



Sheffield
Hallam University

SHARPENS YOUR THINKING

'An Inclusive Culture Informed by Disability Equality'

Disability Equality Annual Report

December 2009

Accessible information

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Feedback

The University understands and acknowledges that, to achieve greater equality and embed a culture that values diversity, the support and engagement of its staff and students, its local community, partners and stakeholders is vital. Sheffield Hallam welcomes contributions, suggestions and input from its communities as it strives to improve opportunities for its students, staff and stakeholders. Feedback on this report is welcomed and should be addressed to the Equality and Diversity Team at diversity@shu.ac.uk or by telephoning 0114 2256287.

Sheffield Hallam Disability Equality Annual Report 2009

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Executive Summary

1. This report is the final annual report on the University's Disability Equality Scheme 2006 - 2009.
2. The Disability Equality Scheme forms part of the duty placed on the University by the Disability Discrimination Act (DDA) 2005. The duty requires that the University has in place a Disability Equality Scheme covering the period 2006-09. It also requires that the University reports annually on progress made against the action plan for improvements which were identified during the development of the scheme. The University is also obliged to monitor its staff and student populations in relation to disability status.

Included in the report is a reiteration of the University's continuing commitment to disability equality including the University's desire to embrace the social model of disability and adopt an inclusive approach.

3. The report sets disability equality in the context of the University's Equality and Diversity Framework and the Equality and Diversity Strategy. It outlines the governance structure of the equality and diversity agenda within the University and the development of the leadership and management structures over the past year.
4. The Report highlights the extensive research that has been undertaken with disabled students' learning experiences and views. The key findings have been:
 - ❖ The academic performance of disabled students with learning contracts is similar to that of students with no known disability, but the academic performance of disabled students without learning contracts is significantly worse. This has resulted in increased emphasis on encouraging prospective and existing students to declare disabilities as early as possible.
 - ❖ Disabled students experience greater difficulties in hearing lectures, gaining access to buildings and receiving handouts in appropriate formats; but experience similar levels of satisfaction as nondisabled students with the help of lecturers and feedback.

- ❖ The results of the National Student Survey for 2009 show that the outcomes for disabled students, excluding those with dyslexia, do not differ greatly from those students with no known disability. Students with dyslexia were significantly less satisfied than students with no known disability in a number of areas.
5. A number of improvements were made to services provided by the Disabled Student Support Portfolio, including improved liaison with staff in faculties, a revised learning contract, the targeting of support for students with Aspergers' Syndrome pre-enrolment, and a revised support and mentoring service.
 6. The Sheffield Regional Assessment Centre (SRAC) was established which focuses on the transition of disabled students in to the University and the provision of the Disabled Student Allowance (DSA) needs assessment. 98% of students attending SRAC needs Assessments were either satisfied or very satisfied (78%).
 7. The percentage of staff disclosing that they have a disability has improved from 1.8% to 2.4% in September 2009. However, this is still a relatively small number given the proportion of disabled people of working age in Britain. Either the University does not recruit many disabled people and/or many disabled people do not disclose their disability. Further work on both these aspects will be taken forward in the next Disability Equality Scheme.
 8. There is some variation in the percentage of disabled staff in departments and faculties, between 1% and 3.1%.
 9. Disabled staff are to be found at all levels of the grading structure in similar proportions as nondisabled staff except that there is no non-academic staff member at the Senior Staff Grade.

Introduction

1. Sheffield Hallam University produced a Disability Equality Scheme (DES), as required by the Disability Equality Duty (DED), in December 2006. The scheme defined the University's vision for disability equality and set out a series of positive actions designed to embed disability equality into the culture of the organisation. The scheme subsequently became an integral part of the University's Equality and Diversity Strategy.
2. The Disability Equality Scheme - Action Plan was designed to enable the University to measure its progress in achieving its vision of disability equality. The actions were identified through active engagement with disabled staff and students.
3. This report represents the third annual review of the Disability Equality Scheme 2006-2009. Its purpose is to demonstrate the progress that has been made in the last year towards achieving disability Equality.

Equality and Diversity Framework and Structures

4. The University's commitment to disability equality is demonstrated through its Equality and Diversity Framework described below.
5. The University is committed to innovation in teaching, learning and assessment, knowledge transfer and effective engagement. Its vision¹ is to be renowned as a forward thinking, enterprising and business engaged University. It has an overall commitment to 'knowledge, education and skills that make a difference'. The Sheffield Hallam brand identity and promise are encapsulated in its core values - 'Employability', 'Forward-thinking' and 'Supportive'.
6. The principles of equality and diversity complement the University's vision, commitments and core values. The achievement of the University's aspirations will be supported by creating a positive, dynamic, sustainable environment that respects and values difference and provides an inclusive and supportive community.
7. The Equality and Diversity Statement² outlines the University's intention to advance equality and diversity as key features within all its activities, as it believes this to be ethically right and socially responsible. Equality and diversity are essential factors that contribute to the academic and business strengths of the University.
8. The University's commitment to equality and diversity is based on the belief that excellence will be achieved through recognising the value of every individual. It aims to create an environment that respects the shared humanity and diversity of staff, students and other stakeholders in the University's community and enables them to achieve their full potential, to contribute fully, and to derive maximum benefit and enjoyment from their involvement in the life of the University.
9. To this end, the University acknowledges the following basic rights for all members and prospective members of its community:
 - to be treated with respect and dignity;
 - to be treated fairly with regard to all procedures, assessments and choices;
 - to receive encouragement to reach their full potential;
 - to be provided with a safe, supportive and welcoming environment - for staff, for students and for visitors.

¹ <http://www.shu.ac.uk/university/vision.html>

² <http://www.shu.ac.uk/university/diversity/statement.html>

10. These rights carry with them responsibilities and the University requires all members of the community to recognise these rights and to act in accordance with them in all dealings with fellow members of the University. In addition, the University will comply with all relevant legislation and good practice.
11. No individual will be unjustifiably discriminated against. This includes, but not exclusively, on the basis of gender, race, nationality, ethnic or national origin, religious or political beliefs, trade union activity, disability, marital status, social background, family circumstance, sexual orientation, gender reassignment, spent criminal convictions or age.
12. The University's Equality and Diversity Strategy³ provides coordination and implementation at a strategic level. The Strategy is supported by a range of policies⁴ and underpinned by the Single Equality Scheme that provides a University-wide integrated approach to equality and diversity.
13. The Single Equality Scheme⁵ and associated Action Plan will support the University's intent to be an employer and educator of choice. It has been designed to enable the University to develop and measure its progress, against appropriate targets, towards achieving its vision in relation to equality and diversity. It is intended to make clear to everybody what action can be expected in regard to equality and diversity.
14. For specific activity relating to the Disability Equality Duty (DED) the following vision statement has been adopted:

"An Inclusive Culture Informed by Disability Equality"

³ <http://www.shu.ac.uk/university/diversity>

⁴ <http://www.shu.ac.uk/university/diversity/polic.html>

⁵ The Single Equality Scheme <http://www.shu.ac.uk/university/diversity>

Legislative Context

Disability Discrimination Act (DDA) 2005.

15. This places a duty on all public authorities (including universities) to ensure that they:

- promote equality of opportunity and positive attitudes towards disabled people;
- eliminate discrimination that is unlawful under the Act and disability related harassment;
- encourage participation by disabled people in public life;
- take account of peoples' disabilities even where that involves favourable treatment.

16. Whilst the Disability Equality Duty (DED) does not create new rights for disabled people, it does place a positive duty on public bodies to tackle discrimination and its causes in a proactive way, thus building on the DDA.

17. To meet its general duty, the University will do the following:

- publish its DES demonstrating how the University intends to fulfil its general and specific duties;
- actively involve disabled people in the development of the DES and evidence the methods used to facilitate the involvement;
- document the:
 - methods used to assess impact
 - procedures used to gather information relating to employment and education
 - arrangements for putting the information to use;
- define the methods for reviewing the initial action plan and preparing subsequent Disability Equality Schemes.

Definitions of Disability

18. The legislative definition of disability within the Disability Discrimination Act, given below, has informed the development of the University's Disability Equality Scheme. The University embraces the 'Social Model of Disability' and adopts an inclusive approach. This has been the main driver to the development of the University's approach to the DED.

DDA Definition of Disability

19. The DDA defines Disability as:

- a mental or physical impairment
- sensory impairments, (visual / hearing)
- learning disabilities/differences, including dyslexia
- mental illness (from 2005 the stipulation 'clinically well recognised is no longer applied)
- severe disfigurements
- cancer
- HIV/Aids
- progressive conditions even at an early stage
- conditions with a number of cumulative effects such as pain or fatigue
- a past history of disability

20. Disability, as defined by the DDA has an adverse substantial, long-term (12 + months) effect on the ability to carry out normal day to day activities. At least one of the following areas must be badly affected:

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

21. The definition covers situations in which the affects of an individuals impairment is intermittent, or the condition is progressive such as HIV or multiple sclerosis or arthritis, in which case the classification applies from the point of diagnosis

The Social Model of Disability

22. The 'Social Model of Disability' states that disability is socially created.

Consequently, it is the barriers that society creates which disable people with impairments. Disabled people themselves have proposed this definition of disability, and, in order to achieve disability equality, obstacles to inclusion must be identified before they become barriers. Obstacles to inclusion include discriminatory attitudes and inaccessible means of communication as well as an 'inaccessible physical environment'.

Governance and Leadership

23. Sheffield Hallam University's Board of Governors has legal accountability for compliance with the equality and diversity legislation, including disability equality. In considering its own composition, the Board will try to ensure that its membership embraces the widest possible variety of backgrounds, consistent with ensuring that the Board has the skills and experience necessary to carry out its responsibilities.
24. The Vice Chancellor has ultimate executive responsibility for the effective development and implementation of the University's strategy and policies.
25. The University Secretary and Registrar provides strategic leadership for equality and diversity and has overall delegated responsibility for co-ordinating the development, implementation and operation of the equality and diversity strategy.
26. The Equality and Diversity Strategy Group is chaired by the University Secretary and Registrar and is responsible for coordinating the annual review of equality and diversity, including disability. This cross-institutional group monitors all relevant action plans for the duration of the schemes.
27. An Equality and Diversity Forum has been formed and provides an opportunity for emerging issues from across the University to be considered and debated. The Forum consists of a range of people, including those with specific responsibilities for equality and diversity, support staff and those with academic interests, as well as the chairs of staff and student groups and forums. The Forum reports directly to the Equality and Diversity Strategy Group.

Support

28. Since the Disability Equality Scheme was published in 2006 there have been significant developments in the management of equality and diversity at Sheffield Hallam. The current Equality and Diversity Team is headed by the Deputy Secretary, who manages the Equality and Diversity Officer responsible for implementing Equality and Diversity Strategy, and the Equality Impact Assessment EIA Officer. Administrative support is provided by the Diversity Support Officer. The team reports directly to the University Secretary and Registrar.
29. The initial phase of their activity includes the development of the infrastructure needed to support the embedding of equality and diversity principles and practices into the University's activities.

The Student Experience

The Disabled Student Experience at Sheffield Hallam University

30. This report summarises feedback from disabled students on their experience. It highlights key findings from institutional research examining disabled and nondisabled student experiences at Sheffield Hallam University (2008-09), the National Student Survey 2009 and Sheffield Hallam Student Engagement Survey 2009.
31. According to the *Equality Challenge Unit 'Equality in Higher Education: Statistical Report 2009'*, the proportion of disabled students entering and attending higher education nationally has been on the increase, from 5.5% in 2003/04 to 7.3% in 2007/08 (Higher Education Statistics Agency / Equality Challenge Unit 2009, 51). Nearly half (49.3%) of all students declared disabled were returned as having 'a specific learning difficulty e.g. dyslexia' (Higher Education Statistics Agency / Equality Challenge Unit 2009, 52).
32. Within the University in 2007-08, disabled students made up 8.8% of 'home' undergraduate students who attended full-time which numbered 18479. This included those who declared to the institution, but did not receive Disabled Student Allowances (DSA). DSA covers study related costs that may be incurred because of student's disability. This includes such support as: (1) providing course materials in Braille and other accessible formats, (2) providing support during exams, (3) allowing additional time to complete courses, (4) note taking support and (5) interpreting words into sign language. Students who have DSA within Sheffield Hallam University are recognised internally as having 'learning contracts'.
33. The University's Disabled Student Support Team indicates support for 1242 students on its current records. Of this number, almost 60% of students are categorised as having a specific learning difficulty. The total number of students who require university disabled student support is expected to rise throughout this academic year. The implications of nondisclosure are discussed in the work of the Institutional Research Team below, which specifically examined the experiences of nondisabled and disabled students.
- Learning and Teaching Institute Research on Disabled and Nondisabled Student Learning Experiences: A Case for Inclusive Practice?*
34. A survey was developed based on an Economic Social Research Council - Teaching and Learning Research Programme project 'Enhancing the Quality and Outcomes of Disabled Students' Learning in Higher Education' (2004-2007) (RES-139-25-0135. However, while many of the same survey questions were used from the previous ESRC survey, the study did not employ the same

methods. The previous study sent out separately-worded questionnaires to disabled and nondisabled students, emphasising a divide between these two cohorts of students. The Sheffield Hallam University study did not replicate this divide, as it aimed to examine the teaching, learning and assessment experiences of *all* students within the institution.

35. Half of full-time undergraduate students registered in the institution as having declared a disability were randomly selected to take part in study (N=668). From the initial sample of 2004 students, 484 students (24%) returned completed questionnaires. Almost 69% of returned completed questionnaires were from female respondents. Thirty-six per cent were registered on the university central database as having a disability. Just under half of disabled students were categorised as having specific learning difficulties, approximately 15% categorised as having unseen disabilities and just under 10% were categorised as having mental health difficulties. One hundred and twenty one students (70.3% of the disabled student group) were classified as having learning contracts processed by the institution's Disabled Student Support Team.
36. The findings confirm existing evidence about the differences in learning and assessment experiences between disabled and nondisabled students. It has shown that disabled students in contrast to their nondisabled peers experience greater difficulties in hearing their lecturers, gaining access into buildings and receiving handouts (in lectures) in appropriate formats. The findings are consistent with previous work in the area of disability and higher education. It confirms some of the challenges that disabled students confront and negotiate in their everyday university lives.
37. However, evidence has been found in the study which highlights similarities in the experiences and difficulties of both student cohorts in their learning and assessment. For instance, there was strong agreement on the many questionnaire statements, such as:
- The feedback on my work helps to clarify things that I haven't fully understood
 - My lecturers make a real effort to understand difficulties I may be having with my work
 - My lecturers give me helpful information on my progress
 - The feedback on my work helps me to improve my ways of learning and studying
 - My lecturers have been helpful when I have approached them about difficulties with my studies
38. The two student cohorts were broken down into four subgroups to examine the survey findings further: (1) students with no known disability; (2) disabled students with learning contracts; (3) students with specific learning difficulties with learning contracts; and (4) disabled students and students with specific learning difficulties without learning contracts. Analysis of the results showed that there

were significant differences in literacy difficulties between subgroups. The findings revealed that students with specific learning difficulties with learning contracts experienced significantly greater difficulties with literacy in comparison to the other three student subgroups. However, the difficulties expressed by students with specific learning difficulties are not mirrored in their academic achievement.

39. An average mark was created for each student in the sample using individual module marks and taking into consideration the module credit weight. The same four subgroups were used to explore the impact of disability status on student average marks. Results showed that students with no known disability performed significantly better than disabled students without learning contracts. There were academically, no significant differences between students with no known disability and disabled students (including those with specific learning difficulties) with learning contracts.

Disability Status and Average Mark		No. of respondents
No known disability	59.35*	313
Disabled student with learning contract	57.67	51
Specific learning difficulties with learning contract	56.45	70
Declared disability or specific learning difficulty with no learning contract	54.22*	50

*Univariate ANOVA ($p < .05$)

40. These results suggest that receiving University disability support through learning contracts makes a positive impact in achieving academic success at Sheffield Hallam University. However, at the same time, these results also show that careful attention has to be given to disabled students who do not have learning contracts. The academic underperformance of these students is an issue.
41. These findings have been disseminated internally to disabled students, the institution's Equality and Diversity Strategy Group, Disabled Student Support Team and staff within academic faculties. The findings have influenced the policy and practice of the institution as more emphasis is being placed on the need for student to disclose their disability. This is being directed towards prospective students to ensure they receive appropriate support when they begin their studies. As the project findings address a gap in knowledge in the sector, results have been shared externally to the Higher Education Academy and at national conferences.

National Student Survey 2009 - Sheffield Hallam University

42. The National Student Survey is a national survey of all final year undergraduate students. It is now in its fifth year. The national response rate for the 2009 National Student Survey was 62%. Sheffield Hallam University's response rate was slightly higher at 64%. The total number of students surveyed at Sheffield

Hallam University was 5049 (4615 students with no known disability and 434 disabled students). Of those disabled, 260 were categorised as having dyslexia.

43. The results for disabled students (excluding dyslexia) do not differ greatly from those for students with no disability. Disabled students are slightly (5%) more satisfied with how good staff are at explaining things, and (6%) with the advice and support they received with their studies. The only significant area of lower satisfaction was for the smooth running of the course where disabled students are 10% less satisfied than students with no known disability.

44. However, students with dyslexia are significantly less satisfied than students with no known disability in a number of areas:

Question	% that dyslexic students are less satisfied than students with no known disability
Staff have made the subject interesting	11
The criteria used in marking have been clear in advance.	15
Assessment arrangements and marking have been fair.	8
Feedback on my work has been prompt.	6
I have received detailed comments on my work.	9
Feedback on my work has helped me clarify things I did not understand.	7
I have been able to contact staff when I needed to.	12
The timetable works efficiently as far as my activities are concerned.	16
Any changes in the course or teaching have been communicated effectively.	13
The course is well organised and is running smoothly.	15
Overall, I am satisfied with the quality of the course.	11

45. This gap of experience between students with specific learning difficulties and those students with no known disability confirms findings from the Learning and Teaching Institute study, that students with specific learning difficulties express more difficulties in their learning experience.

Disabled Student Support Portfolio (DSSP)

46. 2008-09 was a year of transition following a restructure of the Portfolio in the summer 2008 and the annual plan focused on the achievement of recommendations of the DSSP Review. Significant changes included:

- Roles and responsibilities within the Portfolio were changed within a structure of three teams, introducing clearer management roles and enabling the introduction of four Faculty linked Disability Advisers. This has significantly improved the ability to liaise with and support staff in Faculties enabling the DSSP to support students more effectively.
- In response to external drivers some changes were made to roles and processes to ensure the Assessment of Need service and institutional support are now managed separately. This has clarified boundaries within the team, and enabled the portfolio to operate more flexibly and reduce waiting times for students.
- Following an extensive review of learning contracts, involving both students and staff from across the University, a new style of learning contract was introduced in November 2008. The new learning contract has provided greater clarity regarding areas of responsibility and has allowed staff in faculties to adapt specific recommendations to suit local arrangements for learning, teaching and assessment.
- Services have been made more accessible by introducing a wider variety of appointments at collegiate crescent campus and increasing the number of appointments offered across all services.
- The portfolio has increased the number of early induction sessions offered to students with dyslexia/dyspraxia during July and August and introduced new early induction sessions for deaf students and students with mental health difficulties. This ensured more students had their support in place for September 2009
- DSSP targeted students with Aspergers' Syndrome pre-enrolment and arranged familiarisation visits to Sheffield Hallam University. This reduced anxiety for those students and enabled the portfolio to agree support in advance.
- The DSSP embedded responsibility for mentoring and study skills support into a new Support Worker Coordination Service which has increased the efficiency of the service and speeded up these processes. The changes have enabled the team to become more responsive to individual requirements and have enhanced the service for disabled students. Support is delivered in a more timely way by

ensuring a greater number of students have access to the service much earlier in the academic year.

- The Dyslexia Service initiated a change to delivery to enable more flexibility and potential for expansion. Additional tutors were recruited on the basis of contacting students not using the service and thus generating new appointments delivered outside the standard scheduled offer. The Service also introduced a Dyspraxia diagnostic service on a part-time basis - the only such service for adults within HEIs in the UK.
- The Deaf Service Team reviewed its publicity materials resulting in both new and up-dated publications to support staff, student peer groups and work placement employers/mentors.
- The newly created Inclusive Practice strand was introduced and work started on developing relationships within Faculties which create pathways to the development of enhanced and expanded inclusive LTA (Learning and Teaching Assessment) practices across Sheffield Hallam University.

Sheffield Regional Assessment Centre (SRAC)

47. SRAC became a discreet service for the first time in 2008-09. A clear separation of role was developed from the other service areas of DSSP (Disabled Student Support Portfolio) to facilitate flexible working and enhance the capacity for responsiveness and growth. Activities in SRAC (Sheffield regional Assessment Centre) focused on the transition of disabled students into the university and the provision of DSA (Disabled Students Allowance) Needs Assessments. The key developments were:

- A Head of Service was appointed at the start of the year and in February 2009 the administrative base was strengthened in response to a rise in business from January 2009 onwards, following the closure of the Sheffield College Assessment Centre in December 2008. The new SRAC structure enabled the service to respond rapidly by recruiting and training six new assessors and creating additional appointments.
- A new Quality Assurance Framework for Assessment Centres was published in November 2008 and SRAC began to implement required changes to established procedures and ways of working from December 2008 onwards to become compliant.
- Despite increased demand for assessments, waiting times were reduced for students over the year.
- A new three-year Aimhigher Outreach Project was rolled out from September 2008 in partnership with the University of Sheffield. The project work aims to increase the number of students having Needs Assessments prior to enrolment to ensure support and equipment is in place from the beginning of

the course. Not only does this give disabled students the best chance of being successful on their courses, it also helps to manage pressure points on Disabled Student Support services.

- The number of assessments completed during the year rose by 44% on the previous year, i.e. from 419 during period 31/08/2007 to 01/09/2008 to 604 during period 31/08/2008 to 01/09/2009.
- Waiting times for DSA Assessments were cut during busy months, e.g., from an average of 32 working days for appointments booked in January 2009 to 17 working days for appointments booked in May 2009.
- 38 separate events and activities were completed as part of the Aimhigher project during 2008/09 with 337 direct beneficiaries. This exceeded expectations for the first year of the project.
- In-house delivery of the SRAC service to disabled students attending Sheffield Hallam University enables their support to link seamlessly with the Disabled Student Support services. This improves students experience and enhances their likely progression and achievement outcomes compared to disabled peers who are not supported. (Supporting data is reported within the DSSP).
- High levels of satisfaction were reported by students attending SRAC Needs Assessments, e.g., 98% of students were satisfied (20%) or very satisfied (78%) that the recommendations made for their support meet their requirements. Individual comments included: The system was incredibly organised and I thought it was a very personal and professional service."; "I found that the assessment and assessor really helped to boost my confidence and inspired me with my future education.

48. As a regional resource the service contributes to raising the profile of the University and contributes to national widening participation priorities. Our Aimhigher project supports students, wherever they intend to study in the UK; SRAC Head of Service has been invited to speak at National conference of the British Dyslexia Conference about issues for SpLD (Specific Learning Difficulties) students in applying for DSA. Now that SRAC has increased its capacity to undertake assessments, work is underway to consolidate the quality of its services to students. Assessment/ training and report moderation events are planned as well as an exercise to clarify and log information about the existing support roles within DSSP to ensure Assessors can identify the 'best fit' consistently when recommending support for students.

49. SRAC needs access to an improved database system in order to meet its obligations under revised DSA-QAG requirements to produce monthly KPIs. SRAC will work along with DSSP and Student Support Services towards an improved integrated system for the whole area.

The Staff Experience

Monitoring of Staff Data

50. The Human Resources department has reported progress in a number of areas during the past year:

- Data quality – the addition of an Employee Self Service section for the HR database that enables Staff to update their information about disability – this will improve data quality over time, as it puts the means of updating and ownership of the data in the hands of the individual.
- Recruitment monitoring data - analysis of recruitment monitoring data has not taken place this year but the data has been collated and analysis has been identified as a priority for 2010. A micro Equality Impact Assessment (EIA) on recruitment has been completed in the former Student and Academic Service currently (SLS) Student and Learning Services. The results of which are being considered by the Diversity Team. The full EIA for recruitment will be carried out in 2010.
- Employee opinion survey - the employee opinion survey was completed in November 2008 and The Work Foundation has provided detailed reports and analysis of the responses. The survey asked staff to identify if they considered themselves disabled and this has enabled data to be collected by staff group and by type of disability. More detailed analysis has been commissioned to identify positive feedback and issues in relation to disabled staff as a whole and by type of disability compared to the total staff group.
- Reporting to the (ICC) Information and Consultation Committee - information on the disabled status of staff at the University based on self disclosure of individuals is reported to the ICC on a monthly basis.

51. The improvement of data collection, monitoring and evaluation systems remains a key priority in the Disability Equality Scheme 2009-12, and improvements will continue to be made during the period 2009-12.

Key Data

52. At 30/09/09 2.4% of staff have indicated that they have a disability an increase from 1.8% in August 2006. Academic staff report a lower rate of disability (2.2%) than other staff groups combined (2.5%).

Grade of Staff Post by Disability Status

53. Figure 1 shows the distribution of disabled and non-disabled academic staff by grade. It shows that the distribution of the grades of post holders who declare a disability is similar to that of those with no known disability.

54. The analysis of non academic posts shows a similar distribution -see figure 2, although it should be noted that no senior staff grade post holders declare a disability.

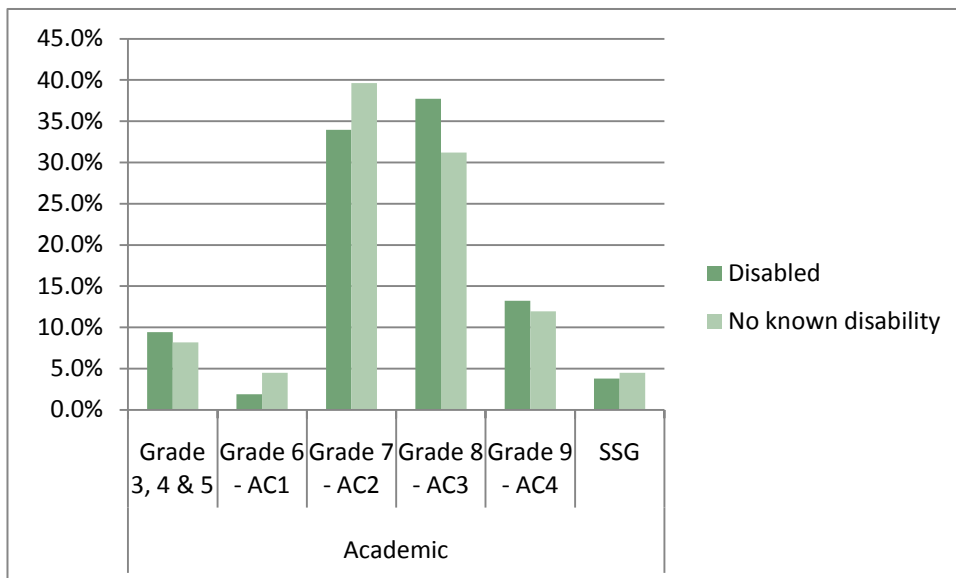


Figure 1 - Percentage academic of post holders by disability status and grade.

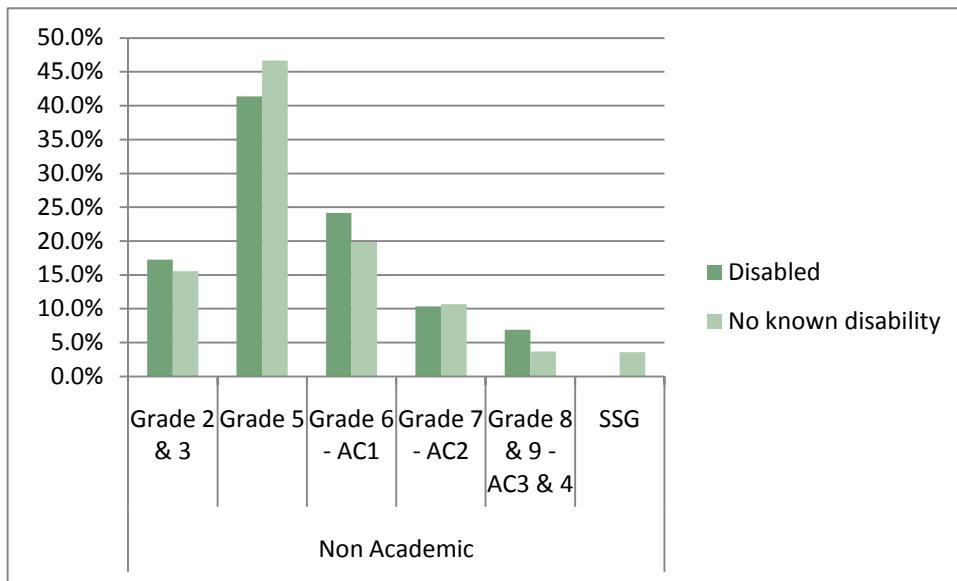


Figure 2 - Percentage of non academic post holders by disability status and grade

Disability Status Profile of Faculties and Departments

55. Figure 3 shows the proportions of posts, within each of the major business units, which are held by people who declare a disability. This clearly shows that the faculty of Arts, Computing, Engineering and Science (ACES) has the lowest proportion of post holders who declare a disability and Learning and IT Services (LITS) has the highest.

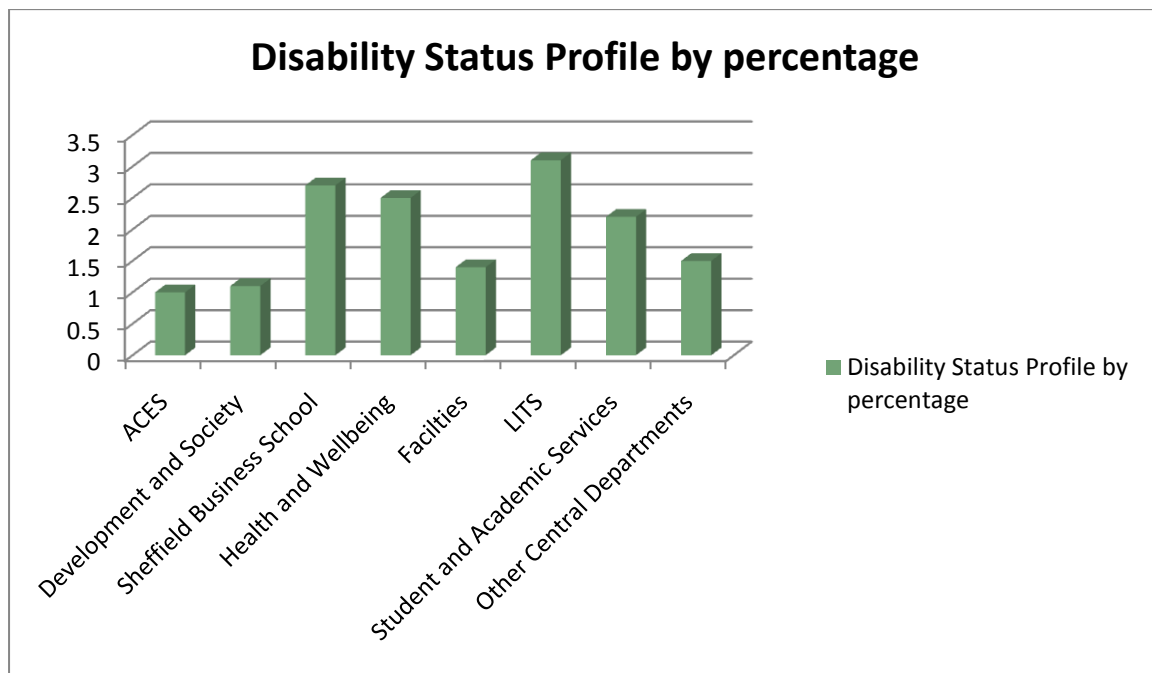


Figure 3 - The proportions of posts within each of the major business units which are held by people who declare a disability.

Training

56. Activity continues to take place to ensure diversity awareness is spread in as many ways as possible. Diversity awareness remains an integral part of the staff induction programme, with the majority of new members of staff having attended induction sessions and been provided with an overview of the University's approach to equality and diversity. Disability awareness features highly in these sessions by showing and discussing "Talk Short Film", an award-winning production by David Mansell which challenges common preconceptions of disability.
57. To address specific needs the HR department has designed and delivered short sessions on managing and supporting staff with disabilities. The workshop supports the University's commitment to providing equality and diversity of experience for all staff and aims to develop manager's knowledge and support managers with tools and information, so they can approach disability issues with confidence.
58. By the end of the workshop participants will have:
- a good understanding of the legal requirements and responsibilities placed on the University and its managers and a commitment to acting in accordance with them
 - an understanding of challenges faced by disabled people and a desire to provide good support
 - good practice guidelines

Consultation and Participation

59. The expression 'Nothing about Us without Us' informed the development and ownership of the Disability Equality Scheme (DES) 2006-2009. There is shared understanding that disabled people must be the key stakeholders of the DES and their active involvement is central to its success. Engagement with disabled people about disability issues has become the institutional norm. Actions include:
- engaging with the well-established Students with Disabilities Forum. The forum has a membership of over eighty students, representing all the faculties. The group meets regularly, approximately every two weeks during term time. The group has developed a strong collaborative relationship with the Disabled Student Support Team. The forum has played an active part in the development of the DES and will play an important role in the development of the equality and diversity strategy and its implementation. The forum has a role and remit that considers issues affecting disabled students and is a voice for change. It also acts as a support mechanism for disabled students;

- supporting the development of a Disabled Staff Forum which has a role and remit that considers issues affecting disabled staff and is a voice for change. The forum meets regularly and inputs into the ongoing development and evaluation of the DES. It also acts as a support mechanism for disabled staff and makes contact with the Students with Disabilities Forum;
- engaging with external stakeholders through participation in a range of national and local forums.
- ensuring that the voices of the wider student and staff communities are heard through consultation with disabled people through questionnaires, Events and focus groups. The University will continue to engage disabled people in participatory research.

Equality Impact Assessments

60. In early 2009 the University's Executive agreed the institutional approach to, and methodology for conducting Equality Impact Assessments (EIAs) at Sheffield Hallam University. This included the structure of staff responsibilities for implementing EIAs, guidance materials and initial priority areas to test the methodology. Pilot EIAs have been conducted and are ongoing. These have focussed on student and staff recruitment and student complaints.

61. The staff recruitment pilot, carried out in the department of Student and Academic Services, found that there were difficulties in attracting applicants with disabilities, applicants who are male and non white applicants. Action arising from the EIA includes raising awareness of the Two Ticks symbol relating to staff recruitment, particularly with all managers. The student recruitment pilot, carried out in the Women in the Built Environment Team in the Faculty of Development and Society, found that some courses attracted a more narrow age range of participants than others and that women being put forward for courses by their employers were less likely to be from black and minority ethnic groups than those learners who were self selecting. Action arising from the EIA includes reviewing marketing materials with a view to ensuring that they encourage a wide range of learners. The pilot regarding student complaints which is underway in the University Secretariat has prompted the collection of more detailed data in order to analyse the characteristics of those making complaints as well as the nature of the complaint.

62. Senior managers across the institution are in the process of establishing the priority policies and practices for EIAs and the timescales for undertaking them. This process is being facilitated by the EIA Co-ordinator based in the University Secretariat, who is providing briefing sessions, plus advice and support and is

feeding in the key EIAs that have already been identified as being priorities. The Equality and Diversity Strategy Group, chaired by the Secretary and Registrar, is overseeing progress on EIAs and an EIA Working Group has been established to support the development of the programme of EIAs and to monitor the results of EIAs conducted. This includes identifying any institutional themes arising from the EIAs and proposing ways for the University to address these. Progress on EIAs will continue to be reported to the Disabled Staff Forum and the Students' Union via the University's Equality and Diversity Forum.

Review of Action Plan Objectives

DET 1: Relevant Policies and practices Impact assessed

An equality impact methodology has been developed and agreed by the University Executive. Pilot assessments have been undertaken. A rolling full assessment programme is in the process of being started. Key managers with local responsibility are being identified in departments, and then faculties. A working group has been established to oversee the implementation of the EIA's and this is responsible to the Equality and Diversity Strategy Group.

DET 2: DET policy embedded in Diversity Strategy

As part of the Equality and Diversity Strategy and the Single Equality Scheme, there is commitment to the development and implementation of an 'Equality and Diversity Training' Framework'. This will facilitate:

- the management and co-ordination of 'training' activity, including participation monitoring;
- the provision and roll out of diversity awareness raising training for staff and students;
- the engagement with and use of inclusive practices in Teaching Learning and Assessment;
- the promotion within the curriculum of equality and diversity

A co-ordinated approach to development of the three strands of 'training' will be taken together with the development of materials and their deployment amongst the University's communities.

In December 2008 and January 2009 the Equality and Diversity Team held a series of stakeholder events to discuss the function, audience and resourcing of training for equality and diversity in general, including disability in particular. Further discussion has taken place with employee development colleagues in the Human Resources Directorate.

DET 3: Induction includes DET.

Diversity awareness remains an integral part of the staff induction programme. A significant number of new members of staff or newly promoted/appointed managers have attended induction sessions and been provided with an overview of the University's approach to equality and diversity. Disability awareness features highly in these sessions by showing and discussing "Talk Short Film", an award-winning production by David Mansell which challenges common preconceptions of disability.

DET 4: Effective delivery of DET

- Team is identified
- Resources are developed
- Participation is logged
- Named person takes lead on DET in each faculty / department.

Disability *Awareness* Training for managers with a disabled member of staff is being piloted by Human Resources (HR).

Sessions aimed at raising awareness among managers in the University, as part of the ✓✓ Ticks Scheme, have been run in various areas of the University by HR.

The Disabled Student Support Portfolio (DSSP) restructured during the summer 2008. Part of the mission of the new Inclusive Practice team within the Portfolio is to work with colleagues in Faculties and in the Equality and Diversity Team to deliver, develop and enhance LTA policy and practice to maximise the inclusion of all students, irrespective of disability, in mainstream provision. Disability specialists (deaf, dyslexia, mental health) have therefore continued to offer a range of awareness training

- Sessions on Mental Health Awareness
- Sessions on Dyslexia Awareness
- Sessions on Deaf Awareness
- Sessions on Assistive Technology
- Delivery regarding Inclusive Practice and DSSP practice to the MA in Learning & Teaching
- Sessions regarding Placement support for disabled students

DET training will be a key feature in Equality and Diversity training plans 2009-2012.

DET 5: Collaborative work in Equality and Diversity.

A Single Equality Scheme has been produced which underpins the University's Equality and Diversity Strategy. The Single Equality Scheme sets out the University's approach to equality and diversity, as an employer of 4,000+ employees, a major provider of education, research and consultancy locally, nationally and internationally, a community partner and a public body. Through its action plan it will establish the strategic infrastructure to ensure the successful implementation of Sheffield Hallam's vision and approach. The action plan brings together individual actions under the individual equality schemes. The Single Equality Scheme responds not only to the University's statutory duties to promote equality in the areas of race, disability and gender but also facilitates the adoption of a 'general duty' approach to all areas of diversity protected by the law.

E1: Relevant Policies and practices / impact assessed.

An Equality Impact Assessment Tool has been developed to evaluate the impact of policies and practices, and Estates are in the initial stages of ensuring that disabled people are involved in strategic planning and development of estates projects and the evaluation of core policies and practices.

E2: Increased engagement of disabled people in estates strategy

The Introduction of an annual cycle of scrutiny of relevant aspects of estates strategy by disabled people (including annual campus visits / official access audits/ new build planning/ refurbishment / furnishing & refurnishing. Provide ongoing opportunities for feedback.) is in development. Disabled people will have a significant contribution to the development of new builds, i.e. the Charles Street development. The involvement and contribution of disabled people in estates strategy will continue to be a key priority, and is provided for in the DES 2009-2012

E3: Raised disability awareness of facilities staff through DET

During the period 2007-2009 489 Facilities Directorate staff undertook Diversity and Disability related training. 428 staff completed a Diversity Awareness course, 42 staff participated in Disability Equality training (provided by an external provider and jointly delivered with people who have disabilities); and 19 attended a specialist Disability Discrimination Act 1995/2005 training session provided by the law firm Eversheds.

AI1: Relevant policies and practices / impact assessed

- Develop Impact Assessment tool covering aspects of diversity, with disability as a discrete strand.
- Identify areas/ working group /activity/review cycle.

Please see EIA section page 24

AI2: Improved access to information about HE for disabled potential students

Please see page 16 Disabled Student Support Portfolio

AI3: Improved Learning Contract system

Please see page 16 Disabled Student Support Portfolio

AI4: A forum for disabled staff

There is a thriving staff forum which regularly meets to discuss key disability issues, and the forum is supported by the Diversity Support Officer. A sub working group of the staff forum was created to specifically address issues relating to disability disclosure and reasonable adjustment; and a report has been sent to the EDSDG (Equality and Diversity Strategy Group) with key recommendations. The Disabled Staff Forum DSF will also be involved in promoting the representation of disabled people on key university committees. The development of a disclosure and reasonable adjustments questionnaire is currently in progress, and will be distributed in January 2010.

The DSF is exploring how to engage with potential and existing members. It is envisaged that a questionnaire will provide the forum with the information required to facilitate a process of improved engagement and increased participation.

AI5: Improved availability / accessibility of information

- **Audit / improve accessibility of web / paper based information.**
- **Research responsibility of publishers for alternative formats / electronic books.**
- **Provide training in Plain English / develop captions for deaf people/ provide in-house Brailing.**

- **Simplify / systemise methods for disabled people to feed back suggestions (Inc complaints).**

The Braille service is now the responsibility of the Inclusive Practice team within the Disabled Student Support Portfolio.

Information is available in a wide range of formats, and is a university wide responsibility.

AI6: Better access to diagnostic assessment

- Provide in house diagnostic assessment of dyslexia, dyspraxia / Aspergers syndrome initially, and other Specific Learning Disabilities over time.

Please see page16 Disabled Student Support Portfolio

AI7: Images of disability acceptable to disabled people

The Widening Participation Policy Unit (WPPU) conducted institutional research within Sheffield Hallam University in order to inform and embed inclusive practice. In its effort to maintain institutional readiness as well as assess impact of equality policies, the WPPU sought feedback from students, both disabled or nondisabled, on their teaching, learning and assessment experiences. The Learning and Teaching Institute (LTI) and Disability Coordinators are in the process of developing a 'Critical Images' Project, which will involve consultation with disabled people to identify acceptable images of disabled people. Provision has also been made for this particular objective in the DES 2009-2012, for which the Marketing web Team will have key responsibilities.

AI8: Sharing relevant research

- **Co-ordinate inter- university/ regional disability research network / twice yearly dissemination events.**

The University is part of the Disability Research Forum, which is a National forum which meets on a monthly basis. The forum provides an opportunity for academics from a broad range of settings, to share their research, knowledge and experiences.

The LTI working in partnership with the ECU (Equality Challenge Unit) conducted a project focusing on disclosure of disabilities and reasonable adjustments. The project produced a report and key recommendations, which will be taken forward by a working group led by the Human Resources department.

The Aimhigher Project- see Sheffield Regional Assessment Centre page 17

AI9: Accessible DED Information available in summary form

- Produce summary document based on feedback from The Disabled Students Forum.

Summary information has been provided in accessible formats.

AI10: DES Deadline Cycle

- Generate database of deadlines / annual cycle of meetings for DES implementation within University planning cycle
- Ensure cyclical interrogation of statistical information (e.g. Recruitment, retention, promotion, achievement, destinations etc).

The Equality and Diversity Annual Operating plan sets out clear guidelines for deadlines, data gathering/monitoring and timescales for reviews.

- Plan for 3 year impact assessment cycle covering all policies / practices (not just those in the priority areas currently identified).

Please see EIA's page 24