

Loughborough University Disability Equality Scheme and Action Plan.

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Loughborough University Disability Equality Scheme and Action Plan.

December 2006

- 1.1 This scheme represents the work being undertaken by Loughborough University in response to the statutory requirements of the Disabilities Discrimination Act 2005 amendments. Should you have any comments or questions about the scheme, please contact the following people.

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- 1.2 This documentation can be requested in an alternative accessible format from either the Head of Disabilities and Additional Needs Service or the Equality and Diversity Advisor. Please contact them directly should you have any accessibility requirements and a format suitable for your needs will be made available for you.

2. PROMOTING DISABILITY EQUALITY

2.1 Principles of the Loughborough University Disability Equality Scheme

This Disability Equality Scheme shows how the University will promote equality for our disabled students, staff and visitors. The following principles are expressed through the scheme:

1. The University recognises the need to eliminate discrimination, harassment and inequality for disabled people as part of its commitment to respect the diversity of its staff and student community. It also recognises that through doing this it will enhance its business processes and educational community.
2. Approaches to inclusion will be encouraged through the use of the Social Model of Disability.
3. The University respects the diverse needs of disabled students and staff and recognises them as being equally important to the needs of other students and staff. This will underpin the mainstreaming of disability equality into central decision making and strategy.
4. An inclusive learning environment and accessible curriculum will be promoted wherever possible.
5. We will attempt to reduce and eliminate the discrepancy between the proportion of disabled students and staff at the University compared to that of the wider community.
6. Staff and students are entitled to dignity and respect in the workplace and learning environment.

7. The University will continue to involve disabled staff and students in the implementation of our Disability Equality Scheme.

2.2 Students

We seek to create an inclusive learning environment which:

1. anticipates needs of its disabled students and provides accessibility and inclusion in learning, teaching and assessment methodology
2. provides services to disabled students where student need is a mainstream element of planning, strategy and organisation
3. ensures disabled students have the maximum opportunity to participate in learning opportunities offered by our curriculum, courses
4. Ensures disabled students can participate and are encouraged to participate as fully in all aspects of university life as independent members of the University community

2.3 Staff

Loughborough University is committed to achieving an educational and working environment which provides equality of opportunity and freedom from unlawful discrimination on the grounds of race, colour, nationality, ethnic origin, gender, marital status, disability, religious or political beliefs, age, sexual orientation or offending background. The equal opportunities policy aims to remove unfair and discriminatory practices within the University and to encourage full contribution from its diverse community.

2.4 Accessible buildings

Loughborough University is engaged in a continuous programme of reviewing its estates and premises to ensure that disabled people can have full access to these buildings. All new facilities are constructed with accessibility and accessible features incorporated into the design. Where necessary, the process involves consultation with internal or external disability expertise, including disabled people.

2.5 Partnerships and Procurement

Loughborough University is committed to ensuring that our DES and requirements for the promotion of disability equality are made clear in all partnerships, service and other agreements with organisations outside of the University.

There will be detailed objectives and actions to underpin the delivery of these principles and aims set out in the DES Action Plan.

3 CONTEXT

3.1 Legislative Framework

The Disability Discrimination Act 1995 part IV (the Special Educational Needs and Disabilities Act), came into force in September 2002. It requires that institutions ensure their practice; procedures and courses do not discriminate against disabled people. Further parts of the act came into force in September 2003 and September 2005, with regard to auxiliary services and estates.

Institutions are legally obliged to make **reasonable adjustments** to support disabled students, and ensure that they are not **unfairly disadvantaged** because of their disability. It also requires institutes to be **anticipatory** in approach. It does not mean academic standards or quality should be compromised. The Disability Rights Commission

published a Code of Practice in July 2002 (COPP16), which illustrated how the legislation might operate, although this does not constitute legal guidance. However, case law following litigation brought through the Act will continue to develop how the SENDA is applied, including interpretations of what constitutes reasonable adjustments or unfair disadvantage.

The SENDA makes some areas more explicit. In particular, the Act requires institutions to ensure that students without a Disabled Students Allowance are not given second class support, for example international students.

The Disability Discrimination Act (DDA) 2005 reached the statute book on 7 April 2005 and extends the DDA 1995. The Act requires HEIs to eliminate discrimination against, and harassment of, disabled people, to promote equality, promote positive attitudes and encourage disabled people to participate in public life. The disability equality duty is broadly similar to the race equality duty introduced by the Race Relations (Amendment) Act 2000. The DDA 2005 has two types of duty, being the general duties and the specific duties. The general duties require that the University must, when carrying out its functions, give due regard to the need to:

- 1. eliminate unlawful discrimination**
- 2. eliminate disability related harassment**
- 3. promote equality of opportunity**
- 4. promote positive attitudes towards disabled people**
- 5. encourage participation by disabled people in public life**
- 6. take steps to take account of disabled persons' disabilities even where this means treating disabled persons more favourably than other persons (this principle has always been recognised in the DDA, particularly through the duty to make reasonable adjustments, and ,for example , in the**

provision of dedicated services to enable disabled persons to access mainstream activities on equitable terms).

The specific duties of the DDA are intended to help bodies meet the general duties of the act which included the duty to develop a Disability Equality Scheme, by the 4th December 2006 as a means of delivering the equality duty and to involve disabled people in the development of the Scheme.

3.2 The Social Model of Disability

There are two different ways of explaining what causes the disadvantage, namely:

1. an individual (or medical) model of disability
2. a social model of disability

The medical model of disability encourages explanations in terms of the features of an individual's body, whereas a social model encourages explanations in terms of characteristics of social organisation.

Loughborough University encourages understanding of disability through the Social model wherever possible as this reflects its overall goals in encouraging inclusion, removing barriers and ensuring equality. The social model of disability makes the important distinction between 'impairment' and 'disability'.

In a social model of disability the key definitions are:

1. **Impairment:** An injury, illness, or congenital condition that causes or is likely to cause a long term effect on physical appearance and / or limitation of function within the individual that differs from the commonplace.
2. **Disability:** The loss or limitation of opportunities to take part in society on an equal level with others due to social and environmental barriers.

Disability is shown as being caused by 'barriers' or elements of social organisation which take no or little account of people who have

impairments. Removing the barriers which exclude (disabled) people who have impairments can bring about this change.

3.3 Loughborough University mission and strategic plans

3.3.1 Mission

Loughborough University has the following mission statement and ethos “To increase knowledge through research, provide the highest quality of educational experience and the widest opportunities for students, advance industry and the professions, and benefit society.”

This is characterised above all by:

1. a physical and intellectual environment that allows academic freedom and scholarship to flourish, promotes the professional development of staff, and enables the comprehensive care and support of students in partnership with Loughborough Students' Union.
2. a strong involvement with industry and the professions through research and teaching, consultancy and training, to provide direct support for wealth-creation, social advancement and cultural development;
3. a unique contribution to the development of a wide range of sports, allowing exceptional opportunities for participation and achievement at every level.

3.3.2 Strategic Priorities 2006 - 8

Loughborough University's Strategic Priorities 2004 - 8 includes the following priorities which are key in the promotion of disability equality, and will be underpinned by our DES:

Strategic priority 1: Promote fair access for all

Strategic priority 10: Diversify and develop our staff base

3.3.3 Alignment with other institutional strategies

The Loughborough DES will be closely aligned with University strategic plans, which inform the University's overarching approach to its provision for disabled people.

The Corporate Strategy is being reviewed and is due to be finalised in 2007. It is the intention that Equality and Diversity issues, including those for disability, are mainstreamed throughout all the work of the organisation.

3.4 Distinctive Characteristics

Loughborough University dates from 1909, when a small Technical Institute was established on Green Close Lane in Loughborough. It was set up by Leicestershire County Council to provide local facilities for further education and offered courses in technical subjects, science and art.

During the First World War part of the Technical Institute became an Instructional Factory for the Ministry of Munitions. In addition to normal teaching, the institute trained over 2,000 men and women for the munitions industry, making shell cases and machine parts in its workshops.

Loughborough University has an international reputation for excellence in teaching and research, strong links with industry, and unrivalled sporting achievement.

Loughborough University was awarded the 'Best Student Experience' at the 2006 Times Higher Awards. The award was based on a survey of over 6,500 students across 97 UK universities, which asked students to rate their institution on factors including programmes, teaching, social life, and students' union.

Loughborough comes first as the favourite university in the country among full-time students, when data from all the universities that took part in the 2005 survey is combined with the 2006 results.

Loughborough is research-intensive. Its ethos from its earliest days has been to produce highly relevant research that solves real world problems to assist both business and industry, and improve people's quality of life. Nearly half of the University's income is for research, and its research partnerships and links with business and industry are the envy of other institutions.

The 2001 Research Assessment Exercise (RAE) recognised research of international excellence in all departments and in addition to eleven '5 grade' awards, the University was awarded the top '5*' grade' for work in Built Environment, Sports Science and Social Sciences. Loughborough has also been awarded the highest level of funding per grant, of any UK university, by the Engineering and Physical Sciences Research Council. The expertise of University staff in specific research areas is reflected in the fact that Loughborough is providing five Sub-Panel Chairmen for the RAE in 2008.

In recognition of its contribution to the UK Higher Education sector, Loughborough University research has been instrumental in the award of an unbeaten five Queen's Anniversary Prizes: for its collaboration with aerospace and automotive companies such as BAE Systems, Ford and Rolls Royce (1994); for its work in developing countries (1998); for pioneering research in optical engineering (2000); for its world-leading role in sports research, education and development (2002); and for its outstanding work in evaluating and helping to develop social policy-related programmes (2005).

The quality of teaching at Loughborough is verified by exceptionally high

scores awarded under the Government's independent assessment scheme, which have consistently put the University towards the very top of the Teaching Quality league tables. This was highlighted in the 2005 Sunday Times University Guide, in which Loughborough came second only to Cambridge in its teaching assessments. Recently the University was awarded more than £6m to establish national Centres of Excellence in Teaching and Learning, in Engineering and Mathematics.

To sustain this quality of teaching, the University has developed strong academic, guidance and welfare systems that support students throughout their education. Work placements, degree programmes sponsored by industrial consortia, and an ever-growing International dimension are all distinctive characteristics, while our industrial and professional partnerships contribute to the outstanding employment prospects of our graduates, who are consistently targeted by the UK's top recruiters

4 DEVELOPMENT OF LOUGHBOROUGH UNIVERSITY'S DISABILITY EQUALITY SCHEME

4.1 Planning and organisation

The scheme was monitored through the Equal Opportunities Sub-Committee and drafted jointly, following consultation and involvement from disabled people, by the Equal Opportunities Advisor and the Head of the Disabilities and Additional Needs Service and a researcher from the School of Social Science and Humanities.

The University is committed to keeping the Equality Scheme open for consultation and involvement throughout its lifespan and therefore regular revisions and updates are expected. These will be recorded as the scheme develops over time.

4.2 Supporting infrastructure

Loughborough University also has an existing infrastructure which will support the implementation of the Disability Equality Scheme:

1. An Equal and Diversity Advisor who reports directly to the Head of Personnel and responsibility for equality and diversity policy development across the University.
2. An Equal Opportunities Sub-Committee, which includes the Registrar, Head of Personnel and is chaired by a senior member of academic Staff, which takes an overview of all equality and diversity issues within the University.
3. A Widening Participation Team who participate in activities relating to the recruitment and retention of disabled students.
4. Involvement in a number of regional activities to encourage the participation of disabled people, such as the Leicestershire Aimhigher Network Disability Group.
5. A Students With Additional Needs Network.
6. A Staff Disability group.
7. A committee structure which provides a framework for monitoring disability related issues for students, including the Disabilities and Additional Needs Sub-Committee, The Student Support Subcommittee and the Student Services Committee. These groups all have student representation on them.
8. The Disabilities and Additional Needs Service, which operate as part of the Student Guidance and Welfare team, and includes an NNAC assessment centre. Student Guidance and Welfare also

includes the Counselling team, The English Language Study Support Unit and the Careers Centre who provide advice and guidance on student matters relating to student disability.

9. A network of Departmental Disability Co-ordinators (for student related matters) and an Equal Opportunities Co-ordinators (for staff related matters) in each section
10. A Professional Development team (with a dedicated Diversity officer) who provide a wide variety of staff training
11. The [DART Auditing & Diagnostic Tool](#) provides access, through a searchable database, to a wealth of advice and guidance on providing a more accessible curriculum and meeting the needs of disabled students
12. A range of policies, codes of practice, guidance and resources (available in different formats) with regard to staff on the Personnel Services website.
13. The Peter Harrison Centre for Disability Sport which acts to promote opportunities for disabled people in physical activity and sport.

4.3 Involvement of staff and students

The University is committed to working in partnership with the disabled community in the development, implementation and ongoing review of its Disability Equality Scheme.

The Staff Disability Group already works with the University to comment on its policies and practices and advises where appropriate.

The process to drawing up the scheme looked at good practice as well as current barriers and gaps.

We recognise that different methods are required to maximum participation. In the consultation and involvement phase of the scheme the University:

1. Engaged the services of an experienced researcher from the School of Social Science and Humanities to conduct a survey of staff and students (full results of this are printed in appendix A). In doing this, all current staff and students were contacted and invited to fill in a questionnaire on line. Also, disabled student who had graduated and left the University within the last four years were also invited to make comment.
2. Offered a series of focus groups for staff and students to discuss any issues about the priorities for the scheme. Where staff or students were unable to attend these sessions they were also invited to attend 1-1 research interviews to discuss their opinions and priorities.
3. Each faculty directorate was briefed on the new legislation and the plans for implementing the Equality Scheme.

Information about these were widely publicised on the intranet, in the Diversity newsletter, Lboro News, these are University wide publications. An item also appeared in the student newspaper and a press release was also sent to the local newspaper.

The University recognises that a barrier to the success of this phase has the scheme has been a less complete engagement from disabled staff and students than would have been ideal. By keeping the scheme open for consultation and involvement during its lifespan, it is hoped that disabled peoples' priorities will be incorporated as the scheme and consequent work evolves.

4.4 Key findings of the Student and Staff surveys consultation and involvement

Staff

There are some important considerations to be taken into account when evaluating the data. It is also evident in the analysis of the qualitative and quantitative data that many don't consider themselves to be disabled despite technically being classed as such. This was especially prevalent within the dyslexic respondents.

Overall there was a positive response to the application and enrolment procedures with the majority of respondents reporting themselves as 'satisfied' or 'very satisfied' with the process.

The majority of respondents 'agreed' or 'strongly agreed' that they had an equal chance of retention and progression in their jobs.

The majority of the sample indicated that they felt a part of the general staff life at Loughborough University.

Barriers were identified in some aspects of general staff life such as social event facilities and assessment methods.

Students

The majority of students indicated that they 'agreed' or 'strongly agreed' that the Loughborough University clearly informed them of the support services available.

A very similar finding was presented for the ratings of induction events at Loughborough University.

Resources such as the Loughborough University website, open days and staff were rated as 'helpful' by the majority of the respondents.

University facilities such as halls of residence, bars/restaurants and shops were all rated as being meeting the requirements of the respondents.

The qualitative data combined with the quantitative data suggested that adjustments in lectures were made on the occasions that they were requested. However, the qualitative data does suggest that on some occasions the requested adjustments were not made despite agreement by the lecturer.

The majority of respondents indicated that assessment exercises such as examinations, coursework and viva-voce exams were rated as not being a barrier to them.

Over 90% of the student sample indicated that Loughborough University is supportive of its disabled students.

5 DISABILITY EQUALITY AT LOUGHBOROUGH UNIVERSITY

5.1 The 2005 a Labour Force Survey carried out for the DTI estimated that there are over 6.8 million disabled people of working age with a disability as covered by the DDA, representing around 19% of the working population. Of these, only 50% were in employment compared to 81% of non-disabled people of working age. Also the survey highlights the fact that 71% of disabled people with a higher education qualification are in employment compared with 88% of non-disabled people; and that disabled people are twice as likely as non-disabled people to have no qualification at all.

The DDA 2005 amendments have now broadened the definition of disability (with respect to mental health and medical conditions

The following information relates to the current position at Loughborough University

5.2 Benchmark data for disabled staff

The breakdown of disabled staff at Loughborough University

| Year | Have a Disability | Do not have a Disability | Awaiting Receipt |
|-------------|-------------------|--------------------------|-------------------|
| 2003 | 1.65% (47) | 97.54% (2776) | 0.81% (23) |
| 2004 | 1.58% (45) | 98.39% (2,809) | 0.04% (1) |
| 2005 | 1.64% (48) | 98.08% (2,866) | 0.27% (8) |
| 2006 | 1.61% (48) | 96.95% (2,897) | 1.44% (43) |

Loughborough University Disability Figures by Staff Category for 2006

| | Disability | | |
|------------------------|------------|--------|----------------------|
| | Yes (%) | No (%) | Awaiting Receipt (%) |
| Research & Teaching | 0.33 | 18.94 | 0.13 |
| Mang & Spec | 0.37 | 12.92 | 0.07 |
| Research | 0.13 | 12.52 | 0.33 |
| Teaching & Scholarship | 0.13 | 2.07 | 0.00 |
| Technical Services | 0.03 | 6.46 | 0.00 |
| Sec/Cler/Ancillary | 0.27 | 25.54 | 0.50 |
| Manual & Domestic | 0.33 | 18.51 | 0.40 |

The proportions of disabled applicants to Loughborough University

| | |
|---------------------------------|----------------------|
| Disability disclosed | 32 (1.40%) |
| Disclosed not disability | 2249 (98.60%) |
| Information not provided | 0 (0%) |

5.3 Disabled Staff - current provision

Loughborough University has Staff Disability Group which reports to the Equal Opportunities Sub-Committee.

There is also a Disability and Employment Policy and was awarded the Two Ticks Disability Symbol. There was a rolling programme of training on this together with information on Access to Work. This is included in the Recruitment and training that must be undertaken before any member of staff is allowed to be involved in the recruitment process. Details of these are available on the Personnel Services website which includes:

- Disability: Good Practice
- Staff Recruitment Guidance
- Recruitment checklist
- Retaining staff who become disabled
- Two Ticks Frequently Asked Questions
- Access to Work
- Access to Work and Dyslexia/SpLD's*

Also available is the DART Auditing & Diagnostic Tool which provides access, through a searchable database, to a wealth of advice and guidance on providing a more accessible curriculum and meeting the

needs of disabled students.

Specific training has been offered on a range of disability related issues including the medical and social models. In addition the Respecting Diversity course is mandatory for all members of staff and includes disability.

Annual EO Statistics – These are collected with regard to disability during the recruitment process.

Disability Focus Event - An awareness raising event was organised in December 2005 to line with the International Day for Disabled people

5.4 Benchmark data for disabled students

The number of students who sought support from the Disabilities and Additional Needs Service, e by UCAS disability category.

| UCAS disability category | Students using service during 2003/2004 | Students using service during 2004/2005 | Students using service during 2005/2006 | +/- since last year |
|--|---|---|---|---------------------|
| 1. Specific learning difficulty | 485 | 580 | 690 | +110 (+18%) |
| 2. Blind/ partial sight | 13 | 16 | 22 | +6 (+37.5%) |
| 3. Deaf/ hard of hearing | 14 | 20 | 24 | +4 (+20%) |
| 4. Wheelchair user/ mobility difficulty | 13 | 18 | 18 | - |
| T. Autistic spectrum disorder/ Asperger's syndrome | 3 | 6 | 5 | -1 (-17%) |

| | | | | |
|--|-----|-----|------|------------------|
| 6. Mental Health Difficulties | 27 | 124 | 202 | +78 (+62%) |
| 7. Unseen disability/ e.g. diabetes/ epilepsy/ asthma | 26 | 100 | 92 | -8 (-8%) |
| 8. Multiple disabilities | 28 | 33 | 49 | +16(+48%) |
| 9. Not listed above | 46 | 95 | 104 | +9 (+9.5%) |
| Total | 655 | 992 | 1206 | +213 (+21/5%) |

The proportion of students with disabilities has continued to rise over the 3 year time scale. Overall there has been a 21.5% increase in the numbers of registered students using the service. Only mobility impaired and autistic spectrum disorder/ Asperger's syndrome have shown a decrease or haven't changed over the last 2 years.

5.5 Disabled Students - current provision

Disabilities and Additional Needs Service

Support for Disabled Students is principally organised through the Disabilities and Additional Needs Service. The support offered to students includes:

- Assessment of specific support, equipment and software needs for the disabled students allowance.
- Arranging Educational Psychologist assessments.
- Adaptation of course materials into other formats.
- Arranging adapted accommodation for the duration of your course.
- Trained note-takers in lectures and tutorials.
- Arranging mobility training.
- British Sign Language interpretation.

- Readers for research, or out-of-lecture activities.
- Provision of communication support workers.
- Study support for students who have dyslexia - arranged with ELSU.
- Ongoing support for students experiencing mental health difficulties.
- Co-ordinating support for students with autistic spectrum disorders.
- Organising personal care support.

DANS works in conjunction with external services to arrange support for students, and regularly takes advice from national and local organisations. Prospective students considering applying to Loughborough University can make early contact with DANS to discuss their support requirements.

Mental Health Support

The Mental Health Support Team at Loughborough University provides support and advice to students on issues related to mental health and mental illness. The support aims to offer assistance to students who face barriers to their academic progression as a result of a mental health difficulty.

This may be provided directly by the team or through liaison with services internal and external to the University (such as academic departments, accommodation services, GPs, community-based organisations and Community Mental Health Teams). This is to ensure that all appropriate services are used effectively to support students in achieving their academic potential.

The team also provide advice for University staff about supporting students who have a mental health difficulty. This covers a range of issues, and aims to ensure, as far as is reasonable, that students

receive the appropriate support that they require to study effectively at the University.

Departmental Disability Co-ordinators

Within each department there is a named person who is the Disability Co-ordinator and who has the following responsibilities:

- To liaise between support services such as DANS, academic colleagues and disabled students to help ensure that appropriate support is provided when required.
- To act as a source of information within departments on good practice relating to supporting students who have a disability or additional need.
- To advise colleagues within their department on how teaching and learning can be made accessible to students who have a disability or additional need.
- To act as a source of information within their department on the duties imposed by the Special Educational Needs and Disability Act (SENDA).
- To attend meetings and training as appropriate to enable them to carry out their role effectively and efficiently.

Exam and coursework arrangements

If students may require alternative examination/assessment arrangement, then necessary arrangements can be put into place.

Exactly what arrangements need to be considered and put into place will depend on how a student's disabilities affect their studies.

Examination arrangements have included:

- The use of approved calculators.
- The provision of extra time - most commonly 25%
- Exam paper produced in Braille/large print or other accessible format.
- The use of an scribe/reader.
- The modification of carrier language for deaf students.

- The use of a sign language interpreter or communicator.
- Examination paper produced on coloured paper.
- The use of a computer.
- Allowing students to have rest breaks during the examination.
- Allowing students to sit the examination in a separate room to other candidates.
- Consideration of different forms of assessment to timed written examinations, for instance, additional coursework.

DANS liaises with students, academic staff and the examinations office to help determine what arrangements are required. There is a University Assessment Policy for Students Who Have a Disability, which details what accommodations are permissible.

Accommodation facilities

The University has residential rooms which are specifically adapted to meet the needs of students who have disabilities. These rooms are spread across the campus and include catered and self-catered accommodation, as well as en-suite rooms. Virtually all University-owned student accommodation is either on campus or within one mile of it.

DANS liaises with the Student Accommodation Service in the allocation of rooms and can liaise with Estates Services if further adaptations are necessary to meet the needs of an individual student. Students with specific accommodation needs, are invited to contact DANS as early as possible in their application to the University so that individual needs can be discussed and a visit arranged to view the campus, if necessary.

Currently adaptations include those required for access by wheelchair users, deaf/hard of hearing students and blind/partially sighted students. It is often possible for students who use adapted accommodation to be guaranteed their room for the duration of their studies at the University

English Language Study Unit (ELSU)

The delivery of dyslexia-specific support is provided by the ELSU in conjunction with DANS. Language support to international students is also organised by this unit.

Mathematics Learning Support Centre

Provides support for any undergraduate student in the university on basic mathematics and statistics.

Computing Services

Provide advice and informal support to students across the campus on their IT needs. Many of the staff in Computing Services have experience of assisting students who have a disability.

Student Advice Centre

Provides advice and support on a wide range of welfare issues including specialist advice on student finance (e.g. benefits, access funds), housing and advice to international students.

Careers Service

Each department in the university has one or more 'link' careers officers who will provide students with advice on further study and employment. The staff in the careers service liaise closely with DANS staff to ensure that the needs of students who have disabilities are taken into account when offering advice.

Wardens

Every student hall has a warden and a team of sub-wardens. Their role is to act as a first port of call for students in their hall who require advice and support of any kind and to act in a pastoral role for students. All undergraduate student halls have a warden and sub-warden(s) to oversee the welfare of the students who live there. The warden plays an important part in ensuring the success or otherwise of a student

placement in hall. All wardens receive staff development on the additional accommodation needs of students who have a disability

Medical Centre

Operates in a similar way to an 'on campus' GP Practice. All students are advised to register as patients whilst studying at the University.

Counselling Service

Provides confidential help and support to all students at the University on any issue that is causing an individual student concern.

Students with additional Needs Network

SWAN is a network of students bringing together individuals with a unique range of skills, abilities, and additional needs. Members provide advice and support to one another and engage in social activities and have the opportunity to share our experiences. It is available to any student with impairments or disabilities. It aims to meet on a regular basis to share advice and be taught new techniques to aid learning. It also liaises with the Disabilities & Additional Needs Service (DANS) and other areas of the university in order to highlight any concerns or queries that may be raised.

5.6 Accessible Buildings

Estates Services undertook an audit of all the academic buildings in 1998 as part of the requirement of the Disability Discrimination Act, (DDA). An access audit is a study of a building and its surroundings to determine its accessibility for use by people with physical disabilities. Our guide for what is appropriate is currently the Building Regulations and BS 8300:2001 "Design of buildings and their approaches to meet the needs of disabled people".

The audit is used to establish the extent of the works required to achieve compliance, individual tasks are given an estimated price and priority rating. Where a requirement cannot be met on grounds of excessive cost or extreme physical limitations this is also recorded in the audit.

To date HEFCE has made allocations of approximately £2,000,000 to the University to undertake works identified in the audit. Several large schemes installing new lifts, upgrading lifts and installing new "accessible" toilets have already taken place. Over the next 14 months many more schemes have been planned, these are generally improving entrances, automating doors, improving signage and installing more accessible toilets.

A permanent member of staff deals with this area of work in Estates Services and the Staff Disability Group are involved with prioritising any remaining works.

6 IMPACT AND EQUALITY ASSESSMENT

A process will developed to ensure that new policies will only be signed off, through the formal structure when they have been screened for relevance, to ensure that they do not adversely impact on disabled staff, students or visitors. This process will be devised by the Equality and Diversity Adviser and new polices will be screened from 2007 onwards.

For existing policies the Equality And Diversity Adviser will set out a project plan and timetable and co-ordinate the Disability Equality Impact Assessment (DEIA), similar to that for the Race Equality Impact Assessment. This will include developing and publishing a Disability Equality Impact Assessment Guidance booklet, which will be available in different formats and on the University website. This will be compiled in consultation with the Staff Disability Group and other disabled members of staff and reviewed at the end of this process.

All departments and sections nominate an Equality and Diversity Co-ordinator; they will receive training on this with a view to carrying out the assessment process within their own areas.

Training and briefings will again be provided to the Equality and Diversity co-ordinators. Departmental briefings and other support will be provided by the Adviser where necessary.

The DES will itself will undergo an initial assessment to determine whether there is a possibility of any impact with regard to race equality. This will be carried out by the Equality and Diversity Adviser.

7 IMPLEMENTING THE ACTION PLAN

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.

8 MONITORING, PUBLISHING AND REVIEW ARRANGEMENTS

After initial publication on the University web-site, this disability equality scheme and action plan will be circulated to all departments in the University through departmental staff members with responsibility for disability issues, being the Departmental Disability Co-ordinators and Equality and Diversity Coordinators. The report will also be available specifically to the student union for comment and circulated through the University committee structures for comment.

During the first half of the calendar year 2007, the Head of Disabilities and Additional Need Service and the Equality and Diversity advisor will meet with designated members of each department to discuss how far they currently meet the intentions of the scheme and assist them in developing their own programmes of work relative to their own area. In this way, each department and the disabled people in those departments will have continued ownership of the scheme and be able to develop appropriate response in their area.

The scheme will remain a standing item on the agenda of the Equality and Diversity Sub-committee, the Student Services Committee and the Student Diversity working group, where reports for each department of the University will be monitored and reviewed. The Scheme and the survey results will also be presented to the faculty directorates for comment and discussion.

Additionally, changes amendments and developments to the scheme will be published over the next three years.

A formal report on the progress of the scheme will be presented to the Equal Opportunities Subcommittee each year.

The University regularly monitors data quantitative and qualitative data relating to disabled staff and students to ensure that:

- Disabled people are not discriminated against in aspect of the recruitment, employment, progression or retention activities of the University.
- Disabled students are not disadvantaged in any aspect of our services, including access to courses and additional facilities, and that their opportunities for progression and development are maximised.
- The University meets duties set-out in the Disability Discrimination Act 2005.

Student data in relation to disability is monitored by:

- Applications, admission and offers statistics
- Progression and achievement rates
- Through the annual monitoring of Student Services, especially through DANS and the ELSU
- Student satisfaction surveys.

This data will form part of the ongoing monitoring of the impact of the scheme and regularly discussed through the university committee structure.

A. APPENDIX A

A.1 This section provides a descriptive analysis of the main findings from the quantitative survey work and the qualitative interviews and focus group work. This section will first present the information from the student portion of the work. It will break down the main elements through the different areas covered in the study. The second section will present the findings from the staff research work. This will also follow the same structural format.

A.2 Student Research Findings

A.2.1 General information

Table A1: The composition of the student sample

| | Frequency | Percentage |
|-----------------|-----------|------------|
| Current student | 232 | 95.5 |
| Former student | 11 | 4.5 |
| Total | 243 | 100.0 |

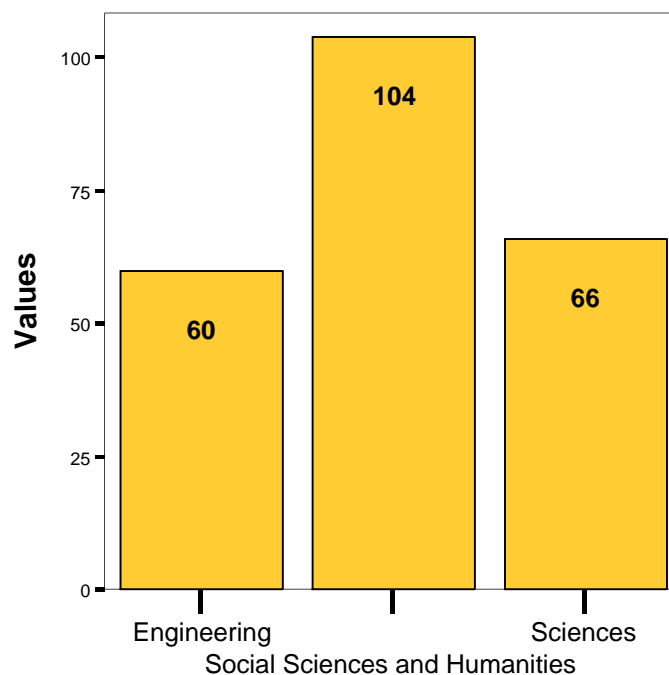
As Table A 1 indicates the majority of the sample (95.5%) was comprised of current students. The remaining 4.5% of the sample were former students at the university. Further to this Table 2 shows that 78% of the responses are from undergraduate students and the remaining 22% of the responses came from postgraduate students.

Table A 2: The level of current study

| | Frequency | Percentage |
|---------------|-----------|------------|
| Undergraduate | 190 | 78.0 |
| Postgraduate | 53 | 22.0 |
| Total | 243 | 100.0 |

A further breakdown of the sample is given in Chart 1 (below). This illustrates the breakdown of the sample by University faculty. The largest proportion of the sample was comprised of Social Science and Humanities students (N = 104). Students from the faculty of engineering and the faculty of sciences accounted for 60 and 66 responses respectively.

Chart 1: The faculty breakdown of the sample



A2.2 Applications

When asked how much they agreed with the statement that 'Information is freely available and clearly explains the support services offered by the University for my requirements', 28% of the sample indicated that they strongly agreed. As Table 3 indicates, a further 53% indicated that they agreed with this statement which is a very positive outcome. A total of 18% of the sample either disagreed or strongly disagreed to the statement.

Table 3: A frequency table for the responses to the statement: “Information is freely available and clearly explains the support services offered by the university for my requirements”

| | Frequency | Percentage |
|-------------------|-----------|------------|
| Agree | 131 | 53 |
| Disagree | 37 | 15 |
| Strongly agree | 70 | 28 |
| Strongly disagree | 8 | 3 |
| Total | 246 | 100 |

A2.3 Induction and enrolment

When asked how much they agreed with the statement that ‘Induction and enrolment events helped me access any support services I require’, 17.4% of the sample indicated that they strongly agreed. As Table 4 indicates, a further 56.6% indicated that they agreed with this statement which is a very positive outcome. However, 21.5% of the respondents indicated that they disagreed with this statement. A further 4.5% indicated that they strongly disagreed with this statement. Whilst overall the responses are positive the significant proportion of negative responses suggests that this is a point to note.

Table 4: A frequency table for the responses to the statement: “Induction and enrolment events helped me access any support services I require”

| | Frequency | Percentage |
|-------------------|-----------|------------|
| Agree | 137 | 56.6 |
| Disagree | 52 | 21.5 |
| Strongly agree | 42 | 17.4 |
| Strongly disagree | 11 | 4.5 |
| Total | 242 | 100.0 |

A2.4 University resources in relation to applications

The following table (Table 5) indicates how a selection of University resources were rated by the participants when they applied to

Loughborough University. As the table shows the majority of the sample found all of the resources helpful in their applications. The prospectus (N = 156), the course details (N = 159) and the secretarial staff (N = 153) were the most prevalent groups with a helpful rating. However, a significant number of respondents indicated that these same resources were a barrier to their application. Indeed, the University Website (N = 91), the Open days (N = 91) and the academic staff (N = 94) were the most prevalent categories within this rating. Interestingly the accommodation service was both the most prevalent category in the 'very helpful' category (N = 23) and in the 'did not meet my requirements' category (N = 19).

Table 5: A frequency table for the ratings of how helpful/hindering each of the following resources were when applying to Loughborough University

| | Very helpful | Helpful | A Barrier to Applying | Did Not Meet My Requirements |
|-------------------------------|---------------------|----------------|------------------------------|-------------------------------------|
| University website | 6 | 142 | 91 | 2 |
| Prospectus | 5 | 156 | 74 | 5 |
| Open days | 5 | 126 | 91 | 11 |
| Support staff | 7 | 149 | 76 | 7 |
| Secretarial staff | 13 | 153 | 67 | 4 |
| Academic staff | 8 | 132 | 94 | 4 |
| Accommodation services | 23 | 133 | 47 | 19 |
| Course details | 7 | 159 | 68 | 4 |

A 2.5 Access and accommodation

Table 6 indicates that the majority (48.3%) of respondents agreed with the statement that 'My impairment hasn't stopped me from getting

involved in the student life of my halls of residence'. However, 24.4% of the respondents indicated that they strongly disagreed with the statement. This suggests that again the overall trend is positive but nearly a quarter of the participants held strong negative views about this.

Table 6: A frequency table for the responses to the statement: “My impairment hasn’t stopped me from getting involved in the student life of my halls of residence”

| | Frequency | Percentage |
|-------------------|-----------|------------|
| Agree | 83 | 48.3 |
| Disagree | 21 | 12.2 |
| Strongly agree | 26 | 15.1 |
| Strongly disagree | 42 | 24.4 |
| Total | 172 | 100.0 |

A 2.7 University services

Table 7 (on the following page) is a summary table for the ratings of how well a selection of University services were rated by the respondents. As is clear from the table, the majority of the responses were positive for all of the services. Indeed, over three-quarters of the responses were positive for all of the services. Access to the library facilities (N = 87), access to events (N = 89) and access to restaurants/bars (N = 86) were the most prevalent services to be rated as ‘very well’.

The most prevalent categories to receive an ‘adequately’ rating were access to campus shop (N = 91), accommodation (N = 89) and access to bars/restaurants (N = 88). Accommodation services was also the second most prevalent category in the ‘inadequately’ rating (N = 14) and the most prevalent service in the ‘did not meet my requirements’ response (N = 17). The most prevalent ‘inadequately’ response was for the inclusion in social events at the University (N = 15).

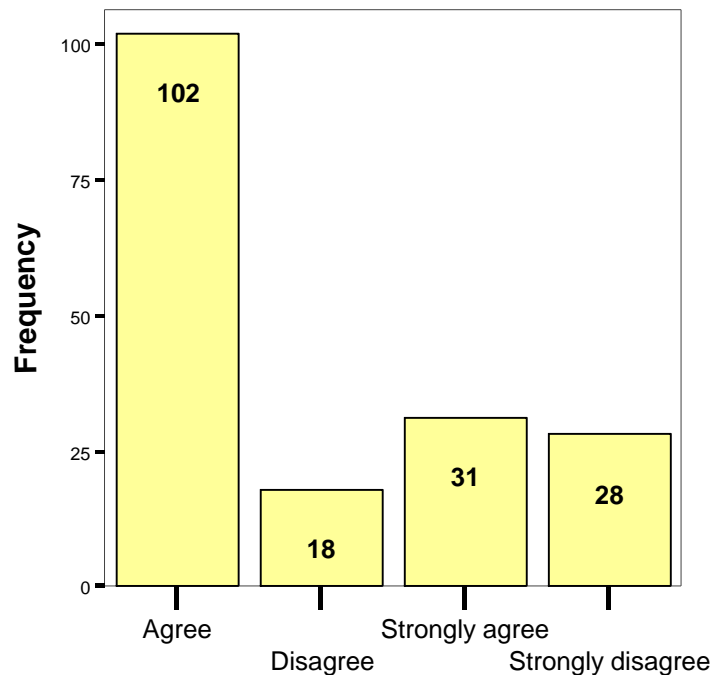
Table 7: A frequency table for the ratings of how much each of the following aspects of University met the respondent's requirements

| | Very Well | Adequately | Inadequately | Did Not Meet My Requirements |
|--|------------------|-------------------|---------------------|-------------------------------------|
| Provision of rooms in Halls of residence | 74 | 74 | 13 | 10 |
| Hall dining facilities (where appropriate) | 50 | 76 | 10 | 11 |
| Access to Halls of residence | 74 | 79 | 10 | 9 |
| Social inclusion (events/activities) | 71 | 77 | 15 | 11 |
| Wardens/sub wardens | 66 | 85 | 12 | 7 |
| Accommodation services | 50 | 89 | 14 | 17 |
| Access to on campus shops | 77 | 91 | 6 | 4 |
| Access to events at the university (SU etc) | 89 | 76 | 4 | 6 |
| Access to restaurants/bars (e.g. EHB, SU) | 86 | 88 | 4 | 1 |
| Library facilities | 87 | 82 | 11 | 6 |
| Sports facilities/provision | 72 | 81 | 14 | 6 |

A 2.8 Living facilities

Chart 2 is a bar chart illustrating the breakdown of the responses to the statement 'The living facilities at the University are tailored to my requirements'. As with previous analyses the majority of respondents (N = 102) indicated that they agreed with the statement. The second most prevalent response was the strongly agree category (N = 31). Again the strongly disagree category (N = 28) was chosen more frequently than the disagree category

Chart 2: The responses to the statement: "The living facilities at the University are tailored to my requirements"



A 2.9 Course delivery

As Table 8 indicates, 61.7% of the respondents chose the 'all the time' category when responding to the statement 'the course study areas (lecture rooms, seminar rooms etc) accommodate any requirements that

I have'. This is a very positive outcome. However, a further 33.3% of the sample selected the 'sometimes' category which suggests that some people are still finding difficulties on a relatively frequent basis. Only 5% of the sample indicated the lecture rooms are 'not very often' or never accommodating to their requirements.

Table 8: The responses to the statement “The course study areas (lecture rooms, seminar rooms etc) accommodate any requirements that I have”

| | Frequency | Percentage |
|----------------|-----------|------------|
| All the time | 111 | 61.7 |
| Not Very often | 7 | 3.9 |
| Sometimes | 60 | 33.3 |
| Never | 2 | 1.1 |
| Total | 180 | 100.0 |

A 2.10 Lecture materials

As Table 9 indicates, when asked to rate how often the lecture materials were available in a number of formats to meet any requirements that they may have, 42% of the respondents indicated that this occurred only 'sometimes'. This figure is only slightly higher than for the 'all the time' category (39.1%) but it represents an overall negative response. The most negative categories ('not very often' & 'never') accounted for 13.2% and 5.7% of the responses respectively.

Table 9: The responses to the statement “The lecture materials are available in a number of formats to meet any requirements that I may have”

| | Frequency | Percentage |
|----------------|-----------|------------|
| All the time | 68 | 39.1 |
| Not Very often | 23 | 13.2 |
| Sometimes | 73 | 42.0 |
| Never | 10 | 5.7 |
| Total | 174 | 100.0 |

A 2.11 Adjustments in lectures

Table 10 combines the responses for 2 questions regarding adjustments made in lectures for their requirements. Overwhelmingly (75.6%) the sample indicated that they had not requested any adjustments to be made in lectures. A total of 26 people indicated that any adjustments that they had requested had been made for them. It is important to note that a relatively small number of people answered this question. Whilst proportionately the 2 questions roughly equate, the frequencies clearly show a large difference in the number of responses. Any interpretations of this data must strongly take this into account.

Table 10: A combined frequency table indicating the responses to adjustments in lectures.

| | Have you asked for adjustments to be made in any lectures to accommodate your requirements? | | Have these adjustments been made for you? | |
|-------|---|-------|---|-------|
| Yes | 43 | 24.4% | 26 | 25.2% |
| No | 133 | 75.6% | 77 | 74.8% |
| Total | 176 | 100% | 103 | 100% |

A 2.12 Barriers in the lecturing environment

As Table 11 indicates, the 'never' response was the most prevalent selection for accessibility (N = 125) and seating (N = 123) with regards to whether they were a barrier to the respondents. High frequencies in this category are also clear for the remaining elements of course delivery. There is one exception to this though, the sometimes response is the most prevalent one for the teaching style category (N = 70). Curriculum (N = 61) and course content (N = 55) were the most prevalent in the 'rarely' response option.

Table 11: A frequency table for the ratings of whether any of the following proven to be a barrier to the respondents?

| | Never | Rarely | Sometimes | Frequently |
|-----------------------------|--------------|---------------|------------------|-------------------|
| Accessibility | 125 | 28 | 18 | 4 |
| Seating | 123 | 28 | 17 | 8 |
| OHP clarity | 81 | 42 | 41 | 13 |
| Audio/visual clarity | 86 | 43 | 37 | 12 |
| Teaching style | 60 | 31 | 70 | 18 |
| Course content | 78 | 55 | 36 | 9 |
| Curriculum | 89 | 61 | 21 | 5 |
| Class size | 96 | 34 | 35 | 11 |

A 2.13 Provisions of course materials

Table 12 summarizes the responses to how satisfied the respondents were with the provision of material for their studies. Once again a similar trend is displayed in the data with over three-quarters of responses being positive for all of the materials. There were no ratings of 'very dissatisfied' recorded for the lecture materials. The 'learn' database received the most 'very satisfied' responses (N = 87) and seminar material (N = 58) received the least number of 'very satisfied' responses. However, seminar material were rated most prevalently in the 'satisfied' category (N = 101). Lecture materials (N = 91) and the course/degree handbook (N = 97) were also prevalent in this responses category.

Table 12: A frequency table for the ratings of how satisfied the respondents were with the following course resources

| | Very Satisfied | Satisfied | Dissatisfied | Very Dissatisfied |
|-------------------------------|-----------------------|------------------|---------------------|--------------------------|
| The 'Learn' database | 87 | 73 | 14 | 2 |
| Course/degree handbook | 60 | 97 | 16 | 2 |
| Lecture materials | 67 | 91 | 20 | 0 |
| Seminar materials | 58 | 101 | 17 | 2 |

A 2.14 Assessment

Table 13 is a summary table for the ratings of the different assessment methods with regards to whether they have proven a barrier to the respondent. It is very clear from the table that over 80% of the responses for all of the assessment types were in the 'never' category. It is important to note that some of these assessment techniques may not appear on various degree courses. Therefore 'never' would be the valid responses. This could skew the data and make it appear more positive than it actually represents. It is important to note that 16% (N = 26) of the sample indicated that they had problems with written examinations in every assessment. Written coursework (N = 18) and extended essays (N = 12) were also prevalent in the 'every assessment' category. Project work (N = 39), written coursework (N = 38) and research activities (N = 38) were the most prevalent types of assessment to appear with an 'occasionally' rating. Again this suggests that a significant number of students are still experiencing problems either some or all of the time.

Table 13: A frequency table for the whether any of the following types of assessment has proven to be a barrier to the participants

| | Never | Once | Occasionally | Every Assessment |
|---|--------------|-------------|---------------------|-------------------------|
| Written coursework | 101 | 12 | 38 | 18 |
| Project work | 106 | 15 | 39 | 3 |
| Extended essays e.g. dissertation/thesis | 108 | 16 | 29 | 12 |
| Presentations | 112 | 16 | 30 | 10 |
| Practical work | 121 | 14 | 27 | 3 |
| Research activities | 110 | 11 | 38 | 5 |
| Placement activities | 126 | 5 | 15 | 4 |
| Group work | 113 | 15 | 30 | 7 |
| Written examinations | 98 | 9 | 29 | 26 |
| Practical examinations | 122 | 9 | 23 | 4 |

| | | | | |
|---|-----|----|----|---|
| Short tests | 112 | 13 | 23 | 9 |
| Lab experiment/ workshop tests | 118 | 11 | 18 | 6 |
| Oral exams | 116 | 15 | 18 | 8 |
| Viva-voce exams | 126 | 7 | 7 | 5 |
| Multiple choice questions | 124 | 12 | 15 | 5 |

A2.15 General Student Life

Table 14 is another combined summary table. The table clearly indicates that the majority of the respondents (79.8%) indicated that they did feel a part of the general student life at the University. However, this means that there are still 20.2% of the respondents who don't feel a part of the University life. The feedback for the support offered by the University was very positive and 92.1% of the sample indicated that they thought the University was supportive of its disabled students.

Table 14: A combined frequency table indicating the responses to whether they feel part of student life and whether they feel supported

| | Do you feel a part of the student life of the university? | | Do you think that the university is supportive of its disabled students? | |
|--------------|--|-------|---|-------|
| Yes | 134 | 79.8% | 151 | 92.1% |
| No | 38 | 20.2% | 13 | 7.9% |
| Total | 168 | 100% | 164 | 100% |

A 2.16 University policy, procedures and facilities

Table 15 (on the following page) summarises the ratings of a selection of University processes, facilities and activities. As with the majority of the previous analyses the positive responses were the most frequently chosen by the respondents. Enrolment and Induction (N = 81), lectures and teaching (N = 76) and group work (N = 78) were the most prevalent categories to be rated as 'helpful'. The application process (N = 66), social environment (N = 65), Sports facilities (N = 65) and the student disability service (N = 65) were the most frequent categories to appear

with an 'excellent' rating. However, there are a significant proportion of the respondents who have found these processes, facilities and activities to be a difficulty for them. Assessment and exams is the most frequently occurring category to appear in both the 'difficulty' (N = 45) and the 'serious barrier' (N = 11) response options. This supports the previous findings outlined in this report regarding assessment and exams

Table 15: How would you rate the following aspects of the University?

| | A Serious Barrier to You | A Difficulty for You | Helpful for You | Excellent |
|-----------------------------------|---------------------------------|-----------------------------|------------------------|------------------|
| Application process | 1 | 20 | 74 | 66 |
| Enrolment and induction | 3 | 13 | 81 | 62 |
| Lectures and teaching | 5 | 24 | 76 | 56 |
| Group work | 6 | 24 | 78 | 48 |
| Assessment/exams | 11 | 45 | 62 | 40 |
| Computing/library | 7 | 23 | 72 | 60 |
| Accommodation | 6 | 14 | 75 | 52 |
| Social environment | 3 | 16 | 70 | 65 |
| Sports facilities | 4 | 12 | 67 | 65 |
| Student disability service | 3 | 11 | 76 | 65 |

A 2.17 Student Qualitative Responses

This section combines the qualitative comments supplied to the open response survey questions and in the student interviews. Examples of the qualitative comments will be used to demonstrate the kinds of comments being made. It is important to note that the minority of respondents actually provided qualitative comments in the survey. This is a common weakness in open response format questions due to the

greater demands on the respondent. The responses which were gained roughly broke down into single categories although some comments span more than one topic area.

A 2.17.1 Lectures/Lecture rooms

A series of issues were raised with regards to the lecture processes and the support available to the respondents. Despite most of the students who responded to the survey saying that they had not asked for help, there were a few examples in the comments where students had asked for help in lectures and not received it. One respondent wrote “Sometimes the amount of help I was entitled to or never processed leading to confusion. Otherwise everything is great!” This comment highlights the general satisfaction with the lectures but also identifies a specific issue concerning the respondent. This is further supported by the comment “Lecturers and other academic staff are always very helpful on the rare occasions that I have difficulty”.

Issues of visibility and audibility have also been raised in the comments. “Lecture notes are sometimes written very small on the OHP. On occasions I have found it hard to hear in large lecture theatres” is an example of this. Another respondent referred to issues of hearing saying “would appreciate the use of microphone and speakers within large lecture rooms”. Another example of visibility issues would be “Found the lecture halls to be well suited to my requirements, but in many the OHP were not easily legible or visible due to display problems in the halls”. Another such example would be “Having seen some excellent animated PowerPoint’s (which, as a dyslexic, help my understanding), I was disappointed with the quality of many OHP presentations that appear to be 20 years old!” These quotes are characteristic of the references to the visibility of OHP’s and PowerPoint presentations. This was also a point which was raised by a dyslexic student in one of the interviews.

Another common theme to appear in the interviews and surveys referred to the layout and accessibility of the lecture and seminar rooms. Examples of these issues are “The tables in seminar rooms must be wider and slightly higher as it is difficult to get the wheelchair under the current table” and “Sometimes the rooms are a little too cramped / crowded to enable easy access with crutches / walking stick / wheelchair”. These comments characterise the references to accessibility issues within lecture and seminars.

A 2.17.2 Resources

A 2.17.3 Adjustments

Some comments were made regarding adjustments that had been requested. One participant noted that “Now and then I have asked for a table to rest my notepad etc. on. This has never been a problem”. However, not all of the comments were as positive. One person reported that “increase in font/text size ignored” and another reported that “greater clarity of OHP’s ignored”. Both of which suggest that there are still some members of the teaching staff who are failing to meet the requests from their students. There are other similar comments that have been made by some of the participants.

Some of the comments are even more strongly worded. One such example is “Some comments about audible clarity, lack of microphones or there use have been ignored. This is evident as one lecturer had been mentioned at every student staff committee for 3 yrs. 9 Meetings!” This suggests that this person has had repeated problems with getting support for their requirements. Again though, there have been very positive comments as well. “Lecturers very understanding if I could not come to the lecture to work and allowed me to use the learn serve or other peoples notes / emails / phone calls from lecturers to discuss work etc.” is a good example of this.

A 2.17.4 Improvements

The final section of comments refers to any suggested improvements that the University could undertake. The issue of information was raised both in the open response comments and in the interviews. One such example of this would be “making lecturers aware of issues and how to help, e.g. provide lecture notes before hand”.

Other clear examples would be:

“For my first year first semester January exams I was not notified of any extra time / special arrangements for my exams which could have proven useful due to my disability. However I was offered these arrangements in my second semester exams of the same year and found the support available to be very suited to my needs”.

“Make sure that all students with disabilities are made aware of the facilities right from the start of their degree. I have received excellent support in my time here; I only wish I had known about the options sooner than my second year”.

“Make the DANS facilities better known and the services offered, after 4 years I am still finding out”.

There were also some issues raised about accessibility to and within the University buildings. One person commented that “ramps designed into buildings rather than steps with ramps/stair lifts built in retroactively”. This issue of retrospectively fitting buildings was also raised in one of the staff interviews.

One of the most concerning comments made is:

“My disability is not physical. I think that hidden disabilities such as

learning disabilities and other cases which are similar should be treated with the same respect as physical disabilities. Just because I am physically abled does not mean I don't have feelings when people (inc staff) mock me".

This clearly identifies that this individual feels like they are being treated negatively by the people around them. And consequently they are not getting the support they require. It is not possible to say whether this person has actually asked for support though.

At this point there is a requirement to draw attention to the English Language Unit at the University. This has been particularly praised by dyslexic participants in the interviews. Indeed it was specifically requested that this was to be highlighted in the work.

A 3 STAFF RESEARCH FINDINGS

A 3.1 Induction and enrolment

Table 1 is a summary table for the whether the participants felt that the University applications process discriminated against their needs. As the table indicates the majority of the participants agreed and strongly agreed with the statement that they did not feel discriminated against. Indeed these responses accounted for 59% and 37% of the total responses respectively. Only 3.9% of the participants expressed that they felt they had been discriminated against in the application process.

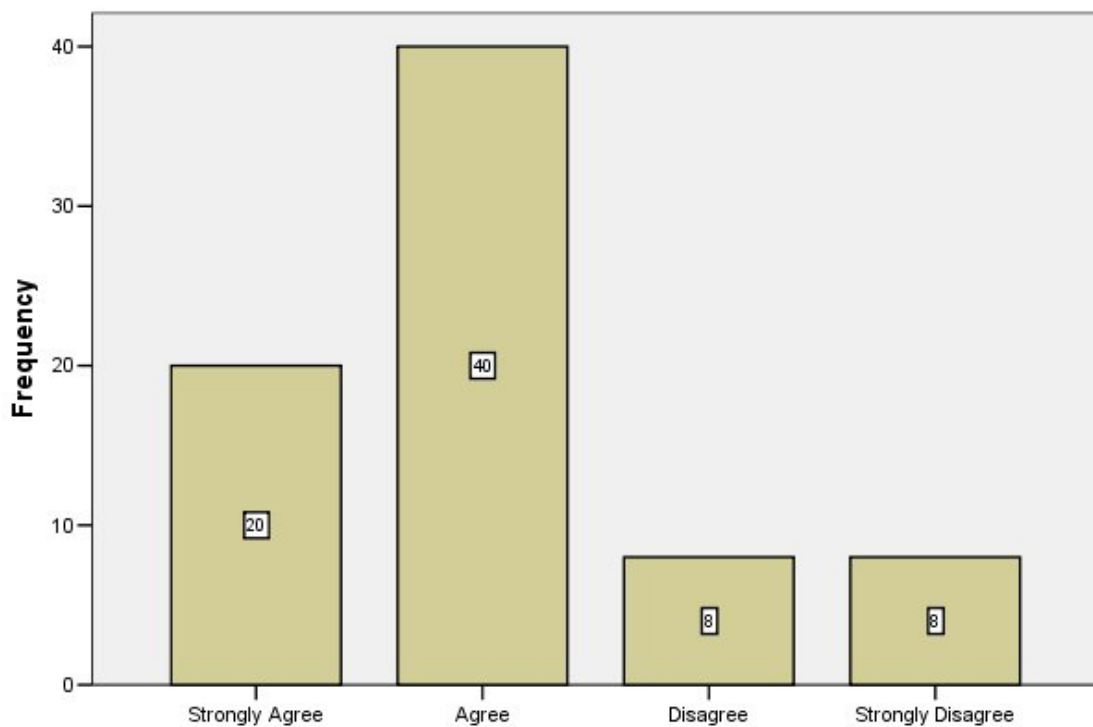
Table 1: The advertising process for posts at the university did not discriminate against my requirements

| | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Disagree | 1 | 1.3 |
| Disagree | 2 | 2.6 |
| Agree | 46 | 59.0 |
| Strongly Agree | 29 | 37.2 |

A 3.2 Selection Criteria

Further to this Chart 1 indicates a similar pattern of responses regarding whether the participants felt discriminated against by the selection criteria given for jobs at the University. Indeed, the strongly agree and agree categories were again the most prominent with 20 and 40 responses respectively. A total of 16 participants indicated that they either disagreed or strongly disagreed with the statement that they hadn't been discriminated against by the selection criteria

Chart 1: The selection criteria for posts within the university did not discriminate against my needs



A 3.3 Application Process

As Table 2 indicates, only 4.5% of the sample indicated that they were dissatisfied with how their requirements were accommodated in the application process. A total of 95.5% of the participants indicated that that they were either satisfied or very satisfied with the application process.

Table 2: How satisfied were you with the application process for accommodating of your requirements?

| | Frequency | Percentage |
|----------------|-----------|------------|
| Very satisfied | 20 | 29.9 |
| Satisfied | 44 | 65.7 |
| Dissatisfied | 3 | 4.5 |
| Total | 67 | 100.0 |

A 3.4 Interview Process

The majority of the participants indicated that they were either satisfied or very satisfied with the interview process in accommodating their requirements. As Table 3 shows, these accounted for 69.1% and 26.5% of the responses respectively. Again only 4.4% of the responses indicated that they were dissatisfied with the interview and the very dissatisfied category was not used by any of the participants.

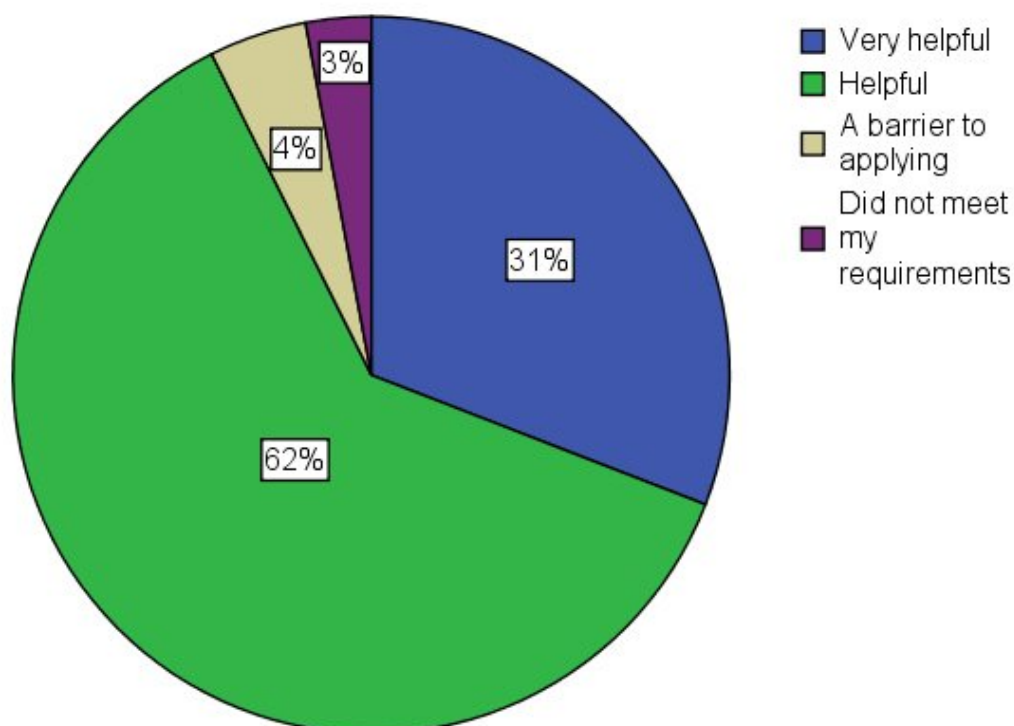
Table 3: How satisfied were you with the interview for accommodating of your requirements?

| | Frequency | Percentage |
|----------------|-----------|------------|
| Very satisfied | 18 | 26.5 |
| Satisfied | 47 | 69.1 |
| Dissatisfied | 3 | 4.4 |
| Total | 68 | 100.0 |

A 3.5 University website for applicants

When asked how helpful the University website was, 62% of the participants identified that it was helpful to them. As Chart 2 (on the following page) illustrates, a further 31% indicated that the University website was very helpful to them. In contrast 4% of the sample identified the University website as a barrier to their application and a further 3% indicated that it did not meet their requirements. Again though, the positive responses notably out number the negative ones.

Chart 2: How helpful did you find the University website when you applied to Loughborough University?



A 3.6 Resources on application

Table 4: Please rate how helpful you found each of the following resources when you applied to Loughborough University

| | Very helpful | Helpful | A Barrier to Applying | Did Not Meet My Requirements |
|----------------------------|--------------|---------|-----------------------|------------------------------|
| Job information | 26 | 43 | 2 | 0 |
| Application process | 17 | 53 | 1 | 0 |
| Support staff | 19 | 48 | 0 | 1 |
| Secretarial staff | 17 | 51 | 0 | 1 |
| Academic staff | 17 | 47 | 3 | 0 |

A 3.7 Application process

Table 5 is a summary table for the satisfaction with the application processes. As the table shows, none of the categories received a rating of 'very dissatisfied'. Only a maximum of 3 cases appeared in any of the categories for the 'dissatisfied' rating. Overwhelmingly the responses were positive. The majority of the sample indicated that they were 'satisfied' with the application form (N = 44), the interview (N = 47) and the testing (N = 49).

Table 5: Please rate how satisfied you were with their accommodation of your requirements for each of the following processes:

| | Very satisfied | Satisfied | Dissatisfied | Very dissatisfied |
|-----------------------------|-----------------------|------------------|---------------------|--------------------------|
| The application form | 20 | 44 | 3 | 0 |
| The interview | 18 | 47 | 3 | 0 |
| The testing | 10 | 49 | 1 | 0 |

A 3.8 Retention and Advancement

With regard to career advancement a total of 61.3% of the sample indicated that they agreed that they had an equal opportunity of success. 20% of the sample indicated that they strongly agreed that they had an equal opportunity to advance. However, as Table 6 indicates 14.5% of the sample indicated that they disagreed with the statement and felt that they didn't have an equal opportunity for advancement. A further 3.2% indicated that they strongly disagreed with this statement.

Table 6: I feel that that I have an equal opportunity for advancement in my career?

| | Frequency | Percentage |
|-------------------|------------------|-------------------|
| Strongly Agree | 13 | 21.0 |
| Agree | 38 | 61.3 |
| Disagree | 9 | 14.5 |
| Strongly Disagree | 2 | 3.2 |
| Total | 62 | 100.0 |

The majority of the sample (61.8%) indicated that they agreed that they had an equal chance for retention at the end of their current contract. As Table 7 shows, 27.3% of the sample also indicated that they strongly agreed to this statement. Only a total of 10.9% of the sample indicated that they either disagreed or strongly disagreed with the statement

Table 7: I believe that I have an equal chance of being retained at the end of my contract

| | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Disagree | 2 | 3.6 |
| Disagree | 4 | 7.3 |
| Agree | 34 | 61.8 |
| Strongly Agree | 15 | 27.3 |
| Total | 55 | 100.0 |

A 3.9 General staff life

Chart 3 is a pie chart which clearly indicates that the majority of respondents to this question (81.13%) indicated that they felt included in the staff life of the University. The remaining 18.87% of the respondents indicated that they did not feel included in the staff life of the University

Chart 3: Do you feel included in the staff life of the university?

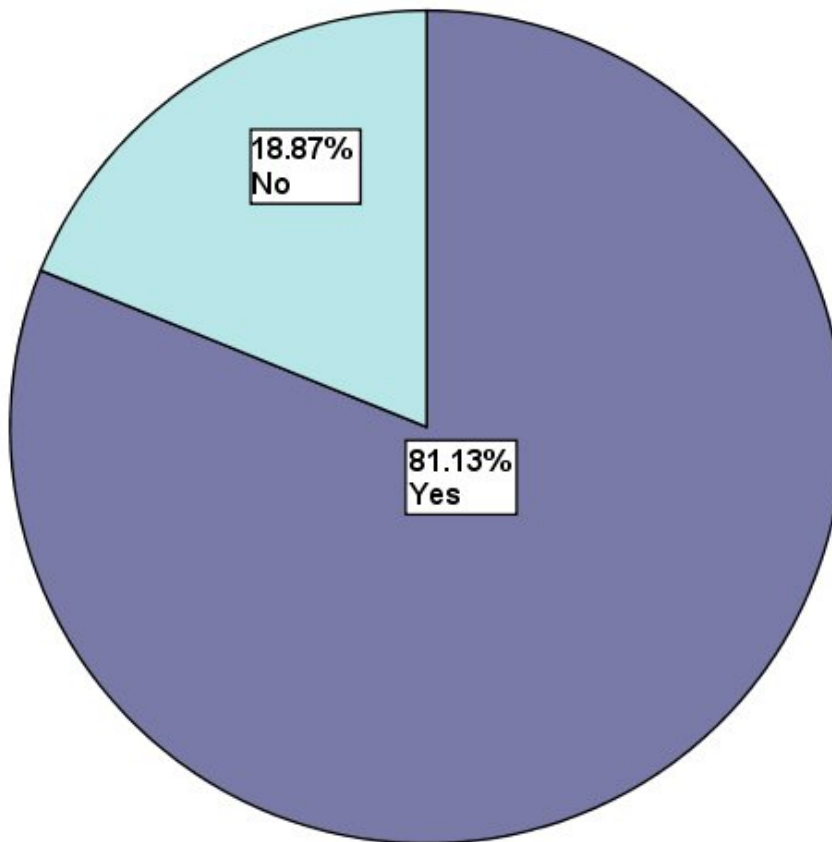


Table 8 summarises the ratings for a series of topics relating to the respondent's participation in general staff life. Interestingly assessment (N = 36) and social event facilities (N = 35) were rated most frequently as a barrier to the respondents. This suggests that the respondents are finding these elements of staff life difficult. Indeed, neither category received any ratings of 'very helpful'. The other categories most frequently received a 'helpful' rating with access to campus buildings (N = 35) being the most prevalent category to receive this rating. The computing/library facilities (N = 10) and the toilet facilities (N + 10) received the largest number of 'very helpful' ratings.

Table 8: Please rate the impact of the following topics on your involvement in general staff life?

| | Did not meet my requirements | A barrier to you | Helpful | Very helpful |
|------------------------------------|-------------------------------------|-------------------------|----------------|---------------------|
| Social event facilities | 7 | 35 | 4 | 0 |
| Access to campus buildings | 1 | 3 | 35 | 7 |
| Dining facilities on campus | 3 | 4 | 34 | 7 |
| Group work | 1 | 4 | 33 | 5 |
| Assessment | 3 | 36 | 5 | 0 |
| Computing/library | 2 | 4 | 31 | 10 |
| Toilet facilities | 2 | 4 | 31 | 10 |
| Staff disability service | 2 | 1 | 31 | 6 |

A 3.10 Staff qualitative comments

This section combines the qualitative comments supplied to the open response survey questions and in the staff focus group and interviews. Examples of the qualitative comments will be used to demonstrate the kinds of comments being made. Again, it is important to note that the minority of respondents actually provided qualitative comments in the survey. The responses which were gained roughly broke down into single categories although some comments span more than one topic area.

A 3.10.1 Applications

The application process was not an area which was raised frequently within the qualitative work. Examples of the comments that were made would be “The space in some application forms and claim forms are too small for staff with poor writing skills. The font size on some forms need to be increased”. Another point raised was that “Some of the time the closing date for application is too close which does not allow some people the time needed to make a fair application”. Neither example represents a fundamental criticism or failing in the system.

A 3.10.2 Retention & advancement

Topics around the issue of promotion and retention also didn't feature highly in the qualitative comments. The comments generally refer to very specific incidents such as “bouts of illness mean that I missed out on teaching assessment for Senior Lectureship promotion and faced a very hostile HoD on my return”.

Or:

“I have known of previous circumstances where contract staff positions have been terminated, using the excuse that funding has dried up when a person's health or disability becomes an issue”.

The latter quote being something which is quite damning but difficult to substantiate.

A 3.10.3 Disclosure

The area of disclosure with regards to the participant's disability has raised some interesting comments. A good example of this would be “I choose not to disclose issues related to my health as they do not impact on my ability to do my job” and another person identified that “I don't disclose my disability unless I have too”. However, some of the participants did indicate that they did/would disclose their disability. Although other concerns are evident in the data. One person identified

that “Yes, depending on the nature of the disability. For example, staff with mental health difficulties might be less likely to openly disclose their disability for fear of encountering prejudice and/or jeopardising their position”.

A 3.10.4 Improvement

One of the key things to come out from the qualitative comments both from the survey and from the other methods is that the process of sharing information was important. It was suggested that information was not being disseminated through departments, sections and services. Some staff felt that they didn’t always know what was going on or what was expected of them. Coupled to this was the issue of responsibility. The point was raised that sometimes it was hard to identify who was in charge of these matters. One person identified that “The only issue is that often problems are quite advanced before any notice is taken of them by middle management. There is less awareness of disability at this level than in the top level of management”. One person identified that “Hearing impairment is often forgotten!” This also came up in the interviews where the example was given of a lecture theatre which was equipped with a hearing loop for the audience but no provision had been made for the staff members presenting in there. The lack of any system in the University council chamber was also identified.

Some participants had a negative view of the University and its disabled employees. They said that “The University is insufficiently aware of disabled staffs' needs - or indeed which staffs have needs as a result of disability”. This is a pretty broad and damning statement but is in isolation. However, a different person suggested that “Regular awareness raising events are necessary in order to keep any issue in the public eye”.

Other similar comments are reflected in “The University could do more

for staff with learn problems such as dyslexia by providing staff with good computers and software. All paper work should in a good font size i.e. 12pt or above. The University forms such as RX2 forms should also be in a good font size and allow space for people with poor had writing skills, which is common with dyslexia”.