

University of Dundee

**Disability Equality Scheme
2010-2012**

CONTENTS

Foreword	3
1. Executive Summary	4
2. University Profile	6
3. Management and Responsibilities	7
4. Legislative Context.....	10
5. Social Model of Disability	12
6. Confidentiality and Disclosure.....	13
7. Summary of the University’s Disability Provision	14
8. Development of Disability Equality Scheme	19
9. Data Gathering and Impact Assessment	19
10. Monitoring, Review and Publication	21
11. Disability Equality Action Plan	22
APPENDIX 1 – STAFF AND STUDENT DISABILITY DISCLOSURE DATA	32
APPENDIX 2 – DISABILITY EQUALITY SURVEY RESULTS.....	34

This document is available to download in MS Word and PDF formats from the University’s website at

<http://www.dundee.ac.uk/studentsservices/disabilityservices/des2010-12/>

It can also be provided in alternative formats on request. Please contact the University’s Disability Services’ department on (01382) 385402 or email: disability@dundee.ac.uk

Foreword

The University of Dundee is fully committed to promoting disability equality for all staff, students and other members of the University community. This commitment is central to the University's Corporate Vision and Strategic Plans. We aim to provide a truly inclusive and equitable learning environment that fosters a positive University experience of the highest quality for all members of our community.

The University recognises the importance of involving disabled people in the development, monitoring and review of our Disability Equality Scheme, and welcomes contributions from all sections of the University community to our response.

The University has made significant progress over the past three years to promote equality for disabled people. This Scheme highlights key developments during this time and identifies areas for further improvement in the context of changing legislative and corporate demands. Our disability equality priorities reflect those identified by disabled users of our services, by our staff and by our students and as such we are confident that the significant progress already made will be further embedded in all of the University's activities.

The University acknowledges our responsibility to ensure that the aims and values of disability equality are promoted through the implementation of this Disability Equality Scheme and associated Action Plan. This is a key element of our Equality and Diversity strategy and demonstrates our commitment to the removal of barriers to access, the elimination of discriminatory practice and the promotion of equality of opportunity.

I am therefore happy to commend this Disability Equality Scheme and Action Plan.

Signed:

Professor Peter Downes
Principal and Vice Chancellor

December 2009

1. Executive Summary

1.1 The University of Dundee published its first Disability Equality Scheme (DES) in December 2006 in line with the requirements of the Disability Equality Duty. Two annual reports were subsequently published that identified progress made with action identified in the DES and highlighted other key disability-related developments across the University. This first DES and associated annual reports are available on the University's website at:
<http://www.dundee.ac.uk/student-services/disability-services/des/>

1.2 Key progress with promoting disability equality over the past three years includes:

Management and Strategic Planning:

- Development of a Web Accessibility Service, Web Accessibility Policy and associated Definition of Best Practice.
- Development of a pilot alternative formats service and training for staff on producing accessible electronic documentation/alternative formats.
- Expansion of assistive technology resources, including networked assistive software, ergonomic adjustments in IT facilities and an extensive bank of loan equipment.

Staff:

- Specific training for academic staff on enabling access to the professions secured through successful bid to SKILL Scotland.
- Inclusive practice website under development to enable staff to share examples of inclusive practice within their School/Service.
- Introduction of compulsory online equality and diversity training for all staff, supported by discussion workshops.
- Development of guidance on inclusive risk assessment, arranging work placements for disabled students and designing accessible programmes.
- Disability Statement for Staff and associated guidance for line managers under development.

Students:

- Development of a University-wide Admissions Policy with specific guidance for staff on handling applications from disabled students.
- All key academic-related policies reviewed for impact on disabled students, including the University's Learning and Teaching Strategy, Student Placement Policy and Student Assessment Policy.
- Development of a new policy that sets out the University's position on the provision of academic-related reasonable adjustments for disabled students, including staff roles and responsibilities.
- Development of services for disabled students, including specific support for students with mental health difficulties and support with recruiting and managing support workers.

Physical Estate:

- Significant physical access improvements through ongoing programme of accessibility works; including new campus signage/maps, installation of fire evacuation lifts in key buildings and installation of accessible toilet with full changing and hoist facilities in the University's main teaching block.
 - Commitment to host physical access information on the national online access register, DisabledGo: <http://www.disabledgo.com> from March 2010.
- 1.3 Disclosure figures for disabled students remained at 8% of the student population from 2006 to 2009 (c.f. HESA figure = 7%) but the number of disabled students who registered with Disability Services increased by almost 40% over the same period. Staff disclosure figures increased from 2% to 4% during this time. This was likely due to the introduction of a new staff record form in 2009 which asked for details of the disability being disclosed and clarified the purpose of requesting this information. A detailed breakdown of disclosure figures is provided in Appendix 1.
- 1.4 Key student and staff-related policies were reviewed to assess their impact on disabled people but further progress needs to be made to embed a systematic impact assessment process for all of the University's policies, practices and procedures. This is a priority for action during 2010.
- 1.5 Disabled students and staff have had the opportunity to influence the development of this Scheme through questionnaires/focus groups and informal feedback opportunities. In particular, feedback from disabled students who are registered with the University's Disability Services, and external disabled students who utilise the Service's regional Access Centre, has been obtained on a regular basis and evaluated annually. Further details are available in Disability Services' Annual Reports:
<http://www.dundee.ac.uk/student-services/disability-services/dundeeonly/staff-resources-guidance.htm>.
- 1.6 A survey of all staff and students was completed to establish their views on the progress the University has made with promoting disability equality over the past three years and to help identify our future priorities for action (375 students and 393 staff responded to the survey). Responses from both staff and students were broadly similar although it was clear that staff felt that most progress had been made in relation to the University's provision for disabled students. Recurrent issues raised by both staff and students were around disclosure, attitudes and communication. Both staff and students highlighted continued difficulties with physical access although many also felt that the University had made significant progress in this area. Full details of the survey results are provided in Appendix 2.
- 1.7 The University's priorities for action are identified in the Disability Equality Action Plan (pages 23-31). Key priorities include:
- Establish a standard impact assessment procedure and provide training for staff.
 - Review disability data gathering and reporting systems, including feedback mechanisms for disabled students, staff and other disabled users.
 - Review communication systems for identifying and sharing reasonable adjustments for disabled students and staff.
 - Develop information and guidance for disabled staff and line managers.
 - Clarify mechanisms for resourcing adjustments for disabled staff.
 - Raise awareness of core programme competence standards, particularly in student recruitment material.
 - Ensure all modules and programmes are routinely audited for accessibility.
 - Ensure accessibility improvements are built into capital programme and refurbishment budgets.

2. University Profile

- 2.1 The University of Dundee is one of the UK's leading universities, internationally recognised for its expertise across a range of disciplines including science, medicine, engineering and art. It is home to almost 18,000 students and over 3,000 staff and regularly attracts visitors from the local community and beyond.
- 2.2 The University provides a diverse portfolio of undergraduate and postgraduate programmes of study, including a large number of programmes that prepare graduates for entry into the professions. It also has an excellent record in Teaching Quality and Research Assessment Exercises (RAE). Preliminary findings on the outcome of the University's latest Enhancement Led Institutional Review (ELIR) (conducted in November 2009) indicated that "the University is a reflective institution with a highly effective quality assurance framework which is the foundation for a culture of quality enhancement". The University also recorded scores at the 4* level (defined as 'world leading') in every subject area submitted to the last RAE in 2008.
- 2.3 The University is a major employer in the region, attracting staff and students from a wide range of local, national and international backgrounds. The University is therefore committed to supporting a diverse environment in which all staff and students are treated fairly and equitably and individual differences are respected.
- 2.4 The University has three campuses (in Dundee City, Kirkcaldy and Ninewells Hospital) with the main campus based in a compact, accessible location in the centre of Dundee.
- 2.5 The University consists of four Colleges (the College of Art, Science and Engineering, the College of Arts and Social Sciences, the College of Life Sciences, and the College of Medicine, Dentistry and Nursing) and a range of student and academic support services: http://www.dundee.ac.uk/main/colleges_services.htm
- 2.6 The University is governed by a University Court which includes representatives of staff, students and members of the local community. The University Court has ultimate responsibility for ensuring that the University meets its statutory duties and legal responsibilities across all areas of University activity. All academic matters are overseen and progressed through the University's Senate which reports to the University Court.
- 2.7 The University is committed to equality for all, irrespective of sex, colour, ethnic origin, disability, marital status, religious or political beliefs, trade union membership, sexual orientation, age, or any other distinction.
- 2.8 The University embraces diversity among staff and students by encouraging all individuals to realise their full potential and to contribute as fully as possible to the University community. The University aims to create an environment where the treatment of students, staff and applicants for study or employment, is on the basis of their relative merits, abilities and potential.
- 2.9 In its commitment to promoting equality and diversity, the University will work collaboratively with the local community and external organisations to eliminate disability discrimination in its activities and services while continuing to foster positive changes in behaviour and attitudes. The University will also ensure that due regard is given to disability equality in all of its relevant functions.
- 2.10 This Disability Equality Scheme is one of many policies and procedures which the University has in place to support its commitment to an institutional Equality and Diversity strategy. It sets out how the University intends to meet the statutory obligations of the Disability Equality Duty.

3. Management and Responsibilities

3.1 The University's commitment to promoting disability equality is progressed through the University Court and by staff in management and leadership positions who are required to be proactive in tackling unlawful disability discrimination, promoting equality of opportunity and good relations between disabled and non-disabled people. All members of the University community are responsible for supporting the implementation of the Disability Equality Scheme (DES) and Action Plan, and individual responsibilities in this respect are set out in 3.2 to 3.14 below.

3.2 **The University Court** has ultimate responsibility for:

- Ensuring that the University complies with the statutory requirements of the Disability Discrimination Act (1995), the Special Educational Needs and Disability Act (2001) and the Disability Discrimination Act (2005), and ensuring that the University meets the General and Specific Duties of the Disability Equality Duty.
- Ensuring that the DES and Action Plan are implemented, monitored and reviewed.

3.3 **The University Senate** is responsible for:

- Regulating and overseeing the academic work of the University to ensure consideration of disability equality issues in all academic-related services from admission through all teaching and research activities to graduation.

3.4 **The Principal** is responsible for:

- Providing a consistent and high profile lead on issues that involve disability equality and for promoting an institutional culture that recognises the importance of equality of opportunity and elimination of disability discrimination.

3.5 **The University Secretary** is responsible for:

- Promoting and supporting the DES both within and outwith the University.
- Ensuring that the promotion of disability equality is central to the University's Corporate Vision and Strategic Plans.
- Ensuring that Managers and Directors fulfil their role in delivering the DES.

3.6 **Vice Principals, Heads of College, Deans, Directors, Managers and Heads of School** are responsible for:

- Ensuring that the DES is put into practice, including progressing identified priorities for action in their areas of responsibility.
- Ensuring that staff operate within the requirements of the Disability Equality Duty and the aims of the DES.
- Giving a consistent lead on the mainstreaming of disability equality requirements within all their relevant functions.

- Ensuring that appropriate action is taken whenever complaints of unlawful disability discrimination are raised by staff and students.
- Taking action in response to staff or students who are acting in breach of the requirements of the Disability Discrimination Act and Disability Equality Duty.
- Encouraging, supporting and enabling all staff and students to reach their full potential.
- Ensuring that staff are aware of their responsibilities to promote disability equality and that they receive appropriate support, training and information to carry out their activities effectively and equitably.

3.7 The Equality and Diversity Working Group (EDWG) is responsible for:

- Ongoing monitoring and development of the DES.
- Ensuring the DES is published, promoted, monitored and reviewed and the results of the Action Plan are published in an accessible format, on an annual basis, to all staff, students and the external University community.
- Ensuring all members of the University community are given appropriate support to enable them to implement the requirements of the DES within their area of activity and in line with their University role.
- Ensuring that disability equality training opportunities and guidance are available and form part of the University's staff development strategy.

3.8 The Equality and Diversity Officer is responsible for:

- Promoting, advancing and co-ordinating equality and diversity initiatives across the University for both staff and students according to legislative requirements and best practice.
- Contributing to strategy and developing annual action plans for equality and diversity objectives.
- Producing reports to appropriate committees and an annual report to the University Court outlining achievements.
- Updating existing policies and developing new policies according to legislative requirements.

3.9 The Head of Disability Services is responsible for:

- Acting as the main University contact for disability compliance issues.
- Providing advice and guidance to senior management on inclusive practice and disability-related legal requirements.
- Raising awareness of disability services, disability issues and inclusive practice with all members of the University community.
- Monitoring and reviewing the University's policies and procedures in response to disability-related legislation and quality assurance requirements.

- Co-ordinating and delivering disability-related staff development opportunities.
- Producing reports for University committees as appropriate, including an annual progress report on Disability Services' Performance Indicators for the University Court.
- Progressing the development of the University's Disability Equality Scheme and the University's response to the Disability Equality Action Plan.

3.10 All Teaching Staff, including part-time, visiting and temporary lecturers are responsible for:

- Ensuring that curriculum design, delivery and assessment meet the requirements of the Disability Equality Duty and reflect the priorities of the University's Disability Equality Scheme.
- Supporting the provision of a learning environment that promotes equality of opportunity and good relations between disabled and non-disabled people.

3.11 All Employees of the University are responsible for:

- Supporting the implementation of the Disability Equality Scheme and Action Plan and complying with the requirements of the Disability Discrimination Act and Disability Equality Duty.
- Ensuring they are aware of disability-related issues by undertaking disability-related training and staff development opportunities as part of their continuous professional development.
- Promoting disability equality and non-discriminatory practice.

3.12 All Students of the University are responsible for:

- Ensuring that their behaviour promotes positive relationships between disabled and non-disabled people.
- Supporting the aims of the University's Disability Equality Scheme.

3.13 All members of the public, visiting or engaging with the University, are responsible for:

- Supporting the aims of the University's Disability Equality Scheme.

3.14 Contractors and Service Providers for the University are responsible for:

- Complying with the statutory requirements of the Disability Equality Duty in the provision of services to the University. It is a requirement of the General Duty that, when institutions procure the services of other providers and where those services are disability equality relevant, the institution remains responsible for ensuring that Contractors and Service Providers meet the requirements of the Disability Equality Duty.

- 3.15 The University requires all staff, students and others associated with the University to support the University's obligations under the Disability Equality Duty and the aims of this Disability Equality Scheme. The University will take appropriate action in response to any person associated with the University who disregards these obligations and aims.
- 3.16 Any person who feels they have been treated in a way that is not consistent with the University's obligations under the Disability Equality Duty should write to the University Secretary outlining their concerns:
<http://www.dundee.ac.uk/principalsoffice/secretary.htm>

4. Legislative Context

- 4.1 Under the Disability Discrimination Act (DDA), a disabled person is defined as someone who 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" (Sch1, Part 1). This definition covers a wide range of physical, mental and sensory impairments, including specific learning difficulties such as dyslexia and chronic health conditions such as diabetes, epilepsy and depression. Since December 2005, the definition also includes people with cancer, HIV and multiple sclerosis from the point of diagnosis, and the requirement for mental illness to be clinically well recognised has been removed.
- 4.2 The DDA (1995) (Part 2) places statutory duties on employers to make reasonable adjustments to meet the needs of disabled employees, including those who become disabled during the course of their employment, and makes it unlawful to discriminate against a disabled person in relation to staff recruitment and retention. It is also unlawful to subject a disabled employee to harassment for a reason which relates to his or her disability. The duty to make reasonable adjustments includes adjustments to policies, practices and procedures and the physical environment. Following the introduction of the DDA Amendment Regulations in 2004, the DDA Part 2 also requires the University to liaise with work placement providers and external professional bodies to ensure that reasonable adjustments are made to work placements to meet disabled students' needs and that professional competence standards do not create unnecessary barriers for disabled students.
- 4.3 The DDA (1995) (Part 3) places statutory duties on providers of goods, facilities and services to the public (and those selling, letting or managing premises), to make reasonable adjustments to meet the needs of disabled people accessing those services and makes it unlawful to treat disabled people less favourably than other people. The duty to make reasonable adjustments include adjustments to policies, practices and procedures, the provision of auxiliary aids and services and adjustments to the physical environment. These must be made in anticipation of the needs of disabled people.
- 4.4 The DDA was extended to education following the introduction of the Special Educational Needs and Disability Act (SENDA) in 2001 (Part 4 of the DDA). This legislation makes it unlawful for education providers (schools, colleges and universities) to treat disabled students less favourably than other students in admissions and exclusions, and in the services they provide 'wholly or mainly for students'. This includes, but is not restricted to, all aspects of recruitment, teaching and learning, research facilities, assessment and examination arrangements, library and IT resources, student support services, residential and leisure facilities and the physical environment.

The legislation also requires education providers to make reasonable adjustments to provision where disabled students would otherwise be substantially disadvantaged. Reasonable adjustments must be made in anticipation of disabled students' needs as far as possible and include adjustments to policies, practices and procedures, the provision of auxiliary aids and services and adjustments to the physical environment.

- 4.5 The DDA (Amendment) (Further and Higher Education) Regulations 2006 amended the post-16 provisions of Part 4 of the DDA to implement the European Employment Framework Directive (2000/78/EC) in respect of vocational training in further and higher education from September 2006. The main changes are: a new direct discrimination duty, the removal of the justification defence for a failure to make reasonable adjustments, a new harassment duty, the reversal of burden of proof, a new duty prohibiting discriminatory advertisements, a new duty prohibiting instructions or pressure to discriminate, new specific duties that apply after the relationship between the student and education provider has ended, and new specific provisions in relation to qualifications and competence standards. The Code of Practice for post-16 education has been revised to take account of these changes.
- 4.6 The DDA (2005) extended the definition of disability (as noted in 4.1) and introduced the Disability Equality Duty (DED) from 5th December 2006 (Part 5a of the DDA). This legislation places a General Duty on public sector authorities, when carrying out their functions, to have due regard to the need to:
- Promote equality of opportunity between disabled people and other people
 - Eliminate discrimination that is unlawful under the Act
 - Eliminate harassment of disabled people that is related to their disabilities
 - Promote positive attitudes towards disabled people
 - Encourage participation by disabled people in public life
 - Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people
- 4.7 Key public sector authorities (including universities) are also subject to Specific Duties under the DED. These duties require public authorities to publish a Disability Equality Scheme (DES) setting out how the authority intends to fulfil the requirements of the General Duty. Public authorities must:
- Involve disabled people in developing the DES, identifying priorities and producing an action plan
 - Identify how they will gather and analyse evidence to inform their actions and monitor progress
 - Set out how they will assess the impact of their existing and proposed activities on disabled people
 - Produce an action plan for the next three years
 - Report on their progress every year and review and make appropriate revisions to the DES every three years
- 4.8 The Disability Rights Commission (DRC) produced Codes of Practice to support the implementation of each Part of the DDA. Following the establishment of the Equality and Human Rights Commission (EHRC) in 2007, these Codes are now available from the EHRC's website: <http://www.equalityhumanrights.com>
- 4.9 The University as an employer, an education provider, a provider of goods, facilities and services, and as a public sector authority is subject to all Parts of the DDA (as noted in 4.2 to 4.7).

- 4.10 The University is committed to tackling disability discrimination across all its functions and activities and to being proactive in promoting disability equality to meet the requirements of the Disability Discrimination Act and Disability Equality Duty. The University also acknowledges that some people may unconsciously or unwittingly discriminate and will tackle any behaviour which may act as a barrier to specific individuals or groups.
- 4.11 The University recognises the need to respond to changes in legislative requirements and will review this Disability Equality Scheme in light of any such changes, in particular the introduction of the new Equality Duty in 2010/11 as proposed by the Equality Bill (2009). This Bill aims to harmonise and strengthen discrimination law to support progress on promoting equality, including requiring a more systematic and evidence based approach across all equality strands.

5. Social Model of Disability

- 5.1 The Social Model of Disability states that the poverty, disadvantage and social exclusion experienced by many disabled people is not the inevitable result of their impairments or medical conditions, but rather stems from attitudinal and environmental barriers within society. This view recognises that disabled people have impairments but, unlike the medical model of disability, maintains that the exclusion they experience is caused by society not their individual impairments.
- 5.2 The Social Model of Disability uses the preferred language of disability that recognises that people have 'impairments', and that 'disability' is the outcome of the interaction between a person with an impairment and the attitudinal and environmental barriers they face. As such, the use of the term 'disabled people' is generally preferred over 'people with disabilities' as it places the emphasis on the disabling effects of attitudinal and other barriers rather than on individual impairment.
- 5.3 The preferred language of disability also recognises that barriers can be reinforced by the use of terminology that creates a negative view or passive role for disabled people (as in the expressions 'suffering from' or 'wheelchair bound'), or by the use of terminology that views people with the same impairment as a homogeneous group (as in the term 'the disabled'). The use of such language should therefore be avoided and the preferred language of disability used in all communications with or about disabled people.
- 5.4 The University recognises the importance of identifying and removing barriers to disabled people by making systemic changes to its policies, practices and procedures that impact on disability equality. The University therefore supports the principles of the Social Model of Disability and will endeavour to eliminate all barriers to disabled people across all areas of University activity, including raising awareness and promoting the use of the preferred language of disability.

6. Confidentiality and Disclosure

- 6.1 The University encourages disabled students to disclose and provides repeated opportunities to do so, for example on application forms for admission, at interview, at matriculation and before field trips and examinations. Staff have the opportunity to disclose a disability at the recruitment stage on the University's equal opportunities monitoring form. Following appointment, disabled staff may choose to disclose through several routes including to their line manager, the University's Occupational Health Service or Disability Services. In addition, a staff data verification exercise is carried out every three years, during which staff can confirm or change the personal details on their Staff Record Form, including those relating to disability. This form was revised in 2009 to clarify the reason for requesting this information and to give staff the opportunity to specify the nature of their disability. Full details of the University's student and staff disclosure figures are provided in Appendix 1.
- 6.2 Procedures are in place to enable the appropriate handling of disability information should a disabled student disclose to any member of staff and similar procedures are being introduced for disabled staff. All personal and sensitive data that is disclosed is processed in accordance with the Data Protection Act (1998) and the University's confidentiality policies.
- 6.3 Disclosure of a disability is encouraged to ensure that all reasonable adjustments are made to meet specific individual needs. However, the University recognises that there is no duty on disabled people to disclose that they have a disability, and that the incidence of disclosure may potentially reduce as the University becomes more inclusive and barriers to access are removed.
- 6.4 The University also recognises the diverse, dynamic and often hidden nature of disability and that perception of disability can vary. Disabled members of the University community may not consider themselves to be disabled or may not consider their disability to be of relevance to their work, studies or their use of the University's services and facilities. Disabled staff and students may also have concerns about the impact of disclosure for their employment and educational opportunities.
- 6.5 The University will therefore continue to endeavour to create an institutional culture that encourages disability disclosure, linked with transparent policies on data protection, confidentiality and communication that clarify the purpose of requesting disability information and build confidence in the University's response.

7. Summary of the University's Disability Provision

7.1 University's Commitment:

The University is committed to embedding disability equality in all relevant policies, practices and procedures, and to ensuring that disability issues are routinely considered in all decisions regarding strategic planning and resource allocation.

7.2 Progression of Disability Issues:

General disability issues are progressed through the University's Equality and Diversity Working Group (EDWG) (which reports to University Court) and forwarded to the appropriate University Committee for approval. Minutes of EDWG meetings are also routinely circulated to the University's Learning and Teaching Committee for information/action as appropriate. The President of the Students' Association is a member of the Equality and Diversity Working Group together with the University Secretary, the Director of Human Resources, the Director of Student Services, the Equality and Diversity Officer and the Head of Disability Services. The remit and membership of this group is under review at time of writing. Disability-related issues affecting staff are also discussed at the University's Healthy Working Lives Working Group, in particular issues around promoting a mentally healthy workplace.

7.3 Physical Access:

Physical access issues are progressed through the University's DDA Estates Steering Group. In addition, consultation groups involving disabled people play a key role in the development of the University's Estates programme and planning for new projects and builds. Funding is set aside each year from the University's capital programme budget to ensure that the accessibility of the University campus and buildings is prioritised and continuously improved in line with legal requirements and best practice guidance. This includes a commitment to the increased provision of accessible student accommodation on campus. In 2009, the University also committed to hosting detailed information on the accessibility of its buildings and campuses on the national online physical access register, DisabledGo: <http://www.disabledgo.com> It is anticipated that this information will provide disabled people, including visitors and prospective students and staff, with the level of physical access detail that will enable them to make informed decisions about the accessibility of the University's physical estate before visiting or applying.

7.4 Parking and Transportation:

Accessible parking bays are available on all three of the University's campuses and these, together with wheelchair accessible routes around the main campus, are identified and publicised in the University's campus maps. Blue badge holders (whether staff, students or visitors to the University) are permitted to park anywhere on campus free of charge provided that their vehicle does not cause an obstruction to other road users.

7.5 Auxiliary Aids and Services:

Induction loop systems are fitted in all of the University's main lecture theatres and reception areas, and an annual maintenance programme is in place. Pager systems are also available in key teaching and public access areas. Accessible toilets are provided in all main teaching and visitor areas, including one in the University's main teaching block with hoist and changing facilities to meet the needs of people with profound disabilities.

The University's Fire Safety Policy includes emergency evacuation arrangements for disabled people and Personal Emergency Evacuation Plans (PEEPs) are prepared for individual students and members of staff as appropriate. A loan bank of equipment (including laptops and digital recorders) is available for disabled students and additional services (e.g. sign language interpretation) are arranged as required to meet individual needs for both staff and students.

7.6 Learning and Teaching:

The University's Learning and Teaching Strategy requires all of the University's Colleges to promote inclusiveness in their programme design and delivery, and to assess the impact of their inclusiveness strategies on disabled students. Progress is monitored by the College Boards and the University's Learning and Teaching Committee.

7.7 Quality Assurance:

All academic schools are required to undertake a Teachability audit as part of their programme approval and review process. Teachability was a Scottish Funding Council project based at the University of Strathclyde that provided a range of staff development materials and training opportunities designed to encourage reflection on, and evaluation of, the accessibility of the higher education curriculum. The use of the Teachability approach across all areas of teaching and assessment activity is supported by the provision of targeted staff development opportunities and sharing of good practice across all University Colleges. Progress is monitored by the University's Academic Quality Sub-Committee which has a remit to support the maintenance of academic standards and quality enhancement across the University. A new website is also under development to enable staff to post case studies of inclusive practice within their School/Service. It is anticipated that this will help to embed inclusive practice across the University.

7.8 Staff Development:

The University provides a range of disability-related staff development opportunities and web-based resources, including training through its staff development and Postgraduate Certificate in Teaching in Higher Education (Pg CertTHE) programmes, and directly to specific groups of staff and Schools. Training on visual and deaf awareness is targeted at key staff, including staff in Disability Services, Disability Support Officers (DSOs; see 7.12) and front-line reception staff. Staff are also encouraged to attend external disability-related training opportunities that will support the development of inclusive practice and their response to the Disability Equality Duty. In addition, the University introduced compulsory equality and diversity training for all staff in 2009 including specific modules on disability and diversity in learning and teaching. The delivery and evaluation of these modules is overseen by the University's Equality and Diversity Training Group.

7.9 Disability Services:

The University has a dedicated Disability Services department with a team of ten professional staff providing a range of confidential services for disabled students and staff. This includes specialist advice, information and support for all students and staff, dyslexia screening and diagnostic services, support with recruiting and managing support workers, individual needs assessments, training with assistive technology and a loan equipment service. The department also includes a regional Access Centre, validated by the Scottish Government, offering needs assessment and training services for disabled students studying at institutions throughout Tayside and beyond who are in receipt of the Disabled Students' Allowance (DSA).

The Service has developed a range of disability-related guidance for staff including, implications of the DDA, confidentiality and disclosure (including at interview and during Clearing), marking the work of students with dyslexia, arranging student placements and inclusive teaching and assessment practices. Further details at: <http://www.dundee.ac.uk/student-services/disability-services/staff.htm>.

7.10 Student Support Services:

Disabled students have access to the full range of support services available to all students, including those offered through the University's Student Services Directorate and Learning Centre. The Learning Centre has developed an extensive online study skills learning resource, Advance@Dundee, which provides undergraduate and postgraduate students with guidance on all aspects of learning and studying in a higher education environment and on developing personal transferable skills. Support for academic skills is provided through the University's Academic Achievement Teaching Unit (AATU): <http://www.dundee.ac.uk/aatu>

7.11 Careers Service:

The University's Careers Service provides a range of dedicated support services for disabled students, including through the development of an online accessible Personal Development Planning resource, My PDP. Further details of the services offered to disabled students by the Careers Service are available at: <http://www.dundee.ac.uk/careers/disability/index.htm>

7.12 Disability Support Officers (DSOs):

The University has a network of Disability Support Officers (DSOs) in all Academic Schools and support services across the University. Their role is to be the initial point of contact for disabled students in their School/Service (including advising prospective students and applicants on core course requirements), to disseminate disability-related information to other staff in their School/Service, including any adjustments to support disabled students' individual needs, and to assist disabled students who have any problems accessing their services. They work in close collaboration with Disability Services to ensure that disabled students' needs are effectively and appropriately communicated to all relevant staff in line with the University's confidentiality and disclosure procedures. This includes restricted access to information on the reasonable adjustments required for individual disabled students using the University's student management system, SITS, through the eVision portal. This information is available on a module basis to enable staff involved in the delivery of specific modules to identify the required adjustments for disabled students studying those modules.

7.13 Information and Communication:

All students who disclose a disability on their University application are contacted by Disability Services to advise of the services available to disabled students and to encourage them to contact us as soon as possible to discuss their individual support needs. Information on disabled applicants is communicated to Disability Services by University Admissions staff and follow-up procedures allow students to be contacted in advance of starting their course to identify and arrange any individual support requirements. Guidance on handling disability disclosure at the application and interview stage has been developed in consultation with individual Schools and the University has developed a University-wide Admissions Policy to ensure consistency of approach across all entry routes.

7.14 Student and Staff Feedback:

The University has established a range of feedback mechanisms for disabled students and staff, including through online questionnaires and dedicated focus groups. Disabled students can also feedback via the 'Students with Additional Needs Network' (SWANN) which was established in 2009 as a support network for disabled students, run by disabled students. All students also have the opportunity to comment on any aspect of the University's operation via their student class representatives on the University's staff/student liaison committees. In addition, student representation is a key component of the University's Quality Assurance Framework: <http://www.dundee.ac.uk/qaf/studentrepresentationoverview.htm>

Disabled students who are registered with Disability Services are regularly asked to provide feedback on the support they have received from the Service and on the University's provision for disabled students generally. All disabled students who utilise our Access Centre services are also ask to comment on the quality of the service they have received. Feedback is consistently positive and any issues raised are addressed promptly. Further details are available in Disability Services' Annual Reports:

<http://www.dundee.ac.uk/student-services/disability-services/dundee-only/staff-resources-guidance.htm>.

The University has a Student Complaints' Procedure which aims to provide all students with an accessible, efficient and informal method of resolving complaints. Disabled students can seek support from Disability Services if their complaint is disability-related and are directed to other sources of support as appropriate. Students also have recourse to the Scottish Public Services Ombudsman if their complaint cannot be resolved through internal mechanisms. The University has also introduced an early dispute resolution and mediation service which is available to all staff and students: <http://www.dundee.ac.uk/academic/edr/>.

7.15 Support for Disabled Staff:

The University has established an Occupational Health Service to support the identification of adjustments for individual disabled staff and to support applications for 'Access to Work' funding, in liaison with the University's Disability Services. Systems have also been developed to identify any adjustments required for staff recruitment and development purposes. Formal opportunities for disclosure of a disability are offered at the recruitment stage and via the Staff Record Form following issue of a new contract, although staff can disclose a disability at any time after appointment. In addition, a staff data verification exercise is carried out every three years, during which time staff can confirm or change the personal details on their record, including those relating to disability.

The University has recognised that it needs to progress its provision for disabled staff and this is therefore a priority for action in 2010. A Disability Statement for Staff is under development at time of writing, including clarifying disclosure procedures and the responsibilities of line managers, and the University is committed to pursuing the 'Positive about Disability' symbol for employers.

7.16 IT and Library Provision:

The University has expanded the availability of accessible IT facilities with the provision of networked assistive software in all IT suites and ergonomic computer workstations in libraries. An IT Disability Support Specialist has been appointed to ensure the University is advised of the accessibility of new and existing C&IT systems and to provide direct IT support to disabled students. The University's IT induction procedures have also been reviewed to ensure accessibility for disabled students and provision of individual adjustments where necessary.

The University Library was a pioneer in addressing disability issues in university libraries and regularly runs successful training days for staff on supporting disabled students in academic libraries. Staff at each library site will assist disabled readers in obtaining materials. Examples include physically retrieving books from any University library location, ensuring appropriate loan periods for disabled students to have books read into recording systems or scanned, and arranging availability of material at the Issue Desk in advance of a visit.

Further details of the University's provision for disabled students generally is available at: <http://www.dundee.ac.uk/studentservices/disabilityservices/student.htm>.

7.17 Disability-Related Research and Web Accessibility

The University has a strong reputation in a number of disability-related areas. This includes the White Top Research Unit, based in the School of Social Work, which undertakes research into profound and multiple intellectual disabilities, and PAMIS a voluntary organisation supporting people with profound disabilities and their families. PAMIS has been at the forefront of a national 'Changing Places' campaign to highlight the need for fully accessible toilet facilities in public places that are suitable for people with profound disabilities.

The Interdisciplinary Disability Research Institute (IDRIS) was established at the University in December 2006. IDRIS has an international reputation for its ground-breaking work with disabled people. It brings together leading academics from the foremost disability research centres across the UK and abroad to conduct high quality research that is of use to disabled people, policy makers and practitioners.

The University's School of Computing contains one of the largest and most influential academic groups in the world researching into communication systems for disabled people and also houses the Digital Media Access Group (DMAG) who offer expert consultancy and advice to improve the accessibility of web and other digital resources.

The University seconded a member of staff from DMAG to review the accessibility of the University's web pages and to provide support and guidance for departmental web administrators with the aim of improving the consistency of compliance with web accessibility standards across the University. This has included development of a Web Accessibility Policy and associated Definition of Best Practice. It is anticipated that the work of the current web accessibility service will be embedded within the University's web development service by July 2010.

7.18 External Links:

The Head of Disability Services is a member of the Scottish Government's Disabled Students' Stakeholder Group (DSSG) and quality assurance and validation subgroup, and is a consultant for the BRITE initiative (Beattie Resources for Inclusiveness in Technology and Education) providing training and mentoring support for FE College staff involved in the needs assessment process across Scotland. She is also a member of the Scottish Network of Disability Advisers, the National Association of Disability Practitioners and the British Psychological Society's Division of Teachers and Researchers of Psychology. The University is a full member of SKILL (the National Bureau for Students with Disabilities) and maintains links with many external disability organisations, including the RNIB, the RNID and the BDA, and local disability groups.

8. Development of Disability Equality Scheme

- 8.1 The University undertook a range of activities in preparation for the introduction of the Disability Equality Duty (DED) in 2006 and the subsequent development of our first Disability Equality Scheme (DES). Details of these activities are provided in our DES 2006-2009 (<http://www.dundee.ac.uk/studentservices/disabilityservices/des/>). The involvement of disabled people was central to this process and was encouraged at every stage, and specifically through targeted opportunities. The importance of Senior Management involvement was also recognised.
- 8.2 In reviewing the DES, the University has again engaged in a range of activities including raising awareness through staff training opportunities and email distributions to all staff and students, and actively seeking feedback through focus groups/networks of disabled staff and students.
- 8.3 An online disability equality survey was also developed to give all staff and students the opportunity to provide feedback on progress made since our first DES was prepared, and to help identify our priorities for action over the next three years. A separate version of the survey was available for staff and students. The University Secretary distributed an email message to all staff and students to invite them to respond to this survey. Responses could be submitted anonymously to preserve confidentiality. Detailed analysis of the survey results is provided in Appendix 2.
- 8.4 The responses from the Disability Equality survey, feedback from focus groups of disabled students and staff, and feedback from Academic Schools and Support Services were used to identify the University's priorities for action and to develop a draft of the revised Disability Equality Scheme (DES) and action plan. This draft was subsequently circulated for comment to all senior staff with responsibility for progressing action. Specific details of our priorities for the next three years are provided in the Disability Equality Action Plan (pages 23-31).
- 8.5 The final versions of the DES and Action Plan were submitted for consideration and approval by the University Court in December 2009.

9. Data Gathering and Impact Assessment

- 9.1 The University will continue to gather both quantitative and qualitative data on disabled students, staff and visitors to assess the impact of its DES action plan on disability equality.
- 9.2 The University currently gathers student disability data at application and annual matriculation. Students can also disclose a disability at any point during their academic career and are encouraged to do so before examinations and at different stages in their course, for example before field trips and work placements. Disability information is processed in accordance with the University's disclosure procedures and the Data Protection Act (1998).
- 9.3 The University's student management system, SITS, is regularly updated to reflect changes to students' disability status and eligibility for disability-related funding. This data is submitted to the Higher Education Statistics Agency (HESA) on an annual basis.

- 9.4 Student data on SITS allows the University to analyse students' admission, retention, progression, attainment and first destination by HESA disability category and course of study. Analysis of data gathered on the progression, attainment and achievement of disabled students indicated that there was no significant difference between disabled students and their non-disabled peers in these areas.
- 9.5 Staff have the opportunity to disclose a disability on application for employment through the University's Equal Opportunities Monitoring form. This form breaks down disability information into the HESA categories and provides the opportunity for the individual to expand on the nature of their disability. It also encourages them to contact Disability Services for further information and advice. In addition, when invited for interview for a job, the invitation to interview letter requests that, if the individual has a disability requiring practical arrangements to be made in connection with attending for interview, they should advise the relevant HR Officer of this. This information is used to monitor the effectiveness of the University's [equality and diversity policies](#) and to ensure that the University continues to promote equality of opportunity in its recruitment practices.
- 9.6 Data on disabled visitors is currently not collated (aside from prospective students on University 'Visit Days') and there are no formal mechanisms for obtaining feedback from disabled users of our public services and facilities. This is a priority for action in the revised DES.
- 9.7 The University will continue to monitor the following aspects of the student experience by disability category, School and College to assess the impact of its policies, practices and procedures on disabled students:
- Enquiry handling and recruitment activities
 - Application, admission, progression, achievement and first destination
 - Transfer and retention rates
 - Disciplinary, grievances and complaints
 - Exclusions
 - Programme evaluation
- 9.8 The University will establish procedures to monitor the following aspects of the staff experience by disability category, School, College and Directorate to assess the impact of its policies, practices and procedures on disabled staff:
- Applications, short-listed applicants, and appointments
 - Staffing by grade, length of service and contract status
 - Take up of training and development opportunities
 - Internal promotions/progressions
 - Retention
 - Probation and job evaluation
 - Disciplinary, grievances and complaints
 - Dismissals, resignations, redundancies and retirements
 - Sickness absence
- 9.9 The University will, as far as possible, monitor the following aspects of the experience of other members of the University community by disability category to assess the impact of its policies, practices and procedures on disabled visitors:
- Attendance at, and feedback on, the University's public events and functions
 - Use of, and feedback on, the University's facilities and services

10. Monitoring, Review and Publication

- 10.1 Monitoring will be carried out at School, College and Directorate levels to assess the impact of this Disability Equality Scheme. Information and data gathered from the monitoring process will be used in the continuous implementation and review of the Disability Equality Scheme and Action Plan.
- 10.2 Monitoring will focus on whether particular policies, practices or procedures are having a disproportionate impact on disabled people.
- 10.3 Monitoring will be coordinated by the Equality and Diversity Working Group (EDWG) and the results will be used to assess the effectiveness of the University's policies, practices and procedures in tackling disability discrimination and promoting disability equality, and to inform and influence institutional practice.
- 10.4 Policies, practices and procedures affecting staff will be revised where necessary in consultation with the Trade Unions and the University's Human Resources department.
- 10.5 All policies, practices and procedures will be reviewed in line with the requirements of the Disability Equality Duty to ensure that they do not adversely affect disabled staff, students and visitors.
- 10.6 Senior staff will be asked to provide regular updates on progress/other disability-related developments in their area of responsibility (as identified in the Disability Equality Action Plan) on an annual basis to enable preparation of annual progress reports. These will be circulated to the EDWG and other University Committees as appropriate and presented to the University Court. They will also be made available on the University's website.
- 10.7 The Disability Equality Scheme (DES) will be reviewed in accordance with legislative requirements and progress reports will be produced annually as part of the overall monitoring and review process. It will be published in accessible formats on the University website and will be available in alternative formats on request.
- 10.8 All staff and students will be advised of the DES and reference will be made to it as part of the induction process for new staff/students.
- 10.9 Details of the DES will be made available to all contractors, outside service providers and all those working in partnership with the University, particularly in functions deemed to be highly disability equality relevant.

11. Disability Equality Action Plan

11.1 Under the Specific Duties of the Disability Equality Duty, the Disability Equality Scheme is required to state how the University will ensure that institutional practice is implemented in such a way that it meets the requirements of the General Duty (as noted in 4.6).

11.2 The University is committed to:

- Actively tackling disability discrimination, promoting disability equality and good relations between disabled and non-disabled people;
- Encouraging, supporting and enabling all students and staff to reach their potential in an environment of equal opportunity;
- Working with other institutions, local communities and organisations to tackle disability discrimination and to encourage and promote good practice in achieving disability equality;
- Ensuring that this Disability Equality Scheme is embedded within institutional practice; and
- Ensuring that disabled people are actively involved in the development, monitoring and review of this Disability Equality Scheme.

11.3 The following Action Plan is intended to deliver those commitments and to enable the University to meet the requirements of the Disability Equality Duty.