



De Montfort University

Disability Equality Scheme

2009 – 2012

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Available on De Montfort University's website:

www.dmu.ac.uk/aboutdmu/policy/index.jsp in PDF and word document formats. If you would like this report in another format please contact the Equality & Diversity Adviser.

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1.0 Introduction

De Montfort University is based in the city of Leicester. It has two campuses: the City Campus that houses all central administrative departments and the Faculties of Health & Life Sciences, Art & Design, Business & Law, Humanities and Technology. A further campus, Charles Frears, is located in the Stoneygate area of Leicester where the School of Nursing & Midwifery is located.

The University, in addition to its Departments and Faculties, has a sports and leisure centre, student accommodation and a campus centre which accommodates a food court, the student union facilities and retail outlets.

De Montfort University has a clearly articulated strategic plan and vision for the future (2009-12). Our vision is: -

- To be the leading University in our region with an international reputation for professional and creative education, renowned for our innovation and research excellence.
- To be the leading provider of Professional and Creative education, renowned for our innovation and research.
- To be an international leader in academic areas that relate to the creative industries, selecting talented students who have potential and preparing them for life and for career success.
- To be the foremost University in our region; applying the intellectual capital from our research, promoting and stimulating cultural, social and economic progress, working in partnership with other organisations, all to enrich our communities and benefit the regional economy.
- To be acknowledged nationally and internationally for our research, recruiting leading scholars and outstanding teachers who bring their passion and intellectual curiosity to their work, challenging and enriching the lives of our students.

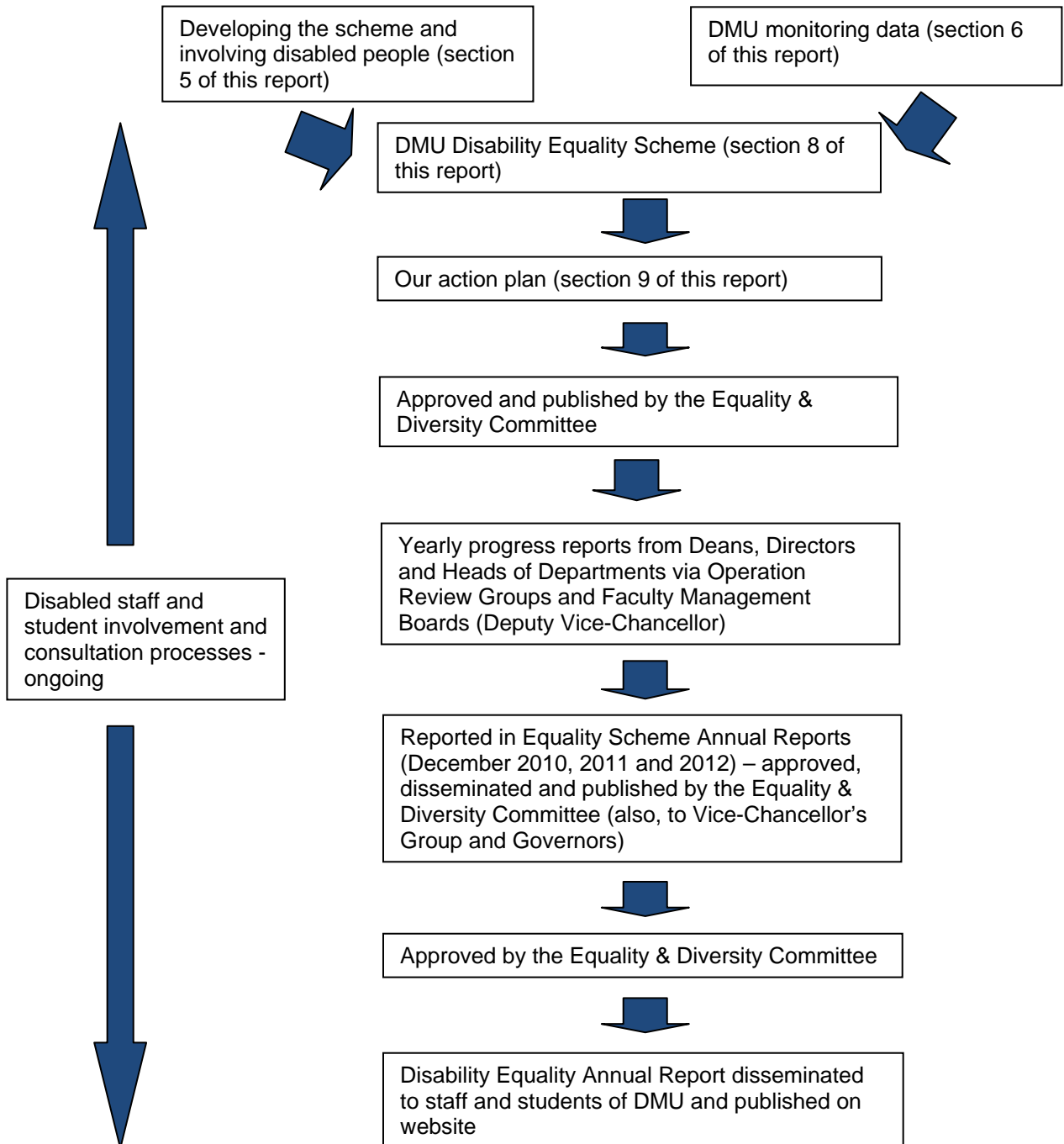
As a public body, De Montfort University has legal requirements to promote disability equality. This three year Disability Equality Scheme describes how De Montfort University will fulfil its moral, social and legal obligations. We believe it is not only right that we should take our legal duties seriously but that we should embed equality values and best practice throughout the University.

In developing this scheme, we have proactively engaged with disabled staff and students at De Montfort University. We have also consulted with those who have a close professional role in supporting disabled staff or students and the Heads of Faculties and Departments.

2.0 Our Disability Equality Scheme and Action Plan

This flow chart illustrates the connections between disabled people, our Equality Scheme, Action Plan and the University reporting processes.

It also shows the “golden thread” between our evidence from disabled people and from our data through our Equality Scheme and Action Plan.



3.0 Social and Legal Context

De Montfort University has both an anticipatory duty not to discriminate against disabled people and to make reasonable adjustments for disabled staff and students under the Disability Discrimination Act (1995) and the Special Education Needs and Disability Act or DDA Part Four (2001).

The DDA 2005 places a positive duty on public bodies to eliminate unlawful discrimination and harassment and promote equality of opportunity for disabled people. The DDA (2005) also requires public bodies to produce and publish a Disability Equality Scheme and Action Plan.

At the time of writing and publishing this Disability Equality Scheme, new equality legislation in the form of an Equality Bill has been proposed. De Montfort University has identified the need to follow the progress of this legislation and take action accordingly. De Montfort University's Disability Equality Scheme is informed by a social model of disability which acknowledges that organisational systems and environments can be discriminatory and exclude disabled people. We recognise that barriers created by policies, practices, plans and procedures must be identified and removed.

De Montfort University recognises that in order to achieve its strategic vision and goals, it must embed the requirements of the equalities legislation into its business plans and models.

4.0 Equal Opportunities - Disability

In its report “Improving the Life Chances of Disabled People” (Strategy Unit, 2005), the Government sets out its vision of disability equality as follows: “By 2025, disabled people in Britain should have full opportunities and choices to improve their quality of life and will be respected and included as equal members of society”.

The Disability Rights Commission (DRC) in their “Statutory Code of Practice” (2005) state that “At present disabled people do not have the same opportunities or choices as non-disabled people. Nor do they enjoy equal respect or full inclusion in society on an equal basis. 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”. The DRC go on “The objective is that disabled people should have full opportunities and choices to improve the quality of their lives, and be respected and included as equal members of society”.

The Disability Discrimination Acts state that in order to achieve equality for disabled people, it may mean treating them “more favourably”. The Act states that the duty requires public authorities to have due regard to the need to take steps to take account of people’s disabilities, even where that involves treating disabled persons more favourably than other persons. This underlines the fact that equality of opportunity cannot be achieved simply by treating disabled and non-disabled people alike.

Equality of Opportunity for disabled people is underpinned by DMU’s: -

- Disability Equality Scheme.
- Equal Opportunities in employment policy.
- Recruitment & Selection Policy
- Staff Bullying and Harassment Policy.
- Flexible working policy.
- Students’ rights and responsibilities: our shared expectations statement.
- Freedom of speech.
- Sickness policy.
- Therapeutic return to work policy.

5.0 Creating our Scheme - Involving Disabled People

De Montfort University has involved both disabled staff and student groups in drawing up its Disability Equality Scheme for 2009-12.

5.1. Disabled Students

The University was selected as a project site for the Equality Challenge Unit (ECU) and Higher Education Academy (HEA) "Involving Disabled Students in Higher Education" work. The Equality & Diversity Adviser and the Director of Student Services took the opportunity to organise a project designed to put disabled students in the "driving seat" of a student involvement group. Five groups met between January and December 2009 with other students maintaining contact through e-mail. The group identified a number of themes that they wished to discuss with the University and include in our Disability Equality Scheme.

The Student Services Directorate ran a "diversity questionnaire" in October 2009. The Student Services Directorate has also created a "student voice" webpage with notices of meetings and a web dialogue box for feedback on current areas of discussion.

Disabled students told us that they wanted: -

- Continued improvement to the DMU estate, highlighting specific access issues.
- More information about the Disabled Students' Allowances and the assessment processes, including advice to disabled international students.
- A review of support arrangements offered to disabled students.
- Accessible timetabling and room allocation arrangements.
- Continued focus on inclusive learning, teaching and assessment approaches.

5.2. Disabled Staff

A Disabled Staff Group was formed in 2009 and this has met twice, once in each of the Summer and Autumn terms. Between 15 and 20 staff have met on both occasions and other staff provided feedback and responded via e-mail and telephone to the Equality & Diversity Adviser. This group has also identified a number of themes they wish to discuss with the University and include in this Disability Equality Scheme.

Disabled staff told us that they wanted: -

- A clear training strategy for line managers on supporting disabled staff, with a particular focus on supporting those staff who have experienced a transition from non-disabled to disabled, understanding and using support mechanisms such as phased return to work and disability related sick leave.
- Improved awareness of disability issues for all staff.
- Best practice on assessing, identifying and providing reasonable adjustments for disabled staff.
- Information for all staff on relevant HR policies, legislation, reasonable adjustments and access to work.
- Reasonable adjustments should be more widely used across the University.
- A procedure on supporting disabled staff who are on disability related sick leave.
- Accessible publications, website and information systems.

5.3. Wider Consultation

For the purposes of the development of this scheme, the five Faculty Disability Co-ordinators and central disability team were also asked to contribute to the scheme on the basis that of all staff groups, they had the closest and most sustained contact with disabled students. Likewise, the Human Resources Occupational Health team were also asked to suggest areas for future development based on their contact with disabled staff.

All the University central directorates and departments that report to the Deputy Vice-Chancellor through the Operational Management Group and all Faculties and Centres that report through the Faculty Management Boards were asked to offer suggestions for consideration for this scheme.

Staff, including Directors, Deans and specialist staff told us that they would like to see: -

- More training on disability issues and for line managers on supporting disabled people.
- More information on the equality legislation and in particular, equality impact assessment should be available.
- Continued improvements to the DMU estate, with specific reference to some areas in need of review.
- Celebration of best inclusive practice.

- The continued reporting of progress against our equality action plans to the Governors and the Finance & HR Committee.
- Robust data monitoring reports.
- Equality impact assessment to be rolled out across the whole University with specific priority considerations such learning and teaching approaches and admissions procedures.
- Representation of disabled people on University committees, working groups and University functions.
- An effective communication strategy.
- The support arrangements for disabled students, including international students, to be reviewed and impact assessed.
- Marketing approaches to take account of DMU's disability related achievements and include positive images of disabled people.

Our Disability Equality Scheme (section 8) and Action Plan (section 9) have taken account of the views and perspectives of disabled people.

6.0 Monitoring of Data

6.1. Introduction

De Montfort University monitors the protected characteristics of: gender, age, disability and race on staff and students. Robust data is collected and analysed for Higher Education Statistical Agency (HESA) purposes on staff and undergraduate students.

DMU recognises that disabled people may be reluctant to disclose their impairment, health condition or learning difficulty. We acknowledge that more work must be done to grow confidence in the University's responses to disability.

Our reports relate to those disabled staff and students who have made a recorded disclosure to the University.

6.2. Student Data

The data which describes the protected characteristics, including disability or impairment type of DMU undergraduate students, is derived from UCAS application processes, direct application and enrolment processes. Disclosures that occur after these formal events should also be entered on to the University's central databases.

The student data is analysed in various ways but most commonly to review recruitment and enrolment, achievement and retention. The reports are available in whole institution or faculty formats and are discussed at a number of committees including the University and Faculty Learning & Teaching Committees.

The Equality and Diversity Committee have identified that the collecting, monitoring and reporting of postgraduate student data must be reviewed.

6.3. Staff Data

The data which describes the protected characteristics, including disability of DMU staff, is derived from the application for employment monitoring form and the recent "data verification" process. Disclosures that occur after these events should also be entered on the University's HR database.

The Human Resources Directorate (HR) led staff data verification exercise in 2008/09 resulted in a significant rise in disability disclosure. Additionally HR have initiated a new recruitment process, which will enable them to monitor data on prospective staff from the point of application.

Staff data is also monitored for progression and promotion, training and development and equal pay (single spine).

6.4. Student Application and Enrolment Data

Undergraduate Entry

The data applications and enrolments show the following trends for disabled students.

Academic Year	2006/07	2007/08	2008/09
Total Applications	22762	24109	21580
% from Disabled Students	1805 (7.9%)	2018 (8.4%)	1737 (8.0%)
Total Enrolments	17099	17124	17088
% from Disabled Students	2126 (12.4%)	2535 (14.8%)	2514 (14.7%)

Student Achievement - Undergraduate

De Montfort University regularly monitors the achievement of its undergraduate students.

	2006/07	2007/08	2008/09
Total number of students	3545	3731	3364
All students achieving 1st or 2.1 degree classification	1740 (49.1%)	1910 (51.2%)	1731 (51.5%)
% of disabled students	214/445 (48.1%)	273/572 (47.7%)	231/481 (48.0%)

Currently, data on postgraduate student achievement is under-developed and is not available for analysis.

Postgraduate Entry

De Montfort University has a small graduate cohort. The data on student entry is incomplete and we are currently unable to provide a trend analysis on this.

Academic Year	2006/07	2007/08	2008/09
Total Applications	4466	4006	4333
% from Disabled Students	184 (4.1%)	191 (4.8%)	254 (6.3%)
Total Enrolments	3286	3269	3821
% from Disabled Students	319 (9.7%)	353 (10.8%)	430 (11.3%)

A significant number of postgraduate entry students did not complete the disability monitoring data on application or enrolment forms. This means that the data may not be completely representative of the actual situation.

The table below shows the percentage of students who did not complete disability field.

Academic Year	2006/07	2007/08	2008/09
Applications	32.8%	35.5%	47.3%
Enrolments	77.1%	89.2%	88.7%

Admissions Processes

DMU is currently equality impact assessing elements of the Admissions Process. We are aware that, as with other institutions, some processes such as interview, portfolio entry, as well as delayed decision making may have differential impact on some student applicants, in this case disabled students.

The University recognises the need to be vigilant in the applications and admissions processes and to take appropriate action on the findings and recommendations of the admissions equality impact assessment.

6.5. Disabled Students by Disability Category

A breakdown of the data on disabled student disclosure shows the following trends.

Undergraduate Students

Category	2006/07	2007/08	2008/09
Total number of disclosed disabled students of which:	2126	2535	2554
Dyslexia and learning difference	725 (34.1%)	1019 (40.2%)	1055 (41.3%)
Blind/partially sighted	45 (2.1%)	35 (1.4%)	40 (1.6%)
Deaf/hearing impairment	57 (2.7%)	73 (2.9%)	74 (2.9%)
Wheelchair user/mobility difficulties	36 (1.7%)	34 (1.3%)	46 (1.8%)
Personal care support	0	0	0
Mental health difficulties	42 (2.0%)	56 (2.2%)	61 (2.4%)
An unseen disability	826 (38.9%)	880 (34.7%)	817 (32.0%)
Two or more disabilities	92 (4.3%)	115 (4.5%)	116 (4.5%)
Other disability/health condition	283 (13.3%)	300 (11.8%)	314 (12.3%)
Autistic spectrum disorder/aspergers syndrome	20 (0.9%)	23 (1.0%)	31 (1.2%)

Postgraduate Students

Category	2006/07	2007/08	2008/09
Total number of disclosed disabled students of which:	319	353	433
Dyslexia and learning difference	61 (19.1%)	70 (19.8%)	100 (23.1%)
Blind/partially sighted	7 (2.2%)	9 (2.5%)	9 (2.1%)
Deaf/hearing impairment	7 (2.2%)	12 (3.5%)	16 (3.7%)
Wheelchair user/mobility difficulties	12 (3.8%)	12 (3.5%)	15 (3.5%)
Personal care support	1 (0.3%)	0	0
Mental health difficulties	9 (2.8%)	9 (2.5%)	18 (4.2%)
An unseen disability	156 (48.9%)	170 (48.2%)	204 (47.1%)
Two or more disabilities	7 (2.2%)	7 (2.0%)	11 (2.5%)
Other disability/health condition	59 (18.5%)	63 (17.8%)	57 (13.1%)
Autistic spectrum disorder/aspergers syndrome	0	1 (0.2%)	3 (0.7%)

6.6. Student Retention

The undergraduate data is as follows (our postgraduate data is currently incomplete): -

Academic Year	2006/07	2007/08	2008/09
Total students	17099	17124	17088
% disabled students	2126 (12.4%)	2535 (14.8%)	2554 (14.9%)
Total non-completions	1096	907	2006
% disabled student non-completions	145 (13.2%)	147 (16.2%)	368 (18.3%)

Please note that the definition of non-completions altered between 2007/08 and 2008/09, which accounts for the large difference between the two sets of student numbers.

6.7. Staff Employment Data

There are two main categories of staff at De Montfort University; those on academic or support staff pay grades and conditions.

De Montfort University instigated a new recruitment monitoring process which commenced with all posts approved from January 2009. From this date, monitoring data will be collected and analysed on all applicants, short-lists and recruited individuals. Prior to this, DMU collected data on employed staff only. It is expected that in future years, DMU will be able to report monitoring data on the recruitment process. All staff who are on recruitment panels, either for

short-listing or interview, must have attended training on equal opportunities and recruitment.

The staffing headcount data at DMU showed: -

**HESA data for:	2005/ 2006	2005/ 2006 (%)	2006/ 2007	2006/ 2007 (%)	2007/ 2008	2007/ 2008 (%)
Headcount of staff at DMU	3786		3329		3452	
% disabled staff	46	1.2	44	1.3	43	1.2
*Headcount of academic staff	1576		1356		1379	
% disabled academic staff	19	1.2	22	1.6	21	1.5
*Headcount of support staff	2210		1973		2073	
% disabled support staff	27	1.2	22	1.1	22	1.1

Note: includes part-time lecturers, casuals and banks

**Academic/Support split decided using the current master contract*

***HESA data for staff with FTE greater than zero between 1 August and 31 July of the year*

6.8. Support for Disabled Staff

Support mechanisms for disabled staff at DMU are being further developed. The Occupational Health Department, its Occupational Health Nurse and recently appointed Occupational Health Adviser, have advised and supported disabled staff who have been referred or self referred. Systems for recording newly disclosed staff were previously underdeveloped and are now being reviewed.

In 2009, a training session was offered by the Equality & Diversity Adviser and Occupational Health Adviser to all Human Resource Advisers (HRA) on "supporting disabled staff". This training is now being cascaded down by the HRAs to all Faculties and Directorates. Furthermore, information on the government funding to support reasonable adjustments for disabled staff, "Access to Work" has been developed and is being disseminated.

Funding to support assessment procedures such as dyslexia assessment and additional funds over and above access to work is coming from the employing Faculty or Directorate.

The University intends to monitor the take up of support mechanisms in future years.

6.9. Disabled Staff by Disability Type

Our previous monitoring arrangements have not asked individuals to disclose the nature of their disability or impairment. We are therefore unable to provide this data at the beginning of our Disability Equality Scheme 2009-12. It is anticipated however that the university will be able to track trend data in future years.

Category	2005/06	2006/07	2007/08
Total number of disabled staff	46	44	43
Dyslexia and learning difference	N/A	N/A	N/A
Blind/partially sighted	N/A	N/A	N/ A
Deaf/hearing impairment	N/A	N/A	N/A
Wheelchair user/mobility difficulties	N/A	N/A	N/A
Personal care support	N/A	N/A	N/A
Mental health difficulties	N/A	N/A	N/A
An unseen disability	N/A	N/A	N/A
Two or more disabilities	N/A	N/A	N/A
Other disability/health condition	N/A	N/A	N/A
Autistic spectrum disorder/aspergers syndrome	N/A	N/A	N/A

N/A = not applicable

6.10. Disabled Staff Retention

De Montfort University enjoys a high level of retention of all levels of staff. Our leavers' data is lower than the national average. An analysis of the data of staff headcount who are recorded as leaving the employment of DMU between 01st August and 31st July for the HESA return show: -

HESA data for :	2005/06	2005/06 (%)	2006/07	2006/07 (%)	2007/08	2007/08 (%)
Total number of leavers	922*		325		639	
% of which disabled	13	1.4	3	0.9	2	0.3
Leavers who left for age retirement	23		21		16	
% of which disabled	0	0	2	9.4	2	12.5
Subtotal – non-retirement leavers	899		304		623	
% of which disabled	13	1.4	1	0.3	0	0

Note: includes part-time lecturers, casuals and banks

*Note: * 2005/2006 figures includes transfer to Luton*

HESA data for :	2005/ 06	2005/06 (%)
Total number of transfers	419	
of which disabled	6	1.4

6.11. Harassment Monitoring

There have been no recorded cases of disability related harassment.

6.12. Staff Progression and Promotion

Staff at DMU are able to gain progression or promotion within their current jobs by either applying for promotion to a higher grade or by applying for or being awarded progression points on their current grade.

Staff Progress & Promotion – Trend Data

DISABILITY

Application for promotion to Principal Lecturer												
	2007				2008				2009			
	Disabled	Not Disabled	Unknown	Total	Disabled	Not Disabled	Unknown	Total	Disabled	Not Disabled	Unknown	Total
Eligibility to apply	8	378	106	492	8	357	148	513	13	331	155	499
Applied	0	37	4	41	0	35	11	46	0	40	0	40
Application as % of eligible	0	10	4	8	0	10	7	9	0	12	0	8
Successful*	0	13	2	15	0	17	2	19	0	17	0	17
% successful from applications received	0	35	50	37	0	49	18	41	0	43	18	43

*includes unsuccessful promotions applicants who were subsequently awarded additional increments or contribution points

Application for Accelerated Increments												
	2007				2008				2009			
	Disabled	Not Disabled	Unknown	Total	Disabled	Not Disabled	Unknown	Total	Disabled	Not Disabled	Unknown	Total
Eligibility to apply	7	292	99	398	7	273	135	415	11	236	145	393
Applied	1	25	8	34	0	17	12	29	0	27	0	27
Application as % of eligible	14	9	8	9	0	6	9	7	0	11	0	7
Successful*	1	17	5	23	0	11	11	22	0	19	0	19
% successful from applications received	100	68	63	68	0	65	92	76	0	70	0	70

Application for Contribution Points												
	2007				2008				2009			
	Disabled	Not Disabled	Unknown	Total	Disabled	Not Disabled	Unknown	Total	Disabled	Not Disabled	Unknown	Total
Eligibility to apply	7	255	9	271	5	263	19	287	10	259	21	290
Applied	1	26	3	30	1	10	3	14	1	7	0	8
Application as % of eligible	14	10	33	11	20	4	15	5	10	2	0	3
Successful*	1	14	1	16	1	7	3	11	0	9	0	9
% successful from applications received	100	54	33	53	100	70	100	79	0	128	0	112

6.13. Staff Training and Development

Centralised training and development opportunities are offered to all staff at DMU primarily through the Academic Professional Development Unit (APDU) and the Training & Development Unit (TDU). TDU are additionally responsible for a scheme which enables staff to apply to have their fees paid for DMU programmes of study.

DMU staff can also access training and development opportunities organised via their own department, for example through external providers, conferences and in-house-organised events.

Monitoring data on staff training is currently collected only on centrally provided activities and based on hours of training rather than numbers of participants.

The data shows: -

Academic Year	2006/07	2007/08	2008/09
Average number of training days taken by all DMU staff	0.91	0.86	1.02
Number of training days taken by disabled staff	0.6	0.9	1.29

7.0. Equality Impact Assessment

Equality impact assessment (EIA) is the term given to a review of an institution's policies to ensure that the institution is not discriminating unlawfully – and that it is making a positive contribution to equality. It is the process of assessing the impact of existing or proposed policies and practices in relation to their consequences for equality.

De Montfort University has been developing an equality impact assessment process since October 2008. Four pilot sites have been involved in testing out the process on a range of policies. Although still in the development phase, the project is being rolled out across the University and all Faculties and Departments have been offered an EIA briefing.

An equality impact assessment clinic is held each month where staff can share progress and discuss areas of concern.

DMU is mindful of the requirement to involve disabled people meaningfully in the EIA process. Both the disabled staff and disabled student groups are prepared to be involved in this process. Both these groups have been organised with the purpose of achieving a dialogue with the University.

The following areas have been engaged in an EIA process.

Department of Academic Quality – developing equality questionnaire for validation processes.

Estates Directorate – preparing to equality impact assess new building plans, requests for changes of use and improvement programmes.

Finance – preparing to equality impact assess standing financial policies.

Human Resources – have undertaken an initial impact assessment of the recruitment processes.

Corporate Affairs – have screened nine corporate policies and are preparing to include these in a “work area” equality impact assessment.

Student Services – have begun the equality impact assessment process on housing, careers and sports and leisure services.

Academic Registry – have undertaken an initial impact assessment of the Admissions Policy and have begun a “work area” impact assessment of the admissions policy, practice and procedures.

Health & Life Sciences – pilot EIA of the new masters level course development.

Technology – engaged in pilot work on admissions process.

8.0. De Montfort University's Disability Equality Scheme

Our Disability Equality Scheme is built on the contributions from disabled people, our disability duties and a symbiotic relationship with the DMU "vision". In this, our Disability Equality Scheme, disabled people (staff and students), senior staff and disability professionals are referred to as our stakeholders. The details of their contribution can be found in section 5, Creating our Scheme – Involving Disabled People.

8.1. Student Experience

Key observations

Stakeholders wanted: -

- Us to continue to embed inclusive learning, teaching and assessment approaches.
- More information and guidelines on having and making reasonable adjustments, in particular about the DSA.
- The position of disabled international students to be clearer.
- Accessible timetabling and room allocation information.
- DMU to review the support processes for disabled students.

8.1.1. Areas for Improvement

- We will prioritise equality impact assessments on student assessment, timetabling arrangement, student support arrangements (and disabled international students) and implement the resulting action plans.
- The University and the Faculty Learning & Teaching Committees will continue with their stated objective to identify and disseminate best inclusive practices.
- Additionally, we will continue to improve monitoring of students on recruitment, admissions, retention and achievement.

8.2. DMU as an Employer

Key Observations

Stakeholders wanted: -

- Us to review the training offer on 'disability equality', especially that which related to including line management understanding and responsibilities.

- Us to ensure that there was plenty of information and advice for disabled staff and for their managers and other non-disabled staff.
- Us to ensure that there was transparent and consistent approach to assessing and providing reasonable adjustments (to include disability related sick leave).

8.2.1. Areas for Improvement

- We will equality impact assess both the Staff Development Policy and the training and development offer to staff on disability equality matters.
- Conduct an equality related training needs analysis.
- We will identify and review the extent to which line managers are offered specific training on supporting disabled staff.
- Provide information and guidance on policies and support mechanisms such as access to work in accessible formats for disabled staff, their managers and non-disabled staff.
- Equality impact assess the processes for identifying and providing reasonable adjustments.

8.3. Accessibility

Key observations

Stakeholders wanted: -

- Us to continue to make improvements in the De Montfort University estate and to take account of some priority features.
- Our websites, intranet and information systems to be accessible.

8.3.1. Areas for Improvement

- We will identify with disabled staff and students areas that present barriers and difficulties across the DMU estate and implement an action plan.
- We will review and impact assess our website and information systems to identify and implement an action plan.

De Montfort University

9.0. Disability Equality Outcomes and Action Plan

The **Disability Equality Duty** gives us the following “general duty” responsibilities: -

1. Eliminate unlawful discrimination.
2. Eliminate harassment targeted at disabled people.
3. Promote equality of opportunity between disabled people and others.
4. Take steps to take account of disabled people’s disabilities, even where that involves treating them more favourably than others.
5. Promote positive attitudes towards disabled people.
6. Encourage participation by disabled people in public life.

We have included in our action plan our arrangements for complying with some of the specific duties. Specifically, our arrangements for conducting equality impact assessment and for gathering and using information (our monitoring arrangements).

We have demonstrated how we intend to meet all of the general duties through our action plan. The numbers in the column marked relevance to duties refer to the numbers 1 – 6 above.

Disability Equality Objectives and Action Plan

Action Plan

Outcome	Action	Timescale/ Reporting	Relevance to general duties	Responsibility
<p>Student Experience - admissions All potential students will be subject to a demonstrably fair recruitment and admission process.</p>	The recruitment and admissions processes will be subject to rigorous review including equality impact assessment.	2011	1, 3, 4, 5, 6	Deans Academic Registrar Director of External Relations
	Recommendations and action plans, identified by the review of recruitment and admissions, will be implemented and reported on.	As above		As above.
	Recruitment and retention data for all students will be monitored, analysed and any action plans identified.	2011 and then yearly		Deans Heads of Teaching Centres (Strategic Planning Services)
<p>Student Support Our student support arrangements will demonstrate best practice</p>	Support arrangements will be subject to an Equality Impact Assessment.	2010 and then yearly	1,3,4.	
	Arrangements for ensuring that all students including International students, have full information on disability related funding and			Director of Student Services Deans

	support will be made.			Director of External Relations
<p>Student Experience - Learning and Teaching Our learning and teaching approaches will demonstrate best inclusive practice.</p> <p>Assessment Our assessment approaches will demonstrate inclusivity.</p> <p>Timetabling and Room Allocation All arrangements related to timetabling, including room allocation will demonstrate</p>	<p>The University and the Faculty Learning and Teaching Committees will continue to identify, develop and disseminate best inclusive learning and teaching practice.</p> <p>All learning and teaching programmes will undergo an equality impact audit at validation and periodic review stages.</p>	<p>Yearly report</p> <p>Yearly report</p>	1,2,3,4.	<p>Chair of University Learning and Teaching Committee Deans</p> <p>Chair of University Learning & Teaching Committee</p>
	<p>Assessment processes will be subject to equality impact assessment and identified action plans implemented.</p>	2011		1,3,4
	<p>Monitor student achievement data. Identify and implement action plans.</p>	Yearly report		Academic Registry Deans
	<p>Timetabling process will be subject to equality impact assessment.</p>	2011		1,3,4.

best inclusive practice.				
DMU as Employer All potential staff will be subject to demonstrably fair recruitment and selection processes.	The recruitment process, from job design, authorisation, advertising, applications, selection and employment will be subject to a rigorous review and equality impact assessment.	2010 and then yearly	1,3,4,5,6.	Director of HR
	The HR Department will continue to meet the requirements of the Jobcentre Plus “Positive Two Ticks about Disabled People Scheme” and will apply for reaccreditation as appropriate.	Yearly		Director of HR
Monitor and address any unjustified pay gaps across the University in relation to disability (gender and race).	Identify and report on pay gap.	2012	1,3,5.	Director of HR
Monitor and address any unjustified differences in application and success in progression and promotion request in relation to disability (gender, age and race).	Identify progression and promotion issues and prepare action plan	2011	1,3,5,6.	Director of HR
Disabled staff are fully supported in all areas of their employment.	<ul style="list-style-type: none"> Identify and monitor applications for and take up of Access to Work. Review effectiveness of disclosure and 	Yearly	1,2,3,4.	Director of HR

<p>HR policies are demonstrated to be effective and fair.</p>	<p>referral processes.</p> <ul style="list-style-type: none"> • Ensure line managers are aware of their responsibilities. • Provide information and guidance in accessible formats for disabled staff, their managers and non-disabled staff. • Equality impact assess the processes for identifying and providing reasonable adjustments. <p>HR policies that are identified to be most likely to have impact on disabled people to be monitored and impact assessed, e.g., flexible working, absence, bullying and harassment, occupational health policies etc.</p>	<p>2011</p> <p>Yearly</p>	<p>1,2,3,4.</p>	<p>Director of HR</p>
<p>Training All staff have equal and fair access to training and learning opportunities.</p>	<p>Monitor, analyse and report data on take-up of training by staff with protected characteristics, including disability.</p> <p>Raising awareness of development opportunities for staff, including disabled staff, under DMU's commitment to the 'Skills Pledge'</p> <p>Improve the 'Training' intranet site to make it easier for staff to access the support they need including:</p>	<p>2010 and yearly report</p> <p>2010 and yearly report</p> <p>2010 and yearly report</p>	<p>1,3.</p>	<p>Director of HR with Head of APDU Head of TDU</p> <p>Head of TDU</p> <p>Head of TDU</p>

Our staff understand their roles and objectives in relation to the equality duties and wider equality and employment legislation.	Coaching to support transitions back into work and career management (e.g. on becoming disabled) Access to distance learning (to enable staff to continue learning from home)			
	Equality Impact Assess the Staff Development Policy and the training and development offer to staff.	2011	1,2,3,4,5.	Director of HR
	Identify and continue to offer and implement equality related training across the organisation.	2011		Director of HR
	Ensure that all line managers are offered specific training on supporting disabled staff in the workplace.	Yearly		Director of HR
Communication Publish an equality and diversity communication strategy	The Equality & Diversity Committee to involve and consult with stakeholders to prepare a communication strategy. The strategy to take account of accessibility issues and those who do not have access to electronic communication.	2010	4,5.	Equality & Diversity Committee

University communication strategies will take account of all audiences that they are intended for.	Identify the ways in which University communication strategies will be accessible to all audiences, in particular disabled people.	Yearly	4, 5.	Deans Directors
Involve and Consult We will use a wide range of methods to engage and respond to our stakeholders.	The Equality & Diversity Committee will develop and publish its involvement and engagement strategy. The involvement and engagement strategy must take account of external stakeholders. A range of approaches to be used each term to involve and engage with disabled students and staff.	2010 Yearly report	6 6	Chair of the Equality & Diversity Committee Director of HR Director of Student Services Equality & Diversity Adviser
Accessibility ICT Our ICT services are accessible, allowing disabled staff and students to work on a par with their non-disabled colleagues. Website Our website is accessible allowing disabled users to	Review the ICT services in partnership with disabled people and implement action plans to address findings. Review the DMU web in partnership with disabled people and implement action plans to	2011 and then yearly 2011 and then yearly	1,3,4. 1,3,4.	Director of ISAS Director of Library Services Director of External Relations

<p>access it on a par with non-disabled users.</p> <p>Estates The DMU estate is accessible allowing disabled staff, students and visitors to access it on a par with non-disabled people.</p>	<p>address funding.</p> <p>Review the DMU estate with disabled people and implement action plans to address findings.</p>	<p>2011 and then yearly</p>	<p>1,3,4.</p>	<p>Director of Estates</p>
<p>Procurement Through procurement we achieve a diverse supply chain and our contractors are partners governed by a robust equality framework.</p>	<p>Monitoring arrangements in place to assess whether our contractors are compliant with our pre-qualification questionnaire.</p>	<p>2011 and then yearly</p>	<p>1,3.</p>	<p>Director of Finance</p>
<p>Equality Impact Assessment All our “work areas” are equality impact assessed. (Specific priorities are referred to in this action plan)</p>	<p>All Departments, Centres, Directors and Faculties have identified and prioritised areas for equality impact assessment.</p> <p>All areas are equality impact assessed by December 2012.</p> <p>Equality impact assessment reports are</p>	<p>2010</p> <p>Yearly report</p> <p>Yearly</p>	<p>1,2,3,4,5,6.</p>	<p>Deans Directors Centre Heads Department Heads</p> <p>Deans Directors Centre Heads Department Heads</p> <p>Equality &</p>

	published in summary form on the website.	report		Diversity Adviser
Publish and Review Equality Scheme We implement our equality scheme. We will monitor it and publish our findings annually.	Review and report termly to Equality & Diversity Committee. Produce and publish an annual progress report.	Three times per year December 2010 and then yearly	3	Equality & Diversity Adviser Equality & Diversity Committee