

DISABILITY EQUALITY SCHEME
and ACTION PLAN
2006 - 2009

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Introduction by the Vice-Chancellor

On behalf of the University of Sussex, I am very pleased to give my wholehearted support to the publication of the University's Disability Equality Scheme and to the aims set out for achievement in the Action Plan.

The Disability Equality Scheme represents an important step forwards in promoting disability equality at Sussex and to demonstrating our commitment to ensuring that disabled staff and students are fully included in life at the University.

Sussex is a strong, research-led university with an impressive track record of success, at the heart of which is our community of students and staff. The Disability Equality Scheme will enable us to build on the work we have done thus far in eliminating unlawful discrimination and promoting diversity so that we make real progress towards mainstreaming disability and enriching the staff and student experience for all on campus.

Professor Alasdair Smith
Vice-Chancellor
December 2006

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List of Abbreviations

CEDS	Centre for Excellence in Deaf Studies
DDA	Disability Discrimination Act, 1995
DED	Disability Equality Duty
DES	Disability Equality Scheme
EqIA	Equality Impact Assessment
ESDA	East Sussex Disability Association
HEFCE	Higher Education Funding Council for England
HESA	Higher Education Statistics Agency
ITS	Information and Technology Services
PG	Post graduate
PGCert	Post-graduate Certificate in Teaching and Learning in Higher Education
SDU	Staff Development Unit
SENDA	Special Educational Needs and Disability Act, 2001
SRAC	Sussex Regional Access Centre
SSU	Student Support Unit
TLDU	Teaching and Learning Development Unit
UCAS	Universities and Colleges Admissions Service
UG	Undergraduate

SECTION 1: Introduction to the Disability Equality Scheme

“ The Disability Equality Duty is a new way for public authorities to tackle disability discrimination in a practical way by introducing policies that actively promote opportunities and so prevent discrimination taking place. By taking an organisation-wide approach you can achieve tangible outcomes and improvements for disabled people .”

Bert Massie, Chair of the Disability Rights Commission, 2006.

The University of Sussex (the University) is committed to providing an environment where staff and students achieve true equality of opportunity and are able to participate fully in University life. This commitment is reflected in the University's Equality and Diversity policy and its Disability Policy.

The University has, over recent years, taken significant steps to remove barriers faced by its disabled population. Through its Disability Equality Scheme (the Scheme), the University intends to build upon this progress.

The University is committed to promoting the Social Model of Disability, thereby not focussing on an individual's medical condition or impairment, but instead identifying the impact of disability in the structural, organisational, physical and attitudinal barriers that prohibit disabled people from achieving equality and inclusion of their needs, rights and requirements. The University's policy and practice in relation to its disabled staff and students, and the development of the Scheme and Action Plan, are based upon the removal or minimisation of these barriers wherever possible.

The University recognises that it cannot improve its opportunities for disabled staff and students effectively without *involving* them in its decision-making processes. The Scheme enables the University to demonstrate its commitment to involving disabled people in the development of its policies and the delivery of its services, as an integral part of fulfilling its statutory responsibilities.

SECTION 2: Legal Context

The Disability Discrimination Act (DDA) 1995 (as amended) prevents discrimination against disabled people in employment and in the provision of goods, facilities and services, and requires the University to make reasonable adjustments to meet the needs of its disabled staff and members of the public.

The Special Educational Needs and Disability Act (SENDA) 2001 amended the DDA to cover education and has been further amended under the DDA 1995 (Amendment) Act (Further and Higher Education Regulations) 2006.

The University's legal duties have been further extended by the introduction of the DDA 2005 which places a positive duty on all public bodies to:

- promote disability equality across all functions;
- eliminate discrimination and harassment that may arise due to disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to take account of disabled persons' disabilities even where this means treating a disabled person more favourably than other people.

As a means of delivering the general duty to promote disability equality, the DDA 2005 places specific duties on public bodies to develop and publish a Disability Equality Scheme by 4 December 2006, to include an Action Plan which sets out specific and measurable objectives to be met over a 3-year period. The University's Action Plan is set out at Appendix 1.

The meaning of disability as defined in the DDA is detailed at Appendix 2.

The University's Disability Equality Scheme has been developed in accordance with this legislation and with the Disability Rights Commission's Statutory Code of Practice – The Duty to Promote Disability Equality.

SECTION 3: Strategic and Sussex Context

During the past 3 years, the University of Sussex has undertaken a major review of its academic structures, extensively revised its academic portfolio and is currently reviewing its professional services. This work is culminating in the development of a strategic plan mapping out the future ambition and strategies for the University.

The mission of the University of Sussex is to contribute to the commonwealth of ideas and the development of society by:

- pioneering research across disciplines, which inspires innovative thinking in the University's own teaching;
- attracting students with enquiring minds and offering a flexible curriculum which prepares them to be citizens of the world;
- creative collaboration with business and communities which supports social change and development.

The University seeks to operate as an institution which holds the following values:

- to be a challenging institution, which values freedom of expression and encourages debate;
- to be an engaged institution, which seeks to make a difference in peoples' lives;
- to be a creative institution, which seeks to inspire pioneering ideas and new ways of thinking;
- to be an international institution, which seeks to consider issues in a global context, bringing together staff and students from around the world;
- to be a place of vitality, enthusiasm and energy, which nurtures and supports its staff and students.

This mission and the supporting values are strengthened by a fundamental belief in equality and diversity which exhibit themselves in the university's core activities of research, teaching and learning, widening participation and interaction with business and community organizations.

In 2007, a new planning and accountability process is being introduced into the University. The aim of this process is to ensure that the mission, values and strategic objectives of the University are delivered through specific actions and outcomes, expressed in an annual operational plan.

Operational plans will be subjected to detailed scrutiny and validation in the Spring of each year, as part of the budget allocation mechanism. The outcomes of these plans will similarly be reviewed in the following Autumn as part of an operational performance review. This latter review will also include an analysis of a data profile of each operating unit, measuring their contribution to corporate goals and compliance issues. It is through this process in particular that the University will be able to confidently assert that obligations with respect to equality and diversity are being satisfied.

SECTION 4: Developing the Disability Equality Scheme

Involvement of Disabled People

The University has been committed to involving disabled people at all levels in the development and implementation of the Scheme. In order to solicit the views and gain an understanding of the experience of disabled people within the University, an independent organisation, East Sussex Disability Association (ESDA), was commissioned to undertake research and to give specialist advice. ESDA is a local not for profit organisation run by disabled people.

ESDA was asked to conduct a survey amongst disabled staff and students at the University. This produced both quantitative and qualitative data. In addition, qualitative research in the form of focus groups and one-to-one interviews were also commissioned. A total of 60 students and 41 members of staff participated in this research.

All staff and students were contacted by email to raise awareness of the University's duty to develop the Scheme. Manual staff who did not have access to email were notified via line managers. Those who considered themselves to have a disability, impairment or long-term chronic health problem were invited to complete an online questionnaire. This was designed by ESDA and managed by them on the University's behalf. On completing the questionnaire, individuals were also invited to put themselves forward for involvement in focus groups or individual interviews. Data from the questionnaires and feedback from the focus groups and interviews were analysed by ESDA who produced a report detailing the main themes that emerged. This process guaranteed confidentiality and anonymity for all individuals concerned.

All undergraduate level and postgraduate level students were represented as were all staff categories. The research included representatives with all the following impairments: mobility; hearing impairment; visual impairment; mental health and unseen impairment.

The key themes identified by ESDA from amongst the sample surveyed were:

- Students were more likely to disclose their impairment than staff;
- Approximately 75% of students who disclosed during the application process were contacted prior to arrival;
- Students who were contacted prior to arrival reported a more positive opinion of the University's effort/ability to accommodate their needs than those who were not contacted;
- 28% of staff disclosed their disability during the recruitment process (N.B. some of those who did not declare during the recruitment process may have acquired their impairment after their employment had started);
- Staff reported concerns about possible discrimination as determining factors in their decision not to disclose during recruitment;
- Awareness of potential services/support could be higher amongst both staff and students;
- Students reported a more positive experience of changes/adjustments being made to meet their needs compared to staff;

- Students utilising the student support unit reported a more positive experience of the University in relation to their impairment compared to those who have not;
- Staff reported more positive responses from their line managers than central administrative units;
- Students and staff report failings on the part of the University to meet the needs of disabled people in terms of a disability equality culture and the practical physical environment;
- Unseen/mental health impairments seem less well catered for than physical or “seen” impairments;
- Some individuals reported a very positive experience of the University support systems whilst others did not share this experience.

A number of recommendations were made by both staff and students including:

- Improve parking facilities;
- Increase provision of physical resources (e.g. lifts, hearing loops etc.) and ensure that existing physical resources are fully functional;
- Facilitate cultural change to promote disclosure of disability, based on the wider definition of disability;
- Provide more widespread staff awareness training to promote a positive climate for disclosure and accommodation of need;
- Provide a quiet room for disabled students;
- Improve the provision, coordination and dissemination of information on disability equality support.

These themes and other information from the research have informed the development of the Scheme and Action Plan.

The University is keen to encourage the involvement of disabled people throughout the implementation of the Action Plan and welcomes feedback about progress and areas upon which practice may be improved. A regular review of the Scheme and Action Plan will actively involve disabled stakeholders, as will the impact assessment of policies and procedures across the University.

Involvement of Staff with Responsibility for Disability Issues

In addition to involving disabled people's views in developing the Scheme, an assessment of current practice in key areas across the University was undertaken. The Heads of Professional Services were briefed on the main themes from the research and asked to consider areas of good practice and areas in which improvements could be made for inclusion in the Action Plan. Individuals and departments with responsibility for providing specific types of support to disabled people were also interviewed. The departments and units involved were:

- Centre for Excellence in Deaf Studies
- Estates and Facilities Management
- Health and Safety Department, including Occupational Health
- Human Resources, including Staff Development and Staff Welfare Officer
- Information and Technology Services
- Library
- Residential Services
- Student Support Unit
- Sussex Regional Access Centre
- Teaching and Learning Development Unit

The key themes which emerged during these interviews are summarised in Section 5: Current Status.

Academic Research Conducted by the University

- **Disability and Effective Inclusion Policies Project (DEIP)**

This project is a piece of collaborative research undertaken by the Universities of Sussex and Lancaster, funded by the European Social Fund. The project aims to explore ways in which Higher Education Institutions support disabled students through higher education and into employment.

The research has identified a number of suggestions for improving the student experience which are consistent with the suggestions identified through the ESDA research and the discussions with staff in key areas. The outcomes of this research will be utilised in the ongoing review of the Action Plan.

- **Professional Programmes Working Group**

This working group included representatives from the Brighton and Sussex Medical School, the University's Departments of Social Work and Education and the University's Academic Office. The group considered issues faced by disabled students in relation to professional programmes, from the perspective of a student contemplating applying for a place on a professional programme

through to the start of the programme. The group is currently looking at issues relating to placements for disabled students on professional programmes. Again, the issues identified in this research will inform the Action Plan in due course.

- **HE Academy Project – Improving the experience of HE for disabled students**

This project is still underway, being scheduled to finish at the end of 2006. It covers all disabled students at Sussex and is looking at their educational and social experiences. The project consists of three strands:

- **Quantitative Strand**

This is a review of the social and educational profiles of known disabled students at Sussex from 2000 - 2004 (e.g. by age/ethnicity/socio-economic group etc).

- **Questionnaires and Interviews**

All current students who had made contact with the Student Support Unit (SSU) for disability support were sent questionnaires in the autumn term of 2005/06. Approximately 200 responses were received out of circa 800 that were sent out.

The questionnaires and interviews covered the whole student experience and will provide in-depth case studies. The results will be analysed by disability codes (using the UCAS codes) and will be used to inform the on-going Action Plan.

- **Student Researchers**

This strand is student-led and consists of 12 focus groups resulting in a core group of students representing all impairment groups and all areas of the University.

Since the project is also not due to be completed until the end of 2006, the results have not been able to inform the Scheme and Action Plan to date. They will, however, be utilised when reviewing the Scheme, and in terms of on-going action planning throughout the duration of the Scheme.

Involvement of the University's Executive and Senior Management

The Vice-Chancellor's Executive Group has lead the development of the Scheme, with key input from the Deputy-Vice-Chancellor, who has overall responsibility for the implementation of the Scheme, and from the Director of Human Resources and the Assistant Director of Human Resources. The Heads of Professional Services have been responsible for input to and the development of the Action Plan.

Involvement of Unions

The Trades Unions representing staff at the University (University and College Union, UNISON and AMICUS) and the University of Sussex Student Union have been consulted during the development of the Scheme.

Other Involvement

The Scheme has been developed following guidance issued by the Disability Rights Commission and the Equality Challenge Unit. It has also referenced the Greater London Authority DES. Peers within the Higher Education sector nationally have also been consulted for advice and comparison purposes.

A key member of staff in the development of the Scheme attended Capita's conference: The Disability Equality Scheme – Implementing and Mainstreaming Disability Equality.

SECTION 5: Current Status

The University recognises that there are steps to be taken in moving towards a culture of full inclusion and equality for disabled people. Key themes emerged throughout our research which have informed the Scheme, showing where there are gaps in our provision to disabled staff and students and where there is a need for greater awareness of the barriers they face and how these might be removed. Nevertheless, the research has also shown that the University has been working over recent years to make considerable improvements to the services offered to disabled individuals and to making the campus more accessible for all.

The Action Plan aims to bring together the good practice from different departments across the University and to produce a more considered and cohesive result in terms of promoting equality for disabled people, aligned with the organisation's strategic goals.

The University currently has 953 students (9.3% of the total student population) who have declared a disability. This compares favourably with the Higher Education sector as a whole where the figures for 2004/05 show that 5.8% of the student population were disabled (HESA). The breakdown of disabled students by category is given in table 1.

Disability Type	Disability Type Description	Total
01	Dyslexia.	391
02	Blind / are partially sighted.	5
03	Deaf / have a hearing impairment.	26
04	Wheelchair user / have mobility difficulties.	13
06	Mental health difficulties.	103
07	An unseen disability, e.g. diabetes, epilepsy, asthma.	119
08	Multiple disabilities.	201
09	A disability not listed above.	89
10	Autistic Spectrum Disorder	6
Grand Total		953

Table 1: Breakdown of current disabled students by type of disability

The University also holds data on the numbers of disabled students in different subject areas; the numbers of disabled students by study mode (post-graduate/undergraduate; part-time/full-time); the attainment of formal qualifications by disabled students; withdrawal and retention rates for disabled students; and first-destinations of disabled graduates on leaving.

Of its staff, 143 (just under 4%) have declared a disability during or after the recruitment process. The breakdown of disabled staff by type of disability is given in table 2.

Disability Type	Disability Type Description	Total
01	Dyslexia.	35
02	Blind / are partially sighted.	3
03	Deaf / have a hearing impairment.	14
04	Wheelchair user / have mobility difficulties.	10
06	Mental health difficulties.	9
07	An unseen disability, e.g. diabetes, epilepsy, asthma.	40
08	Multiple disabilities.	12
09	A disability not listed above.	20
Grand Total		143

Table 2: Breakdown of current disabled staff by type of disability

The University currently reports on the employment type of disabled staff i.e. fixed-term or permanent; the numbers of disabled staff recruited; and the numbers of disabled staff who leave the University. It is proposing to improve the reporting of information relating to disabled staff to include reports on: numbers of disabled applicants for posts, and shortlisted for posts; positions of responsibility held by disabled staff (e.g. committee membership); promotion figures for disabled staff; length of service of disabled staff; pay grades of disabled staff; and incidents of bullying, harassment, grievances and disciplinary action in relation to disabled staff.

In the region as a whole, the 2001 census statistics given in table 3 below, show that there is a higher percentage of people locally with what was termed in the census a 'limiting long-term illness' than are represented within the University's statistics.

AREA	% of people with a limiting long term illness	% of people of working age with a limiting long term illness
Brighton and Hove	18.3%	13.04%
East Sussex	19.8%	13.4%
South East Region	5.47%	10.63%
England and Wales	18.23%	13.56%

Table 3: 2001 Census data

These figures indicate that although the University compares favourably to national statistics for the Higher Education sector there is still a considerable way to go in terms of reflecting the diversity within our local community. It is important that we consider how to engage more with our local community within the Action Plan and review our progress in this area at regular intervals.

The University's campus, set in a valley in parkland on the edge of the South Downs and on the outskirts of Brighton and Hove poses some inevitable problems in terms of access. This is true for anyone with transport or mobility difficulties, not only those with specific impairments. Many of the University's buildings are listed, meaning that any potential alterations need approval from regulatory bodies which is a lengthy process and some proposed modifications may be turned down. The physical geography of the site makes access to some areas of the campus difficult. However, for some disabled students, for example those with Mental Health issues, the University's campus is extremely beneficial: it is contained in one area and has a good range of services for students: shops, medical facilities, eating and drinking outlets, accommodation. Despite there still being problems with transport to and from the site, this has undoubtedly seen major improvements in recent years. A ramp now makes the railway station accessible to wheelchair users and people with other mobility impairments. The bus service is also now more frequent, offers greater accessibility through low-floor vehicles and runs directly onto the site with various stops across the campus.

In recent years, there has been significant expenditure on improving access to buildings and services across the campus as well as input from various departments designed to remove barriers to the inclusion of disabled people.

There follows a summary of the good practice or positive steps being taken in key departments as well as the main focus areas for future development.

Estates and Facilities Management

This Division is primarily involved in two types of alteration to the physical environment at Sussex:

Predictive works whereby external access auditors have reviewed the campus, its buildings and facilities. Based on their recommendations, a programme of proposed works has been drawn up. These works and others are prioritised using a Higher Education sector standard spreadsheet which takes into account several factors. Firstly, the number of people using a building or facility is estimated. Secondly, the number of people who would potentially benefit from the alteration or improvement is calculated. Finally, the financial cost of the project is put into the equation to give an estimated cost per beneficiary of each particular alteration. The lower the cost per beneficiary, the higher priority the work would become. The University has agreed that Priority 1 & 2 schemes (i.e. those where cost per beneficiary is less than £50,000) are considered to be reasonable adjustments under the DDA, and has an extensive programme of such works planned for completion within the current spending round.

Reactive works: in addition to predictive works, the Division ring-fences a portion of its overall alterations budget so that issues which are raised during the spending round by individuals or groups can be actioned. These works are prioritised according to the cost per beneficiary mechanism referred to above. Early identification of these needs minimises delays for those students concerned.

There has been significant progress in recent years in making the campus as a whole more accessible. The current spending round budget (April 2005 – March 2008) is £1,262,350 provided by HEFCE and University budgets. Of this figure, in excess of £40,000 is held back for the reactive works outlined above. However, there may be some gaps in the processes for assessing students' needs prior to their arrival. If an individual's needs are not identified before they start on a course, there is an inevitable delay in resolving the problem once they have enrolled. The Division has made efforts to involve disabled stakeholders in the prioritisation process in terms of alterations, improvements and new developments, and will continue to do so.

The Student Support Unit (SSU)

This service has been widely praised by many of the individuals interviewed during the development of the Scheme and this is backed by the research findings in ESDA's report. The unit has three separate and distinct functions:

- Mental Health
- Disability Support
- Learning Support

The Unit contacts students who have declared a disability prior to their arrival and informs them of the support that is offered. Where appropriate, for instance in the case of individuals with significant mobility or sensory impairments, visits to the campus and meetings with SSU are encouraged before students make their final choice of university.

Very effective systems are in place for gathering data from students and communicating their needs to Tutors. A rigorous policy on confidentiality is strictly adhered to. Unfortunately, despite these systems, there is a problem with consistency across Schools. In some cases, Tutors are not acting on the information passed to them. This is by no means the experience of all students needing support but there is clearly a need for more effective implementation and greater use of the system as it can have a detrimental impact on the learning experience of those students who are affected.

Inevitably, the quality of the service provided by SSU means that it is in high demand. Year on year, there are more disabled students with learning support needs seeking assistance from SSU. Some students are in receipt of the Disabled Students' Allowance (DSA) which goes some way to paying for support and equipment but this funding rapidly depletes. Currently, the University tops up this money but there is a need for guidelines to be developed and perhaps a cap applied to the amount of extra funding to which each individual is entitled in order to ensure that the system is fair and equitable.

An area where demand for support has grown considerably in recent years is that of Mental Health. The University currently has approximately 40 students in receipt of the DSA due to mental health issues. The University does not require medical evidence in support of a student's claim to be suffering from mental health problems (unlike some other Universities), and has a good record of allowing students with mental health problems to intermit, and to remain in contact with the University during periods of intermission.

The University is one of very few (if not the only) Universities with a network of Student Advisers. These members of staff sit within the Schools and act as the first point of contact for disabled students who need support, and provide a link with staff in the SSU and members of the teaching staff.

The Sussex Regional Access Centre (SRAC) is located on the University's campus and provides assessments and advice for students from all over the south-east region, primarily for those applying for the DSA, as well as supporting students studying at Sussex. The Centre has a national and international reputation for its innovative use of web-based technology to support disability.

Information and Technology Services (ITS)

ITS are involved in the supply, set up and maintenance of Assistive Technology, primarily to students at Sussex, although staff who require such provision would receive it following an assessment with the Occupational Health department. There are 10 machines across campus set up to run assistive software. This ranges from programmes which magnify text on the screen to scanning and reading packages and software which converts text to speech. The majority of the machines are located in public areas with the other computer pools, and nothing about the work stations is different from those of other pc's other than each has a scanner. The work stations are height adjustable and some have specialist lighting. One machine, located in the Library, is in a private study room. Students are referred to ITS via SSU. The Client Support Manager contacts those individuals via email inviting them to get in touch in order to receive a log-in for the assistive machines. An induction session covering any of the packages or hardware is also offered to individuals although this is rarely taken up.

Each year, the Client Services Manager takes advice from SSU and the Sussex Regional Access Centre (SRAC) about what software and technologies are going to offer the greatest benefit for students. ITS then endeavour to deliver this at the beginning of each academic year. There is an inevitable resourcing issue as the software is expensive (around £800 per copy of each programme). As with all technology, this quickly becomes out of date and upgrades are regularly required. Also, Assistive Software in general is demanding of hardware and difficult to run over a system such as the complex network at Sussex. Nevertheless, ITS have found ways of effectively installing and running software. The only area of weakness is the speech to text software which requires the machine to be in a private room. Some Universities in the UK provide Assistive Technology Suites which have separate booths for the use of speech to text software.

ITS have a major role to play during exam time and this is demanding in terms of the need for equipment and staff. The logistics are difficult as machines have to be physically moved across campus to specified exam rooms. Securing the machines can be problematic as rooms have not necessarily been designed with this in mind. ITS also need to provide an invigilator who is competent in the use of the particular software being used. The limited number of machines means that there are often tight schedules for moving equipment to where it is needed. These problem areas are addressed in the Action Plan under the section on IT.

The Library

The Library, one of the University's listed buildings, provides a bespoke support service to disabled students dependent on their needs. Library staff attend disability awareness training and the issue is a high priority for the Library's Lending Services Manager. The SSU pass details of all students who have declared an impairment and the Lending Services Manager contacts each of them via email to invite them to come to the Library for a guided tour and to discuss their support needs on a one-to-one basis.

Postal or home delivery of materials, a picking service, assistive technology and dedicated study space on site and a photocopying service are all elements of the Library's support package. There is extensive support on using the Library catalogue. The amount of support or assistance offered is entirely dependent on individual needs. Nevertheless, the aim of the support is to promote independent use of the Library and its facilities.

There are problems in terms of the physical location of the Library. Set on a hill with the main entrance accessed via a considerable number of steps, there is a level access door to the side of the building. This, however, has been reported to be unsatisfactory by some disabled users as the access path is not particularly suitable and the lighting could be improved. There is a need for short stay disabled parking bays close to the level access door. A review of the layout inside the library building is also planned in order to make the entire space easier to navigate. Areas with alternative lighting have also been suggested.

Residential Services

The University has a good range of accommodation available on campus for disabled students. As soon as a student selects Sussex as their first choice of University the Residential Services department send out a Housing Guide and application form. On the first page of the guide there is information about the provision of housing on campus for disabled students. The application form has a tick box for special housing needs and guarantees that this information will remain confidential between those parties who need access to it. At this stage no details of disability type are requested. There have previously been problems with people being reluctant to disclose, especially on UCAS applications but the Residential Services Manager feels that this is now improving.

The Housing Office contacts people who have communicated an accommodation need individually in order that specific details can be gathered. Visits to look at and assess accommodation are often organised to ensure it meets an individual's needs.

Priority is given to first year and returning disabled students. Rooms can be reserved in whatever area of the campus is most suitable for a student's needs.

Students may become disabled or have health issues whilst on course and the Housing Office will endeavour to support these individuals by prioritising them for a room on campus. This, of course, requires the student to inform the University of their change in circumstances.

The Housing Office regularly liaises with the Student Support Unit and Student Advisers over the needs of students and to encourage students to get in contact and discuss their needs.

The current provision of adapted rooms meets the demand. Last year there were 109 original requests with around 2/3 of these finally taking up places at the University. Students who use wheelchairs have always been accommodated in an appropriate room. New building work across campus has provision for disabled students.

All complaints to the department are recorded. To date there have been no complaints relating to the accommodation needs of a disabled student.

Disability Awareness training has been provided for Residential Services staff and was well received.

Although staff and students have reported very positively about the provision of Residential Services, and there were no specific recommendations for action arising from the research conducted by and on behalf of the University, the Department itself has identified some areas for improvement, such as the need to review the procedures for students with disabilities who apply for housing late (e.g. if they receive a place at Sussex through clearing), and the need for further training of Residential Services staff on the legal issues and how these relate to housing. These issues have been detailed in the Action Plan.

The Teaching and Learning Development Unit (TLDU)

The TLDU provide training in terms of the Post Graduate Certificate in Teaching and Learning in Higher Education (PGCert) and training for Associate Tutors. Disability awareness training is provided within both of these programmes. The PGCert includes a theme on working with diversity and promoting inclusivity. The social rather than medical model of disability is used to inform this content and this is related to the importance of creating inclusive learning environments for all students.

The Associate Tutors' course incorporates training on how Sussex Direct (the University Intranet) may be used to identify individual student's learning needs. Tutors are given specific training on how to support students with dyslexia.

Both courses cover Tutors' responsibilities under the DDA and SENDA with regard to making reasonable adjustments and providing specific support to individuals.

The Human Resources Department (including Staff Development and Staff Welfare)

The Director of Human Resources believes that the Department has a key role to play in mainstreaming all equalities issues, including disability equality, into the policies, procedures, plans and practices of the whole organisation. It is important that an integrated approach is adopted where policies, procedures, plans and practices are mutually supportive of each other and the organisation's strategic aims. There is a need to make everyone, but particularly those with line management responsibilities, aware of the issues facing individuals with impairments. It is important that the University sets out clear expectations in terms of managers' responsibilities in order that a culture of full inclusion is promoted consistently across all Schools, Units and Departments.

The Human Resources Department already ensures that Personnel Officers who are providing advice and guidance to staff across the University are kept up to date on legal developments and current best practice and there is a commitment to continue investing in the development of these individuals in order that they can provide an efficient, high quality service. Personnel Officers, in liaison with Occupational Health, assist in ensuring that reasonable adjustments are put in place for new members of staff who have declared themselves as disabled. In situations where members of staff become disabled during employment, Personnel Officers also play an active role, in liaison with Occupational Health, to ensure that reasonable adjustments are provided.

A review of Recruitment and Selection procedures was undertaken in 2004 and these, along with the accompanying guidance notes refer in detail to Equality and Diversity issues and give specific instruction on how to avoid unfair discrimination within the recruitment process. They set out clearly the University's policy on making the recruitment process fair and equitable for all.

The Department is currently reviewing the University's induction procedures for new staff, including induction for those newly appointed to line management positions, and will ensure that disability equality and disability awareness are given high priority. Induction is a prime time in which to address and embed key issues into the culture of the University.

The Staff Development Unit provides in-house Equalities and Diversity training and will continue to do so, reviewing the provision of its courses to ensure optimum results. In 2005/06, there were 169 attendees at a total of 10 training sessions specifically run on a range of disability issues from disability awareness to specific courses about hearing impairment, dyslexia and mental health.

The Department undertook a staff survey in 2004 using an experienced public sector research consultancy. The survey included questions on equalities in general as well as specific questions about disability and the provision of reasonable adjustments. The responses showed that the majority of staff believed that the University was committed to equality of opportunity across all of its functions. Just under 5% of the respondents considered themselves to be disabled within the definition of the DDA, with 6% of respondents indicating that they had access needs or needs for reasonable adjustment, and the majority of these feeling that their needs were being fully met. 47.30% of respondents were aware of and knew how to access the University's Disability Policy suggesting a need to raise the profile of the policy amongst staff. This survey is now quite old however and a further staff survey is planned for 2007/08 in which the University will be able to focus more on disability issues.

Health and Safety

The Health and Safety department incorporates Occupational Health which is detailed separately below. Aside from health monitoring, the Department is involved in a number of other areas which impact on disability equality with the University.

Fire safety and emergency evacuation are key areas in which the Department is involved. The University provides special equipment to assist some disabled people in this respect. Staff and students with hearing impairments receive vibrating pagers which are linked to the fire alarm system. In addition, students living on campus receive vibrating pillows.

The Department is also involved in facilitating risk assessments where disabled people are involved in activities which may pose a risk to their own or other's safety. An example of this may be a visually impaired student who needs to perform chemical experiments during the course of their studies. Although it is the individual school's responsibility to undertake the risk assessment, the Health and Safety Department may advise on this process. Wherever possible, the University will make adjustments to enable the disabled person to fully participate in any activities attached to their studies.

The Department has also been involved in the implementation of Personal Emergency Evacuation Plans (PEEPS) training across the University to ensure that schools and departments are aware of all the considerations which may need to be made in terms of supporting people with impairments in emergency situations. A University emergency response team operates to support people who may need assistance in such circumstances. The provision of this service needs to be reviewed in light of the fact that facilities on the campus are increasingly being used in the evening and at weekends.

The Scheme raises the issue of access to buildings and services across campus whilst the Action Plan highlights a number of areas where work needs to be undertaken in order to improve equality of access for disabled people. From a Health and Safety perspective, egress is of equal, if not greater, importance than access. It is vital, therefore, that as the University makes plans for improved accessibility, the issue of egress in emergency situations is not overlooked. The Health and Safety Department need to ensure that they are fully involved at the planning stage for new developments and that coherent processes are in place to ensure their consultation in respect of adjustments to existing buildings.

The Occupational Health Service

The University's Occupational Health Service is delivered by specialist contractors from the Robens Institute based at the University of Surrey. The Department is located on the campus and provides pre-employment health screening and ensures that, where required, reasonable adaptations are made to the work place to enable new members of staff to take up their posts and to carry out their work safely. Where necessary, a health interview or medical is also undertaken. The Occupational Health Service also undertakes on-going health surveillance and, during the course of an individual's employment, may have contact with him/her following a management or self referral. This may be for a number of reasons such as a temporary or long term injury or a severe or deteriorating health condition.

Staff in the Department work closely with community health service providers in order to monitor and assess individuals' needs.

The Department check paperwork carefully as people are often unwilling to disclose a disability. This may put individuals in a position where their job is adversely impacting on their condition or disability. The University will need to consider ways of encouraging more people to disclose their impairments.

Encouragingly, if an individual discloses a disability or condition prior to appointment or if a referral is made during employment, there are many effective interventions that can be made to allow people to continue to fulfil the duties of their post. Detailed ergonomic assessments are carried out and recommendations may be made for specific pieces of equipment, technologies or work space alterations.

The Department work closely with colleagues in the Estates and Facilities Management Division to ensure that recommendations for alterations can be carried out. ITS may also be contacted to provide specific technologies. Funding is sometimes sourced from the 'Access to Work' fund which is available through Job Centre Plus. The University funds reasonable adjustments where there is no access to this money.

The Occupational Health team are keen to gain access to the services provided by the Sussex Regional Access Centre (SRAC). Although on site and with considerable expertise, this is a student service and, as such, has no involvement with staff. It is felt that the University could benefit if there was in place the opportunity to purchase SRAC's services on behalf of staff.

Centre for Excellence in Deaf Studies

As part of the Centre for Continuing Education (CCE) within the Sussex Institute, the University has established the Centre for Excellence in Deaf Studies (CEDS). CEDS' focus is on Continuing Professional Development for those who use British Sign Language (BSL) and are in contact with the deaf community. There are currently two main areas of activity: National Vocational Qualifications and an Interpreter training programme. CEDS currently employs 4 deaf tutors and 1 convenor plus a number of visiting lecturers who are deaf or have hearing impairments. Some of these staff members have been willing to share their experiences of working at the University as part of the University's development of the Scheme and this has been valuable in raising awareness of the barriers to full participation in University life that deaf and hearing impaired individuals face.

Communication of information is a barrier. The experiences of deaf staff reveal some lack of awareness amongst hearing staff to the needs of deaf and hearing impaired people which is compounded by hearing staff not being able to use BSL. There is a reliance on the spoken word for passing on and accessing information and for information in an alternative format to be written English which may not be easily accessible for deaf members of staff whose first language is BSL.

Despite there being access across campus to Assistive Technology, it is not particularly helpful to BSL users.

The Access to Work scheme is available as a possible source of funding to enable deaf or hearing impaired people to get into work. This scheme, run via the Job Centre Plus, can help to provide equipment and resources to support people in their roles. One of the University's actions will be to promote greater awareness of Access to Work and how it may be accessed.

SECTION 6: Disability Equality Impact Assessment

In accordance with the specific duty under the DDA 2005, the University will carry out disability EqlAs on all aspects of its services and functions.

A disability EqlA is a detailed, systematic analysis of the potential or actual effects of a current or proposed policy, procedure, plan or practice, to ascertain whether it has a differential impact on disabled people.

By assessing the impact of its policies, procedures, plans and practices, the University aims to eliminate disability discrimination and promote more positive attitudes towards its disabled community.

Disability EqlAs will be carried out on both new and existing policies, procedures, plans and practices. The impact of new policies, procedures, plans and practices will be assessed during their development.

A back-catalogue of existing policies, procedures, plans and practices will be established. These will be prioritised and a rolling programme of impact assessment will be carried out over the three-year period as detailed in the Action Plan.

Responsibility for carrying out disability EqlAs shall rest with the policy owner, supported by a team of staff who have been involved in the formation and/or will be involved in the delivery of the policy. Disabled people will be actively involved in the EqlA process. Discussion with disabled staff and students to establish the extent of their involvement has been identified in the Action Plan.

Staff will be trained in the process of EqlA.

The method of undertaking EqlA will follow six steps:

- Step 1: Mapping exercise** – A mapping exercise is a systematic method of collecting information on all the areas of work, responsibilities and other relevant functions of the University. Mapping will take place at University and departmental level.
- Step 2: Screening Process** – All policies, procedures, plans and practices are to be screened for equality relevance using the form at Appendix 3. This process will determine whether a full EqlA will be required. Screened policies, procedures, plans and practices will be given a priority relating to their perceived impact on disabled people (Low, Medium or High) to determine the order in which they are to be assessed and the resources to be allocated to the process.
- Step 3: Full Impact Assessment** – will be carried out on policies, procedures, plans and practices rated as High impact. Appendix 4 will be used to conduct a full EqlA.

- Step 4: Making changes** – where the EqIA process has identified policies, procedures, plans or practices which have an adverse impact on disabled people, changes will be made to address this.
- Step 5: Publishing** – the policy owner will write a report of the main findings of the impact assessment and will email this report to the Director of Human Resources. Completed assessments will be published on the University's website.
- Step 6: Monitoring** – assessed policies, procedures, plans and practices will be monitored for future adverse effects.

The University will ensure that staff/students from different impairment groups are involved in the process.

The EqIA process will be reviewed annually during the lifespan of the Action Plan.

SECTION 7: The Action Plan

The University's Action Plan is a key element of the Scheme and sets out how the University intends to meet the general duty to promote disability equality. Information and themes identified by the University's disabled stakeholders (including the issues identified by disabled staff and students in the research undertaken by ESDA), staff with responsibility for disability issues, and academic research, have informed the development of the Action Plan. The Action Plan covers a period of three years from 4 December 2006 to 3 December 2009. It is intended to be a live document which will be reviewed and reported on annually and updated accordingly. It is attached as Appendix 1.

SECTION 8: Reporting on Progress

The University sees the Scheme as a working document that will be regularly reviewed and amended. Monitoring and reporting on progress against the targets and objectives set out in the Action Plan will be critical to this review process and the ultimate success of the Scheme.

The first stage of establishing a formal reporting and monitoring process will be to build the Scheme into the University's existing committee structures.

The key committees for the Scheme are the Equality and Diversity Committee (a Committee of Council); Human Resources Committee (a Committee of Council) and the Academic Policy and Standards Committee (or its successor). Each of these committees meets once a term (i.e. three times a year).

The Action Plan includes a section on monitoring implementation of the Scheme. This includes the production of an annual report to inform the Equality and Diversity Committee on the progress towards implementation of the Scheme and Action Plan.

The University's disabled stakeholders will be involved in monitoring progress.

The Deputy Vice-Chancellor has overall responsibility for implementation of the Scheme and Action Plan.

SECTION 9: Further Involvement

If you have any comment or response to make at any time upon the Scheme, please send your response to:

Email: disabilityes@sussex.ac.uk

Alternatively, if you do not have access to email please send your response by post to the following address:

University of Sussex
Human Resources Division
Sussex House
BRIGHTON
BN1 9RH

When contacting us, it would be helpful to know whether or not you are disabled and, if so, the nature of your disability. This information will be confidential and used only for monitoring the involvement of disabled stakeholders in the on-going review of the Scheme.

Appendices

Appendix 1: Action Plan

Appendix 2: The meaning of disability

Appendix 3: EqlA screening form

Appendix 4: Full EqlA form

Appendix 5: Staff statistics

Appendix 1: Action Plan – Updated version (December 2007)

No.	Area of activity/focus	Action Identified December 2006	Report on Progress	Time-scales for on-going activity (where appropriate)	Lead officer
CORPORATE AREAS					
1	Planning and leadership				
	Planning review process	Assess individual lead roles in progressing Action Plan as part of planning review process	Actions completed and new actions identified	On-going	Deputy Vice-Chancellor
2	Communications				
	Student recruitment materials	Integrate information for and about disabled students through the UG and PG prospectus	Inclusive and mainstreamed approach adopted in 08 prospectuses		Head of Publications
	Publications (print and web)	Help promote a positive image of disabled people in key University materials by reviewing available and used images	Images of students with visible disabilities used prominently		Head of Publications
	Publications (print)	Review policy on availability of materials in alternative formats	Revised policy to be in place University-wide	By end of 07/8	Head of Publications
	Web	Ensure continued compliance with web accessibility standards when the University website is revised	Revised architecture for website being delivered with WAI AA standard as an objective	2008/09	Head of Web Team
		Continue to roll out use of the WCM systems which ensures compliant accessibility of access to web information	WCM systems in place for most professional services sites. Work in hand to ensure all sites moved to WCM systems.	Spring 08	

Brand	Review signage guidelines in the brand guidelines to ensure meet accessibility standards	Revised signage guidelines meeting disability standards fully operational	Summer 07 onwards	Head of Publications working with EFM
Internal communications practice	Review good practice communications guidance to ensure reflects latest HEFCE best practice on disability	A library of good practice guidelines in process of being built	Spring 08	Head of Internal Communications
Internal events	Ensure that internal communications events for staff and students (e.g. VC's open meetings) are appropriately accessible	Events promoted and operated according to best practice guidelines		Head of Internal Communications
3 Disabled stakeholder involvement				
Involvement with disabled staff	Consult annually with disabled staff to identify and, where possible, address any barriers to disability equality	New consultation forum set up. To meet termly	Spring 08 onwards	Director of HR
	Undertake staff attitude survey		Summer 08	
Involvement with disabled students	Consult annually with disabled students to identify and, where possible, address any barriers to disability equality		07/08	Head of Student Support & Experience
Involvement with local community	Identify local disability networks with whom to liaise on employment	Networking taking place		Director of HR
4 Equality impact assessment				
Involvement of disabled staff/students	Set up sub-group of equality and Diversity Committee to be involved in the EqIA process	New consultation forum set up	Spring 08	Director of HR
EqIA guidance	Guidance to be produced	Guidance produced and distributed to each dept/division	On-going	Director of HR
	Staff trained on EqIA process	Trainer identified and briefed	Spring 08 onwards	

EqIA process begun and embedded	All new policies, procedures, plans and processes to undergo EqIA before approval	Training underway in HR. To be rolled out across University	Spring 08	Director of HR with all officers involved in policy development
	University-wide mapping process to identify back-catalogue completed		June 08	
	EqIA screening to be carried out on prioritised back-catalogue		Dec 08	
	Full EqIAs to be completed		Dec 10	

5 Physical access

Car parking Permits for disabled drivers	Consult disabled drivers regarding appropriate wording for Permits	Disabled drivers consulted		Transport Manager
	Re-design disabled parking Permits	Disabled parking Permits redesigned with favoured blue wheelchair logo		
	Issue new Permits	New Permits issued to disabled drivers		
Car parking spaces for disabled drivers	Replacement of designated spaces with generic where appropriate	Increased proportion of generic spaces - 39% increased to 42%		Special Projects Manager
Car parking spaces for disabled drivers	Provision of generic spaces close to the Library	Increase in available spaces close to the Library		Special Projects Manager
Car parking spaces for disabled drivers	Improvement of existing spaces to suit all disabled drivers	Increased number of spaces suitable for all disabled drivers		Special Projects Manager
Signage on campus	Revision of branding guidance for signage on campus to achieve best practice	Guidance revised and published on University web pages		Special Projects Manager

Signage on campus	Agreement of guidelines with planners and EH	Number and proportion of existing signs changed.	July 08	Special Projects Manager
	Replacement of existing signage in accordance with revised branding guidance	Installation of high level signage has started – programme of works to be completed by end July 08		
		Development of Wayfinding Strategy	Jan 08	
		Signage improved/installed	July 08	
Lifts	Installation of new lifts suitable for unassisted wheelchair users	Works completed at Pevensy II, Chichester I, and in progress at Arts B (new lift), and ENGG II, Pevensy I, JMS, and Bramber House (refurbs)	On-going	Special Projects Manager
	Refurbishment of existing lifts to make suitable for unassisted wheelchair users			
	Works planned at Chichester II		Feb 08	
Assistance for hearing impaired people	Installation of assistive equipment: in teaching spaces including PC clusters at reception counters, etc.	Increase in teaching rooms. Additional mobile equipment purchased, and vibrating pagers and counters where assistance is available		Special Projects Manager
External steps	Provision of handrails	Handrails in place – installed at Arts A, Arts B, Falmer House and Library main entrance (all listed buildings)		Special Projects Manager
	Provision of tactile paving at top and bottom of flights		March 08	
Internal and external doors	Automation/semi automation to make usable by people with mobility and/or manual dexterity impairment	Automation/semi automation in place – installed at Arts B, Falmer House, Health Centre, Pevensy II/III, Essex House		Special Projects Manager

Pavements and paths	Improvements and additional paths etc. to provide level and ramped access for people with mobility impairment		On-going	Special Projects Manager
	Identify areas where assistive handrails are required e.g. Library north entrance		March 08	
Accessible toilets	Improvements to existing toilets to provide facilities for wheelchair users	Schemes in progress at ENGG II and Arts C	Feb 08	Special Projects Manager
Lecture theatre seating	Improvements to seating to provide spaces for wheelchair users detailing disability support services	Increased number of LTs that have spaces for wheelchair users - Arts A1/A2		Special Projects Manager
Library north entrance	Improvements to existing entrance	Improvements in place		Special Projects Manager
Works required to address individuals' needs where identified	Consult with SSU and Occupational Health Office to identify needs	Various adjustments made at Library, Essex House, Arts E, and JMS	On-going	Special Projects Manager
	Alteration/new facilities where needed		On-going	

6 Procurement

Procurement process: contractual relationships with third party service providers and partners. Focus on the need for express recognition of DES compliance.	Include DES compliance clause or obtain DES compliance statement for existing and new contractual relationships - Done	Scope of existing and new contractual relationships identified and operational responsibility established	Director of Finance
		Existing relationships reviewed and contractors DES compliance statements obtained	Director of Finance
		Procedure for including DES compliance statement/ contract term in new contractual relationships implemented	Director of Finance

7 IT Services

Provision of assistive technology in public access areas	Liaise with SSU regarding software that should be made available		On-going	Director of ITS
	Source money to purchase software		On-going	
	On a 3 – 5 year basis source money to purchase new hardware		On-going	
	Install and test assistive software			
	Deploy new hardware and/or software to adapted PC locations across campus		On-going	
	Produce documentation to support users		On-going	
	Give users access to Adapted PCs on request (usually requests come as referrals from SSU)	All students requesting access is given access to PC		
Documentation	Provide all IT Services documentation in large print format on request	All documentation available in larger print		Director of ITS
	Provide documentation on coloured paper on request	All documentation available on coloured paper		
	Raise awareness through the web pages of the services available		On-going	
Provision of PCs for students needing PCs for exams	Liaise with undergraduate exams regarding the number of PCs required during the exam period		On-going	Director of ITS
	Establish where the PCs are needed Provide an image to suit the users needs			
	Arrange for Deployment and, when necessary, relocation of PCs			
	Arrange for the removal of PCs at the end of the exam period			

	Train invigilators (ideally staff already employed in IT Services)			
	Source money for new or additional PCs for exam use			
	Produce documentation for invigilators and candidates			
Improved web page information	Following assistive software upgrades, improve IT Services web page information	Improvements to web pages yet to be completed	April 08	Director of ITS
	Include links to other areas of disability expertise on campus, e.g. SSU and SRAC			

8 Sport

Sports service	Review provision of sports services for disabled students and staff as part of the Sports Development Strategy	Increased provision as part of "sport for all" approach	On-going	Head of Sport
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9 Health & safety

Building design	Develop design standards for refurbishment/new build to include provisions for emergency egress consistent with access arrangements	Development of emergency egress arrangements suitable for all users	July 08	Director of H & S
		Procedures and guidance to be developed for design consultants	July 08	
Fire safety: Personal Emergency Egress Plans (PEEPS)	Develop existing pro forma and procedures to ensure all relevant impairments considered		July 08	Director of H & S
	Roll out PEEPS to schools and units	Pro forma and guidance published on HSEO website		
		Train H & S staff and student disability co-ordinators	On-going	
	Raise awareness in disabled users	PEEPS included as mandatory subject in new starter induction	May 08	

General safety		Raise awareness of increased H & S duty of care to vulnerable people, including disabled staff and students	Risk assessment training to include assessment for disabled people	On-going	Director of H & S
			Highlight requirements at new starter induction training	May 08	
10	Catering				
Catering services for students and staff		Review provision of catering services to improve services for users with food allergies	User satisfaction with catering services being tested as part of a wide ranging review including improved labelling of products	April 08	Director of Student Services
STAFF AREAS					
11	Training and development				
Training of HR staff		Train HR staff on Disability Equality Duty and the University's Scheme and Action Plan	HR staff attended training		Director of HR
Disability training		Review disability awareness training to include understanding of DED and the University's Scheme and Action Plan		On-going	Director of HR
Induction		Review induction procedures, to include understanding of DED, the Scheme and Action Plan and individuals' responsibilities	In hand as part of review of induction		Director of HR
12	Recruitment and selection				
2 Ticks symbol accreditation		Liaise with local Disability Employment Adviser re requirements of 2 ticks	In progress		Director of HR
		Gain accreditation		Summer 2008	
		Use 2 ticks in job adverts and other promotion literature			
		Train managers on requirements of 2 ticks			

Recruitment and selection training	Review R and S training to include understanding of DED and the University's Scheme and Action Plan	R and S training reviewed. New blended learning approach developed	Dec 07	Director of HR
Equal opportunities monitoring	Review system for monitoring job applicants and promotions	System for monitoring job applicants established		Director of HR
	Analyse staff monitoring data and improve on reporting		Jan 08	
13 Pay progression				
Pay and Grading Structure	Equality proof the new pay and grading structure	Equality proofing completed		Director of HR
STUDENT AREAS				
14 Student Support / Student Services				
Raise awareness of available services	All applicants in receipt of an offer will receive information in the March mailing on disability support services. All postgraduate applicants will automatically receive an email detailing disability support services	All applicants to receive disability information in March mailing plus follow up in June	07/08	Disability Officers and Academic Registrar
	Actively promote services to key administrative and academic staff in order to maximise appropriate referrals of students on course		07/08	Head of Student Support & Experience
Improved support for international students	Review options to enhance support for international disabled students	Source of additional funding identified (Alumni Hardship Fund)		Head of Student Support & Experience
Reasonable adjustments in teaching and learning	Produce customised templates by department in respect of reasonable adjustments	Guidance produced Pilot Scheme underway	07/08	Head of Student Support & Experience

Assessment-related issues	Enable adjustments to submission deadlines in well-defined circumstances relating to disability	Policy changes regarding deadlines implemented		Head of Student Support & Experience
	Ensure that key staff (members of MEC; Exam Board officers) are fully briefed on disability equality issues, and that policies and ground-rules in this area are in tune with overall University policy		On-going	Academic Registrar

15 Library

Operations	Fines Issues and Returns Loan lengths Lending & Enquiry Desks	Procedures to be kept under review		Lending Services Manager
Document Delivery Form	Inter-Library Loans Secure Electronic Delivery	Procedures to be kept under review		Library Resources Supervisor
Access	Picking Postage Extended Loans Proxy Borrowers	Procedures to be kept under review		Lending Services Manager
Physical Access to & within the Library	Upgrade disabled entrance to the Library Improve disabled parking Install handrail to assist disabled users in reaching disabled entrance	Disabled entrance upgraded More localised parking for disabled users	March 08	Library Administration Officer in conjunction with Special Projects Manager
Lighting	Improve standard of lighting in the Library	Full review by Health & Safety & EFM to be conducted of the entire building to assess suitability of lighting	tbc	Library Administration Officer

16 Marketing and publicity

Encouragement of prospective students to disclose disabilities prior to entry

Review relevant marketing/prospectus texts to further encourage prospective disabled students to disclose their disability through the application process

Prospectus texts actively encourage disclosure of disability as early as possible

Academic Registrar

17 Teaching and Learning

Teaching timetabling: to respond to reported problems with getting from one class to another

Develop current guidance to students on how to report and resolve a timetabling problem

Guidance enhanced

Head of Student Systems

When timetables emerge (early summer for following year), send returning students with mobility difficulties their own timetable, with guidance on what to do if they foresee problems

Referred to Schools for implementation

07/08

Consider and implement an equivalent to the above Action for new students in October

As above

Oct 08

18 Residential services

Housing strategy

Embed disability equality issues into annual review of housing strategy

Disability equality issues embedded in review and in specification for new housing

Director of Student Services

Provision of housing for disabled students

Review procedures for accommodating disabled students who are admitted late (e.g. through clearing)

Disabled students who are admitted late accommodated on campus following the usual assessments

Director of Student Services

19 Career development

Career development and employment for students

Incorporate disability equality into annual review of CDEC's services

Disability equality incorporated into annual review of CDEC services and actions

Director of CDEC

29 November 2007

Appendix 2: The meaning of disability

This appendix is included to aid understanding about who is covered by the Act. It is reproduced from the Disability Rights Commission's Code of Practice on The Duty to Promote Disability Equality.

When is a person disabled?

A person has a disability if he or she has a physical or mental impairment, which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

What about people who have recovered from a disability?

People who have had a disability within the definition are protected from discrimination even if they have since recovered.

What does 'impairment' cover?

It covers physical or mental impairments; this includes sensory impairments, such as those affecting sight or hearing.

Are all mental impairments covered?

The term 'mental impairment' is intended to cover a wide range of impairments relating to mental functioning, including what are often known as learning disabilities.

What is a 'substantial' adverse effect?

A substantial adverse effect is something which is more than a minor or trivial effect. The requirement that an effect must be substantial reflects the general understanding of disability as a limitation going beyond the normal differences in ability which might exist among people.

What is a 'long-term' effect?

A long-term effect of an impairment is one:
which has lasted at least 12 months, or
where the total period for which it lasts is likely to be at least 12 months, or
which is likely to last for the rest of the life of the person affected.

Effects which are not long-term would therefore include loss of mobility due to a broken limb which is likely to heal within 12 months and the effects of temporary infections, from which a person would be likely to recover within 12 months.

What if the effects come and go over a period of time?

If an impairment has had a substantial adverse effect on normal day-to-day activities but that effect ceases, the substantial effect is treated as continuing if it is likely to recur; that is if it is more probable than not that the effect will recur.

What are 'normal day-to-day activities'?

They are activities which are carried out by most people on a fairly regular and frequent basis. The term is not intended to include activities which are normal only for a particular person or group of people, such as playing a musical instrument, or a sport, to a professional standard or performing a skilled or specialised task at work. However, someone who is affected in such a specialised way but is also affected in normal day-to-day activities would be covered by this part of the definition. The test of whether an impairment affects normal day-to-day activities is whether it affects one of the broad categories of capacity listed in Schedule 1 to the Act. They are:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand, or
- perception of the risk of physical danger.

What about treatment?

Someone with an impairment may be receiving medical or other treatment which alleviates or removes the effects (though not the impairment). In such cases, the treatment is ignored and the impairment is taken to have the effect it would have had without such treatment. This does not apply if substantial adverse effects are not likely to recur even if the treatment stops (ie the impairment has been cured).

Does this include people who wear spectacles?

No. The sole exception to the rule about ignoring the effects of treatment is the wearing of spectacles or contact lenses. In this case, the effect while the person is wearing spectacles or contact lenses should be considered.

Are people who have disfigurements covered?

People with severe disfigurements are covered by the Act. They do not need to demonstrate that the impairment has a substantial adverse effect on their ability to carry out normal day-to-day activities.

Are there any other people who are automatically treated as disabled under the Act?

Anyone who has HIV infection, cancer or multiple sclerosis is automatically treated as disabled under the Act. In addition, people who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist are automatically treated under the Act as being disabled. People who are not registered or certified as blind or partially sighted will be covered by the Act if they can establish that they meet the Act's definition of disability.

What about people who know their condition is going to get worse over time?

Progressive conditions are conditions which are likely to change and develop over time. Where a person has a progressive condition he will be covered by the Act from the moment the condition leads to an impairment which has some effect on the ability to carry out normal day-to-day activities, even though not a substantial effect, if that impairment is likely eventually to have a substantial adverse effect on such ability.

Are people with genetic conditions covered?

If a genetic condition has no effect on the ability to carry out normal day-to-day activities, the person is not covered. Diagnosis does not in itself bring someone within the definition. If the condition is progressive, then the rule about progressive conditions applies.

Are any conditions specifically excluded from the coverage of the Act?

Yes. Certain conditions are to be regarded as not amounting to impairments for the purposes of the Act. These are:

- addiction to or dependency on alcohol, nicotine, or any other substance (other than as a result of the substance being medically prescribed)
- seasonal allergic rhinitis (e.g. hay fever), except where it aggravates the effect of another condition
- tendency to set fires
- tendency to steal
- tendency to physical or sexual abuse of other persons
- exhibitionism
- voyeurism.

Also, disfigurements which consist of a tattoo (which has not been removed), non-medical body piercing, or something attached through such piercing, are to be treated as not having a substantial adverse effect on the person's ability to carry out normal day-to-day activities.

Appendix 3: Equality Impact Assessment (EqIA) – Screening Form

This form is to be used to screen policies, procedures, plans and practices to assess the equality relevance of a policy etc. for any equality group.

Name of the policy, procedure, plan or practice (referred to as 'policy' herein)			
Author:		Department:	
What is the aim, objective or purpose of the policy?			
List the areas of activity of the policy e.g. the recruitment policy would list advertising, shortlisting, interviewing etc, as activity areas.			
Who are the stakeholders in relation to this policy (staff, students, funding councils, other organisations)?			
Is responsibility for the policy shared with anyone else, internally or externally (if so, you should involve them in the screening)?			
What data are available to facilitate the screening of this policy?			
Is there evidence of higher or lower participation or uptake or any other adverse effect in relation to:			
	Yes	No	Not known
Disability			
Gender			
Racial group			
NB: A broad interpretation should be given to the word 'evidence' i.e. it could include anecdotal evidence and evidence derived from quantitative and qualitative analysis.			

Please comment:

Is there evidence that different groups have different needs, experiences, issues and priorities in relation to this policy?

	Yes	No	Not known
Disability			
Gender			
Racial group			

Please comment:

Is there an opportunity to use this policy to promote equality of opportunity or good community relations? YES/NO

Please elaborate:

Have you consulted any relevant groups e.g. disabled staff, about this policy? YES/NO

Please give details:

What action do you intend to take to address the issues arising from this screening exercise?	
Is a full impact assessment recommended?	YES/NO
Any other comments on the policy and/or screening exercise and any actions required? (please give details)	
Date of screening:	
Name, position and contact details of person who undertook screening:	

Please return a copy of this form to Human Resources for monitoring purposes. Please retain a local copy of the form together with the data you used to undertake the exercise.

Appendix 4: Full Equality Impact Assessment (EqIA) form

This form is to be completed if indicated by the Initial EQIA Screening process. Within this document “Policy” refers to any policy, procedure, plan or practice, both formal and informal.

Policy being assessed:			
Assessors			
Name		Name	
Signature		Signature	
Role		Role	
Date		Date	

1. Aims/Status

a) What is the aim/purpose of the policy?

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b) Who is intended to benefit from this policy and in what way?

--

c) How have they been involved in the development of this policy?

--

d) What are the intended outcomes from this policy?

--

e) What resource implications are linked to this policy?

--

Complete (f) to (h) for new policies

f) What research or consultation has been carried out?

--

g) What stage is the policy at?

--

h) What is the target date for completion?

--

2. Examination of Available Data

Data collection could include consultations, surveys (e.g. National Student Survey, Student Satisfaction Survey) databases, focus groups, in-depth interviews, pilot projects, reviews of complaints made, student feedback, academic publications, government reports, Higher Education sector reports etc.

a) Are there any experts/relevant groups who you can/should approach to explore their views on the policy?

--

b) What do we know from existing data, research, consultations, focus groups and analysis available **in-house**?

a) *Quantitative*

--

b) *Qualitative*

--

c) What do we know from existing data, research, consultations, focus groups and analysis available **externally**?

a) *Quantitative*

--

b) *Qualitative*

--

d) What gaps in knowledge are apparent?

a) *Quantitative*

--

b) *Qualitative*

--

e) If there appear to be any potential difficulties of access or compliance with the aims of the policy, please describe these.

--

3. Impacts

a) What is the likely impact (whether intended or unintended, positive or negative) of the policy on students, staff, customers or the general public?

--

b) Is there likely to be a differential impact on any of the following groups:

i. Grounds of **Race, Ethnicity, Colour, Nationality or National origins** e.g. people from different ethnic backgrounds including minorities: Gypsy Travellers/refugees/asylum seekers

Yes <input type="checkbox"/>	No <input type="checkbox"/>	Adverse Impact? Yes <input type="checkbox"/>	(Please give further details)
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II. Grounds of **Gender Identity and/or Expression** e.g. Male, female, Trans

Yes <input type="checkbox"/>	No <input type="checkbox"/>	Adverse Impact? Yes <input type="checkbox"/>	(Please give further details)

III. Grounds of **disability**

Yes <input type="checkbox"/>	No <input type="checkbox"/>	Adverse Impact? Yes <input type="checkbox"/>	(Please give further details)

The following questions relate to the definitions of Direct and Indirect discrimination as stated in the Sex Discrimination Act, Race Relations Act, and Disability Discrimination Act.

c) Is the policy directly discriminatory? Yes ☐ No ☐

d)

I. Is the policy indirectly discriminatory? Yes ☐ No ☐

II. If you said yes, is this objectively justifiable or proportionate in meeting a legitimate aim? Yes ☐ No ☐

e) Is the policy intended to increase equality of opportunity by permitting positive action or action to redress disadvantage?

Yes <input type="checkbox"/>	No <input type="checkbox"/>	(Please give further details)

If you answered **YES** to Q3(c) and **NO** to Q3(e), this is unlawful discrimination.

If you answered **Yes** to Q3(d)(i) and **No** to Q3(d)(ii) and **No** to Q3(e), this is unlawful discrimination

If the Policy is unlawfully discriminatory please seek advice on how to ensure the University acts lawfully (see contact details at end).

f) If the policy is not directly or indirectly discriminatory, does it still have an adverse impact?

Yes <input type="checkbox"/>	No <input type="checkbox"/>	(Please give further details)

4. Modifications

In your consideration of the next questions, you should think about the following:

- How does each option further or hinder equality of opportunity?
- How does each option challenge or reinforce stereotypes which influence equality of opportunity?
- What are the consequences for the group(s) and the University of not adopting an option more favourable to equality of opportunity?
- What are the social and economic costs and benefits of implementing each option? (For the group? And the University?)

- Will the benefits of implementing the change outweigh the costs (proportionality)?

In reviewing modifications you need to consider the following questions:

- Does the policy promote equality of opportunity in relation to Race, Disability and Gender?
- Does the policy promote positive attitudes towards disabled people?
- Does the policy encourage participation by disabled people in public life?
- Does the policy take steps to take account of disabled people's disabilities, even where this involves treating disabled people more favourably than other people?

If you answered Yes to Q3(f) and the policy could have an adverse impact on any group, how could you modify the policy to reduce or eliminate any identified negative impact, or to create or accentuate positive parts of the policy?

If you make these modifications, would there be impacts on other groups or on the ability of the policy to achieve its purpose?

5. Further Research

- a) Given the analysis so far, what additional research or consultation is desirable to investigate the impacts of the policy on diverse groups?

I. New Primary data?

Yes ☐ No ☐

Describe:

II. Secondary Analysis of existing data?

Yes ☐ No ☐

Describe:

- b) What steps do you need to take to ensure that the right people are involved in this research?

6. Consultation / Involvement

In accordance with the Race Relations (Amendment) Act 2000 you are required to consult on the impact of new policies and under the Disability Discrimination Act 2005 you are required to actively involve disabled stakeholders during policy development process (this goes beyond consultation)

- a) What are the aims of consulting/involving?

- b) Whom do you need to consult or involve in the policy development? e.g. what groups must be included? (Consider beneficiaries, stakeholders, staff groups, students groups, and other who may be affected)

c) What is the planned timescale of consultation?

d) Who is responsible for managing the consultation/involvement?

e) What methods of consultation/involvement are proposed (these should be appropriate to the groups being involved) e.g. Surveys, interviews, focus groups, consultations, informal meetings, separate meetings for interest groups, lay advisory groups etc

f) What methods are being considered to ensure full involvement and access to information? e.g.

Taking account of different needs		Accessible formats	
Taking account of different customs, festivals		Community languages	
Use of advocates		Oral information	
Training or other support for potential		Accessible venues, e.g. acoustics, transport, wheelchair accessible, loop/signing/translation facilities	

Other:

g) How will consultation / involvement exercises be fed back into the process?

h) Following consultation / involvement, what is the **recommendation**?

- ☐ Reject the Policy
☐ Introduce the Policy
☐ Amend the Policy
(An impact assessment should be carried out on any amended policy)
☐ Other – please explain:

7. **Decision-making and Report to Line Management** (repeat this section for each stage of the decision-making process)

a) Who will make the decision? (Essential to consider also in partnership developments)

b) Following consultation / involvement, what is the **decision**?

- ☐ Reject the Policy

- ☐ Introduce the Policy
- ☐ Amend the Policy
(an impact assessment should be carried out on any amended policy)
- ☐ Other – please explain:

8. Monitoring and Review

- a) How will the implementation of the policy be monitored?

- b) How will results of monitoring be used to develop future policy and practice?

- c) When is the policy due to be reviewed?

Date:

9. Public availability of reports / results

For a full impact assessment the policy reviewer is required to produce a summary report outlining the main findings of the assessment. Full EQIA forms are to remain with the department and the policy owner. Summary reports are to be made public via the University intra/internet websites.

What are the arrangements for publishing the

- a) Results of the Impact Assessment?

- a) Results of the consultations?

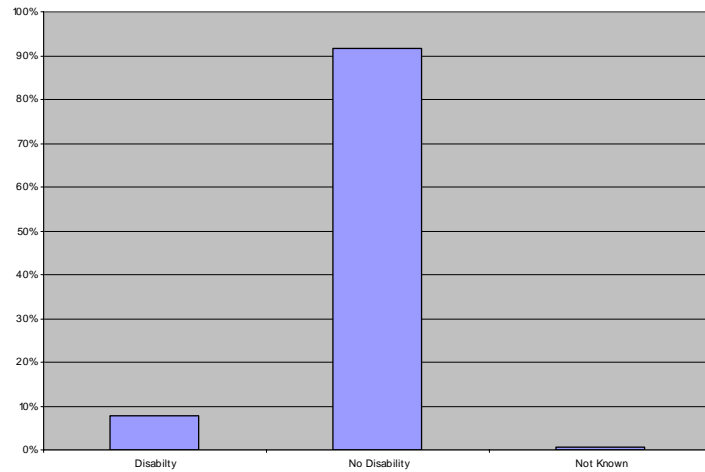
- b) Monitoring outcomes

Completed Reports are to be emailed to the Director of Human Resources.

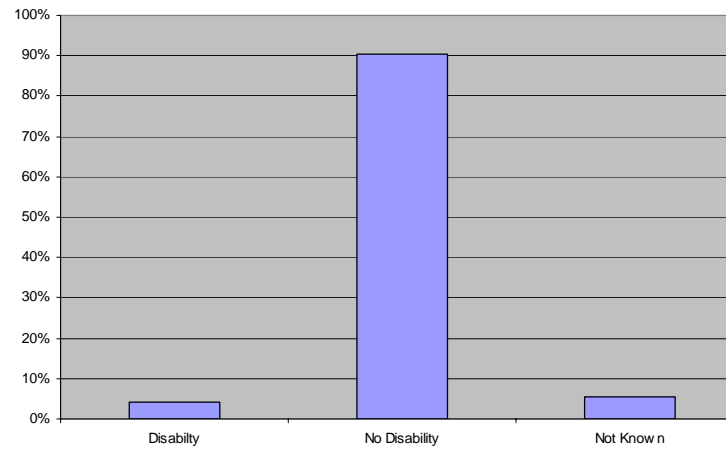
Thank you for completing the Full Equality Impact Assessment Form

Appendix 5: Staff statistics

New starters 01.08.05 – 31.07.06



Leavers 01.08.05 – 31.07.06



Breakdown of current staff by employment type

