

Access Challenges for Students with Disabilities at the University of KwaZulu-Natal: A Situational Analysis of the Edgewood Campus

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ABSTRACT The study explored the nature of access challenges faced by students with visual disabilities at the Edgewood campus of the University of KwaZulu-Natal. A case study which was qualitative in nature was used. A sample of two staff members in the Disability Support Unit was interviewed and documents analysed. Data was coded into categories and then themes. The findings show that although access has improved for students with disabilities in this institution, there are still systemic barriers that limit the participation of students with visual disabilities in the academic programs. The article concludes that improved access requires partnership between government and HE institutions to monitor and support systemic transformation.