

APPENDIX A (DRAFT - SUBJECT TO CONSULTATION AND APPROVAL)

Objectives	Activities	Expected Outputs	Evidence	Timeframe	Progress (update annually)	Further Action (updated after the first monitoring point)	Responsible individuals / departments / Committees
Staff							
Provision of practical advice and support to Departments on promoting disability	Develop effective working relationships with Heads of Departments and Departmental Co-ordinators to assess needs	A greater awareness and understanding of the Disability Equality Scheme and a pro-active approach to promoting disability for staff	Consultation with Disabled Staff, Heads of Department and Co-ordinators	Review progress annually			HR Advisers, Staff development Advisers (Equality and Diversity)
Develop the role of Departmental Co-ordinators	Work with the Co-ordinators and Heads of Departments to agree a description of duties for the Co-ordinators. Arrange regular meetings, with time allowed for discussion. Development of an ongoing development plan for Department Co-ordinators and a web based tool kit	Better understanding of the role of the Co-ordinators and more pro-active work undertaken to eradicate direct and indirect discrimination. Department Co-ordinators better informed about practical steps that can be taken to support disabled people and to eradicate discrimination	Feedback from Co-ordinators, Heads of Departments and disabled staff. Feedback from Co-ordinators, Heads of Departments and disabled staff	First annual review Ongoing			HR Director Staff Development Adviser (Equality and Diversity)
Provide Departmental Co-ordinators with appropriate support and training							Staff Development Adviser (Equality and Diversity)
Increase awareness and membership of the Staff Group: Disability	Publishing Staff Group: Disability as a forum and consultative framework	Effective consultation with Disabled Staff	Increased numbers of members of the Staff Group: Disability and increased volumes of comments to the E&DSC	First annual review			Staff Development Adviser (Equality and Diversity)
Improve understanding about the benefits of the Two Ticks Scheme	Communication with Department Co-ordinators and a briefing document with shortlist documents	Increased numbers of shortlisted disabled candidates	Recruitment statistics - Number of disabled applicants: number of disabled shortlisted applicants: number of disabled new starters	Annual reporting to E&DSC			Recruitment Team and Staff Development Adviser (Equality and Diversity)
Improve accessibility around campus and accessibility within buildings	Undertaking the recommendations made by the DDA Building Audit for existing buildings and continuing to prioritise accessibility when designing new buildings	All buildings on campus DDA compliant and assessable	DDA Building Audit	By 2012			Director of Facilities Management
Improve accessibility of written information	Review of all web based information and paper literature	Websites offering alternative formats and using accessible fonts and colours	Report submitted to the Equality and Diversity Sub-Committee	By 2012			Marketing and Comms and Departmental Web Administrators
Increased numbers of staff declaring a disability	Introduce self service function on I Trent to allow staff to update their disability status. Communication about the definition of disability.	An increased number of staff declaring a disability	Close correlation between the percentage of staff declaring a disability in the staff survey recorded on I Trent	By 2012			Management Information Team; Staff Development Adviser (Equal Opportunities)
Increased work experience opportunities offered by Departments to disabled people	Work with Departments to identify appropriate work experience opportunities and the RNIB College to identify suitable candidates	An increased number of placements offered to disabled people.	Report submitted to the Equality and Diversity Sub-Committee	Annual reporting to E&DSC			HR Advisers, Staff development Advisers (Equality and Diversity)
Students							
Ensure appropriate and robust services and procedures are in place to support disabled students, particularly students with multiple and complex needs	Review the provision of personal care support for students and adopt appropriate system for facilitating this.	Clear and robust system for personal care support. Flexibility in the type of needs which can be met. Higher quality provision.	Evaluation of the service by students using it.	Review current system and implement new system by April 10. Review new system in June 11			Head of DANS, Director of Student Services
Ensure the role of the Departmental Disability Co-ordinator is appropriately supported and resourced	Canvas views of DDCs on support needed for the role. Produce role descriptor and publicise on DANS website. Create shared online forum for DDC discussion. Hold DDC meetings (convened by DANS) twice a year, to include themed training activities. Discuss and agree time allocation with HoDs and Director of HR.	Improved clarity of DDC role and understanding of role among academic and support colleagues. Better quality responses for students in their approaches to DDCs. Improved communication between DANS and Departments.	Results of surveys of DDCs. Results of DANS student evaluation.	Canvas views of DDCs by Dec 09. Produce role outline by Feb 10. Discuss time allocation with HoDs and			Head of DANS, Heads of Department, Director of HR, DDCs
Improve accessibility around campus and accessibility within buildings	Canvas disabled students' and staff views on key accessibility priorities around campus. Cross-reference with DDA audit of campus and identify priority actions. Deliver improvements to accessibility of buildings in conjunction with Facilities Management.	Improved accessibility across campus - 5 buildings to be improved by end of 2010.	Record of improvements undertaken. Report to Equality and Diversity Committee	Canvas views and identify priorities by March 10. Carry out improvements on 5 buildings by Dec 10.			Head of DANS, Facilities Management
Increase access to alternative methods of assessment for disabled students	Produce guidance to go to departments on the provision of alternative assessment. Arrange training/ discussion event with departments on the back of this. Devise statistical track to monitor impact on outcomes for students receiving alternative assessment arrangements.	Greater provision of alternative assessment for disabled students. Improved outcomes for disabled students accessing alternative arrangements.	Record of guidance document and training provided. Student feedback. Improved outcomes for students.	Produce guidance for circulation by March 2010. Deliver training to departments by June 2010. Devise system to monitor impact by June 2010.			Head of DANS, HoDs, Disability Officer

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Students Take steps to reduce the withdrawal rate for disabled students in comparison to non-disabled peers	Analyse withdrawal rates and patterns from historical data. Identify key areas to target (by department or disability) and produce structured plan to address these areas.	Reduced withdrawal rates leading to greater student satisfaction with their experience at Loughborough University.	Withdrawal rates for disabled students in comparison to non-disabled students.	Analyse withdrawal pattern for 07/08 and 08/09 by Feb 10. Produce individual action plan by March.			Head of DANS, Planning Office
Take steps to address the 'bunching' of disabled students in degree classification (Upper and Lower Second Class)	Analyse 'bunching' of disabled students in degree classification from historical data. Identify key areas to target and produce structured plan to address these areas.	More representative spread of results for disabled students in comparison to non-disabled peers.	Degree classification results.	Analyse degree classification data for 07/08 and 08/09 by Feb 10. Produce individual action plan outlining steps to address by March.			Head of DANS, Planning Office
Review induction experience for disabled students.	Consider provision of specific, tailored induction programmes for certain groups of disabled students. Devise a method for this to be requested and liaise with academic departments to deliver this. Publicise in DANS literature and on website.	Improved induction experience for disabled students.	Results of surveys and focus groups held with students. Feedback from students have individual inductions.	Produce methodology for identifying students and offering tailored induction programme by April 10. Liaise			Head of DANS (with HoDs)
Take action to increase number of d/Deaf students accessing Loughborough University.	Consult current d/Deaf students to identify possible reasons for low numbers of applications from d/Deaf students. Consult with external agencies (e.g. Action Deafness) to identify possible barriers. Devise plan to encourage applications from d/Deaf students and ensure appropriate resources are available.	Increased numbers of applications from d/Deaf students.	Application statistics.	Complete consultation and devise plan by June 2010			Head of DANS/ Disability Officer