, H., Newitt, S., & Walker, A. (2010). Confronting similar challenges? Disabled and non-disabled students' learning and assessment experiences. *Studies in Higher Education*, 35(6), 647–658. <https://doi.org/10.1080/03075070903222633>

Moore, E. J., & Schelling, A. (2015). Postsecondary inclusion for individuals with an intellectual disability: A review of the literature from 2001 to 2010. *Journal of Intellectual Disabilities*, 19(2), 123–141. <https://doi.org/10.1177/1744629514564448>

Mortimore, T., & Crozier, W. R. (2006). Dyslexia and difficulties with study skills in higher education. *Studies in Higher Education*, 31(2), 235–251. <https://doi.org/10.1080/03075070600572173>.

Porter, J. (2025). This is a healthy relationship ... school pupils as researchers and equals. In S. Frankel & S. Kay-Flowers (Eds.), *The ethics of unlocking research with children: Creativity, agency and change*. Emerald Publishing.

Seale, J. (2014). *E-learning and disability in higher education: Accessibility research and practice* (2nd ed.). Routledge.

Simplican, S. C., Leader, G., Kosciulek, J., & Leahy, M. (2015). Defining social inclusion of people with intellectual and developmental disabilities: An ecological model. *Research in Developmental Disabilities*, 38, 18–29. <https://doi.org/10.1016/j.ridd.2014.10.008>.

Standing, K., & Porter, J. (2020). Love Island and relationship education. *Frontiers in Sociology*, 4, Article 79. <https://doi.org/10.3389/fsoc.2019.00079>

Tinklin, T., Riddell, S., & Wilson, A. (2004). Policy and provision for disabled students in higher education in Scotland and England: The current state of play. *Studies in Higher Education*, 29(5), 637–659. <https://doi.org/10.1080/0307507042000261599>