

THE UNIVERSITY *of York*

# **Disability Equality Scheme**

**revised for**

**2009-2012**

May 2010

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# DISABILITY EQUALITY SCHEME 2009-2012

## 1 THE UNIVERSITY OF YORK DISABILITY EQUALITY SCHEME

The purpose of this Disability Equality Scheme is to make sure that the needs of people with impairments are taken into account as the University changes and grows, so that we “help all students and staff achieve their potential.”<sup>1</sup>

The University’s original Scheme for 2006-2009 was the University’s first attempt to review its current provision for people with impairments and to identify what needs to be done to eliminate barriers in the light of its overall institutional strategy. The Action Plan for 2006-2009 set out detailed objectives to be achieved. The 2006-2009 Scheme has been reviewed (see Appendix 1) and a new Action Plan has been created for 2009-2012.

As with the original scheme, we have adopted a social model of disability. This focuses attention on the ways in which the ‘problem’ of disability is produced not by the impairments of individuals but by the way in which society organises itself. This in turn rests on attitudes and assumptions that create self-perpetuating barriers by preventing people with impairments from fully participating in social living.

It is important that impairments are not viewed as homogeneous, because this may in itself be disabling. The impairments that we need to accommodate are various, even conflicting, and must be addressed in different ways. For example, the needs of people with dyspraxia are not the same as those of people with hearing disorders, while kerb cuts for wheelchair users may be a hindrance to blind or partially-sighted people who use walking-sticks. Moreover, being able-bodied is a temporary state. Many people have some impairment and almost all will acquire more serious impairments during their life-times, from ill health or old age. There is not a clear dividing line between the impaired and the unimpaired, but a spectrum along which everyone moves back and forth in the course of time.

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<sup>1</sup> See University of York University Plan 2009-19 at <http://www.york.ac.uk/admin/po/corporateplan2009/05052009-5%20University%20Plan%20V9.pdf>

## **1.1 The University of York**

The University takes pride in its pursuit of excellence in research, teaching and the application of knowledge. It currently has around 13,000 students and 3200 staff. It is campus-based, with a high proportion (currently over 35%, 4612 in total), of its students resident in University accommodation, which is organized into eight Colleges. The University is currently undertaking significant expansion, which will double the size of the estate and increase student and staff numbers by around 50% by 2015/16. At the same time the University plans to increase the percentage of overseas students from the current 15% to 20%, and of postgraduates from the current 23% to 30%.

The University's physical estate presents challenges in relation to access, which we are trying to address. Much of the main campus (Heslington West) was designed in the 1960s, before disability awareness was expected of public bodies. The multiple levels of the landscape are exploited in ways that are not easy for the mobility and sight impaired. The very old listed buildings, Heslington Hall and King's Manor, are difficult but not impossible to modify. In the newer buildings we have addressed the needs of people with impairments, and we expect our expansion development to be an exemplar of inclusivity.

Accessibility is routinely taken into consideration in all new and refurbishment building projects across the University, all of which meet appropriate building regulations standards as a minimum. For instance, disabled parking places are provided for all buildings, as are electric or assisted entrance doors and lifts. Additional measures are taken to support people with visual and auditory impairments. Accessible rooms are available in the new student residential accommodation. Further individual adaptations are made for students, staff or visitors whose needs cannot be met by the accommodation provided as standard.

## **1.2 The legislative framework**

The Disability Discrimination Act 2005 amends and extends the provisions of the Disability Discrimination Act 1995, previously amended by the Special Educational Needs and Disability Act 2001, specifically in relation to education. The 2005 Act

extends the definition of 'disability' and imposes a sixfold General Duty on public bodies to undertake the following:

- Promote equality of opportunity
- Eliminate discrimination
- Eliminate impairment-related harassment
- Promote positive attitudes towards people with impairments
- Encourage the participation in public life of people with impairments
- Take steps to meet the needs of people with impairments including where appropriate, more favourable treatment

In addition, universities have a specific duty to produce a Disability Equality Scheme with a three-year Action Plan, showing how they will achieve the general duty. They must report on progress annually and review and revise the scheme every three years.

The Act defines a 'disabled person' 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. A physical or mental impairment includes: sensory impairments; impairments relating to mental functioning, including learning difficulties/impairments; long-term health conditions such as diabetes, epilepsy, HIV, cancer or multiple sclerosis.

## **2 DATA COLLECTION AND MONITORING**

### **2.1 Data relating to students**

Information relating to applicants with disabilities is recorded on UCAS application forms when they apply, and is flagged by the admissions team for the attention of admissions selectors. Once accepted, students supply details relating to impairments when they first register with the University, and annually on registration thereafter. These are recorded on the SITS student record system. Data relating to students who disclose impairments to Disability Services in the course of their

degrees are also entered into the SITS system, as are data relating to students in receipt of the Disabled Student's Allowance. The SITS information is the source of the data provided annually to the Higher Education Statistics Agency (HESA) and published on the Planning Office website.

The following data are currently monitored in relation to students

- Numbers of students with disclosed impairments, by impairment types, as defined by HESA. Reported to and monitored by Equal and Diversity Committee via the Disability Services Annual Report. This information is submitted to University Council as an appendix of the annual Equal and Diversity Report.
- Numbers of students with impairments in receipt of Access to Learning funds. Monitored by Student Support Committee and has been reported to Senate through the annual report up until 2008-09. The information will no longer be included in annual report as from 2009-10, but will still be monitored.

We currently do not analyse data on entry qualifications and degree results of students with impairments. This is addressed in the new Action Plan.

The number of EU and overseas students who declare a disability each year is not high enough to permit meaningful analysis of their completion rates, either by disability code or as a whole (less than 70 overseas, less than 40 from EU, in contrast to nearly 900 home students). However, we hope to be able to evaluate data on academic performance for EU and overseas students for the period 2008-2011.

Data on students can be found in Appendix 2.

## **2.2 Data relating to staff**

Staff data relating to impairments is collected by the Human Resources Office on applicants for posts, interviewees (asked if they require any adjustments), and successful applicants, and recorded on the ResourceLink human resources system. Human Resources has circulated personal data to staff in post in the past asking them to update information on impairments, but this is not done regularly. Staff can

now access and update their own data via MyView, including information relating to impairments.

The following data in relation to staff are monitored by the Equality and Diversity Committee and Staff Committee and reported to Council:

- Job applicants with impairments
- Success rates for job applicants with impairments
- Proportion of staff in senior posts with impairments. (This is not specifically recorded, but a report can be drawn up to indicate staff at any Grade of staff with impairment)

Also data on interviewees with impairments are monitored. (This is not specifically recorded, but all candidates invited for interview are asked if they have any special requirements or need any adjustments to enable them to attend the interview)

Although we monitor the recruitment process for applicants to posts with impairments, we do not monitor regradings and promotions, harassment, grievances, disciplinary actions or departures from the University.

Data on staff can be found in Appendix 2.

### **2.3 Data relating to the built environment**

A University Access Statement has been prepared and will go to Council for approval. It covers the University's policy and approach to access, with reference to the inclusion of people with impairments.

Information relating to accessible study bedrooms in each College is maintained by Estates Services in the Accessible Student Accommodation Schedule. All such rooms are rated in line with the National Accessibility Scheme for residential/campus accommodation

Information relating to teaching rooms, including facilities such as hearing loops and wheelchair access, is maintained by Room Bookings in the online Buildings List at <http://www.york.ac.uk/admin/estates/roombookings/>

Access handbooks have been developed by Estates Services for all existing buildings, highlighting the provisions made for aiding access and service delivery including training, procedures and, where applicable, policies.

## **2.4 Information relating to services**

Information on the extent of which services provided and other functions performed by the University take into account the needs of disabled people has been collected through a variety of methods, including the staff and student surveys conducted in 2006, the Students' Union's disability forum, which is held twice a term, and fed back to the Disability Equality Scheme Working Group and the staff focus groups in December 2009.

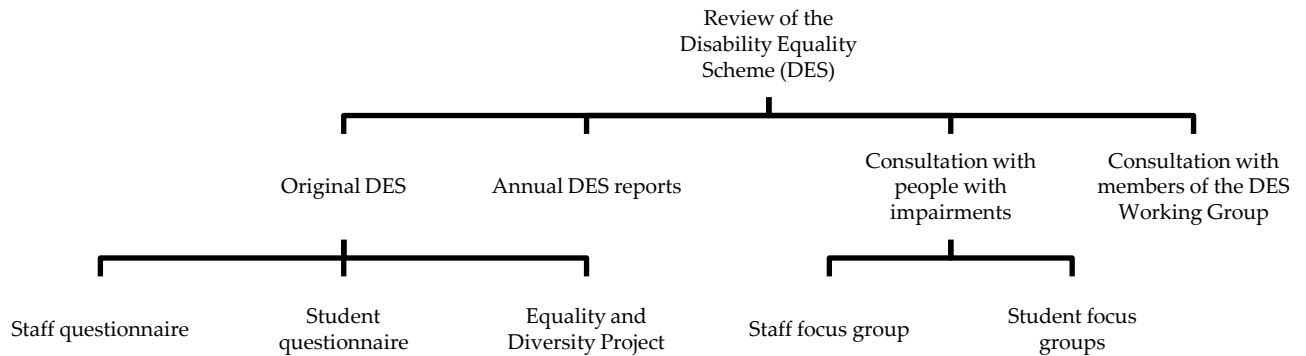
## **3 DEVELOPING THE 2009-2012 DISABILITY EQUALITY SCHEME**

### **3.1 Review of the Disability Equality Scheme 2006-2009**

The development of the 2009-2012 Scheme was led by a Disability Equality Scheme Working Group chaired by the Deputy Vice-Chancellor. Full membership of the group is listed in Appendix 3.

We thoroughly reviewed the 2006-09 Disability Equality Scheme supported by information gathered from a variety of sources (see Figure 1):

**Figure 1: process used for reviewing the 2006-9 Scheme**



We referred back to the original Disability Equality Scheme which had been created by holding a meeting of interested parties at which we reviewed the University's current provision for students and staff with impairments. This was followed by a consultation with people with impairments about the strengths and weaknesses of that provision through two web-based questionnaires, one for staff<sup>2</sup> and one for students<sup>3</sup>. A HEFCE-funded project on Equality and Diversity in the Curriculum was undertaken in 2004/5 and 2005/6. The original Action Plan (appendix 1) included recommendations in the project report relating to people with impairments.

We considered the implications of our extensive progress made on the Disability Equality Scheme action plan which is summarised in the 2007, 08 and 09 annual reports and reflection of areas of need.

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<sup>2</sup>Shehzad Ali and Marilyn Crawshaw, University of York Disability Equality Survey: Analysis and Results. Department of Social Policy and Social Work, University of York, July 2006.

<sup>3</sup> Disability Equality Scheme Student Questionnaire, YUSU, Disability Services, Student Support Services, July 2006.

We ran a number of staff and student focus groups. The three student focus groups were run by the Students' Union and one in particular was devoted to reviewing the Disability Equality Scheme. This focus group was open to all students and was attended by 6 students with impairments.

There were also two staff focus groups to review the current action points and gather ideas for new ones. All staff and postgraduates who teach were invited to the first, which was a general focus group. Also, staff with impairments, those who teach students with disabilities or just have a general interest were encouraged to input. The second focus group was specifically for staff with disabilities, in which we discussed relevant areas of the Disability Equality Scheme. The focus groups were attended by 10 members of staff, 4 of which had disabilities. Some members of staff who were interested in contributing, but were unable to attend the focus groups, were sent a list of the action points from the scheme and asked to provide feedback.

The Disability Equality Scheme Working Group will continue to consult people with impairments as part of the ongoing process of impact assessment.

All members of the Disability Equality Scheme Working Group were also consulted within their areas of strategic responsibility in order to summarise progress, collate complaints received relevant to the scheme and identify possible new additions to the Action Plan.

Based on the information gathered in the course of the review from the focus groups, complaints, annual reports and input from members of the Disability Equality Scheme Working Group, we produced a new Action Plan. It will be considered by the Equality and Diversity committee in June and then approved by University Council in July. It has also been considered by the Senior Management Group.

## 4 IMPACT ASSESSMENT OF EXISTING POLICIES AND PROCEDURES

We shall, in addition to new actions, continue to undertake a review of the impact on people with impairments of our current policies and processes.

An Equality Impact Assessment (EQIA) Pilot Group has been formed and a mapping exercise of University-wide policies has been completed. The full list of policies can be found at [www.york.ac.uk/admin/eo/EQIAprogress.htm](http://www.york.ac.uk/admin/eo/EQIAprogress.htm)

The impact assessments revealed that in general, University policies could be improved by including explicit reference to the needs of staff and students with disabilities, by the provision of clear procedure and guidance and ensuring consistent application of policy across departments.

In the majority of impact assessments carried out so far there is no evidence of actual adverse impact. However, there is **potential** for adverse impact for people with disabilities. Regular monitoring would ensure any inadvertent disadvantage was identified.

The Equality and Diversity Office staff have briefed

- the Senior Management Group
- Equality and Diversity Committee & union representatives
- the EQIA pilot group
- HR Managers
- policy-holders.

A new guidance page is available at [www.york.ac.uk/admin/eo/EQIA.htm](http://www.york.ac.uk/admin/eo/EQIA.htm).

A web-based EQIA recording system will be developed and tested in the summer term of 2010. Phase One of EQIA - a) the assessment of 'high and medium priority' University-wide policies and b) training of appropriate staff - will be completed by the end of September 2010. Phase Two – 'rolling out' to Departments will occur in the academic year 2010-11.

## **5 REVIEW OF THE DISABILITY EQUALITY SCHEME 2006-2009**

Here we provide a brief overview of progress made in the priority areas of the 2006-9 scheme.

### **5.1 Priorities**

The 2006-2009 Disability Equality Scheme was organised into the following areas:

- Teaching and learning
- Student support
- Employment and training of staff
- The physical estate
- The University and the community
- Governance
- Communications

A new area 'E-Accessibility' was added to the Action Plan in January 2008.

### **5.2 Teaching, learning and research**

#### **5.2.1 Key achievements**

Forum for the Enhancement of Learning and Teaching (FELT), in conjunction with Disability Services, produced a presentation and notes for departmental disability representatives and an associated online resource has been created.

The 'Special Arrangements in Examinations' booklet was revised and distributed to all departments in Autumn 2009.

We have taken steps to ensure that our policies and processes in relation to international student exchanges and placements do not disadvantage students with impairments.

## **5.2.2 Main gaps in provision**

The protocols for communicating information about students with impairments between central services and departments, and within and between departments need updating.

Not all teaching and support staff have completed disability awareness training.

There needs to be clearer guidelines for open assessment for students with impairments.

There have been problems with exam room arrangements for students with impairments, including supervision and communication before and during examinations.

There is a lack of consistency on advice provided by Disability Services and the Examinations Office.

## **5.3 Student support**

### **5.3.1 Key achievements**

A review of Disability Services has taken place to investigate whether the service is appropriately staffed and resourced. Recommendations have been made and the staff complement has increased. Other recommendations are pending.

The student-facing parts of the Student Support Services website have been improved.

The Careers Service provides an excellent service for students with impairments.

A focus group of first-year students with impairments was created in 2008 in order to collect their views on attitudinal and environmental barriers to their full participation in teaching, learning and student life.

A review of the Counselling Service took place in 2007 and recommendations were implemented and the creation of a new Open Door Team (ODT) has positively impacted on the support for students with emotional, physiological and mental health difficulties.

### **5.3.2 Main gaps in provision (including staff support)**

Support and services for staff with impairments need to be improved and communicated to Departments.

When starting their course, students are not clear which members of staff have been informed of their impairment.

Due to staffing levels and volume of emails received, Disability Services can be slow in replying.

Colleges are working on action plans to promote positive attitudes towards students with impairments and encouraging such students to take leadership roles in college life.

There needs to be a variety of sources of information for students and staff with disabilities, including support available, who to contact in Estates Services, what they should expect to happen within their department, the location of the disability portal and the existence of departmental disability representatives.

There should be a regular focus group of staff with disabilities.

## **5.4 Employment and training of staff**

### **5.4.1 Key achievements**

There has been a comprehensive review of the recruitment process and the management guidance on supporting applicants with impairments has been reviewed and updated.

The web-based recruitment system I-Grasp has been introduced, which has improved monitoring of disabled applicants and increased access, but hardcopies of application forms are still available.

The 'My View' facility introduced in 2009 has improved access for individuals recording their disability status.

A full-time Occupational Health Advisor has been appointed.

The online module 'Diversity in the Workplace' has been added to the University Induction Procedure checklists and was re-launched in November 2009. In addition all staff have been asked to complete the module.

#### **5.4.2 Main gaps in provision**

There are no protocols for communicating information about staff with impairments.

There needs to be greater support for new members of staff with impairments through the 'new starter' scheme and a process developed to support members of staff who develop impairments whilst employed. New guidelines need to be adopted on how the support provided should operate between different departments.

### **5.5 The physical estate**

#### **5.5.1 Key achievements**

Disability access is overseen by the Disability Equality Access Steering Group, which has an annual budget to undertake work priorities by the group. Work completed includes improvements to the sports centre doors and white lining for those who are partially sighted.

All new strategic projects include advice from Disability Discrimination Act consultants and new buildings follow accessibility legislation and guidelines for access and disabled car parking.

We provide subsidised bus travel and there is an extended bus route to and around the Heslington West and Heslington East campus.

#### **5.5.2 Main gaps in provision**

The Corporate Level Access Statement covering the University's policy towards disabled access and inclusivity, and outlining standards for the provision of buildings and services, need to be incorporated into the Estates Strategy and brought to Council for approval.

There are still significant problems with accessibility on campus, particularly with accessible routes on Heslington West.

Information about alterations on the disabled access improvement programme needs to be available.

Refurbishments on Heslington West need to have the same level of consultation and monitoring, with regards to accessibility, as new buildings.

It needs to be clearer who to contact in Estates Services in order to report minor defects and impediments, which affect people with disabilities, and need to be quickly remedied.

## **5.6 The University and the community**

### **5.6.1 Key achievements**

All public lectures take place in fully accessible venues and there is a map showing wheelchair-friendly routes, which is available in hard copy and online.

Issues relating to disability are dealt with on a case-by-case basis for opportunities offered via the Community and Volunteering Unit (CAVU) for students and projects supported by CAVU are facilitated by a project worker.

The York V Consortium initiative, run by the Community and Volunteering Unit, identifies young people with physical or learning difficulties for involvement in volunteering projects and activities.

The Conference Office policies are all inclusive and it is common-place for a number of delegates and keynote speakers with disabilities to attend events on campus. A tactile campus map is available and arrangements can be made for guests who require mobility scooters, portable induction loops and vibrating pillows.

### **5.6.2 Main gaps in provision**

We need to ensure that conference and letting services policies and processes continue to support the Disability Equality Duty.

## **5.7 Governance**

### **5.7.1 Key achievements**

The original Disability Equality Scheme was approved by University Council. The 2007 Annual Report was submitted to Council and all subsequent reports have been submitted to the Equality and Diversity Committee.

In 2007 all members of University Council were invited to disclose information on impairments and steps were taken to address the needs of an individual who disclosed such information.

### **5.7.2 Main gaps in provision**

Clarity is need regarding the obligations of Council under the relevant legislation.

Subcommittees of University Council need to be informed of their obligations in relation to staff and students with impairments under the relevant legislation.

## **5.8 Communications**

### **5.8.1 Key achievements**

Publications and marketing materials are screened by the publications team and advice is given to improve the accessibility of materials coming through the Communications Office and Campus, Copy and Print.

There is a set of guidance, entitled 'How to make your publications accessible', on the Communications webpages.

Guidance for producing printed material for people with visual disabilities is included in the University Style Guide and the University Visual Identity Guide, which are available online and in hard copy.

The Web Office has information on the University website for making web pages more accessible.

A web portal was created in 2008, providing a single point of access to services, guidance and support available for staff, students and visitors with impairments. It has been linked to the Disability Services and 'Information for Visitors' web-pages.

### **5.8.2 Main gaps in provision**

There is no hard copy of a specific set of standards for printed publications to take into account the needs of readers with visual impairments.

Appropriate members of staff need to be trained to use the standards for printed publications.

The disability portal is not well promoted and should be improved by adding a 'Frequently Asked Questions' section.

## **5.9 York University Students' Union and Graduate Students' Association**

### **5.9.1 Key achievements**

The Students' Union created its own Disability Equality Scheme in Spring 2007, which was updated in Spring 2009.

The Graduate Students' Association created its own Disability Equality Scheme in Spring 2007.

### **5.9.2 Main gaps in provision**

The Graduate Students' Association Disability Equality Scheme is in need of updating.

Gaps in the Students' Union's provision for students with disabilities are listed in its Disability Equality Scheme.

## **5.10 E-Accessibility**

### **5.10.1 Key achievements**

An E-Accessibility forum was created in 2008. This has resulted in improved cross-Departmental and cross-functional working on e-accessibility issues.

It has secured 'Net Support School' software for all PC classrooms to enable short or seated lecturers to use facilities and funding for PROTEA (Protocol for Testing e-Accessibility) Project, which will pump-prime a JISC bid.

A policy on Students Recording Lectures was formulated (approved by Teaching and Learning Committee and passed to Senate).

It has also raised issues about smartboards and lighting on whiteboards to Campus Services and supported the roll-out of Firefox on supported PCs to enable use of extensions which maximize accessibility of web-pages.

### **5.10.2 Main gaps in provision**

A trained pool of audio typists is needed to produce transcriptions of multi-media content.

Awareness of e-accessibility issues.

Staff need to be encouraged to use Microsoft Office in a way which maximizes accessibility.

## **6 ARRANGEMENTS FOR MONITORING AND REVIEWING THE SCHEME 2006-09**

We regard this Scheme as an ongoing process, reviewing progress annually and modifying the Scheme in the light of our experience and feedback. More action points are likely to be added to the Scheme before 2012, including those that come to light through consultation with people with impairments, and priorities altered accordingly.

The forecast cost of actions for each year will be reviewed as part of the budgetary process in the context of the University's overall financial position.

### **6.1 Monitoring**

The Action Plan in Section 7 identifies the senior managers who have overall responsibility for ensuring that change happens. The Disability Equality Scheme Working Group aims to support the senior managers, staff and committees in its implementation. It will also monitor progress, including:

- continued involvement of people with impairments
- progress with agreed actions
- progress with impact assessments
- information gathered relating to people with impairments and what it indicates
- identifying a need for new or revised objectives
- barriers which are outside the University's control

## **6.2 Reporting**

Annual progress reports on the Disability Equality Scheme will be submitted to the Equality and Diversity Committee and will be available on the University website. Our aims are to ensure that the Disability Equality Duty is embedded in the University's highest-level planning and that our actions to support it are transparent.

## **6.3 Review**

The Disability Equality Scheme will be reviewed in the autumn of 2012.

It is currently being discussed whether the Disability Equality Duty will be integrated as one strand within an overarching equalities scheme that will also encompass the nine 'protected characteristics' under the Equality Act 2010.

# **7 DISABILITY EQUALITY SCHEME 2009-2012**

## **7.1 Priorities**

We have decided to use the same broad themes to organise the 2009-12 Disability Equality Scheme, but revised to take account of information gathered throughout the past three years. For example, 'E-Accessibility' (added to the Action Plan in January 2008) is now included in Communications and there is now a 'Monitoring' section. It emerged from the staff focus groups that there is a large support network for students with disabilities, but the support for staff with impairments needs to be improved. So, the area 'Student Support' is now 'Student and Staff Support' and

action points have been added to address this need. This will be reviewed in light of guidance following the new Equality Act 2010.

## 7.2 Action Plan 2009-2012

No	Actions from 1 January 2010	Timescale	Lead person or section	Output	Anticipated outcome
1	<b>Teaching, Learning and Research</b>				
1a	Update and distribute protocols for communicating information about students with impairments between central services and departments, and within and between departments	Autumn 2010	Registrar and Secretary	Revised and disseminated protocols	Improved awareness of impairments and more consistent disclosure and communication of information about students with disabilities
1b	Ensure that all staff involved in teaching, including postgraduate and undergraduate supervisors, have basic disability awareness training and update and effectively	Ongoing	PVC Teaching, Learning and Information	Resources and their dissemination	Improved staff awareness of needs of students with disabilities and

<b>No</b>	<b>Actions from 1 January 2010</b>	<b>Timescale</b>	<b>Lead person or section</b>	<b>Output</b>	<b>Anticipated outcome</b>
	<p>disseminate resources to support teaching staff to teach and interact with students with impairments. This includes:</p> <ul style="list-style-type: none"> <li>▪ Forum for the Enhancement of Learning and Teaching (FELT) face-to-face sessions on teaching students with impairments and online tutorials.</li> <li>▪ Reviewing the content of the PGCAP programme for new lecturers to ensure it provides the guidance required on students with impairments</li> </ul>				resources to improve their learning experience
1c	Update principles that should underpin the treatment of students with impairments (undergraduates, taught postgraduates and research postgraduates) in relation to learning and teaching, including assessment.	2011	PVC Teaching and PVC Research	Updated principles	Improved university experience for students with impairments

No	Actions from 1 January 2010	Timescale	Lead person or section	Output	Anticipated outcome
	<p>This includes:</p> <ul style="list-style-type: none"> <li>▪ Review annually and make necessary changes to the booklet, Code of practice on research degree programmes  <a href="http://www.york.ac.uk/admin/gso/exams/researchcode.htm">http://www.york.ac.uk/admin/gso/exams/researchcode.htm</a>  and the Guide to Assessment  <a href="http://www.york.ac.uk/admin/eto/exams/Guide/Guide2009-0.htm">http://www.york.ac.uk/admin/eto/exams/Guide/Guide2009-0.htm</a></li> <li>▪ More advice on penalising spelling grammar and structure in open assessment for students with learning disabilities.</li> <li>▪ Ensure all students who are allowed extra time have sufficient supervision.</li> <li>▪ Provide invigilators with details as to why students require extra time and any health</li> </ul>				

<b>No</b>	<b>Actions from 1 January 2010</b>	<b>Timescale</b>	<b>Lead person or section</b>	<b>Output</b>	<b>Anticipated outcome</b>
	<p>problems they should be aware of.</p> <ul style="list-style-type: none"> <li>▪ Ensure all staff in Disability Services and the Examinations Office are aware of the current policies and procedures with regards to treatment of students with disabilities in examinations</li> <li>▪ Ensure corrections to exam papers get to students who are allowed extra time before the start of the exam.</li> </ul>				
1d	Ensure that disability is one of the criteria used in the equality audit relating to our REF submission, and that auditors are aware of the Disability Equality Duty.	2012	PVC Research	Revised equality audit process	Non-discriminatory treatment of researchers

<b>2</b>	<b>Student and Staff Support</b>				
2a	Ensure that all applicants for study at York who are invited for interview are asked in the invitation if they have any special requirements as a result of a disability	Ongoing	Director of Admissions and UK/EU Student Recruitment	Revised policy and process	Meet the needs of applicants with impairments
2b	Implement recommendations of the review of Disability Services within available resources in order to ensure that it is appropriately staffed and resourced.	2010	Registrar and Secretary, and PVC Students	Implemented recommendations	Improved Disability Services
2c	Review the processes used within Disability Services and ensure there are satisfactory tracking mechanisms for the various steps involved when assessing and providing support for students and staff with disabilities.	2011	Registrar and Secretary, and PVC Students	Report and implemented recommendations	Improved Disability Services
2d	Define the support available for staff, review the mechanisms by which this support is	Ongoing	Registrar and Secretary, Director	Report and implemented	Improved support for staff with

	<p>delivered and improve information for staff about what support is available. This includes:</p> <ul style="list-style-type: none"> <li>▪ Providing web-based information for staff with disabilities setting out the support available to them and the routes to that support.</li> <li>▪ Ensuring departments are aware of what is available for staff.</li> </ul>		<p>of HR and Manager of Student Support Services and Director of Health &amp; Safety Services</p>	<p>recommendations</p>	<p>impairments</p>
2e	<p>Improve communications between Disability Services, Human Resources, Occupational Health, Department of Facilities Management and academic departments by establishing:</p> <ul style="list-style-type: none"> <li>▪ protocols for communicating information about staff with impairments between central services and academic departments, and within and between central services</li> <li>▪ a more efficient reporting procedure</li> </ul>	<p>Ongoing</p>	<p>Manager of Student Support Services, Director of Human Resources and Director of Health &amp; Safety Services</p>	<p>Improved reporting procedure and protocols</p>	<p>Improved communication between academic departments and central services for staff with impairments</p>

	between Disability Services and Human Resources and Occupational Health regarding staff with disabilities				
2f	<p>Colleges to raise awareness and activities around needs of disabled students including:</p> <ul style="list-style-type: none"> <li>▪ action plans to promote positive attitudes towards students with impairments within their communities and encourage students with impairments to take leadership roles in college life.</li> <li>▪ Review and define reporting procedure between Disability Services and Colleges regarding students with disabilities and make this explicit to students</li> </ul>	2011	PVC Students	College action plans embodying new practices and clearly defined reporting procedure, communicated to students	Improved service, awareness and understanding of, and opportunities for, students with impairments
2g	Identify a funding source to support students with impairments who are not entitled to Disabled Students Allowance (DSA), e.g. international students or part time students	Ongoing	Registrar and Secretary and PVC Students	Funding secured and polices and processes in place for its	Students with impairments who are not covered by DSA able to have

	on less than 50% and ensure that staff and students are aware that this funding is available.			allocation and increased communication of funding.	equipment and support needed to study
2h	Complete the development of a University Mental Health Policy for students and develop a new software package to enable a more integrated case-management process for Student Support Services (including the Open Door Team and Disability Services and publish satisfaction survey.	September 2010	Manager of Student Support Services	Mental Health Policy for students, software package in use and student satisfaction data published, with service improvements identified	Consistent and informed approach to students with mental health difficulties
2i	Review induction talks, booklets and websites for new staff and students to ensure they contain all relevant information for	Ongoing	PVC Students and Manager of Disability Services	Induction talk for students with impairments	Meet the needs of students with impairments

	<p>students with disabilities, including:</p> <ul style="list-style-type: none"> <li>▪ What support is available</li> <li>▪ Information on who to contact in Disability Services and Estates Services with any problems.</li> <li>▪ What staff and students with disabilities should expect to happen in their department including information on departmental disability representatives</li> <li>▪ Where to find the disability portal.</li> </ul>				
2j	<p>Provide termly meetings and annual training for departmental disability representatives and provide a list of departmental disability representatives and contact details on the Disability Services web-pages</p>	Ongoing	PVC Students and Manager of Disability Services	Meetings, training and information on disability representatives online	Increased departmental representation and support

3	<b>Employment and Training</b>				
3a	<p>Develop effective processes to support members of staff who develop impairments whilst employed and new members of staff with impairments, co-ordinating different aspects of the 'new starter' process. Adopt new guidelines on how the support provided should operate between different departments. This includes:</p> <ul style="list-style-type: none"> <li>▪ Completing the review of the support provided to new members of staff with disabilities</li> <li>▪ Pre-employment medical assessments, where required.</li> <li>▪ Issuing clear guidance for staff and managers mapping out the process and who to contact.</li> </ul>	2011	Director of HR	Process document with responsibilities and guidelines for support	Improved support for members of staff with impairments

3b	<p>Review and develop training provision of disability awareness and incorporate into the Training and Development Operational Plan.</p> <p>Ensure that Heads of Department, departmental managers and others in senior roles in the University receive awareness and practical training in relation to the Disability Equality Duty and the University's disability-related policies and processes. This includes:</p> <ul style="list-style-type: none"> <li>▪ Launching the 'Guideline on Statutory and Compliance Training'</li> <li>▪ Monitoring completion rates on the online diversity module</li> <li>▪ Working with internal specialists to expand the programmes offered under the 'Equality, Disability and Diversity' banner</li> <li>▪ Provide courses to groups such as</li> </ul>	2010	Director of HR and Director of POD	Training programmes of disability awareness and provision	Improved awareness, understanding and where necessary changed behaviour
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	<p>committees and departments.</p> <ul style="list-style-type: none"> <li>▪ Advertise the option of courses being presented to groups.</li> <li>▪ Introducing a managers briefing on Equality and Diversity</li> <li>▪ Reviewing the content of the overall induction programme for senior staff</li> </ul>				
<b>4</b>	<b>The Physical Estate</b>				
4a	Incorporate the Corporate Level Access Statement into the Estates Strategy and bring to Council for approval	2010	Director of Facilities Management	Approved Corporate Level Access statement	High-level institutional commitment to access and inclusivity
4b	Allocate a funding resource annually to continue with disabled access improvement	Ongoing	PVC Estates and Director of Facilities	Prioritized list of access	Improved physical

	programme, identifying priorities through the Disability Equality Access Steering Group and make the information about alterations and future alterations available for staff and students to view.		Management	improvements; programme of works; information available for staff and students	access to buildings
4c	<p>Investigate and improve accessible routes around Heslington West, with particular attention to:</p> <ul style="list-style-type: none"> <li>▪ The length of accessible routes, particularly for those with walking disabilities.</li> <li>▪ Resting places on accessible routes.</li> <li>▪ Standing water</li> <li>▪ Gravel paths</li> <li>▪ Uneven surfaces on bridges.</li> <li>▪ The size of lifts.</li> </ul>	2010	Director of Facilities Management	More accessible campus	Improved physical estate

	<ul style="list-style-type: none"> <li>▪ Availability of lift codes or open access lifts including improving disabled access to the Chemistry Bridge lift.</li> <li>▪ Sufficient signage for projects such as bridge closures or out-of-order lifts.</li> <li>▪ Power assistance doors when necessary.</li> </ul>				
4d	<p>Ensure that all refurbishment and new building projects include Disability Discrimination Act consultants; and that contractors adopt the 'Standards for Access Provision and Construction Sites and Disabled People' guidelines; and that each project is overseen by a stakeholders Steering Group which inter alia is charged with monitoring in respect of the Disability Equality Duty.</p>	Ongoing	PVC Estates and Director of Facilities Management	Disability Discrimination Act consultants appointed; contractors issued with guidelines by project managers; stakeholders group established for each project; all reported to Estates	Inclusive access to new buildings and refurbishment of existing ones

				Committee	
4e	<p>Ensure appropriate facilities in teaching and learning accommodation for students and staff with impairments. This includes:</p> <ul style="list-style-type: none"> <li>▪ Increasing the number of rooms that both are wheelchair accessible and have induction loops, and allow refreshments for courses and meetings.</li> </ul>	Ongoing	Director of Facilities Management	Additional hearing loops, etc.	Improved teaching and learning experience for staff and students with impairments
4f	<p>Ensure accessibility of the refurbished library and improve its accessibility, for those with physical disabilities or mobility problems, including:</p> <ul style="list-style-type: none"> <li>▪ Movement of the disabled access to the library.</li> <li>▪ Automatic entrance gates.</li> <li>▪ Aisles wide enough for wheelchair users.</li> </ul>	2011	PVC Estates and special projects	Accessible library	Improved use of the library by students and staff with physical disabilities

	<ul style="list-style-type: none"> <li>▪ The controls within the lift.</li> </ul>				
4g	<p>Ensure that staff and students with impairments know how to report minor defects and impediments to Estates Services, and that these are quickly remedied. This includes:</p> <ul style="list-style-type: none"> <li>▪ Updating the central online system so that problems and jobs can be logged and followed up.</li> </ul>	2010	Director of Facilities Management	Communications point for reporting defects and impediments	Staff and students with impairments enabled to go about their daily lives unhampered
4h	<p>Ensure that the development of the Sustainable Travel Plan considers the travel needs of people with impairments. This includes:</p> <ul style="list-style-type: none"> <li>▪ Ensuring that any barrier systems to car parks have appropriate measures for the Disability Discrimination Act.</li> <li>▪ Achieving PassMark Awards for existing</li> </ul>	Ongoing	PVC Estates and Director of Facilities Management	Disabled parking; university travel plan	Meeting the needs of students and staff with disabilities in relation to parking and better accessibility

	<p>and new car parks</p> <ul style="list-style-type: none"> <li>▪ Updating electronic information points, which are at the Information Centre bus stop and plasma screens in colleges, with information about events and transport.</li> <li>▪ Providing a safer crossing on University Road near the bus stop.</li> <li>▪ Provision of an appropriate path and crossing on University Road near Thief Lane.</li> <li>▪ Provision of lighting along Walmgate Stray in association with City of York Council.</li> <li>▪ Developing and implementing a travel plan between Heslington West, Heslington East and Kings Manor, which ensures there is sufficient provision for transport between the campuses on Heslington East and Heslington West for staff and students with</li> </ul>				
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	disabilities.				
4i	<p>Minimise the challenge of travel between teaching sessions for both staff and students with physical disabilities or mobility problems. This includes:</p> <ul style="list-style-type: none"> <li>▪ The timetabling office using data on disabled students to develop the timetable.</li> </ul>	Autumn 2011	Director of Facilities Management	Improved timetable for students and staff with mobility impairments and an internal travel plan	Meet the needs of students and staff with impairments
<b>5</b>	<b>The University and the Community</b>				
5a	Ensure conference and letting services policies and processes support the Disability Equality Duty.	Ongoing	Director of Facilities Management	Revised policies and processes	Promotion of equality of opportunity
<b>6</b>	<b>Governance</b>				
6a	Ensure that the University's Council and its subcommittees understand their obligations under the relevant legislation by briefing at a	Annually	Registrar and Secretary	Presentation and briefing notes	Informed governing body

	Council meeting and providing a briefing note to all committee chairs				
<b>7</b>	<b>Communications</b>				
7a	<p>Publish a set of standards for printed publications, so that all University and departmental publications take into account the needs of readers with visual impairments and ensure people responsible for publications are trained. This includes:</p> <ul style="list-style-type: none"> <li>▪ Reviewing the current guidance to give further information on considerations required to make publications accessible to audiences with visual impairments.</li> <li>▪ Making the guidance available through the Communications Office webpages.</li> <li>▪ Promotion of the guidance through Campus Copy and Print, linked to other related areas</li> </ul>	2011	Director of External Relations	Standards document in several forms; training	Meeting the needs of people with impairments

	<p>of the web, and through the Equality and Diversity Office and Disability Services.</p> <ul style="list-style-type: none"> <li>▪ Reference to accessibility, including audiences with a visual impairment, in future editions of the University Style Guide and the Visual Identity.</li> <li>▪ Include a section on accessibility at editorial workshops to train staff within the University tasked with producing publications.</li> </ul>				
7b	<p>Ensure university online resources are accessible and continue the work done by the E-Accessibility Forum. This includes:</p> <ul style="list-style-type: none"> <li>▪ Continuing to monitor and review any training materials provided by the Web Office with regards to any changes in accessibility legislation and standards.</li> <li>▪ Establishing a pool of trained audio typists to produce transcriptions of multi-media</li> </ul>	Ongoing	Director of External Relations	Updated standards of on-line resources and improved e-accessibility	Meeting the needs of people with impairments

	<p>content.</p> <ul style="list-style-type: none"><li>▪ Raising awareness of e-accessibility issues through an insert in staff induction packs.</li><li>▪ Supporting a JISC bid to develop national standards for accessibility testing of major IT projects.</li><li>▪ Completing the 'Accessible Documents' project to encourage all staff to use Microsoft Office in a way which maximizes accessibility.</li><li>▪ Investigating the feasibility of having computers exclusively reserved for students with disabilities in computer rooms.</li><li>▪ Providing more guidance on PDFs and compatibility with specialist software.</li><li>▪ Revision of the document 'Promoting equal opportunities on the web' with the assistance of Disability Services and the</li></ul>				
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	<p>Equality and Diversity Office.</p> <ul style="list-style-type: none"> <li>▪ Revision of guidance to web authors on the update in Web Content Accessibility Guidelines (WCAG 2.0).</li> </ul>				
7c	<p>Review the usefulness of and update the web portal that provides a single point of access to the multiplicity of services, guidance and support available for students, staff and visitors with impairments. This includes:</p> <ul style="list-style-type: none"> <li>▪ Revising the Disability Services website and putting it into the Web Content Management System (CMS).</li> <li>▪ Updating the portal after this revision has taken place.</li> <li>▪ Including an interactive campus map.</li> <li>▪ Producing a 'Frequently Asked Questions' web page for staff, students and visitors.</li> </ul>	Annually	Director of External Relations	Updated web portal; advertisement	Meeting the needs of people with impairments

	<ul style="list-style-type: none"> <li>▪ Advertising the portal's existence to staff and students.</li> <li>▪ Considering other ways in which the information could be appropriately presented to staff, students and visitors</li> </ul>				
<b>8</b>	<b>York University Students' Union and Graduate Students' Association</b>				
8a	York University Students' Union and Graduate Students' Association to update their Disability Equality Strategies	Annually	Welfare Officer, YUSU and Welfare Officer, GSA	YUSU and GSA Disability Equality Strategies	Ensuring that the Disability Equality Duty is embedded in student organizations
8b	Active participation of student representatives on the various University bodies with responsibility for developing and implementing policies relevant to the	Ongoing	Disability Officer, YUSU, Welfare Officer, YUSU, Disability	Representation of students with disabilities	Ensuring students with disabilities are represented on University

	Disability Equality Duty.		Representative, GSA, and President, GSA		committees
8c	Hold a termly meeting between YUSU, GSA, college representatives and Disability Services	Ongoing	Disability Officer, YUSU, Disability Representative, GSA and Manager of Disability Services	Termly meetings	More informed Disability Services and Disability Representatives
<b>9</b>	<b>Impact assessments on policies and practices</b>				
9a	Monitor results of impact assessment being carried out in University to identify aspects relevant to disability that require changes to policy or practice	2011	Members of SMG	Impact assessments	Meet the needs of people with impairments

<b>10</b>	<b>Monitoring</b>				
10a	<p>Annual monitoring of:</p> <ul style="list-style-type: none"> <li>▪ Academic performance of all home, EU and overseas undergraduate and postgraduate students with impairments, including; offer rates of applicants, entry qualifications, student satisfaction scores (e.g. in NSS), degree results, non-completions, PhD completion rates (and time to completion)</li> <li>▪ Students with impairments involvement in international exchanges and placements and feedback from them</li> </ul>	Ongoing	Director of Corporate Planning and Director of International Office	Data relating to applications, success rates and performance of students with impairments, to inform decisions on remedial actions and participation of disabled student on international exchanges and placements	Identification of unmet learning needs of students with impairments and actions to address these and non-discriminatory treatment of students
10b	Review policies and procedures in student support services based upon equality impact assessments.	Ongoing	PVC Students and Manager of Student Support Services	Revised policies and procedures	Improved service to students with impairments

10c	<p>Collect views of staff and students with disabilities on attitudinal and environmental barriers to their full participation in teaching, learning, research and University life and awareness of existing services through:</p> <ul style="list-style-type: none"> <li>▪ Separate focus groups of students and staff with impairments, at least annually</li> <li>▪ Surveys</li> </ul>	Ongoing	PVC Students and PVC Teaching, Learning and Information	Knowledge on the views of students and staff with impairments	Improved understanding of the needs of students and staff with impairments. Revision of actions to better meet their needs.
10d	<p>Continue to monitor job applicants, interviewees and successful applicants, with impairments, for:</p> <ul style="list-style-type: none"> <li>▪ Different impairments, using HESA categories</li> <li>▪ Percentages of staff with impairments promoted/regraded</li> <li>▪ Percentages of staff with impairments taking out a formal grievance/harassment</li> </ul>	Ongoing	Director of HR	Data on numbers of staff with impairments, types of impairments, and performance of staff with impairments, to add to data already collected on recruitment	Policy development based on information about recruitment and performance of employees with impairments; increased employment of people with

	<p>claim</p> <ul style="list-style-type: none"> <li>▪ Percentages of staff with impairments who leave the University including reasons (e.g. redundancy, dismissal, ill-health, retirement)</li> <li>▪ Percentages of applications for staff development and employees undertaking staff development, by impairment.</li> </ul>			<p>and inform decisions on remedial actions</p>	<p>impairments.</p>
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