

Appendix A

Loughborough University Disability Equality Action Plan Actions Completed 2006 - 2007

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	Progress
1	Equality and Diversity sub-committee, Student Services Committee and Student Diversity Working group to consider action plan and to continue developing strategy for implementation.	Chief Operating Officer/ Academic Registrar	Years 1-3	Updated action plan produced each year.	E & D Sub Committee approved project plan Jan 2007
2	Establish departmental disability strategies with clear responsibilities for action.	Deans of Faculty, ADT's, HODs, HOSs	Year 1	Department Strategy	Provided by some departments

5	Ensure that external contractors and employees of the university are aware of the university's DES and their responsibilities under it.	Head of Finance, Head Estates Services, Director Personnel	Year 1	Procedure in place. Outsourced services show commitment to and compliance with DDA.	Procurement set up process
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.	Additional funding requested for equipment and support provided through DANS, as part of annual budget request. Additionally, departments have contributed to the cost of support for students with high cost complex needs who cannot be full supported directly from the Disabled Student Allowance (for example, the business school, School of Art and Design) However, still in need of review due to the increase in students requiring support and the timescale involve in securing external sources of funding.

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	Progress
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>	PVC (T) Deans of faculty, ADT's, Head of Academic Practice and Quality	Ongoing	<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>	<p>Through PDQ: New procedure agreed for checking accessibility and DDA compliance of new modules.</p> <p>Planned introduction of more formal reporting mechanisms, including information available through university database system.</p> <p>Review of existing modules planned using similar methodology.</p>
2	Review accessibility of module and programme design and materials held either in departments or in University libraries to ensure that they are accessible to a range	PVC (T) Head of Academic Practice and	Ongoing	Material made available in a variety of formats such as Braille, on tape, large	Through DANS: Job role of Braille and Accessible materials officer updated and

	of impairments	Quality Departmental Disability Co- ordinators		print, electronically. Course teams are made aware of these resources and are able to publicise these to students.	implemented. DANS and library exploring new ways of increasing formal collaboration to maximise resources available to students and increase efficiency of working. Meetings to monitor and continue progress planned for academic year 2007/2008.
3	Ensure that decisions made about accessibility or reasonable adjustments during course development are recorded so that there is a clear audit trail.	ADT's, Head of Academic Practice and Quality	Ongoing	Systems are robust to support improved access to the curriculum. Update the SENDA matrix to refer to different sources, such as the DART tool.	As per section 1 above.
4	Ensure the procedures for validation and review processes specifically include SENDA and DDA compliance and disability.	Academic Registrar PVC (T) Head of Academic Practice and Quality		Consideration of learning and teaching methods, resources, budgeting, assessment and the development of learning outcomes and units of study.	As per section 1 above

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	Progress
1	Review of accessibility of web-based materials to ensure they are accessible to a range of impairments and assistive technologies	Head of IT Services, Departmental Administrators, Head of DANS	Ongoing	Produce guidance on what are accessible web-based materials	Head of DANS and Web Accessibility Group/Library Services collaborating on increasing accessibility of new web design and existing information on the web. A series of formal meeting held to discuss the development for the Learnserver and University web pages, including the development of a standardised accessibility option and setting.

2	<p>Ensure that information about access to DSAs and other means of financial support for disability is clear and up to date</p>	<p>Head of IT Services, Head of department, Departmental Administrator s Head of DANS</p>	Ongoing	Devise process to update information	<p>New information leaflets and web based resources drafted and disseminated through DANS, for example a comprehensive guide to the Disabled Students Allowance process.</p>
3	<p>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.</p> <p>Ensure disabled students who have additional requirements on a temporary or fluctuating basis are included</p>	<p>Head of IT Services, Head of DANS</p>	Year 2	<p>Disabilities information to be embedded in new LUCI system.</p> <p>Draw up and disseminate guidelines on confidentiality, dissemination and disclosure of information for general staff use</p> <p>Review guidance for frontline staff dealing with disclosures.</p>	<p>Disability information page to part of essential stage 2 developments of the LUCI system. This will incorporate a transfer of all information currently held by DANS on their departmental databases to be become available to nominated contacts within other sections, including academic departments. This will increase the efficiency, accuracy and detail of information available to departments about accessibility requirements for exam and coursework.</p>
4	<p>Develop a method for programme teams to disseminate information about accessibility for different types of disability in programme descriptions to enable disabled students to make</p>	<p>Deans, ADTs, Academic Registrar, Head of</p>	Year 2	<p>Guidance on accessibility for different types of disability in course descriptions</p>	<p>See section B1 above</p>

	<p>appropriate & informed choices about study</p> <p>Consider methods for students to formally request further information about accessibility directly from programme teams.</p>	DANS		<p>Process to students to formally request further information about accessibility</p> <p>Improve student satisfaction feedback</p>	
7	<p>Ensure that enrolment takes place in an accessible location, with alternatives available for certain people with different types of impairment</p>	<p>Academic Registrar, Head of DANS</p>	Ongoing	<p>Guidance on accessible venues</p>	<p>Increased collaboration between registry services and DANS for open days in 2007.</p> <p>Developments included provisions on communication support workers, confidential accessible rooms for private consultation with disabilities services staff, and a number of individual appointments offered to disabled prospective students.</p>

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	Progress
1	Develop strategies to deliver materials in alternative formats wherever this is possible	Deans, ADT's, Head of Academic Practice and Quality	Ongoing	Improved development of new technologies, e.g. A/V resources, web and electronic based technologies Strategy to deliver guidance on accessible formats	Development of Braille and Accessible Material Officer role in DANS.
2	Develop the systems to review provision for students with accessibility requirements to ensure policies take account of DDA and SENDA requirements	Deans, ADT's, Head of Academic Practice and Quality	Ongoing	Process to review provision	Various developments discussed with individual departments relating to case specific and general issues. For example, alternative forms of assessment policy for LUSAD, collaborative working with

					Ergonomics course over supporting students with physical disabilities
3	Update programme information for disabled and dyslexic students.	Heads of Department, Head of DANS, Head of ESOL	Ongoing	<p>Guidance on disability and dyslexia</p> <p>Information on how to obtain reasonable adjustments.</p> <p>Information for students whose disabilities may cause extended absences.</p> <p>Expanded information on the process for students with disabilities other than dyslexia.</p> <p>Information for disabled students who undertake placement learning</p>	Updates requested as part of annual review of programme handbooks.. However, information held on departmental websites need to be reviewed as some of this is out of date
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>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).</p> <p>This will assist Tutors</p>

				<p>Confidentiality and disclosure.</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>	<p>in assisting disabled students to make appropriate choices about optional modules and projects etc.</p>
6	<p>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.</p>	<p>PVC (T), ADT's, Head of DANS</p>	<p>Ongoing</p>	<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</p>	<p>See B1 and D2 above.</p>

				<p>structures or by 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>	
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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	Progress
1	Continue to review policy and current practice in assessment	PVC (T), L & T Committee, Head of DANS	Ongoing	Code of Practice on Assessment	Exam policy and procedure and currently under review, with suggestion for amendments and changes to be submitted early 2008.
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, Head of DANS	Year 1	<p>Good practice guidelines on accessible formats for correspondence</p> <p>Process to follow up disabilities declared on IP or leave of absence</p> <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</p>	<p>IP procedure currently under review, with suggestions for amendments and changes to be submitted on December 10th 2007.</p> <p>Intention is to streamline system to standardise methodology of decision making and also provide formal guidance on “retrospective” IP claims.</p>

				<p>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, PVC (T), L & T Committee, Head of DANS	Year 2	<p>Develop policy to set out alternative forms of assessment with clear guidance for external examiners</p> <p>Agree monitoring quality and standards and review arrangements for reasonable adjustments.</p> <p>Devise process to disseminate information.</p> <p>Set up Staff training for this</p> <p>Clearly defined responsibilities for action.</p>	Exam policy currently under review

				<p>Funding necessary to support reasonable adjustments.</p> <p>The careful management and dissemination of information.</p> <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</p>	
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				and key documentation.	
5	Review the University's policy for following up on failures and non-submissions. Ensure situations where disability may be a factor are addressed	Academic Registrar, PVC (T), L & T Committee, Head of DANS	Ongoing	Procedure to deal with follow up work	
6	Review university examination procedures and arrangements to take into account the needs of variety of disabled students	Academic Registrar	Ongoing	Good practice guidelines to aid review	Exam policy under review

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	Progress
4	Review accessibility of all printed material, including key documentation produced by the university in general or by specific departments, such as programme information.	Academic Registrar, E & D Adviser, Head of DANS	Ongoing	Publicise availability of alternative or assisted formats.	Information on website on accessible formats
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, Director Professional Development	Year 1	Training sessions to be provided in 2007 and ongoing	Paper devised and added to Personnel Services website. Distributed to HODs/HOSs

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	Information included in the Respecting Diversity and Recruitment and Retention training.
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	Heads of Department and Sections, the Staff Disability Groups and Equality Co-ordinators have been given the information about Two Ticks and Access to work.
10	Identify process to ensure the provision of electronic journals and books in accessible formats.	Head of IT Services	July 2007	Process to ensure the provision of electronic journals and books in accessible formats Include in section plan for providing accessible formats.	Review underway to change templates and default settings in desktop software models to ensure they conform to best practice (Arial 12pt)
11	Raise staff awareness of assistive technology e.g. DART tool and others available in the library	Head of IT Services	Ongoing	Increased awareness by staff of the assistive technology available. Staff receive training to enable them to assist students with technologies.	Continue to provide advice, training and diagnostic tools for Web authors to help produce accessible Web pages. Actively maintain awareness and expertise in this area as technology advances. Advertised in equality mailings and newsletter.

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	Progress
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.	Scheme reviewed and updated with Job Centre plus. HODs/HOSs notified of update. Information on webpage updated
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	Application form asks for any requirements which are met where possible. Information is available on the Personnel Services website and what accessible formats are. Personnel Services advise on how to provide an accessible format e.g. Braille, large font and so on.

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	Recruitment website revamped November 2007
9	Access to Work. Review process of identifying new members of staff through "medical forms" to ensure awareness of any adjustments	Head of Health and Safety		Ensure that reasonable adjustments are identified and made	Review done. Monitoring process to be established.

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	Target Date	Success Indicators	Progress
1	Continue to provide accessible computer systems for staff and identify further updates	Head IT Services	Commencing Year 1	Continuous improvement in accessible computer systems.	Continue to provide advice, training and diagnostic tools for Web authors to help produce accessible Web pages. Actively maintain awareness and expertise in this area as technology advances.
2	Continue to improve the provision of ICT support for disabled staff and devise appropriate tools similar to DART	Head IT Services	Year 1	Positive feedback from staff demonstrates relevance of services	Continuing improvements to Haslegrave computer labs, help desk and printing facilities.

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

5	All new staff to attend Respecting Diversity training	Director of Professional Development	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.	Courses offered to members of staff
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	Year 1	Support group up and running and well publicised.	Regular adverts are placed on the electronic notice board. Notices appear in staff newsletter (news@lboro) and the Equality and Diversity Newsletter.

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	Progress
3	Establish process for all disabled staff to have a Personnel Development Plan.	Head of Personnel Services PVCs	On-going	Annual review of % staff by dept. who have a PDP.	Process in place.
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.	HODs/HOSs notified through Two Ticks.

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	Training session/focus events carried out by Equality and Diversity Adviser
11	Provide Leadership training for HODs and HOSs	Director Prof Dev	Year 1,2,3	Increase skills in promoting awareness of disability issues Reduce number of bullying and harassment complaints.	ILM course offered
12	Promote membership of institute of Leadership and Management through the relevant training Course	Director Prof Dev	Year 1,2,3	Increase personnel development skills To Promote the reduction in the number of bullying and harassment complaints.	See 11 above

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	Progress
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	Schools are asked to let us know if any young people have specific requirements. Information is requested before they arrive at events so that we can make sure all activities are accessible to everyone.
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 .	Imago provided work experience for disabled people in consultation with RNIB College
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	Seminar with Prof Colin Barnes organised for staff, students and community

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	Progress
1	The Equality and Diversity Sub-Committee to receive and approve an annual report showing which targets have been reached and to set out future targets.	Head of Personnel Services, Equality and Diversity Adviser	First report November 2007	Equality and Diversity Sub-Committee approve report for Council. Action Plan to be reviewed and new targets set.	Report to be considered Jan 2008
2	Continue to collect, analyse and publish E and D monitoring data. Identify process to create more consistent and complete data	Head of Personnel Services, Chief Operating Officer	Year 1	Information used to set priorities in review of DES Action Plan in December 2007.	Data published on web site

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.	Figures show small number of disabled students. These are monitored
6	Progress reported on Department and Section Plans and actions undertaken, and actions from the DES Action Plan	PVCs, HODS, HOSs	Year 1,2,3 and annually	Annual Dept. and Section plans identify achievements and areas for further action.	Departmental plans are ongoing. Reported to Equality and Diversity sub committee
10	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.	Head Of Personnel Services HODs, HOSs	Early 2007 By end of Year 1	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.	Project plan approved

Lesley Mansell
Equality and Diversity Adviser
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