

RHUL Disability Equality Scheme

Introduction

Royal Holloway, University of London is committed to disability equality and equality of opportunity for all staff, students, applicants and visitors. We have already developed a number of positive policies, practices, services and facilities to make the College as accessible as possible. Our approach in the period covered by this Disability Equality Scheme is to build on our experience and strengths, whilst identifying where provision needs further development.

The College's Equal Opportunities Statement is central to the development of a number of equality and diversity policies as well as strategic planning. It is intended that all students and staff develop the skills and experience they need and, through this, realise their potential.

As Principal, I welcome the new legislation and the opportunities it creates for establishing a more inclusive learning, teaching and research environment. RHUL seeks to address the issues of disability effectively and with the cooperation of disabled people in order to be fully compliant with the Disability Discrimination Act 2005. In the drawing up of this scheme, disabled former and current students, staff and visitors to the College were consulted to determine its remit.

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Section 1 Promoting disability equality

1.1 Principles of RHUL's DES

This Disability Equality Scheme is based on the principles of the General Duty of the DDA 2005. These affect all public authorities when carrying out their function and are listed below.

- Promote equality of opportunity between disabled persons and other persons.
- Eliminate discrimination that is unlawful under the Act.
- Eliminate harassment of disabled persons that is related to their disabilities.
- Promote positive attitudes towards disabled persons.
- Encourage participation by disabled persons in public life.
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

Whilst the duty does not create new individual rights for people with disabilities, it does provide a framework for the College to carry out its functions more effectively and to tackle discrimination in a proactive way.

1.2 Objectives

The objectives of the DES are to:

- clarify the College's current position on disability equality;
- encourage open and thorough consultation and involvement with those members of the staff and student body who would be defined as disabled under the Disability Discrimination Act 2005;
- maintain open and thorough involvement with disabled people as per the Code of Practice guidelines;
- review and investigate these initial findings and alter the ongoing Action Plan as necessary;
- agree the coverage and frequency of monitoring;
- ensure that, once agreed, the monitoring is completed;
- review ongoing trends, identified through the monitoring, and update the Action Plan as necessary;
- establish the College's formal means of co-ordinating activity on this topic and have these agreed at Council.

Section 2 Context

2.1 Legislative framework

2.1.1 Social context

The social model of disability describes the experience of being disabled through discrimination, attitudes and disabling barriers rather than the effects of impairment itself. It requires that both the needs of an individual are met, as well as the removal of negative attitudes and barriers in order to facilitate equal access to all areas of society.

At Royal Holloway, both the production of the Disability Equality Scheme and the policies and practices that are already in place with respect of disabled people are concerned with the removal of such barriers.

2.1.2 Legislative context

A person has a disability if (s)he has a physical or mental impairment which has a substantial and long term adverse affect on ability to carry out normal day-to-day activities.

(Disability Discrimination Act 2005)

Under Part 4 of the Disability Discrimination Act 1995, as amended by the Special Educational Needs and Disability Act (SENDA) 2001, the College has a responsibility not to discriminate against disabled people on the grounds of disability. Discrimination can occur when a person is treated less favourably because of their disability, and when there is a failure to make a reasonable adjustment when a person is placed at a substantial disadvantage compared to a non-disabled person.

The Disability Discrimination Act 2005 now places a positive general duty on public bodies, in all areas of practice, to have due regard to:

- the promotion of equality of opportunity and positive attitudes towards disabled people;
- the elimination of harassment and unlawful discrimination of disabled people;
- encourage participation by disabled people in public life;
- take steps to take account of people's disabilities even if this means treating disabled people more favourably.

This general duty requires College to adopt a proactive approach, mainstreaming disability equality into all decisions and activities.

Under the specific duties required by this legislation, there is a requirement to publish a Disability Equality Scheme (DES) which involves disabled people and demonstrates how both the general and specific duties will be met.

2.2 RHUL's mission and strategic plans

2.2.1 Institutional context

Royal Holloway enjoys an international reputation for the highest quality teaching and research across the sciences, arts and humanities. It was

ranked 12th in the 2007 Times Good University Guide, joint 5th in the first National Student Survey (October 2005) and is in an elite group of ten university institutions whose departments all earned the top three Research Assessment Exercise ratings of 4, 5 and 5* in the 2001 Research Assessment Exercise.

The promotion of disability equality is central to the College's mission and strategic development.

2.2.2 The College mission statement

Royal Holloway, University of London is committed to providing an environment which nurtures research, learning and teaching of the highest quality, and which advances knowledge, the personal development of its students and staff, and the public good, locally, nationally and throughout the world. To this end we seek:

- to ensure the highest quality of teaching and learning, led by active research and scholarship, so that taught programmes reflect the latest developments in their subject areas and are responsive to the changing needs of society and students;
- to contribute by research and scholarship to the advancement of knowledge and the enhancement of public policy, wealth creation and the quality of life in the UK, the EU and the wider world beyond;
- to foster integrity, tolerance and human value; to promote equality of opportunity; to protect and enhance the physical and social environment for students and staff;
- to establish practical partnerships at national and international level with other academic and research communities; with government, business and industry; and with the local community;
- to foster a cosmopolitan community of scholars and students in which both staff and students are encouraged and enabled to fulfil their potential and develop in skill and understanding;
- to pursue these objectives by playing a leading role in the University of London.

2.2.3 Corporate Strategy 2002-2007

Section 8.18, Equal Opportunities.

In accordance with its recently updated (2002, revised 2005) Equal Opportunities statement, Royal Holloway is fully committed to ensuring equality of opportunity in employment, admissions, and in its teaching, learning and research activities. The College is dedicated to creating a positive, inclusive atmosphere, based on respect for diversity within the institution.

In working to ensure this commitment is realised, Royal Holloway's strategic approach to equality of opportunity is to integrate it as part of the College's annual business planning. It is thus included in the Corporate Strategy, as

well as in departmental plans, where equal opportunities statements are provided. This coherent and managed approach to ensuring that equality of opportunity forms part of the College's planning processes will be further assisted by the ... appointment in April 2002 of an Equal Opportunities Adviser.

2.2.4 Equal opportunities statement and agenda

The College's Equal Opportunities statement.

The University of London was established to provide education on the basis of merit above and without regard to race, creed or political belief and was the first university in the United Kingdom to admit women to its degrees. Royal Holloway, University of London (hereafter 'the College') is proud to continue this tradition, and to commit itself to equality of opportunity in employment, admissions and in its teaching, learning and research activities.

The College has a long history of commitment to equal opportunities and specific activity in this area has been ongoing since 2002.

2.2.5 Widening Participation

Widening participation (WP) is an important strategic objective for Royal Holloway and we are committed to widening access to higher education by welcoming and encouraging more applications from groups who are under-represented in higher education. Our specific aims in this area are to:

- embed both centrally and across the College fair admissions processes and policies to ensure equality of opportunity for all applicants regardless of background;
- ensure student academic standards are maintained across the College;
- aim to attract a wider pool of applicants and attain academically able students, regardless of background;
- minimise financial barriers to HE for those students for whom financial concerns would otherwise prevent them from coming to Royal Holloway;
- maintain retention rate and minimise drop-out from students;
- work within the region with potential students from low higher education participation areas to raise aspirations and attainment, and encourage these students to consider HE as a viable option for them;
- work with all potential students to ensure that full and clear financial and college information is provided prior to them considering Royal Holloway;
- optimise the impact of the institutional support which we offer students and graduates in achieving career success and satisfaction.

Section 3 Development of RHUL's Disability Equality Scheme

3.1 Planning and organisation

Under the Chair of the Vice Principal (Academic Affairs), a project team was established to coordinate the College's Disability Equality Scheme with a view to collecting data, impact assessing policies and practices, consulting with disabled staff and students, examining existing data and provision and identifying areas for improvements and formulating an Action Plan.

- Drafts of the DES and action plans were discussed at the Equal Opportunities Co-Ordination Group (EOCG).
- Planned reviews will take place at EOCG and the Human Resources and Equal Opportunities Committee (HR & EO Committee).
- The equality scheme will be circulated to all Heads of Departments for feedback and ongoing development.
- Senior Management will sign off the equality scheme for approval by HR & EO Committee, and Council.

3.2 Involvement of disabled staff, students and local people

Disabled people have been engaged in the development of our scheme in the following ways.

- Meetings of a Disability Equality Group chaired by VP (Academic Affairs) to establish remit and extent of review and consultation required.
- Initial involvement with all staff via an anonymous online questionnaire inviting comment and feedback on the College's policies, practices and accessibility.
- Open invitation to any interested parties on College intranet to volunteer for focus groups.
- Exit interviews for disabled students based on the disability equality questionnaire.
- Disabled alumni and visitors contacted for feedback on their experiences in open ended question formats.
- Focus groups involving disabled staff conducted to solicit opinions on policy and practice.

Section 4 Disability equality at RHUL – where we are now

4.1 Introduction

RHUL's arrangements to gather the data detailed below are varied. The statistical or quantitative data are, on the whole, gathered annually. The more qualitative internal information gathering exercises have grown in scope and size over recent years and are carried out less frequently. All identified gaps or forward actions are dealt with in the Action Plan.

Qualitative measures recommended in the Disability Rights Commission Code of Practice include:

- staff surveys;
- customer surveys;
- feedback from staff/student network groups;
- analysis of complaints;
- research.

4.2 Benchmark data for staff

Staff data are compared and contrasted with data and information available at Higher Education/Sector level via the Higher Education Statistics Agency (HESA), which publishes annual statistics. The HE sector policy unit for Diversity, the Equality Challenge Unit (ECU) also provides data and guidance.

At local level, Runnymede Borough Council has provided RHUL with ward level data. Nationally, data from the 2001 Census have also been used on occasion recently and the website and publications of the Disability Rights Commission are also in use.

4.3 Disabled staff - current provision

4.3.1 Quantitative Data

Equal Opportunity Monitoring data are collected annually with regard to:

- disabled staff;
- disabled applicants, and numbers short listed;
- numbers of disabled applicants recruited to post;
- training uptake by disabled staff;
- grievance and Disciplinary data in relation to disabled staff.

These data are reviewed annually at the Equal Opportunities Coordination Group, and are reported to the HR & EO Committee.

In general, the College has a low recorded declaration rate of disability for its staff members at 1.8% as at August 2005, though 1.4% staff refused to provide any information. This compares with an assumed national disabled rate of between 12% (Office for Population Censuses and Surveys definition) and 16% (work-limiting disability). *Information taken from **Enduring Economic Exclusion: Disabled People, Income and Work** by Tania Burchardt, published for the Joseph Rowntree Foundation, October 2000.* The 2001 Census demonstrated a national average of 8.2% declared disability of working age. The local HE sector results for comparison purposes are provided in **Appendix 4.3**.

4.3.2. Qualitative data

Staff surveys are completed around every three years at RHUL. The last one was carried out in 2005 with only one question focussed on equal opportunities. The response to this single question was amongst the lowest in the entire survey of that year. Feedback is being sought via anonymous external workshops with volunteer staff to explore this issue in more depth in recognition of the seriousness of the finding.

As part of the creation of this DES, significant and widespread individual consultation was completed across all areas of RHUL. A formal questionnaire was made available on-line for interested parties to complete and had, as of December 18th 2006, yielded 118 responses. **Appendix 4.5** shows an example of the questionnaire used.

In addition, over the course of summer 2006, a series of focus groups and interviews were conducted with twelve academic staff members. All of these staff members had either a personal or professional interest in the subject of disability and most had previously declared a physical or mental impairment to the College's internal support services. The discussions centred around issues encountered by teachers and lecturers in dealing with disability in the classroom. Respondents were asked to make constructive suggestions as to how the College might enhance its provision in areas where shortfalls were perceived. A synopsis of the feedback gathered is provided in **Appendix 4.6**

An Equal Opportunities Forum for all staff takes place twice a year, and the DES was discussed at this meeting.

4.4 Benchmark data for students

Student data are compared and contrasted with data and information available via the Higher Education Statistics Agency (HESA), which publishes annual statistics. Royal Holloway International (RHI) also uses benchmark data provided by the British Council or overseas recruitment agencies.

4.5 Disabled students – current provision

4.5.1 Quantitative data

Equal Opportunity Monitoring data are collected annually with regard to:

- student admissions process (applications/offers/acceptances);
- numbers of disabled students in different study modes;
- numbers of disabled students in different subject areas (final enrolment rates);
- attainment of formal qualifications and classifications;
- withdrawals/retention rates;
- instances of bullying, harassment, complaints and grievances, disciplinary action taken, academic appeals, student appeals;
- accommodation offered and taken up by disability type;

- take up of Disabled Students allowance by impairment and department.

These data are reviewed annually at the Equal Opportunities Coordination Group, and are reported to the HR & EO Committee as well as the College Board of Examiners Executive Committee.

4.5.2 Qualitative Data

As with the staff data given above, significant and widespread individual consultation was completed across all areas of RHUL. Students who had declared their disabled status were specifically targeted along with those who had used internal support services. A great deal of the feedback gained from this activity was provided anonymously. Formal questionnaires gave significant responses and were followed up by one-to-one discussions to fully understand the issues raised. **Appendix 4.5** shows an example of the questionnaire used.

A key finding to emerge from these investigations was that changes in the legal definition of 'disability' were likely to impact on levels of support required in College. Under the terms of the Special Educational Needs and Disability Act 2001, Higher Educational Institutions are obliged to make adjustments to the provision they offer to individuals with a 'long-term' physical or mental impairment (that is, an impairment that has lasted or is likely to last for at least 12 months). Under the terms of the 2005 Act, the definition of 'disability' is widened to include the symptoms of conditions such as cancer, H.I.V. and multiple sclerosis, and adjustments to educational provision must be implemented where needed, from the moment of diagnosis.

The ESO works in conjunction with its Network Members and the other sections of the Registry in order to ensure that students who are now classed as disabled under the Act get the appropriate accessibility to College services and are adequately supported by academic and non-academic departments.

In addition to individual consultation, a first initial screening of policies which impact on disabled students was carried out, together with an analysis of complaints received by students and members of staff regarding the provisions made. One of the key findings was the discrepancy in the provisions for Home and EU/International students, partly accounted for by the lack of funding available from Local Education Authorities for EU/International students.

4.6 Accessible buildings

Authorities need to establish measures which identify the range of barriers which disabled people face.

RHUL engaged an external consultant to complete an accessibility audit of its buildings in 2001 focusing on the barriers faced by persons with mobility impairments. A summary document of the works undertaken following this audit is available at www.rhul.ac.uk/FM/DDA

Access maps of key campus buildings are available for the community to access and in conjunction with the Educational Support Office a further access audit was undertaken to inform the production of a wayfinding signage system across the main Campus and within key teaching buildings. Each information point and several key building on the main campus have a DDA compliant building directory at their main point of entry.

Each car park has designated disabled car parking and a campus map which shows the accessible route through campus and the location of key services and information points.

External consultants have provided the College with the following reports/audits: Access Audit, *S W + H Health & Safety Ltd* (Feb. 2001); Interior & Exterior Accessibility Routes, *WSi LTD* (June 2004); and a Signage Audit *WSi LTD* (Feb 2004).

From these source documents Facilities Management have drawn together plans to meet the College's obligations under the Disability Discrimination Act.

A further review is planned to ensure that our wider College Community all benefit from as inclusive an environment as we can reasonably create and to inform and maintain the budget and strategic planning into the future.

Facilities Management has produced an 'access statement' which details its approach to creating and maintaining accessible buildings and services: www.rhul.ac.uk/fm

The College is committed to developing an accessible environment for all and will consider the following in all adaptations, redecoration, new-builds and refurbishment programs:

- Building regulations Part M and AD M cover new buildings and extensions wishes these regulations to be supplemented by:
- BS8300: 2001 Design of buildings and their approaches to meet the needs of disabled people – Code of Practice.
- BS5588-8: 1999 Fire precautions in the design, construction and use of buildings part 8: Code of Practice for the means of escape for disabled people.
- Designing for Accessibility (published by the Centre for Accessible Environments)

The principles of our inclusive environment:

- easily used by as many people as possible without undue effort, special treatment or separation;
- able to offer people the freedom to choose how they access and participate equally in all of the College's activities;

- able to embrace diversity and difference;
- safe;
- of high quality;

FM will apply the principles of an inclusive environment throughout its building and refurbishment programs, through the services it offers and through the actions of its staff.

4.7 Key findings

Several general statements of key findings can be summarised from the above information.

4.7.1 Staff issues

- Low disclosure rates and some of the responses to the staff survey on EO issues indicate a certain lack of trust and confidence on such issues within the general staff population. The feeling that the College reacts to legislation, normally taking a minimal stance to compliance, shows the need to communicate a proactive approach.
- Positive actions should be shared in a variety of ways with staff in order to build trust and knowledge of activities.
- Staff feedback was clear in its need for greater support, comprising provision of advice, general and specific support when required, and wider availability of training for those in management positions.
- There may be a need to inform staff of the new coverage of the legislation (**Appendix 4.4**) as some staff may not consider themselves to be disabled.
- It is important to identify differentials between disabled and non-disabled groups, investigate these and take the appropriate action.
- In recruitment, the 2004/2005 statistics demonstrate a 2.1% disclosed disability status, but only a 1.6% appointment rate. This discrepancy should be investigated.
- More detailed data are required in relation to disabled staff, i.e. positions of responsibility held by disabled staff, their pay and grades, the frequency of promotion, length of service and sickness and absence rates.

4.7.2 Student issues

- Impact assessments and individual consultation point to a discrepancy between the support given to International/EU students with a disability and Home student with a disability. As said above, this is partly explained by the fact that International/EU students do not have access to LEA funding. The ESO has shown its good will by paying for Educational Psychologist Reports and ten Study Skills sessions for

EU/International students with Specific Learning Difficulties. One important task will thus be to raise the support given to EU/International students with Specific Learning Difficulties and with a disability by referring to the “good practice guide for International students with disabilities in Higher Education” published by UKCOSA and SKILL.

- From an analysis of the complaints raised by the ESO Network Members and other academics in the Departments, it has been possible to identify gaps in the provisions made for disabled students visiting RHUL on Open Days, for those attending summer school programmes, for exchange students with a disability, for personal support offered to students while on field trips. The ESO has only been able to meet the demands made by those students in these particular situations on an ad-hoc basis and some greater planning and co-ordination between central and departmental provision is required.
- Both individual consultations and impact assessments identified the need for additional training for staff who are not ESO Network Members but who are likely to be in contact with disabled students the most. For example, Departmental Administrators could be involved in disability training from which staff from the Educational and International Liaison Office could also benefit.
- Additional detailed data are required in relation to disabled students: i.e. positions of responsibility held, the extent to which disabled students take up extra curricular activity, student leaving data (first destination).

4.7.3 Physical estate

- Much work has been done in this area and the College is generally in advance of the requirements under legislation.
- There is a need to formalise actions and plans to link into the College’s Equality Scheme as well as ensure that the considerable activity is generally and easily available to staff, students and visitors who may benefit from the knowledge.
- There is a need to communicate the achievements to date and the action plans to a greater extent.

4.7.4 Communications

- There is a clear need to investigate the formal and informal communications strategies in this other areas. .
- The website needs to be reviewed so as to ensure that all webpages are compliant with the DDA standards of access.
- More advice and assistance should be provided for remote webmasters to ensure that the required updating does occur.
- Particular feedback should be sought from external suppliers/users regarding facilities and services.

4.7.5 The wider College community

In the College's consultation period, minimal information was sought from local disability groups or services, or other local public authorities. Educational bodies do not have a specific duty placed upon them to take account of the needs of disabled persons in considering their current and future services and functions but some element of feedback would provide a balanced and useful input to the DES action plan for a public campus.

Section 5 Equality Impact Assessment

5.1 Background to the process

The positive nature of the Disability Equality Duty means that RHUL needs to prevent unlawful discrimination before it occurs – i.e. policies and practices need to be fair and lawful from the outset (whether the policy is written/unwritten, formal/informal and irrespective of the scope of the policy or the size of the function).

RHUL needs to ensure that there are no disadvantageous experiences or outcomes for people of particular groups as a result of those policies or practices.

The key tool for ensuring that the policies and practices actively support equality and diversity is Impact Assessment (IA). The IA process leads to an active investigation of whether equality is actually in place, and as such is the *'thorough and systematic analysis of a policy or practice to determine whether it has a differential impact on a particular group'* (HEFCE 20004/37, 4).

It is the analysis of the potential or actual effects of a policy, practice, provision or criterion to establish whether it has a differential impact on identifiable groups of people. If a review finds any evidence of differential impact on identifiable groups, then our responsibility is to look for solutions/explanations that

- identify and remove any discrimination;
- proactively prevent its reoccurrence.

Legislation recognises the need for relevance and proportionality in the undertaking of these activities.

The College has a responsibility to impact assess its policies and practices to ascertain not only whether they have a differential impact on disabled and other staff students and stakeholders, but also whether there is any differential impact with relation to ethnicity (and, from April 2007, gender). Rather than repeat the same process three times, the College intends where possible to combine its responsibilities through a joint impact assessment process, supported by an online system of assessment.

The College recognises, however, that there is a need to report separately by equality strand and that there may be specific issues in relation to disability

equality that need to be addressed separately and will take this into consideration when implementing an all-equalities approach to IA.

RHUL reviews this work under the Equal Opportunities Co-ordination Group which reports directly to HR & EO Committee, Audit and Compliance Committee and the College Council. This process ensures that the College not only meets its obligations under existing and forthcoming legislation, but also uses the process to increase its awareness of existing examples of good practice that could be shared.

5.2 Timetable for Impact Assessment

To date, the main focus has been on ensuring that the appropriate people are trained in Impact Assessment and on rolling out a pragmatic IA review process. It is recognised that greater emphasis needs to be given to this area in order that the processes are embedded within management practices and properly comply with all three discrimination legislative acts.

The College is considering a wider approach to IA in that the work of the pilot studies and the main college wide IA will include all diversity strands. To ensure the active involvement of disabled staff and students, further prioritisation of policies and practices with regard to disability equality will take place in consultation with disabled stakeholders using the mechanisms for involvement identified during the development of this DES.

Table 1 identifies the broad timetable for activity.

Table 1 – Timescales

Academic year 07-08	Launch of IAs Developing list of policies & prioritising that list (including the involvement of disabled people in identifying priorities) Conducting pilot/s
Academic year 08-09	Publish results of pilots Publish guidance notes Brief/train relevant staff Identify priorities for IA Roll out across programme across RHUL
Academic year 08-09 ONGOING	Establish rolling programme of review

Section 6 Implementation (including Action Plan)

A public authority must, within the period covered by the DES:

- take the steps which it has set out in the Scheme (the Action Plan);
- put into effect its arrangements for 1) gathering information and 2) making use of such information. (*Code of Practice, section 3.108*)

The table beneath lists the College's ongoing action plan with relevant web links. All action plans are reviewed annually during the autumn term by the Equal Opportunities Co-ordination Group.

Topic	Area of College implicated	Responsibility	Web link to action plan
Action Plan for disabled staff provision	HR	Director of HR	http://www.rhul.ac.uk/personnel/
Action Plans for disabled student provision	Educational Support/ Registry/SU	Academic Registrar	http://www.rhul.ac.uk/for-students/Disabled-Students/ . And www.surhul.co.uk/content/index.php?Page+11057
Action Plan for Facilities Management & access to site	Facilities Management	Director of FM & Head of Accommodation Services	http://www.rhul.ac.uk/Facilities-Management/2007/About-Us/

All College business is linked to the above three action plans: Staff, Students, and Buildings.

Results of the Impact Assessments will be fed into the action plans.

Review of the action plans and IA will be completed annually by the EOCG.

Section 7 Monitoring, publishing and review arrangements

7.1 Monitoring

7.1.1 Gathering of information

The College's gathering of information on the effects of its policies and practices on disabled persons will be primarily completed by the regular and continued collation of data and information identified in Section 4. These findings will be significantly augmented by the findings of the Impact Assessments.

Also, the completion of the gaps in the data/information throughout the DES will be critical in the gathering of information on the effect of the College's policies and practices on;

- the recruitment, development and retention of its disabled employees;
- the educational opportunities available to, and the achievements of, disabled students

Although the College is not legally required to gather data on the effect of its services and functions on disabled persons, it should consider that the feedback given from all users of the facilities would be of value, particularly as the known or identified numbers of disabled people within the College Community is so small.

Recommendations on these matters and the responsibility to drive the completion of the gathering of information will be the remit of the Equal Opportunities Co-ordination Group.

7.1.2 Regular review of information

The College already has several identified methods of reviewing its data, depending on the subject.

This information, once established and agreed, will be reviewed annually by the EOCG. As part of the annual review, the action plan of the DES will be revisited and a view taken on its effectiveness to date. The first of these annual reviews will consider all information (mostly identified in section 4) collated to date.

The EO Co-ordination Group must also define formal and agreed methods of investigation should adverse findings be discovered. The individual members of the EO Co-ordination Group will be responsible to ensure that the appropriate investigations take place and are reported annually.

The establishment of measures which identify the range of barriers which disabled people face (e.g. inaccessible buildings), as well as those which measure successful outcomes (e.g. more people using and expressing satisfaction with a service or improved educational attainment by disabled people), must also be put in place. The EOCG should also take responsibility for this action.

7.2 Publishing

The Disability Equality Scheme (DES) will be published online on the College's website. As with the previous equality scheme, it will be available in a variety of formats. The most commonly requested formats at RHUL were paper based/large format, audiotape and in Braille.

An annual update on the progress made on the DES is provided for the Audit & Compliance Committee and for Council.

7.3 Review arrangements

Under the terms of the DDA, the DES must be reviewed every three years. This revision should take into account the information gathered and its indications, as well as what areas need to be focussed on in the following three years.

**Appendix 4.1
Disability of staff in
post on 31/08/05**

	Totals of staff group	% of total staff group
N	1272	96.70%
Y	24	1.80%
Blank	19	1.40%
Total	1315	

Appendix 4.2

**Number of disabled candidates at application,
shortlisting and appointment 2004 – 2005**

	Numbers of applications	% of total	Number shortlisted	% of total	Number appointed	% of total
Y	91	2.1%	19	1.9	4	1.6%
N	3882		858		201	
Not known	374		123		42	
Total	4347		1000		247	

Appendix 4.3

**Overall staff disability declaration (from HESA
Statistics 2003/2004, released Autumn 2005)**

	Not declared	Declared	Not Given
UK	88.5%	2.0%	9.5%
London	86.5%	1.5%	12.0%
South East	85.0%	2.5%	5.75%
RHUL	87.5%	1.5%	11.5%

Appendix 4.4

Coverage of new legislation under term 'disabled'

The Disability Discrimination Act (DDA) defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

For the purposes of the Act:

- substantial means neither minor nor trivial;

- long term means that the effect of the impairment has lasted or is likely to last for at least 12 months (there are special rules covering recurring or fluctuating conditions);
- normal day-to-day activities include everyday things like eating, washing, walking and going shopping;
- normal day-to-day activity must affect one of the 'capacities' listed in the Act which include mobility, manual dexterity, speech, hearing, seeing and memory.

Some conditions such as a tendency to set fires and hay fever are specifically excluded.

Provisions allow for people with a past disability to be covered by the scope of the Act. There are also additional provisions relating to people with progressive conditions.

The DDA 2005 amends the definition of disability, removing the requirement that a mental illness should be 'clinically well-recognised'.

People with HIV, cancer and multiple sclerosis will be deemed to be covered by the DDA effectively from the point of diagnosis, rather than from the point when the condition has some adverse effect on their ability to carry out normal day-to-day activities.

Appendix 4.5

Questionnaire used as basis for consultation and involvement with disabled people

The questionnaire was issued to relevant staff and students and was more generally made available online for any other interested parties to respond. 118 responses were received. It was also used as a basis for formal and informal discussions throughout the College, many of which were anonymous due to the preference of the individual's involved.

Question 1

Are you a:

Prospective student

Student

Former Student

Member of staff

Other College user

Question 2

Do you have a disability, dyslexia or long term health condition which affects your day to day activities?

Yes

No

Question 3

If you have answered 'yes' to question 2, please indicate the nature of your disability (please tick as many as are applicable)

- Specific learning difficulty e.g. dyslexia
- Blind/partially sighted
- Deaf/hard of hearing
- Mobility difficulty/wheelchair user
- Need for personal care
- Special psychological needs (e.g. anxiety, depression, social phobia)
- Unseen disability (e.g. diabetes, epilepsy, heart condition, asthma)
- Autistic spectrum disorder
- Not listed above (please specify)

Question 4

What do you think the top 3 priority areas should be to improve the College's services and facilities for disabled people?

- 1.
- 2.
- 3.

Question 5

If you have a disability, have any particular College services and facilities seemed to you to be accessible and inclusive? We would welcome details

Question 6

If you have a disability, have any particular College services and facilities seemed to you to be inaccessible or non inclusive? Again, we would welcome details.

Question 7

Are there any steps you feel we could take to improve the accessibility and quality of our services and facilities?

Question 8

Are there any steps you feel we could take to make the College more inclusive?

Question 9

Do you consider the College's services to the general public inclusive and accessible to disabled people?

Question 10

Do you feel that sufficient information is provided about the support available for disabled people? Do you consider this could be improved and if so, in what ways?

Question 11

If you receive support for your disability what aspect have you found most helpful and why?

Question 12

Do you think there are additional steps the College can take to actively promote disability equality and to encourage positive attitudes towards disabled people? If so, we would welcome details.

Question 13

Do you have any additional comments with regards to the participation and experience of disabled staff, students or other users to the College? Please specify.

Appendix 4.6

Synopsis of feedback gathered via focus group consultation and involvement with disabled people

Current problems:

- Invigilators and administrators are not always adequately trained to deal with specific examination and assessment requirements
- Guidelines on confidentiality can be unclear for staff and students
- Dissemination of information regarding needs of specific students not always effective
- Non-Established Teachers are often 'out of the loop' with respect to both policy and practice
- Staff-student ratios are so high in many departments as to prohibit individual attention to those who would benefit from it
- Scheduling in some subjects produces overly long teaching days for staff and students
- There are substandard and malfunctioning facilities (e.g. lifts) in certain areas of college
- Limited possibility of booking rooms appropriate to the needs of specific disabled students and staff
- Non-'ownership' of rooms means that disabled staff often have to cover long distances between classes
- Some rooms equipped only with blackboards
- General perception that college contents itself with reactivity to national initiatives in the field of disability rather than taking a proactive approach to implementing discrimination legislation.
- Little is done to combat erroneous belief that disability is 'always visible'
- Lack of understanding and aware-raising about depression and other common psychological needs, as well as the role of medication in treating them
- Low rate of disclosure of mental health problems, amongst academic staff in particular
- Personnel could do more to contact and assist staff with disclosed disabilities
- There could be greater institutional support for staff and students returning from periods of enforced absence

- References to educational support in student induction schemes not always clear enough to those from different cultural and linguistic backgrounds

Possible Solutions:

- Institution of more part-time degree pathways, to be offered on entry or subsequently
- Broader use of alternative forms of assessment, e.g. observational work, group work
- Named 'third' marker or adjudicator for work by dyslexic students in subjects where this can cause controversy (e.g. English)
- Revision of marking criteria to ensure that they cater appropriately for the assessment of students with a variety of educational needs
- Promotion of multi modal teaching and blended learning across the college
- Shift in the emphasis of departmental peer observation schemes towards inclusivity/accessibility
- Accessibility of teaching and assessment to be prioritized during Periodic Departmental Review
- Standardized college questionnaire to address known issues of concern to students with special educational needs (e.g. audibility, legibility) directly
- Progressive adoption of facilities that can obviate physical difficulties including interactive whiteboards and fixed computers in lecture halls
- Greater attention to accessibility of spaces, particularly arrangement of furniture
- Move towards use of technology that alleviates social awkwardness, such as electronic voting facilities
- Departments to discuss standardization of teaching materials (handouts, PowerPoint slides) to ensure accessibility
- Induction schemes and handbooks to contain case studies or activities demonstrating common difficulties (e.g. dyslexia) and ways to seek support
- Disability should be given a place in the curriculum as a theme worthy of intellectual consideration and valorization
- Greater proportion of student work should be available in electronic format to assist staff with visual impairments and specific learning difficulties
- Staff with managerial responsibility should be trained to support colleagues with disabilities, and given guidance on issues such as impact of ill health on research projects and funding
- Greater number of support services and activities should be made available to staff in general

Appendix 4.7

Numbers and FTEs of disabled students in different study modes in 2006-07.

Headcount :	Postgraduate Research	Postgraduate Taught	Undergraduate	Sum:
Compulsory Yr Abroad Anywhere			3.00	3.00
Compulsory Yr Abroad Socrates			6.00	6.00
Deferred Assessment		1.00		1.00
Full Time	21.00	44.00	363.00	428.00
Optional Yr Abroad Socrates			1.00	1.00
Part Time	10.00	13.00	6.00	29.00
Writing up, prev Full-Time	17.00			17.00
Writing up, prev Part-Time	3.00			3.00
Sum:	51.00	58.00	379.00	488.00
FTE:	Postgraduate Research	Postgraduate Taught	Undergraduate	Sum:
Compulsory Yr Abroad Anywhere			3.00	3.00
Compulsory Yr Abroad Socrates			6.00	6.00
Deferred Assessment		1.00		1.00
Full Time	21.00	44.00	358.20	423.20
Optional Yr Abroad Socrates			1.00	1.00
Part Time	5.00	6.00	3.00	14.00
Writing up, prev Full-Time	7.25			7.25
Writing up, prev Part-Time	1.50			1.50
Sum:	34.75	51.00	371.20	456.95

Notes:

1. Both signed-up and interrupted students are included.
2. FTEs are based on students' Mode of Attendance and length of Interruptions
3. Writing-up students are counted as 0.5 FTE