

'An Inclusive Culture Informed by Disability Equality'

Disability Equality Scheme

December 2009-12

Accessible information

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Introduction

1. The Disability Equality Scheme (DES) 2006-2009 set out the Sheffield Hallam vision for disability equality and laid the foundations for change. This second DES builds upon the success of the past three years and facilitates the transition from compliance to cultural change. The embedding of disability equality throughout the University will ensure that policies, procedures, practice and behaviours are all conducive to achieving equality for disabled people. The scheme is an integral part of the University's Equality and Diversity Strategy and is set within the context of the University's Corporate Plan.
2. The Corporate Plan welcomes the increasing diversity of students over the next decade and identifies creating a 'high quality, vibrant and challenging learning experience' for all those students as one of its key goals. The Plan also recognises that, 'the future success of the University will be delivered by its staff and that recruiting a diverse range of people and 'maximizing everybody's potential by creating a productive environment in which all are valued, where ... talents are fully utilised...' is one of the essentials for achieving that success. It is within this context that disability equality is important for the University.
3. The DES - Action Plan has been designed to enable the University to make significant progress towards achieving its vision of disability equality and to measure that progress. The actions outlined have been identified through engagement with disabled staff and students, as well as staff responsible for relevant services, and will be reviewed annually. Disabled people will continue to be involved at every stage.
4. The Plan is categorised by the lead service provider for a related set of actions for which the service provider is primarily, although not exclusively, responsible. The actions are broad in scope but will lead to more specific action plans for each area. The actions cover specific staff and student issues as well as ones which are of more general impact.
5. The University will undertake the steps set out in the Plan. If it becomes apparent that aspects of the Plan cannot be achieved, or achieved within the timescale, any amendments made will be reported. An annual evaluation will be conducted and the outcomes will be published.
6. The University is working towards a 'Single Equality Scheme' in anticipation of the Single Equality Act. Disability will be considered as a discrete but inter-connected strand of the 'Single Equality Scheme'.

Legal context

Disability Discrimination Act (DDA) 2005.

7. This places a duty on all public authorities (including universities) to ensure that they:
 - promote equality of opportunity for, 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.
8. It also introduced a statutory duty, the Disability Equality Duty (DED), which included a specific duty which required universities to produce a Disability Equality Scheme (DES) and to revise and publish a new DES three years later.
9. The purpose of the DES is for universities to show how they will consider the impact of their policies and practice on disabled people and how they will take action to combat areas of inequality identified.

Definitions of Disability

10. The legislative definition of disability within the Disability Discrimination Act, Appendix 2, has informed the DES. The University embraces the 'Social Model of Disability' and adopts an inclusive approach. This has been the main driver and underpins the University's approach to the DED.

DDA Definition of Disability

11. 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

12. Disability, as defined by the DDA has to have 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

13. 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

14. The 'Social Model of Disability' states that disability is socially created. Therefore people with impairments are disabled by the barriers that society creates. This definition of disability has been proposed by disabled people themselves, and, in order to achieve disability equality, obstacles to inclusion must be identified before they become barriers. Obstacles to inclusion include discriminatory attitudes, behaviours and inaccessible means of communication as well as inaccessible buildings.

Involvement of Disabled People

15. The expression 'Nothing about Us without Us' has informed the development and ownership of the DES. There is shared understanding that disabled people must be key stakeholders of the DES and their active involvement is central to its success. The University ensures that disabled people have the opportunity to exert an influence on how disability equality is achieved.

16. There are currently a number of ways in which the University engages with and involves disabled people. The Disabled Staff Forum (DSF) provides a voice for disabled staff and acts as consultation group for the University on disability issues. As a sub-group of the DSF, the Disclosure of Disability and Reasonable Adjustments Action Group (DRAAG) meets regularly to discuss issues relating specifically to disclosure and reasonable adjustments.

17. The Disabled Student Forum also plays an active role in raising the profile of disability equality for students; this group is supported by the Students Union Equal Opportunities Officer and Welfare Officer.

18. Both the student and staff fora have direct links to the Equality and Diversity Forum, and, through the Forum, to the Equality and Diversity Strategy Group.

19. There have been additional opportunities for disabled people to be involved in activities which inform the DES. On March 27th 2009 the University held a disabled student engagement conference at Collegiate Crescent campus. This event was delivered in partnership with the National Bureau for Students with Disabilities (SKILL) and the National Association of Disability Practitioners (NADP).
20. In addition to the involvement of internal disability groups, the University also consults with external disability groups which provide information regarding the image of the University as a disability friendly institution.
21. The two Diversity weeks which the University has organised have also put the spotlight on disability and provided opportunities to involve disabled people in awareness raising activities.
22. Over the next three years the University will continue to engage with internal and external disability groups and networks, involving disabled people and putting their needs at the heart of the DES.

University Governance, Leadership and Management

23. The Board of Governors has ultimate legal accountability for compliance with the DDA 2005 and it will receive annual progress reports on the DES in conjunction with reports on other equality and diversity issues.
24. Strategic leadership is provided by the Secretary and Registrar who is a member of the University's Executive Group. The Secretary and Registrar exercises delegated responsibility and accountability to the Vice-Chancellor and the Board of Governors.
25. The Equality and Diversity Strategy Group, chaired and led by the Secretary and Registrar, will be responsible for coordinating the annual review of the DES and the development of subsequent Schemes.
26. Faculties and departments are responsible for undertaking actions as identified in the University's DES- Action Plan and for implementing the outcomes of institutional and local equality impact assessments. As with all significant developments this will be organised and coordinated through the University's business planning process.

Information Gathering

27. Comprehensive and accurate qualitative and quantitative information is crucial as it enables the University to identify issues and measure progress in achieving equality.
28. One important part of this is the outcomes of consultation with disabled people as described in the section above on 'Involvement with Disabled People'. In addition to the consultation described, the University conducts regular employee and student opinion surveys which have specific equality and diversity questions,

including ones on disability, and which are analysed by protected characteristics, including disability, to identify any areas where the experience of disabled people or other groups is significantly different.

29. The Disabled Student Support Team produces service reports on progress which directly relates to the DED and the anticipatory nature of service provision for disabled students. Information from within faculties and departments is received from and disseminated by the Diversity and Disability Co-ordinators.
30. Quantitative data on the student and staff 'life cycle' is collected and analysed. Currently the University has more detail about students than staff but the aim is to develop a comprehensive range of statistics covering the recruitment, development and retention of disabled employees and the recruitment, retention and achievements of disabled students.
31. A final source of information is from Equality Impact Assessments as described below.

Equality Impact Assessments

32. Equality Impact Assessments (EIAs) are a legal requirement and an important means of ensuring that policies and procedures operate fairly in practice. The University's Executive Group has agreed the institutional approach to, and the methodology to be used, in conducting EIAs. 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.
33. 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, guidance materials, plus advice and support. An electronic system has been purchased to enable the University to record and publish the results of EIAs.
34. Pilot EIAs to test the methodology and inform the development of the tools have been conducted and are ongoing. These have focussed on student and staff recruitment and student complaints. Progress on EIAs has been reported to the Disabled Staff Forum and the Students' Union via the University's Equality and Diversity Forum.

Annual Review

35. Annual reports are planned for the three year period 2010 to 2012.
36. The Disability Equality Scheme Annual Report will include:
 - progress against the actions in the Action Plan;
 - key achievements and examples of good practice

- an analysis of information gathered and any issues which arise from the information;
- identification of gaps in information and knowledge, and plans to address them; and
- progress on undertaking impact assessments and information about relevant outcomes and actions from impact assessments.

37. Outcomes and actions arising from the review will inform the development of the Scheme and subsequent Schemes.

38. The University will publish the Annual Report both internally and externally.

Action Plan 2010-2012 (see appendix 1)

Equality and Diversity Reporting Structure (see appendix 2)

Disability Equality Scheme Action Plan 2009-2012

The disability equality scheme action plan has been informed by disabled people. The action plan is a living document which is subject to review and evaluation, in order to ensure that the scheme continues to meet the needs of disabled people.

Lead-Human Resources (HR)

Objective	Implementation	Outcome	Review and Deadline	Responsibility/Joint Responsibility	Monitoring /Evaluation
HR1 To establish a working group to initiate /co-ordinate the implementation of recommendations set out in the report on disability disclosure and reasonable adjustments	HR to establish working group and report on key priorities for the next 3 yrs within 3 months of the group being established	The experience of disabled staff will be significantly improved by the successful implementation of key recommendations	Reviews to be conducted annually	Human Resources/Equality and Diversity Team/Disabled Staff Forum/Estates/Diversity Coordinators/Disability coordinators	HR working group will meet periodically to evaluate and review progress on meeting key objectives, and will involve disabled people in this process
HR2 To gather, monitor and evaluate data for the disability equality duty and in the event of the Equalities Bill	HR to use existing systems of information gathering for the disability equality review cycle.	Efficient information gathering, monitoring and evaluation of staff data with due regard to the	Reviews to be conducted annually	Human Resources	Human Resources Staff Development Team Assistant Director

enactment for the Single Equality Duty.	Review and develop new ways of information gathering for the disability equality review cycle.	disability equality duty			
HR3 HR to facilitate the transition from Compliance to Cultural change giving due regard to disability equality; and to actively promote an inclusive environment	Implementation of disability equality training which adopts both legal and social models.	An inclusive culture informed by disability equality training and awareness.	To be reviewed annually	Human Resources Staff Development Team Assistant Director/ Delegated HR Representative	Human Resources Staff Development Team Assistant Director

Lead-Marketing

Objective	Implementation	Outcome	Review/Deadline	Responsibility/Joint Responsibility	Monitoring/Evaluation
MK1 Images of disability acceptable to disabled people	Marketing staff and disabled people to work together in developing images		To be reviewed periodically	Rep from Marketing, Student and Staff fora, Diversity and Disability coordinators/LTI	Marketing Department/Learning and Teaching Institute

MK2	Web Team to prioritise the accessibility of electronic information on external internet site	Web Team to develop process/system to enable access to electronic information via the internet external site Web Team to work with E&D Team and schedule meetings to discuss implementation		First Review July 2010 Second Review December 2010 Third review July 2011 Deadline December 2011	Digital Communications Manager/Senior Account Manager	Senior Account Manager
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Lead-Facilities and Estates

Objective	Implementation	Outcome	Review/ Deadline	Responsibility/Joint Responsibility	Monitoring/ Evaluation
EST1 To ensure that all new entrants receive Disability Equality training	Disability Equality DET Training to be delivered to all new entrant estates staff	DET Training to be delivered by a provider identified by Facilities Directorate	To be reviewed annually	Senior Building Surveyor- Estates/Training coordinator	Director of Estates
EST2 To involve disabled people in the	Disabled people to be involved in the	Meaningful consultation with	To be reviewed annually	Senior Building Surveyor Estates	Director of estates and Facilities

implementation of new building plans. specifically the new Charles St Building	consultation process throughout the life-cycle of the project to provide information, advice and guidance to the estates team regarding disability	disabled people throughout the planning process			
EST3 To build upon the existing good relationship with Disabled Go to ensure that new buildings are assessed as accessible for disabled people	Senior Surveyor to contact Disabled Go to arrange new assessments	All buildings/venues will be accessible for disabled people.	To be reviewed annually	Senior Building Surveyor Estates	Director of Estates and Facilities
EST 4 To ensure that timetabling for disabled students and staff allows a reasonable amount of time to move from one venue/campus to another taking into account the anticipatory needs	Key stakeholders to discuss how provisions can be put in place to ensure that late changes to timetabling, and the communications about changes are addressed in a way which limits the impact on disabled	Disabled students and staff needs will be taken into account during the timetabling process and due regard will be shown to their needs.	To be reviewed annually	Disabled Student Support, Faculties Facilities Directorate	Disabled Student Support, Faculties, Facilities Directorate

of disabled students.	students				
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Lead-Disabled Student Support Portfolio (DSSP)

Objective	Implementation	Outcome	Review/Deadline	Responsibility/Joint Responsibility	Monitoring/Evaluation
DSS1 To improve the management and dissemination of learning contracts	DSSP to sponsor the Learning Contract I.T Project. Project working group made up of Faculty Heads of Business Services.		To be reviewed annually	Disabled Student Support/University Systems Group	Disabled Student Support/University Systems Group
DSS2 Mental Health (MH) Due to the increase in the numbers of students accessing the service Review of the current service provision	Implement new ways of working to address specific issues raised regarding Mental Health	Specialist Disabled Student Support Mental Health Service which continues to respond to the increasing needs of the service	To be reviewed annually	Mental Health Service Manager Mental Health Coordinators	Mental Health Service Manager

<p>regarding Mental Health, to address issues linked to waiting times and availability of staff</p>					
<p>DSS3 Cross cluster team to develop/review the Disabled Student Support service response for students with Aspergers syndrome</p>	<p>Staff Development will take place within Disabled Student Support to increase knowledge and experience of supporting students with Aspergers syndrome.</p> <p>An internal network will be formed to coordinate service development</p>		<p>To be reviewed annually</p>	<p>Disabled Student Support</p>	<p>Disabled Student Support</p>

Lead-Inclusive Practice Team and Learning and Teaching Institute (LTI)

Objective	Implementation	Outcome	Review/Deadline	Responsibility/Joint Responsibility	Monitoring and Evaluation
<p>IP1 The design of new programmes and the review and/or revalidation of existing programmes will include input from specialists able to support staff towards ensuring the course is inclusive of disabled students</p>	<p>To ensure that a range of assessment methods are offered that reduce the likelihood that alternative approaches or adjustment strategies will be needed, thereby minimising the 'difference' between disabled students and their peers.</p>		<p>To be reviewed annually</p>	<p>Disabled Student Support Service Inclusive Practice Team/Learning and Teaching Institute</p>	<p>Head of Inclusive practice/Learning and Teaching Institute</p>
<p>IP2 Continuing professional development is available for staff that ensures they are aware of the need to ensure reasonable</p>	<p>Staff will be encouraged through Continued Professional Development CPD to reflect upon their anticipatory duty to provide flexible and inclusive</p>		<p>To be reviewed annually</p>	<p>Disabled Student Support Service Inclusive Practice Team/Learning and Teaching Institute</p>	<p>Head of Inclusive practice/Learning and Teaching Institute</p>

adjustments are actioned.	learning and teaching approaches which ensure disabled students are able to meet course requirements and minimise the need for reasonable adjustments.				
IP3 A resource-base should be developed which provides examples of inclusive practice	Staff should have access to and contribute to, this information on a continuing basis so that an inclusive institutional culture is developed for which there is a shared responsibility		To be reviewed annually	Disabled Student Support Service Inclusive Practice Team/Learning and Teaching Institute	Head of Inclusive Practice/Learning and Teaching Institute

Equality Impact Assessments (EIA's)-All Departments and Faculties

Objective	Implementation	Outcome	Review/Deadline	Responsibility/Joint Responsibility	Monitoring/Evaluation
EIA1 Training of all staff involved in conducting	Briefing sessions for key staff and individual guidance for EIA Leads in	Equip relevant staff to conduct EIAs	To be reviewed annually Scheme to be reviewed in	Equality and Diversity Team, University Secretariat	Diversity Team, University Secretariat

EIAs effectively to enable roll out of the programme of EIAs	Faculties/Departments		December 2012		
EIA2 Continued development of tools and guidance materials to enable staff to conduct EIAs, with particular reference to disability issues	Evaluate tools and guidance as staff use them and adjust according to feedback and any legislative changes	Maintain relevant and useful tools for those conducting EIAs by drawing on shared experience	To be reviewed on an ongoing basis Scheme to be reviewed in December 2012	To be reviewed on an ongoing basis Scheme to be reviewed in December 2012	Deputy Secretary
EIA3 Agree a programme of and timetable for conducting EIAs for each Faculty and Department in the University (in addition to the priority EIAs already identified by the Equality and Diversity	Agree a programme of and timetable for conducting EIAs for each Faculty and Department in the University (in addition to the priority EIAs already identified by the Equality and Diversity Strategy Group as below).	EIAs are carried out systematically and comprehensively	June 2010 for initial programmes Progress to be reviewed annually	Heads of Departments/Deans of Faculties Diversity Team, University Secretariat	EIA Working Group

Strategy Group as below).					
EIA4 Raising awareness amongst University staff of the requirements to and the benefits of conducting EIAs, with particular reference to disability issues	Strategy for communicating with staff regarding EIAs	Staff are aware of their roles and responsibilities	To be reviewed annually Scheme to be reviewed in December 2012	Diversity Team, University Secretariat Department of Human Resources	EIA Working Group

Appendix 2

Equality and Diversity Reporting Structure

