



DISABILITY EQUALITY SCHEME

2009-12

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1. The University's Population, Mission and Strategic Plan 2006-10

University Population

In 2008 the University's student population numbered 15,563 students of whom 55.2% were full-time and 44.8% were part-time. In that year almost 7% of students declared a disability. In 2008 the University employed 1534 staff of whom 1.3% had declared a disability. This figure increased to 6.2% in 2009 when the University conducted a staff record validation procedure. Both staff and students are recruited from a local, regional, national and international context.

University Mission

The University's mission is to pursue excellence in academic and professional Higher Education thereby enriching both individuals and society. The University welcomes and values educational, social, cultural and religious diversity and seeks to promote equality of opportunity in all aspects of its work.

University Strategic Plan

The University's Strategic Plan 2006-10 promotes disability equality through all its priority actions which include:

- Creating a learning environment which embraces diversity in terms of access, educational experience, curriculum content and teaching.
- Enhancing the range and quality of the facilities and services offered to students.
- Ensuring that the University maintains a committed and appropriately diverse workforce through developing innovative and creative recruitment and retention strategies.
- Maximising opportunities for flexible, home and remote working consistent with our organisational objectives.

2. The University's Continued Commitment to Disability Equality

The University takes the opportunity of the revision of its Disability Equality Scheme (DES) to renew its commitment to disability equality as follows:

- The University is committed to increasing the participation of disabled people in Higher Education.
- The University is committed to building an inclusive and caring organisation which takes account of the needs of disabled people.
- The University is committed to promoting positive attitudes to disabled people and giving prominence to the views of disabled staff and students.
- The University is committed to involving and acting on the views and perspectives of disabled students and staff when developing policies and provision.

3. Legislation, definition of disability and the social model

The Disability Discrimination Act (DDA) 2005 (see Appendix A) provides protection from discrimination to anyone who has, or has had, a disability and promotes equality between disabled and non-disabled people. A person has a disability for the purposes of the DDA if s/he has a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities. This definition is modified and clarified within the DDA 2005 (see Appendix B).

The University is committed to embedding the social model of disability by recognising that people are not necessarily disabled by their impairments but by the physical, organisational and attitudinal barriers created by society. The University embraces the social model of disability in the revision and implementation of its DES.

Language can be a minefield and favoured terminology can be a matter of individual preference which may change over time. When referring to people, both the terms "disabled people" and "people with disabilities" are currently used. To reflect the social model of disability (see above) and in line with the majority of disability organisations, the University has decided to primarily use the term "disabled person/people". Acknowledging that some people may prefer other terms, we hope that they will recognise that this decision has been taken after careful consideration and consultation with disabled people and disability-related organisations.

4. Disability Equality: Information on where we are now

In the University's Equality and Diversity Annual Reports (available on the website), the Governing Body and Senior Management Team have been pleased to report the progress made towards disability equality through the implementation of its DES Action Plan 2006-09. Some challenges do remain and these have been incorporated into the 2009-12 DES and its accompanying action plan. However the achievements of the previous scheme have been substantial and include the following:

- An increase in the number of disabled students registering at the University from 665 in 2006 to 1230 in 2009.
- An increase in the number of students accessing support from the Disability Advice Service from 679 in 2006 to 1044 in 2009.
- An increase in the capacity of the Disability Advice Service for students including the recruitment of new staff.
- An increase in the number of staff declaring a disability from 25 in 2006 to 103 in 2009.
- The introduction of a central budget and purchasing system for assistive technology to support disabled staff.
- Achieving renewal of the right to display the Two Ticks Symbol, Positive about Disabled People symbol.
- Achieving Investors in People status for the second time.
- Introducing Equality and Diversity training into the Staff Orientation and Induction Programme and increasing Disability Equality training across the University.
- Conducting the University's staff survey and follow-up consultation with disabled staff which informed the priorities and actions of this scheme.
- The implementation of a programme of work to improve the accessibility of the University's buildings.
- The creation of an access group of disabled staff and students and consultation with the group throughout the development of Augustine House, the University's library and learning centre which opened in 2009.
- The development and implementation of procedures for the emergency evacuation of disabled people throughout the University.

5. Revision of the scheme: involvement of disabled people

The University recognises that ensuring meaningful participation of disabled people in policy development can be challenging and improvements in this area remain a priority in the revised DES Action Plan. A range of methods have been used to capture the experiences and views of disabled people in the development of the 2009-12 DES. The outcomes of the involvement processes are outlined in Section 7.

Following the University's first staff survey, mechanisms were established to gather more data on the experiences and views of disabled staff. These included: a focus group led by the Equality and Diversity Manager and an external consultant to investigate in more detail the issues which had emerged from the staff survey; the provision of "drop boxes" at all of the University's campuses to enable staff to make anonymous comments; one to one interviews conducted by the Equality and Diversity Manager with disabled staff.

A further focus group was led by the Equality and Diversity Manager and the Manager of Student Support to discuss the structure and priorities of the DES Action Plan.

The experience and opinions of disabled students have been gathered through regular meetings between the Manager of Student Support and the Officer for Disabled Students. During 2008-09 there has been improved integration of contact information for disabled students to facilitate their involvement in University activities. In summer 2009 the Officer for Disabled Students held an involvement meeting for disabled students who were also able to provide their views electronically.

An Access Group of disabled students and staff has been established to inform the development of the University's library and learning facility, Augustine House. The outcomes of this involvement have also fed into the priorities of the 2009-12 DES. A further student consultation meeting on the full DES has been arranged for October 2009.

An Accessibility Consultant was employed to provide advice and guidance to the Augustine House design team and has also been consulted with regard to setting the priorities for the 2009-12 DES.

6. Revision of the scheme: data used

In addition to the experiences and views of disabled people, a range of data and sources of information have been used to determine the priorities of the 2009-12 DES and Action Plan. Reports by the former Department for Innovation, Universities and Skills and guidance issued by the Equality Challenge Unit have been consulted. Data gathered from Equality Impact Assessments has also been reviewed.

Student and staff monitoring data which is analysed regularly by the Equality and Diversity Committee and presented in the Equality and Diversity Annual Reports has also informed the priorities of the Action Plan. (Please see data in Appendices C and D and commentary in the Equality and Diversity Annual Reports on the University's website). This data includes the monitoring of disabled staff by recruitment (application, short-listing and appointment), by staff in situ, and by staff leaving the organisation.

The student data which has been analysed includes:

- Numbers of disabled students
- Applications and acceptances for programmes
- Attrition Rates for disabled students
- Academic outcomes for Disabled Students
- Access to Student Support Services
- Number of disabled students subject to Disciplinary Procedures
- Number of disabled students accessing Complaints Procedures

Monitoring the uptake of staff development opportunities by disabled staff has been identified as a priority in the 2009-12 DES and Action Plan. Other potential gaps in data collection for disabled staff are internal promotion, sickness rates and disciplinary and grievance processes. The collection of these data has not been prioritised but will be reviewed during the course of the scheme.

Potential gaps in data collection with regard to disabled students include the monitoring of positions of responsibility (for example course representatives or Student Union positions) and the extent to which disabled students take up extra-curricular activities.

7. The Action Plan 2009-12

The Disability Equality Action Plan for 2006-9 takes account of:

- The priorities of disabled people
- The University's Strategic Plan 2006-10
- Priority actions from the evaluation of existing information
- Gaps in information relating to disabled people in the University
- Implementation of the general and specific duties of the Disability Discrimination Act 2005.

Following the involvement of disabled staff and further consultation with other relevant staff, it was agreed that the structure and format of the DES Action Plan 2006-09 had been a success as it had achieved substantial gains in relation to disability equality at the University. It was therefore agreed that the structure would be maintained with five themes as follows: Access and Inclusion; Organisational Development; Staff; Students; Collaborative Working (formerly Wider Community).

By agreement the tables in the DES Action Plan 2009-12 have been reformulated slightly for practical purposes. Two new sections have been designed to assist in the implementation of the plan and to generate more robust monitoring. The first is a column in which the priority level (high, medium, low) for each action point must be stipulated, thereby indicating which actions are of greatest significance for disability equality in the University. The second is a column in which the group or person responsible for monitoring the action is stipulated.

The information gathering, data monitoring and involvement of disabled people has resulted in the following priorities for each theme:

A: Access and Inclusion

To continue to improve accessibility within the University's estate;
To improve the accessibility of corporate information;
To continue to work through the Teaching and Learning Strategy to promote accessibility in the curriculum.

B. Organisational Development

To establish ongoing mechanisms for the promotion of disability equality and the involvement of disabled people;
To ensure the University's transport policy promotes disability equality;
To further embed disability equality into policy development through Equality Impact Assessment.

C. Staff

To act on findings of the 2008 Staff Survey to improve the working environment for current or potential disabled employees;
To continue to enhance the understanding of staff in relation to their responsibilities to promote disability equality;
To implement the recommendations of the 2009 Equality Impact Assessment of Equality and Diversity in Staff Development.

D. Students

To reduce the social isolation of disabled students on campus;
To sustain consultation with disabled students and obtain qualitative information about their experiences;
To ensure the University's examination and assessment arrangements do not present barriers for disabled students;
To continue to improve the experience of disabled students on placement and increase employment prospects;
To ensure disabled students are receiving the maximum benefit possible from Student Support and Guidance.

E. Collaborative Working

To ensure disability equality is central to collaborative working partnerships;
To assist partners in their equality strategies where appropriate;
To promote disability equality through the procurement process.

8. Equality Impact Assessment

The University monitors the impact of its policies and practices on disabled students, staff and visitors. Equality Impact Assessment is a positive and anticipatory process that allows the University to predict possible barriers faced by disabled people, to ensure our policies do not disadvantage disabled people and to identify how they might better promote the different elements of the disability duty (for example, promoting positive attitudes towards disabled people).

Equality Impact Assessment remains a priority of the DES Action Plan 2009-12. As identified in objective B3 of the Action Plan, the University is committed to ensuring that its Equality Impact Assessment procedures capture relevant input from core groups. (Further information about the University's Equality Impact Assessment procedures is available on the University's website).

9. Accountability and Responsibility

The Governing Body will ensure that the University meets the general and specific duties of the Disability Discrimination Act 2005.

The Vice Chancellor and the Senior Management Team will:

- Ensure that the University implements the general and specific duties of the Disability Discrimination Act 2005.
- Ensure that a named member of the Senior Management Team takes responsibility for the development, implementation and review of the Disability Equality Scheme and Action Plan.
- Ensure that the University's future Strategic Plan mainstreams disability equality within the vision, values, aims and strategic priorities.

The Equality and Diversity Committee will:

- Develop appropriate policies and procedures (for agreement by the Governing Body) to ensure compliance with the Disability Discrimination Act 2005.
- Monitor, evaluate and keep under review the effectiveness of policies, procedures, criteria and practices from the perspective of promoting disability equality and make recommendations for change wherever appropriate.
- Monitor and review the Disability Equality Action Plan.

The Equality and Diversity Delivery Group will:

- Monitor, evaluate and keep under review the effectiveness of policies, procedures, criteria and practices from the perspective of promoting disability equality and make recommendations for change wherever appropriate.
- Monitor and review the Disability Equality Action Plan.

Heads of Department, Managers and Programme Directors will:

- Embed disability equality within their area of responsibility including all new developments, projects or initiatives. For example, this means taking account of the needs of disabled staff in employment through reasonable adjustments and ensuring that teaching and learning or services are accessible for disabled students.
- Lead on, or delegate responsibility for, relevant areas of the Disability Equality Scheme Action Plan.

The Equality and Diversity Manager will:

- Provide advice, support and guidance on the implementation of the Scheme.
- Co-ordinate the development of an action plan in consultation with other staff, students and stakeholders.
- Co-ordinate or contribute to the implementation of elements of the action plan.

Staff will:

- Not discriminate on the basis of disability in any aspect of their work.
- Participate in staff development opportunities related to Equality and Diversity relevant and appropriate to their role.
- Create and use opportunities to promote positive attitudes to disabled people.
- Challenge any behaviour that could be perceived as disabilist or disability related discrimination, harassment or victimisation.

Students will:

- Not discriminate on the basis of disability in any aspect of their academic or professional studies.
- Participate in awareness raising activities related to Equality and Diversity within the context of their programme of study.
- Promote positive attitudes towards disabled people.
- Challenge any behaviour that could be perceived as disabilist or disability related discrimination, harassment or victimisation.

Visitors will be expected to:

- Promote positive attitudes towards disabled people.
- Not discriminate on the basis of disability.
- Challenge any behaviour that could be perceived as disabilist or disability related discrimination, harassment or victimisation.

10. Breaches of the scheme

The University will not tolerate disability related discrimination, harassment or victimisation. Any incident substantiated through the appropriate process will be dealt with under the Discriminatory procedures for staff or students. Allegations of discrimination, harassment and victimisation can be made through the:

- Student Complaints Procedure
- Staff Disciplinary and Grievance Procedures

Although students and staff are encouraged to use internal complaints procedures, this does not prevent individuals from using external mechanisms, for example:

- Kent Police
- Citizen's Advice Bureau
- Equality and Human Rights Commission

Support is provided for students and staff experiencing disability related discrimination through the:

- Student Disability Advice Team and Campus Tutors
- Student Counselling Service
- Equality and Diversity Manager
- Staff Contact for Disability
- Chaplaincy Service
- University Policy Framework (Student Complaints Procedure, Staff Grievance Procedure, Dignity at Work Policy)

11. Arrangements for Publishing the Scheme

The University will ensure that staff, students and partners are aware of the Disability Equality Scheme through the following means:

The recruitment process
The University's website
Induction arrangements for staff and students
Partnership agreements
Corporate communications

The scheme will be made available in alternative formats, such as Braille, large print and audio tapes, on request.

12. Arrangements for Implementing the Action Plan

Members of the Senior Management Team, Equality and Diversity Committee and the Equality and Diversity Delivery Group will ensure the widest possible dissemination and awareness of the Scheme in their Faculty and Departments.

Identified staff will take lead responsibility for each action in the plan, reporting on progress to the Equality and Diversity Committee. Minutes of the Equality and Diversity Committee meetings and Annual Reports of the DES Action Plan will be published on the University's web pages.

The University will work with collaborative partners to promote disability equality by participating in networks and consultative forums. The University will also involve disabled people in the implementation, monitoring and review of the action plan through the:

- Disabled Students Forum
- Forum for Disabled Staff
- University's strategic partners in participation activities.
- Staff and student surveys
- Equality and Diversity Delivery Group
- Equality Impact Assessment

13. Arrangements for reviewing the Scheme

The Equality and Diversity Committee will review the progress against the Action Plan on an annual basis. Annual staff and student monitoring data will be used to monitor progress. The results of monitoring will be published on the University website as part of the Annual Report on Equality and Diversity to the Governing Body, and will include a summary of proposed further action. As far as possible disabled people will be involved in implementing, monitoring and reviewing the scheme.

DRAFT DISABILITY EQUALITY SCHEME ACTION PLAN 2009-12

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A. Access and Inclusion

Priority	Planned Actions	Lead	Monitoring	Indicators of Progress and Outcomes	Timescale
Objective A1: To continue to monitor progress and implement improvements in the accessibility of the University's premises					
high	To ensure virtual Access Forum and an access consultant is consulted at the early stages of estates projects.	Assistant Director Estates & Infrastructure	Equality and Diversity Manager	Disabled staff and students and an access consultant are directly consulted at the early stages of estates projects.	Duration of Equality Scheme
high	To prioritise and implement further accessibility improvements across the campus network.	Assistant Director Estates & Infrastructure	Director of Facilities Management	Improvements identified by the Estates Dept and/or the Access Forum (see above) are implemented.	Duration of Equality Scheme
high	To ensure during procurement that all contracted architects have an access consultant.	Assistant Director Estates & Infrastructure	Director of Facilities Management	Procurement protocol is developed to ensure contractors can ensure disability equality.	2010
medium	To conduct post occupancy review of Augustine House (AH) with input from disabled people.	Augustine House Project Directors	Senior Management Team	Feedback from disabled people is analysed and any required amendments to policy and provision are made.	Within one year of AH opening
Objective A2: To promote equality and diversity through the Internal and External Communications Strategy					
high	To review the accessibility of corporate information (including website).	Corporate Communications Manager	Equality and Diversity Manager	The Corporate Communications Office has a thorough understanding of accessibility requirements.	2010
medium	To expand capacity to produce corporate documents in alternative formats.	Corporate Communications Manager	Equality and Diversity Manager	Relevant corporate documents state clearly how to access alternative formats.	2010
medium	To develop disability equality element of corporate communication training.	Corporate Communications Manager	Equality and Diversity Manager	Corporate communication training includes accessibility requirements.	2011
low	To develop corporate communication guidelines to include disability equality.	Corporate Communications Manager	Equality and Diversity Manager	Corporate communication guidelines include accessibility requirements.	2011
Objective A3: To implement the actions in the Teaching and Learning Strategy to promote accessibility in the curriculum					
high	To review how disability equality is ensured through the Teaching and Learning Strategy and the Quality	Director of Teaching and Learning and	Equality and Diversity Manager	Staff are better informed about reasonable adjustments and therefore fewer accessibility problems are dealt	2011

	Manual.	Director of Quality & Enhancement		with by Student Support and Guidance.	
medium	To encourage research relevant to disability equality.	Deans and Departmental Heads	Equality and Diversity Committee	Practice is informed by research.	Duration of Equality Scheme
Objective A4: To monitor how the procedures for planning the emergency evacuation of disabled people are working					
high	To conduct a review of how the procedures are working.	Human Resources and Student Support	Assistant University Solicitor	Report on how the procedures are being implemented identifying problems and making necessary recommendations.	2010

B. Organisational Development

Priority	Planned Actions	Lead	Monitoring	Indicators of Progress and Outcomes	Timescale
Objective B1: To establish ongoing mechanisms for the involvement of disabled people					
high	To establish a central information hub to contain key data (Good Practice and Accessibility guidance, FAQ's etc) and act as a platform for exchange of ideas.	Equality and Diversity Administrator	Equality and Diversity Manager and Access Forum	Online information resource established and regularly updated with key data and used as platform for consultation.	2011
medium	In addition to central information hub to develop alternative methods of engagement (blog, blackboard, suggestion box).	Equality and Diversity Administrator	Equality and Diversity Manager and Access Forum	Range of methods of engagement developed and promoted to staff and students.	2011
Objective B2: To ensure the University's transport policy promotes disability equality					
medium	To conduct Equality Impact Assessment of Transport Policy to ensure it does not discriminate against disabled people.	Deputy Director Facilities Management (Operational Services)	Senior Management Team	Evidence to demonstrate that Transport Policy does not discriminate against disabled people.	2010
Objective B3: To ensure that Equality Impact Assessment captures relevant input from core groups					
high	To correlate the results of	Equality and	Staff	Relevant data is presented in Equality	Duration of

	consultation with disabled staff and students with current findings from Equality Impact Assessment.	Diversity Manager	responsible for Equality Impact Assessment	Impact Assessment documentation and informs resulting actions.	Equality Scheme
high	To develop mechanisms for ongoing input from relevant groups into Equality Impact Assessment procedures.	Equality and Diversity Manager	Staff responsible for Equality Impact Assessment	Relevant data is presented in Equality Impact Assessment documentation and informs resulting actions.	Duration of Equality Scheme

C. Staff

Priority	Planned Actions	Lead	Monitoring	Indicators of Progress and Outcomes	Timescale
Objective C1: To review and improve the system for purchasing assistive technology					
medium	To consult with disabled staff about the system for purchasing assistive technology, assessment arrangements and the allocation of time to adapt to new technology.	Deputy Director Human Resources	Equality and Diversity Manager	The system ensures staff receive equipment and adjustments in an appropriate and timely way.	2010
high	To review the effectiveness of the role of the Computing Services staff member with regard to the acquisition and deployment of assistive technology.	Head of Computing Services	Equality and Diversity Manager	Disabled staff receive their equipment in a timely fashion and are enabled to use it.	2010
Objective C2: To improve the provision of information for disabled staff and their interaction with each other and the University					
high	To provide information to disabled staff about the University and what it does to promote equality for disabled people.	Equality and Diversity Manager	Equality and Diversity Committee	Information available to staff.	2010
medium	To continue to support the disabled staff network.	Equality and Diversity Manager	Equality and Diversity Committee	Disabled staff consult with and support each other and provide input into University policies and practices.	Duration of Equality Scheme
Objective C3: To increase awareness of staff regarding disability equality					

medium	To prioritise disability awareness training for staff groups identified in consultation following the 2008 Staff Survey.	Assistant HR Director (Development) Equality and Diversity Manager	Relevant Department Heads	The groups identified by disabled staff as requiring training in disability awareness are provided with relevant training.	2011
medium	To review disability awareness training and investigate the possibility of using disabled trainers wherever possible.	Assistant HR Director (Development) Manager Student Support	Equality and Diversity Manager	Staff demonstrate greater awareness of disability equality and a better understanding of specific disability issues.	2011
medium	To give consideration to the needs of those caring for disabled people (for example through flexible working).	Equality and Diversity Committee	Equality and Diversity Manager	The committee has considered how the University addresses the needs of those caring for disabled people.	Duration of Equality Scheme
Objective C4: To enhance the level of support provided for disabled staff					
high	To review how support is provided to disabled staff from the Human Resources department and to identify a member of staff to take a strategic lead in this area.	Deputy Director Human Resources	Equality and Diversity Manager	Staff in the Human Resources Department are able to provide timely and appropriated support to disabled staff.	2012
medium	To identify a range of jobs which particularly require disability equality awareness and investigate how this can be embedded in job descriptions and appraisal.	Human Resources Department	Equality and Diversity Manager	If appropriate, relevant jobs have equality and diversity embedded in the job description and appraisal process.	2012
Objective C5: To implement recommendations of 2009 Equality Impact Assessment of Equality and Diversity in Staff Development					
high	To ensure the uptake of staff development opportunities is monitored by disability.	Assistant HR Director (Development)	Staff Development Committee	Data is available on the uptake of staff development opportunities by disabled staff.	2010
high	To work with the trainers' network to ensure trainers promote disability equality.	Asst HR Director (Development) Equality and Diversity Manager	Staff Development Committee	All training delivered at the University is accessible and where relevant disability equality is promoted.	2011
Objective C6: To improve the data available about the experiences of disabled staff					
medium	To introduce a procedure to	Human Resources	Equality and	Evidence compiled from disabled staff	2011

	(wherever possible) conduct exit interviews with disabled staff.	Dept	Diversity Committee	leaving the organisation to document reasons for departure.	
medium	To include disability equality questions in the next staff survey conducted by the University.	Senior staff member responsible	Equality and Diversity Committee	Disability equality questions included in next staff survey.	At time of next staff survey

D. Students

Priority	Planned Actions	Lead	Monitoring	Indicators of Progress and Outcomes	Timescale
Objective D1: To reduce the social isolation of disabled students					
high	To work with the Student Union to review the accessibility of social spaces, student events and the Student Union bus.	Manager Student Support Equality and Diversity Manager	Equality and Diversity Committee	Disabled students participate more fully in the social life of the University.	2012
medium	To continue to improve the accessibility of student accommodation.	Deputy Director FM (Operational Services)	Manager Student Support	Incremental improvements in the accessibility of student accommodation.	Duration of Equality Scheme
Objective D2: To sustain consultation with disabled students					
high	To investigate how to obtain resources to facilitate student participation.	Equality and Diversity Manager	Equality and Diversity Committee	Increased participation of disabled students in the development of University policy and practice.	Duration of Equality Scheme
medium	To develop alternative methods of engagement (blog, blackboard, suggestion box).	Equality and Diversity Administrator	Equality and Diversity Manager	Range of methods of engagement developed and promoted to students.	2011
Objective D3: To review exam and assessment arrangements to ensure they are as accessible as possible for disabled students					
high	To conduct Equality Impact Assessment of examination and assessment arrangements.	To be confirmed	Equality and Diversity Manager	The recommendations from the Equality Impact Assessment are implemented so that arrangements are as accessible as possible.	2011
Objective D4: To improve employability of disabled students					
medium	To provide an enhanced careers	Employability and	Equality and	Higher number of disabled students	2012

	service to disabled students.	Careers Services Manager	Diversity Manager	access graduate level employment.	
Objective D5: To eliminate problems in data management systems that disadvantage disabled students					
medium	To eliminate occurrences in the QL student data management system in which the disability flag is removed from students' profiles.	To be confirmed	Manager Student Support	The student data management system does not remove disability flag from student profiles.	2012
Objective D6: To review the use of Student Support and Guidance by disabled students					
high	To review the uptake of student services at Augustine House by disabled students.	Director Student Support and Guidance	Equality and Diversity Committee	Data is made available on any changes in the use of student services by disabled students.	2011
medium	To review the uptake of student services on all campuses by disabled students.	Director Student Support and Guidance	Equality and Diversity Committee	Data is made available on any changes in the use of student services by disabled students.	2012
Objective D7: To continue to promote disability equality awareness amongst the student body					
medium	To continue to promote the e-learning Equality and Diversity module.	Director Student Support and Guidance	Equality and Diversity Committee	The number of students completing the e-learning module increases.	Duration of Equality Scheme
medium	To develop volunteering opportunities for students with a high equality and diversity relevance.	Volunteering Coordinator	Employability and Careers Services Manager	Students are able to promote disability equality through the volunteering experience.	Duration of Equality Scheme
Objective D8: To ensure disability equality for disabled students on placement					
high	To ensure partnership agreements for work placement reinforce the University's expectations with regard to disability equality.	Relevant Heads of Department and Programme Leads	Equality and Diversity Manager	Partnership agreements for work placement reflect the University's expectations with regard to disability equality.	2011
high	To be proactive in establishing which placement providers are best suited to host students with particular disabilities.	Relevant placement coordinators	Equality and Diversity Manager	Programmes collate information on placement providers best suited to host students with particular disabilities.	2012
high	Work in partnership with the University's partners to promote equality and diversity and meet	Relevant Heads of Department and Programme	Equality and Diversity Manager	The University's partners meet legal requirements.	Duration of Equality Scheme

	legal requirements.	Leads		
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E. Collaborative Working

Priority	Planned Actions	Lead	Monitoring	Indicators of Progress and Outcomes	Timescale
Objective E1: To ensure disability equality is central to collaborative working partnerships					
medium	To ensure that considerations of disability equality are embedded within due diligence checks undertaken prior to entering into collaborative partnerships.	Manager of Academic Partnerships Manager Student Support	Director of Quality and Enhancement	Statements are revised and disseminated. There is disability equality for students accessing HE through partnership arrangements and disabled students can access appropriate services.	Duration of Equality Scheme
Objective E2: To continue to assist partners in their equality strategies where appropriate					
medium	To continue to meet with and provide guidance to, staff from partner institutions to ensure their institutions promote disability equality.	Manager Student Support Equality and Diversity Manger	Manager of Academic Partnerships	There is disability equality for students accessing HE through partnership arrangements and disabled students can access appropriate services.	Duration of Equality Scheme
Objective E3: To promote disability equality through the procurement process					
medium	To ensure the tendering process promotes disability equality.	To be confirmed	Equality and Diversity Manager	Information published on web site. Tendering process and outcomes promote disability equality.	2011

Legislation

The Disability Discrimination Act 2005 placed general and specific duties to promote disability equality across all University functions.

The general duty to promote disability equality requires that we have due regard to:

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination that is unlawful under the act
- Eliminate harassment of disabled people that is related to their disability
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to account for disabled persons' disabilities, even if this requires more favourable treatment

In addition, the University has a specific duty to publish a Disability Equality Scheme every three years setting out:

- How we have involved disabled people in the development of the Scheme
- Our arrangements for impact assessment
- Our arrangements for gathering and using information to promote disability equality
- Our plans for action

Definition of Disability

Disability Discrimination Act 2005

The Disability Discrimination Act 2005 provides protection from discrimination to anyone who has, or has had, a disability.

Under the act a person has a disability if s/he has a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.

This definition is then modified in a number of ways:

Long term

Long term means that the disability has lasted, or can be expected to last, for at least 12 months or the rest of the person's life if this is shorter.

People with fluctuating and recurring conditions, who have an individual episode involving substantial adverse effects which last less than 12 months but which are likely to recur are also covered by the definition.

Normal day to day activities

The impairment's effect on normal day to day activities must be substantial.

For an impairment to be treated as affecting the ability of the person to carry out day to day activities, it must affect one or more of the following activities:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift
- Carry or move everyday objects
- Hearing
- Sight
- Memory
- Ability to learn, understand or concentrate
- Perception of risk or physical danger

Progressive conditions

Where a progressive condition results in an impairment which has an effect on an individual's ability to carry out normal day to day activities, but that effect is not substantial, the person is considered to have an impairment which has a substantial adverse effect if the condition is 'likely' in the future to have substantial effects.

Other impairments

An impairment whose effects are controlled or corrected by the use of medication, prosthesis, an aid or otherwise, still counts as a disability if it would have a substantial effect on day to day activity, but for the fact that the effect is reduced by treatment.

A person who has cancer, HIV infection or multiple sclerosis will automatically be considered to be disabled. A severe facial disfigurement is deemed to have a substantial adverse effect on the ability of the person to carry out normal day to day activities.

Exclusions

The following do not bring a person within the protection of the Disability Discrimination Act:

- Addiction to or dependency on substances
- Hay fever
- Any tendency to set fire to a property, steal, physically or sexually abuse others, even where such tendencies arise from a mental illness.

Disabled Staff: Data**Table D1:****Total Staff Population**

Disabled	06 #	07 #	08 #	09 #	06 %	07 %	08 %	09 %
Yes	25	19	20	103	1.8%	1.3%	1.3%	6.2%
No	1382	1439	1514	1559	98.2%	98.7%	98.7%	93.8%
Total	1407	1458	1534	1662	100.0%	100.0%	100.0%	100.0%

Until 2009 the percentage of disabled staff in the total staff population was low, but within the range of the 1.1 to 3.1% figure given for other Higher Education Institutions. The low figure was considered to be due to under-reporting and a data validation exercise was conducted in 2009. The exercise resulted in an increase of staff declaring a disability to 6.2% of the total staff population. This percentage is considerably higher than the 2.7% of all staff in Higher Education declaring a disability, as reported by the Equality Challenge Unit (*Equality in Higher Education, Statistical Report 2009*).

Table D2:**Recruitment and selection: Non-Academic**

01/04/06-31/03/07			1/8/07-31/7/08			1/8/08-31/7/09		
Actual Numbers								
2006-2007			2007-2008			2008-2009		
Applied	Shortlisted	Appointed	Applied	Shortlisted	Appointed	Applied	Shortlisted	Appointed
52	9	4	112	15	2	115	21	1
Percentage of Total								
2006-2007			2007-2008			2008-2009		
Applied	Shortlisted	Appointed	Applied	Shortlisted	Appointed	Applied	Shortlisted	Appointed
2.3%	1.3%	2.6%	3.6%	2.0%	1.3%	2.9%	2.8%	0.7%
Conversion Rate								
2006-2007			2007-2008			2008-2009		
	Shortlisted	Appointed		Shortlisted	Appointed		Shortlisted	Appointed
	17.3%	44.4%		13.4%	13.3%		18.3%	4.8%

The number of applications for non-academic posts from those declaring a disability in 2008/09 was similar to 2007/08 and represented 2.9% of all applicants. The proportion being short-listed increased in 2008/09 but the proportion being appointed decreased. These data are difficult to interpret as there are low numbers of disabled people and minor changes in the numbers result in large changes in the percentages.

Table D3:

Recruitment and selection: Academic

01/04/06-31/03/07			1/8/07-31/7/08			1/8/08-31/7/09		
Actual Numbers								
2006-2007			2007-2008			2008-2009		
Applied	Shortlisted	Appointed	Applied	Shortlisted	Appointed	Applied	Shortlisted	Appointed
11	4	2	30	10	0	23	8	4
Percentage of Total								
2006-2007			2007-2008			2008-2009		
Applied	Shortlisted	Appointed	Applied	Shortlisted	Appointed	Applied	Shortlisted	Appointed
2.0%	2.1%	3.2%	3.2%	3.7%	0.0%	2.6%	3.8%	6.3%
Conversion Rate								
2006-2007			2007-2008			2008-2009		
	Shortlisted	Appointed		Shortlisted	Appointed		Shortlisted	Appointed
	36.4%	50.0%		33.3%	0.0%		34.8%	50.0%

The number of applications for academic posts from those declaring a disability in 2008/09 decreased slightly from 2007/08 and represented 2.6% of all applicants. The proportion being short-listed was similar in both years and the proportion being appointed increased. These data are difficult to interpret as there are low numbers of disabled people and minor changes in the numbers result in large changes in the percentages.

Disabled Students DataStudent Admission dataTable C1:

Applications and accepted students via UCAS					
	2007-08	2006-07	2005-06	2004-05	2003-04
Unknown	2.9	0.1	0.1	0.1	n/a
No Disability	89.9	90.7	92.6	91.3	91.1
Disability	7.2	9.2	7.3	8.6	8.9
Applications and accepted students via NMAS					
Unknown	n/a	n/a	n/a	n/a	n/a
No Disability	97.2	91.8	94.3	91.4	92.2
Disability	2.8	8.2	5.7	8.6	7.8
Applications and accepted students via the GTR					
Unknown	0	n/a	n/a	n/a	n/a
No Disability	97.8	93.9	86.6	93.5	94.3
Disability	2.2	6.1	13.4	6.5	5.7
Foundation Degree students (non UCAS)					
No Disability	92.8	96.9	96.4	98.8	98.3
Disability	7.2	3.1	3.6	1.2	1.7
Postgraduate Students (non PGCE)					
No Disability	97.6	95.1	96.6	95.7	97.4
Disability	2.4	4.9	3.4	4.3	2.6

The University's admissions data indicates a decline in the number of disabled students recruited through UCAS, NMAS and GTR. However data from the University's HESA return and the Students Disability Advice Team (see table C2 below) indicate a steady increase in the number of students declaring a disability. This discrepancy may be accounted for by the fact that students disclose disabilities once established at the University.

Student Population

Table C2:

Students declaring a Disability at the end of February 2009 compared to end February 2008 and 2007

Type of Disability	Feb 2009	Feb 2008	Feb 2007
Dyslexia	631	486	413
Visual impairment	37	22	14
Hearing impairment	66	67	52
Wheelchair user/mobility difficulty	57	48	29
Multiple disabilities	30	30	27
Unseen disabilities e.g. epilepsy, asthma	191	158	147
Mental health difficulties	43	29	26
Other disability	158	205	183
Autistic spectrum disorder	17	7	n/a
Total	1230	1052	891

There has been a steady and substantial increase in students declaring a disability over the last three years.

Student Support

Table C3:

Disability Advice Team's case load (numbers of students), as at end February 2009 compared to February 2007 and 2008

Type of disability	Feb 2009	Feb 2008	Feb 2007
Dyslexia	601	498	369
Visual impairment	26	15	17
Hearing impairment	28	28	21
Wheelchair user/mobility difficulty	72	46	76
Multiple disabilities	33	38	36
Unseen disabilities	87	54	78
Mental health difficulties	62	52	40
Other disability	106	113	40
Autistic spectrum	26	7	3
Total	1044	851	679

There has been a steady and substantial increase in students accessing support from the Disability Support Team over the last three years.

Table C4:

Graduate Profile by Degree Classification 2007/08 (Source: HESA February 2009)

	Actual Number					Percentage of Category				
	1	2:1	2:2	3	Pass	1	2:1	2:2	3	Pass
Disabled	5	37	51	14	1	5%	34%	47%	13%	1%
Unknown	189	745	783	125	11	10%	40%	42%	7%	1%
No	4	13	18	3	0	11%	34%	47%	8%	0%
Yes										

In 2007/08 the degree achievement of disabled students was comparable with that of their non-disabled peers.

Student Appeals, Complaints and Disciplinary Procedures 2007-08

In 2007/08 the University instigated annual monitoring of student procedures to identify issues and trends as a basis for enhancement. The actual headcount numbers for all of these data are small and that combined with the lack of trend data means they should be interpreted with caution.

Table C5: Academic Appeals

Disability	Number	Percentage	University %
A specific learning difficulty e.g. dyslexia	11	10%	3%
An unseen disability e.g. diabetes epilepsy	2	2%	1%
Autistic Spectrum Disorder	1	1%	0%
Hearing	2	2%	0%
A disability not listed above	4	4%	3%
No Known Disability	93	82%	93%
Total	113	100%	100%

Disabled students in 2007-08 made more proportional academic appeals than their non-disabled peers.

Table C13: Student Complaints

Disability	Number	Percentage	University %
Hearing	1	3%	0%
Multiple Disabilities	1	3%	0%
An unseen disability e.g. diabetes epilepsy	2	6%	1%
No Known Disability	27	87%	93%
Total	31	100%	94%

Disabled students made more proportional complaints than their non-disabled peers, although the actual numbers were very small.

Table C14: Plagiarism

Disability	Number	Percentage	University %
A Specific Learning Difficulty E.g. Dyslexia	2	2%	3%
An Unseen Disability, E.g. Diabetes, Epilepsy	1	1%	1%
Deaf/Hearing Impairment	1	1%	0%
Wheelchair User/Mobility Difficulties	1	1%	0%
A Disability Not Listed Above	3	3%	3%
No Known Disability	85	91%	93%
Total	93	100%	100%

Disabled students were not involved proportionally in more cases of plagiarism than their non-disabled peers.

