

Loughborough University

Disability Equality Action Plan 2006 - 2009

The Scheme and the subsequent Action Plan will be continuously updated and reviewed as part of the process of involving and consulting disabled people about its contents. Additionally, the scheme will be disseminated to departments in the university subsequent to the initial publishing of the documentation. Each department (with support from relevant officers within the university) will be encouraged to develop their own working plan and contribute to the development of the scheme accordingly. The university has taken this approach in recognition of the fact that different departments and services will have different needs and priorities for development alongside the main principles outlined in the scheme. Also, in this way, each department, and disabled people from within those departments will be encouraged to take ownership of the aspects of the scheme which relate to their services and functions.

Amendments and developments to the scheme will be recorded and published as they occur and will be subject to confirmation from the formal committee structures of the university. These updates will appear in the Appendix of this action plan.

Principal responsibility for updating information in the scheme in relation to student issues will fall to the Head of the Disabilities and Additional Needs Service. Principal responsibility for updating the scheme in relation to staffing issues will fall to Equality and Diversity advisor.

A. Infrastructure and Organisation

Objective 1

Ensure that Disability Equality is embedded and promoted within the decision making processes within the university.

Objective 2

Ensure that the university's complaints and grievance procedures do not disadvantage either disabled staff or students because of an impairment or because of a complaint/grievance related to their disability.

Objective 3

Continue the mainstreaming of disability equality issues for staff and students within the university's strategies and policies

| | Action | Overall Responsibility | Target Date | Success Indicators |
|---|---|---------------------------------------|--------------------|---|
| 1 | Equal opportunities sub-committee, Student Services Committee and Student Diversity Working group to consider action plan and to continue developing strategy for implementation. | Registrar | Years 1-3 | Updated action plan produced each year. |
| 2 | Establish departmental disability strategies with clear responsibilities for action. | Deans of Faculty, Head of Departments | Year 1 | |
| 3 | Ensure complaints related to disability are appropriately monitored. | Academic Registrar | Ongoing | Complaints dealt with in a timely manner in line with the established standards, and outcomes fed into action plan. |

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| 4 | <p>Establish a formal procedure for recording, requests for reasonable adjustments by either staff or students across the university.</p> <p>Establish a mechanism to ensure that where reasonable adjustments are made, good practice is shared across the university and that consistency of adjustments is monitored.</p> | HoDs, Equal Opportunities Co-ordinators, DDC and Head of DANS | Year 2 | Robust mechanisms established |
| 5 | Ensure that external contractors and employees of the university are aware of the university's DES and their responsibilities under it. | Head of Department | Year 1 | <p>Procedure in place.</p> <p>Outsourced services show commitment to and compliance with DDA.</p> |
| 6 | Establish a mechanism to record disability related expenditure by localised budget holders. | Head of Finance | Year 2 | Use this to co-ordinate disability related expenditure across Departments and the University and as part of future budgeting strategy, for example, in relation to Disability Premium Funding and the provisions of additional support. |
| 7 | Establish a system to record additional expenditure to support disabled FE students (include both in-house and external support, on-costs, equipment and other resources). | Planning Office, programme leader for Art & Design Foundation | Year 1 | |
| 8 | Consider methods to fund support for HE students who do not receive a DSA (inc. overseas students and those awaiting a DSA award). | Operations Sub Committee | Year 1 | Identify strategies to provide this support, including technological and personal assistance. |

B. Curriculum Planning, Course Production and Presentation

Objective 1

Ensure that the learning experiences of disabled students are not restricted because of course design or curriculum planning

Objective 2

Ensure that disabled students have a range of opportunities to achieve the same learning outcomes as non-disabled students

Objective 3

Embed and incorporate accessibility into learning and teaching methodology

| | Action | Overall Responsibility | Target Date | Success Indicators |
|---|---|---------------------------------------|-------------|---|
| 1 | <p>Embed the needs of disabled students in the design, presentation and assessment of courses to ensure that anticipatory alternatives relative to a variety of impairments are made available.</p> <p>Explore ways to involve disabled student in these developments</p> | Deans of faculty, Head of Department | Annually | <p>Completion and progression rates for disabled students</p> <p>Developments of a range of alternative forms of assessments.</p> <p>Development of a range of alternative forms of learning and teaching methodology</p> |
| 2 | <p>Review accessibility of course materials held in either in departments or in University libraries to ensure that they accessible to a range of impairments</p> | Departmental Disability Co-ordinators | Ongoing | <p>Material made available in a variety of formats such as Braille, on tape, large print, electronically.</p> <p>Course teams are made aware of these resources and are able to publicise these to students.</p> |
| 3 | <p>Ensure that decisions made about accessibility or reasonable adjustments during course development are recorded so that there is a clear audit trail.</p> | Head of Courses | ongoing | <p>Systems are robust to support improved access to the curriculum.</p> <p>Update the SENDA matrix to refer to different sources, such as the DART tool.</p> |
| 4 | <p>Ensure the procedures for validation and review processes specifically include SENDA and DDA compliance and disability.</p> | Academic Registrar | | <p>Consideration of learning and teaching methods, resources, budgeting, assessment and the development of learning outcomes and units of study.</p> |

C. Admissions and enrolment of students

Objective 1

Ensure that disabled students are not nor disadvantaged during the admissions and enrolment processes of the university

Objective 2

Ensure disabled students and enquirers receive appropriate an accurate advice relative to their needs

Objective 3

Ensure that the admissions and enrolments systems compliment other university strategies for providing support to disabled students

| | Action | Overall Responsibility | Target Date | Success Indicators |
|---|--|--|--------------------|--|
| 1 | Review of accessibility of web-based materials to ensure they are accessible to a range of impairments and assistive technologies | Head of Marketing, Head of department, Departmental Administrators | Ongoing | |
| 2 | Ensure that information about access to DSAs and other means of financial support for disability is clear and up to date | Head of Marketing, Head of department, Departmental Administrators | Ongoing | |
| 3 | Review how student disability and additional requirements information is stored and disseminated in line with requirements of university departments and the need to respect confidentiality and disclosure. Ensure disabled students who have additional requirements on a temporary or fluctuating basis are included | Registrar, Head of CIS | Year 2 | Disabilities information to be embedded in new LUCI system. Draw up and disseminate guidelines on confidentiality, dissemination and disclosure of information for general staff use Review guidance for frontline staff dealing with disclosures. |

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| 4 | <p>Develop a method for course teams to disseminate information about accessibility for different types of disability in course descriptions to enable disabled students to make appropriate & informed choices about study</p> <p>Consider methods for students to formally request further information about accessibility directly from course teams.</p> | Deans of Faculty, Head of Department | Year 2 | Improve student satisfaction feedback |
| 5 | Review withdrawal data provided by Registry Services Team to gather information on withdrawal resulting from issues relating to disability. | Academic Registrar | Ongoing | |
| 6 | Review the format of enrolment and registration forms to ensure they are available in accessible formats and give accurate information for disabled students. | Academic Registrar | Year 1 | <p>Ensure that availability in accessible formats is publicised in key documentation and registration/induction packs.</p> <p>Ensure forms give accurate information about entitlements to DSAs.</p> <p>Consider adding a space for a student to declare a disability but no additional support needs.</p> |
| 7 | Ensure that enrolment takes place in an accessible location, with alternatives available for certain people with different types of impairment | Academic Registrar | Ongoing | |
| 8 | Ensure that all induction events are accessible for disabled students. | Academic Registrar | Ongoing | <p>The style of any presentations given</p> <p>The format of any written information which is disseminated.</p> <p>The location of the event.</p> |

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| | | | | <p>Ensuring technical and workshop induction sessions are accessible for disabled students Develop the technical and workshop induction programme with disabled students in mind, e.g. developing audio/visual resources materials</p> <p>Ensure library inductions are accessible.</p> <p>Offer additional inductions sessions for students whose disability requires this support.</p> |
| 9 | Develop a system to ensure that direct entry students or students who transfer mid-year have access to all important disability information and related induction sessions. | | Ongoing | |

D. Learning and Teaching

Objective 1

Ensure that the learning experiences of disabled students are not restricted because of course design or curriculum planning

Objective 2

Ensure that disabled students have a range of opportunities to achieve the same learning outcomes as non-disabled students

Objective 3

Embed and incorporate accessibility into learning and teaching methodology

| | Action | Overall Responsibility | Target Date | Success Indicators |
|---|--|-------------------------------|--------------------|---|
| 1 | Develop strategies to deliver materials in alternative formats wherever this is possible | Deans of Faculty | Ongoing | Improved development of new technologies, e.g. A/V resources, web and electronic based technologies |
| 2 | Develop the systems to review provision for students with accessibility requirements to ensure policies take account of DDA and SENDA requirements | Deans of Faculty | Ongoing | |
| 3 | Update Course information for disabled and dyslexic students. | Heads of Department | Ongoing | Information on how to obtain reasonable adjustments. Information for students whose disabilities may cause extended absences. Expanded information on the process for students with disabilities other than dyslexia. Information for disabled students who undertake placement learning |

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| 4 | Develop systems to ensure visiting and guest lecturers receive essential information about SENDA and DDA compliance and disability awareness. | Head of Department | Year 2 | <p>Materials from the DANS and DDCs.</p> <p>Additional staff training sessions.</p> <p>Consistent practice across the University.</p> <p>Providing guest and visiting lecturers with information about intellectual copyrighting and the recording of lectures by students.</p> |
| 5 | Provide training and support for Personal Tutors on SENDA, DDA and disability awareness. Develop the systems in place to support the role accordingly. | Head of Disabilities and Additional Needs, Head of Department | Ongoing | <p>Communicate good practice, including methods to ensure disabled students are not disadvantaged in the process of arranging appointments with their Tutors.</p> <p>Confidentiality and disclosure.</p> <p>Developing a system to ensure Personal Tutors receive appropriate information about disabled students in their cohort, given that permission is supplied by the student(s). This will assist Tutors in assisting disabled students to make appropriate choices about optional modules and projects etc.</p> <p>Consider the workload of Persona Tutors; e.g. managing the distribution of disabled students across the advisors or by allocating extra hours for 1-1 sessions for advisors to support certain disabled students</p> |
| 6 | Establish a formal system to identify and provide reasonable adjustments for learning and teaching methods. Consider developing the use of a Learning Agreement and a method of providing bespoke reasonable adjustments. | Deans of Faculty | Ongoing | <p>Provision of appropriate staff training.</p> <p>Support for disabled students when developing their own learning agreements.</p> <p>Alternative learning experiences for disabled students who cannot meet learning unit requirements, either by developing formal alternatives in unit structures or by</p> |

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| | | | | <p>broadening the use of the unitised structure.</p> <p>Group and collaborative work; develop strategies for inclusion of disabled students.</p> <p>Self-directed study; develop strategies to support disabled students.</p> |
| 7 | Develop the placements policy and procedures to take into account SENDA and DDA compliance. | Deans of Faculty | Ongoing | |
| 8 | Develop the policy and procedures for arranging study visits/field trips/field work to ensure SENDA and DDA compliance. | Head of Department | Ongoing | |

E. Assessment

Objective

Provide accessible examination and assessment arrangements for disabled students, wherever possible which ensure that academic standards are not lessened in any way.

| | Action | Overall Responsibility | Target Date | Success Indicators |
|---|---|---|--------------------|--|
| 1 | Continue to review policy and current practice in assessment | L&TC | Ongoing | |
| 2 | Consider regulations for submitting work by post and e-mail and disseminating those regulations in key documentation. | Academic registrar | Year 1 | |
| 3 | <p>Conduct a review of the regulations for Impaired Performance with respect to disabled students. Ensure that any changes to the mitigation system are duly publicised and included in key documentation.</p> <p>Ensure that system is consistently and coherently applied across the university for coursework and exam work.</p> | Academic Registrar | Year 1 | <p>Ensuring correspondence generated by the impaired performance system is available in accessible formats.</p> <p>Developing a clear statement as to the confidentiality and disclosure of any information submitted in mitigation.</p> <p>Allowing claims for impaired performance without evidence where obtaining such evidence may be problematic.</p> <p>Consider a procedure which follows up disabilities declared on IP or leave of absence through DANS or other appropriate agents.</p> |
| 4 | Develop an 'alternative forms of assessment policy' for disabled students. | Academic Registrar, Deans of Faculty | Year 2 | <p>Clearly defined responsibilities for action.</p> <p>Funding necessary to support reasonable adjustments.</p> <p>The careful management and dissemination of information.</p> |

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| | | | | <p>The evidence necessary to qualify for alternative assessments.</p> <p>Monitoring quality and standards and reviewing the arrangements made for reasonable adjustments.</p> <p>Staff training; ensure the policy is consistently applied.</p> <p>Clear guidance for external examiners</p> <p>Systematic inclusion in key documentation and induction events</p> <p>Where necessary, core course elements which could prove inaccessible to certain disabilities should be clearly articulated in course specifications and key documentation.</p> |
| 5 | Review the University's policy for following up on failures and non-submissions. Ensure situations where disability may be a factor are addressed | Deans of Faculty | Ongoing | |
| 6 | Review university examination procedures and arrangements to take into account the needs of variety of disabled students | Academic Registrar | Ongoing | |

F. Information and Communication

Objective 1

Ensure the educational opportunities, facilities and additional services offered by the University to disabled people are promoted and marketed in an accessible fashion

Objective2

Embed systems to ensure internal and external materials, produced by local departments or on behalf of the whole University are accessible to a wide range of impairments

Objective 3

Continue to promote the University response to equality and diversity which ensures disabled people experience no barriers to applying to the university for jobs or courses

Objective 4

Promote effective, accessible communication with disabled people

Objective 5

Provide and promote accessible independent learning facilities wherever possible

| | Action | Overall Responsibility | Target Date | Success Indicators |
|---|--|---|--------------------|---|
| 1 | Investigate the likely range of adaptations and assistive technology necessary to support students and staff who cannot access materials through either paper or on-line based resources | Head of Disabilities and Additional Needs Service | Year 2 | Developing in house guide with marketing to ensure that staff have information and resources available to them about making materials accessible. |
| 2 | Investigates and embed systems to ensure that students requiring correspondence in alternative formats are provided with timely, suitable arrangements | Academic Registrar | Year 3 | |

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| 3 | Encourage widening participation and promotion of opportunity by disabled people through promotional literature and events | Head of Marketing | Ongoing | Monitor number of disabled enquirers. As a proportion to number of enquirers has a whole |
| 4 | Review accessibility of all printed material, including key documentation produced by the university in general or by specific departments, such as course information. | Academic Registrar | Ongoing | Publicise availability of alternative or assisted formats. |
| 5 | Ensure a range of information which describes services and support available to students with disabilities is in prospectuses and information materials and ensure students can obtain information in alternative formats. | Head of Marketing | Ongoing | |
| 6 | Briefing paper to be devised to encourage all departments and sections to ensure that information provided is also available in other formats for disabled staff. | Equality and Diversity Adviser | Year 1 | Training sessions to be provided in 2007 and ongoing |
| 7 | Promote the University as a Two Ticks employer by placing awareness raising advertisements in the disability press and other relevant press. | | Year 1,2,3 | Increase number of enquirers and job applicants from people with disabilities |
| 8 | Continue to ensure disabled staff are aware of the Disability Employment policy, Two Ticks and Access to work schemes through induction | Director Professional Development | Year 1 ensure systems in place | Ascertain feedback from staff to show awareness of the policy and schemes |
| 9 | Disseminate information on best practice and guidance to managers through publications and website | Head of Personnel Services | ongoing | To ensure that best-practice guidance readily available |
| 10 | Identify process to ensure the provision of electronic journals and books in accessible formats. | Director of Information Services & Systems | July 2007 | Include in section plan for providing accessible formats. |

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| 11 | Raise staff awareness of assistive technology e.g. DART tool and others available in the library | Director of Information Services & Systems | Ongoing | Increased awareness by staff of the assistive technology available. Staff receive training to enable them to assist students with technologies. |
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G. Staff Employment and Training

1. Staff Recruitment

Objective 1

To increase the use of the Two Tick Disability Symbol to raise the number of job applicants who are disabled

Objective 2

To continue ensuring that disabled applicants receive equal and fair treatment and are considered solely on their ability to do the advertised job

Objective 3

To continue to offer interviews to all disabled applicants whose skills and experience meet the essential criteria of the person specification provided for the job

| | Action | Overall Responsibility | Target Date | Success Indicators |
|---|--|--------------------------------------|--------------------|--|
| 1 | Continue to use Two Ticks Symbol to promote positive action initiatives in the recruitment process including in advertising and publicity material to attract staff applications from disabled people. | Head of Personnel Services | Ongoing | Increased numbers of disabled applicants & appointees. |
| 2 | Use the outcomes of the DES and monitoring to regularly review recruitment and employment policies and procedures, in line with good practice | Head of Personnel Services | | Increased numbers of disabled applicants & appointees. |
| 3 | Monitor Two Ticks scheme with regards to guarantee interviews for disabled applicants, to increase the number of appointees with disabilities | Head of Personnel Services | Year 1 ongoing | Increase number of disabled appointed. Update the Two Tick Scheme |
| 4 | Continue to ensure that information is available in alternative formats for job applicants. | Head of Personnel Services | Year 1,2,3 | Feedback form applicants shows their requirements during recruitment process |
| 5 | Review training on recruitment and selection to raise awareness of what reasonable adjustments can be made. | Director of Professional Development | Year 1 | Staff involved in recruitment and selection will have access to information about resources available e.g. Access to Work. |

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| 6 | Review Respecting Diversity training to ensure this covers disability issues. | Director of Professional Development | | Staff are aware of disability issues and have confidence to address these issues |
| 7 | Conduct skills audit to identify training and other interventions required for staff who occupy particular operational roles, managers and other key staff, (e.g. course leaders, wardens), on specific advice and guidance in respect of their particular remit, including clarification of their responsibilities on disability issues. | Director of Professional Development | | Develop relevant skills and have confidence to address these issues |
| 8 | Establish feedback process on Recruitment website for reasons why potential applicants decided to apply/not to apply. Review on a regular basis | Head of Personnel Services | Year 1.2.3 | Use information to improve DES and process for recruitment |
| 9 | Access to Work. Review process of identifying new members of staff through "medical forms" to ensure awareness of any adjustments | Head of Personnel Services | | Ensure that reasonable adjustments are identified and made |

H. Employment policies and practices

Objective 1

To continue to develop and review employment policy and practices to ensure a positive environment for the recruitment and employment of disabled people

Objective 2

To promote a working environment which provides equality of opportunity and freedom from unlawful discrimination for disabled people

Objective 3

To continue the work to ensure that discrimination does not occur in working practices and to ensure disabled people may participate fully in the life of the University

Objective 4

To continue to promote the recruitment and retention policy for those staff who become disabled. Where possible they are to be retained in their current role. Or to find a suitable alternative role if one is available, and to provide retraining for this role where reasonable

| | Action | Overall Responsibility | Action by | Target Date | Success Indicators |
|---|--|--|---|--------------------|--|
| 1 | Continue to provide accessible computer systems for staff and identify further updates | Director, Corporate Information Services | Director, Corporate Information Services | Commencing Year 1 | Continuous improvement in accessible computer systems. |
| 2 | Continue to improve the provision of ICT support for disabled staff and devise appropriate tools similar to DART | Director, Corporate Information Services | Director, Corporate Information Services | Year 1 | Positive feedback from staff demonstrates relevance of services |
| 3 | Review the Code of Practice: Disability and Employment at least every 3 years | Head of Personnel Services | Equality Diversity Adviser in consultation with staff. HODs, HoSs | Year 3 | Feedback shows that managers understand their responsibilities and demonstrate this in practice More diverse workforce within the University. |

E. Staff Employment and Training: 2. Employment policies and practices

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| 4 | Recruitment and retention - Produce a guidance pack those involved in this. Incorporate issues raised by staff during the DES consultation process. | Head of Personnel Services | Equality Diversity Adviser | Year 1 | Raised awareness of disability issues amongst staff who recruit |
| 5 | All new staff to attend Respecting Diversity training | Director of Professional Development | Equality Diversity Trainer HODs, HOSs | Year 1 and ongoing 6 monthly | Professional development records show attendance. Feedback staff awareness of diversity and equality policies and practices including those for disability. |
| 6 | Improve access to support services for staff with disabilities and other additional requirements by ensuring staff are aware of the support available | Registrar | HOSs | Year 1 and ongoing | Continued consultation and feedback demonstrates improves awareness |
| 7 | Promote Disabled Staff Group via the Loughborough website, Lboro news, and encourage feedback on issues relating to employment.. | Head of Personnel Services ED Adviser | ED Adviser | Year 1 | Support group up and running and well publicised. |
| 8 | Notify issues raised by staff during the consultation process to be considered by relevant people. Allow Publication of the reasons if actions cannot be dealt with | Head of Personnel Services | ED Adviser | Year 1 | Issues to be investigated, resolved and added to relevant for future action where possible. |

I. Learning and Development

Objective 1

To ensure that disabled staff are able to access opportunities for self development in order to continue progress careers

Objective 2

To raise awareness of disability issues for staff and provide the resources to achieve this

Objective 3

Provide information and resources for staff teaching disabled students. This is to ensure they have the practical skills to facilitate the support of learning for disabled students and staff

Objective 4

Mainstream on-going training on disability issues included in the University training and development programmes

Objective 5

To ensure staff are able to promote learning of disabled students and staff impairments by developing their skills and providing the resources to meet their needs

Objective 6

Courses - Provide capacity building training to staff to ensure they have the skills to make courses accessible

| | Action | Overall Responsibility | Target Date | Success Indicators |
|---|---|-------------------------------|--------------------|--|
| 1 | A report to be submitted to the Equal Opps. Sub-Committee which sets out staff development for disabled people | Head of Personnel Services | May 2007 | Report presented. |
| 2 | Annual monitoring of the progress against the Action Plan (as part of Equality & Diversity monitoring of HRD activity). | Head of Personnel Services | From March 07 | Monitoring report presented annually to EO Sub-committee |

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| 3 | Establish process for all disabled staff to have a disability have a Personnel Development Plan. | Head of Personnel Services PVCs | On-going | Annual review of % staff by dept. who have a PDP. |
| 4 | Set up process for staff to ensure they have information regarding appropriate development opportunities. | Head of Personnel Services Director Professional Development | On-going | Consultation and Staff Disability Group show awareness of access to learning and development opportunities. |
| 5 | Disability awareness training included as part of induction for all new staff | Head of Prof. Dev. | Year 1 and ongoing | Staff awareness of disability and understand their responsibilities under the DDA. Disability Survey questionnaire to assess. |
| 6 | Respecting Diversity Stage 2 to be held quarterly to develop skills & behaviours on disability issues. (Targeted at new starters and those with new responsibilities and role changes). | Head of Prof. Dev. | Quarterly | Raise knowledge of issues and responsibilities for new members of staff in relation to the duty to promote disability equality and the employment of disabled staff Disability Survey questionnaire to assess. |
| 7 | Provide customer care training which addresses the requirements of disabled students | Academic Registrar | Year 1 and ongoing | Disability Survey questionnaire to assess. |
| 8 | Organise workshops for HODs and HOSs to support embedding of responsibilities for delivery of the DES | Head of Prof. Dev. Equality & Diversity Adviser | Dec. 2006 – Feb 2007 | Disability Survey questionnaire to assess and show that HODs and HOSs have increased understanding of issues and their responsibilities |

E. Staff Employment and Training: 3. Learning and Development

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| 9 | <p>Relevant staff to attend specific training on disability to include:</p> <ul style="list-style-type: none"> • mainstreaming disability issues • assessing and supporting disabled customers • relevant actions each departments/section • assessment of the impact disability issues in reviews of policy and practice | Head of Prof. Dev. | Jan 07 – Dec 07 | <p>Relevant staff gain confidence assess own area/s</p> <p>Training feedback forms to assess initially</p> <p>Disability Impact Assessments to assess</p> |
| 10 | Disseminate disability equality good practice guidelines through a range of methods (e.g. training and focus events, briefing notes, check-lists etc) to support staff development | Head of Personnel Services | On going | Provision of disability equality good practice |
| 11 | Provide Leadership training for HODs and HOSs | Director Prof Dev | Year 1,2,3 | <p>Increase skills in promoting awareness of disability issues</p> <p>Reduce number of bullying and harassment complaints.</p> |
| 12 | Promote membership of institute of Leadership and Management through the relevant training Course | Director Prof Dev | Year 1,2,3 | <p>Increase personnel development skills</p> <p>To Promote the reduction in the number of bullying and harassment complaints.</p> |
| 13 | Up-date resource guides and tools to include information about the DES and duties under DDA including website based courses | Director Prof Dev | Annually by: Dec 07 Dec 08 | References to responsibility under DES and DDA included and all resources are updated |

J. Accessible Buildings

Objective 1

Continue to ensure compliance with DDA for all new and existing University buildings

Objective 2

Continue to mainstream access issues in new policies and new projects whether new build or refurbishment

| | Action | Overall Responsibility | Target Date | Success Indicators |
|---|---|-------------------------------|--------------------|--|
| 1 | Consult with Staff Disability Group to prioritise further adaptations with regard to individual requirements | Director Estates Services | Year 1,2,3 | Consultation process and questionnaire demonstrates satisfaction with adjustments |
| 2 | Continue to inform staff of building works via the notice boards and ensure their awareness of alternative accessible routes. | Director Estates Services | Year 1,2,3 | Notifications posted in good time. Consultation process and questionnaire demonstrates satisfaction |
| 3 | Continue to review accessibility of buildings including updating signage, testing hearing loops. In consultation with Staff Disability Group. | Director Estates Services | Ongoing | Increase good accessibility to buildings Consultation process and questionnaire demonstrates satisfaction |

K. Engaging with the wider community

Objective1

To continue an active role in the promotion of disability equality in the wider community

| | Action | Overall Responsibility | Target Date | Success Indicators |
|---|--|--|-----------------------------------|--|
| 1 | Widening Participation section to develop links with Disability Organisations to increase access for disabled people of graduate calibre | Academic Registrar | April/May Sep/Feb each year | Increased awareness of good practice by University with community for staff and students |
| 2 | Forge links with local authority and voluntary agencies to provide further work-experience disabled people | Director Imago Services Director Estates Services | 2006 and onwards | Increased number of disabled people undertaking work experience . |
| 3 | Organise Disability Awareness raising events in conjunction with all departments and sections. | Head of Personnel Services Equality Diversity Adviser | Annually | Increase awareness of disability issues Assessed through consultation process and questionnaire |
| 4 | Make links with local authority, NHS and voluntary agencies to organise events to deliver disability equality in partnership with disabled people. | | | Increase awareness of University as good employer Assessed through consultation process and questionnaire |

L. Monitoring and Evaluation

Objective 1

Compile and publish annual reports of the progress and actions towards the DES Action Plan. This includes a monitoring report of staff and student data

Objective 2

Carry out Disability Equality Impact Assessment for relevant policies and procedures to maximise access for disabled staff and students

Objective 3

Develop University's mainstream approach to learning and teaching and establish systematic evaluation of the progress towards meeting the needs of disabled students

Objective 4

Carry out questionnaire and consultation process on an annual basis to measure student and staff satisfaction

| | Action | Overall Responsibility | Target Date | Success Indicators |
|---|--|--|-------------------------------|--|
| 1 | The Equal Opportunities Sub-Committee to receive and approve an annual report showing which targets have been reached and to set out future targets. | Equality and Diversity Adviser Head of Personnel Services | First report November 2007 | Equal Opportunities Sub-Committee approve report for Council. Action Plan to be reviewed and new targets set. |
| 2 | Continue to collect, analyse and publish E and D monitoring data. Identify process to create more consistent and complete data | Equality and Diversity Adviser Head of Personnel Services Academic Registrar | Year1 | Information used to set priorities in review of DES Action Plan in December 2007. |
| 3 | Continue to collect and analyse data on students | Academic Registrar | Year 1 2 3 and ongoing | Demonstrate improvement in recruitment and retention of disabled students over previous year. |

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| 4 | Policies and practices to be assessed to ensure they promote disability equality and do not discriminate and are in line with relevant legislation | Head of Personnel Services | Annually | Show legislation is met for policies and practice and includes good practice. Targets set to address gaps |
| 5 | Collect and analyse information on disability-related issues from "Confide" and personnel complaints process in relation to the operation of policy and processes. | Head of Personnel Services | Year 1 | Targets to be formulated from gaps identified. |
| 6 | Progress reported on Department and Section Plans and actions undertaken, and actions from the DES Action Plan | PVCs | Year 1,2,3 and annually | Annual Dept. and Section plans identify achievements and areas for further action. |
| 7 | Establish Staff Training and Development Survey and analyse by diversity group and address any particular issues for disabled staff. | Director Professional Development | Year 2 | Where gaps are found to agree actions to deal with them. |
| 8 | Set up process to consult by different methods for staff and students to review the impact of the DES and action plan e.g. via Staff Disability Group, questionnaire, focus group and individual meetings etc. Publish DES, action plan and annual monitoring reviews Personnel Services and DANS websites | | | Ongoing monitoring and evaluation of DES and action plan to involve staff and students |
| 9 | Address and develop issues raised in DES and action plan in high risk areas identified. | Head Of Personnel Services | Year 1, 2 | Show achievements and inform future action plans |

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| 10 | <p>Disability Equality Impact Assessment Guidance to be compiled and rolled out to Depts./Sections. Training provided for staff undertaking DEIAs; key Policies screened for disability equality relevance and policies identified for full equality impact assessment.</p> | <p>Head Of Personnel Services HODs, HOSs</p> | <p>Early 2007 By end of Year 1</p> | <p>Project plan and timetable to be drawn up. By end of year 1 initial screening process completed. Action plans published and timetable for full DEIAs in 2008 and 2009.</p> |
| 11 | <p>Undertake DEIAs of recruitment and selection policies and practices.</p> | <p>Head Of Personnel Services HODs, HOSs</p> | <p>Year 1</p> | <p>Complete DEIA and information used to inform future DES and action plans. Raise the overall number of disabled job applicants and new staff members.</p> |