



**DISABILITY EQUALITY SCHEME
2006 - 2009**

FIRST PUBLICATION

PUBLICATION DATE: NOVEMBER 2006

This document explains how we plan to meet our statutory duties to promote disability equality.

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“Up to one in five British adults is disabled and can find themselves cut off from the opportunities others enjoy. And our economy and society, too, lose out if we don’t use their talents to the full”

Tony Blair, PM,

January 2005

**“Do nothing about us,
without us”**

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**Foreword from Professor Philip Robinson,
Vice-Chancellor, University of Chichester**

Throughout its 167 year history the University of Chichester has been committed to widening participation and is proud of its progress and reputation as a University that promotes an inclusive and supportive environment, attracting a diverse range of both national and international students. As a Church University, Chichester is committed to building and maintaining an inclusive community which recognises and values the inherent worth and dignity of every person; fosters mutual respect, sensitivity and understanding among its members; and encourages individuals to strive to reach their potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture its diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas and enriches campus life.

We support the work of the Prime Minister's Strategy Unit and its vision that "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 University of Chichester recognises and values equality and diversity and is committed to ensuring an inclusive environment, not just with its employees and students, but in all existing and future relationships. The Sunday Times University Guide 2006¹, comments on the University as "having a good record for inclusivity". In embracing diversity the University aims to reflect the community it serves and benefit from the wide range of skills, experiences and knowledge that a diverse community offers.

The University is aware that not only is there a significant gap in unemployment rates between disabled and non-disabled people, but applications to UK Universities from disabled people are low compared to the percentage of disabled people in the population; and although the University

acknowledges cultural aspects of society, politics, family, peers, media, religion and belief as major issues it cannot address, it recognises that Universities have a key part to play to help improve the equality of opportunity for disabled people.

The University's Disability Equality Scheme (DES) will be a responsive framework with a detailed Action Plan. Connecting with other University policies and strategies, it will be reviewed and updated regularly to ensure shifts in attitudes, education, political framework, legislation and demographics are taken into account, thereby ensuring that the DES is effective and not tokenistic.

The University fully embraces the spirit of the Disability Equality Duty (DED) and believes that without the input from those with a disability it cannot produce a worthwhile and effective scheme and so it has and will continue to ensure full involvement of those with a disability from its staff, students and other stakeholders.

The DES supports the University's Equality & Diversity Policy which stems from the University's mission, values and overall strategy.

Vice-Chancellor
University of Chichester

¹ Published 10.9.06

EXECUTIVE SUMMARY

The University is aware that not only is there a significant gap in UK unemployment between disabled and non-disabled people, but applications to UK Universities from disabled people are low compared to the percentage of the population that are disabled. We recognise that Universities have a key part to play to help improve the equality of opportunity for disabled people and we embrace the spirit of the Disability Equality Duty which supports our commitment to widening participation. ‘*The Sunday Times University Guide 2006*’ comments on the University of Chichester as “having a good record for inclusivity”.

The Disability Equality Scheme is a responsive and evolving Scheme incorporating a detailed Action Plan for the period 2006 to 2009. The Disability Equality Scheme is also the framework in which the University will address its General and Statutory Duty of the Disability Discrimination Act 2005.

Sections One and Two outline the Mission, Values and Commitment to the Scheme and our aims for Students, Staff and other Stakeholders. Section Two also describes the University’s support of the Social Model of Disability, which looks at the way in which the lives of disabled people are affected by the barriers that society imposes, as opposed to the Medical Model which considers the impairment to be the barrier.

The University believes in the ethos of “do nothing about us, without us”, and Section Three details how the University developed the Scheme. Although there was some success in involving disabled staff and students, and we are grateful to the Equality Challenge Unit (ECU) for their contribution, we recognise that we need to do more to encourage disabled students, staff and external organisations to become involved in developing the Scheme; the University therefore intends to review the Scheme annually. The Action Plan, (detailed in **Appendix 1**), shows clear lines of responsibilities for actions, together with expected target dates and outcomes for completion. “Strong clear and consistent leadership is the key to achieving change...”²; the Board of Governors has overarching responsibility for the

² DRC DED Code of Practice

implementation and progression of the DES, with the Pro Vice-Chancellor taking managerial responsibility for leading on the DES.

The University of Chichester is one of the smallest Universities in the Country and is situated within the South-East which is reported to have low unemployment and one of the lowest levels of disability rates. In the South-East the employment rate for disabled persons is reported to be 81.5pc. Within the University 2.92pc of staff (excluding casuals) declared a disability as at 31st July 2006, however, staff are only asked on joining the University and therefore it is likely that data under-report the actual levels of staff disability. Other findings are detailed in Section Four, together with findings from data relating to the University's 5,424 students³. Of the total number of students in 2005-06, 9.6pc (519) had declared a disability, which was a 1.3pc increase over the previous year. Dyslexia is the greatest declared disability by students, 52pc in 2005-06, which is an increase of 17pc when compared to 2004-05 statistics⁴, although an increase of 3.6pc in the student total for 2005-06 must be taken into account. The second is unseen disability at 21pc. Key findings focus on data collection, recruitment, accessibility, communication, education and training for staff and data collection, communication, accessibility, learning and teaching and equipment and materials for students.

The University appreciates the importance of impact assessment to examine current or intended policies, regulation, practices and services for their impact. To ensure a robust and effective procedure the University is committed to involve disabled staff, students, Students' Union, Unions (Academic and Support) and other interested parties in agreeing the priorities and relevance for impact assessment and publish a timetable to conduct all impact assessments identified within three years, that is by the end of 2009. Details are contained in Section Five and in the Action Plan, **Appendix 1.**

The University invites comment from all those interested in our Disability Equality Scheme in which we hope that our message is clear – that we celebrate diversity and truly believe in equality for all, believing that we “do nothing about us, without us”.

³ 2005-06, HESA

⁴ HESA

SECTION ONE

PROMOTING DISABILITY EQUALITY

1. The University of Chichester is committed to both its statutory duty, as detailed in the Disability Discrimination Act 2005, and The Disability Rights Commission Code of Practice on the Disability Equality Duty (England and Wales). The University believes that through the creation and implementation of its Disability Equality Scheme (DES), it can move its work on disability equality further forward, working towards creating an inclusive environment for students, staff, visitors and other stakeholders that have a connection with the University of Chichester.

PURPOSE AND SCOPE

2. The DES is considered to be a document that any individual or group which has an interest in how the University is moving forward with disability equality can review and comment on through the Equality & Diversity Office, as the DES is considered to be a responsive and evolving scheme.

3. The DES is the framework through which the University will address its general duty (refer to **Appendix 2**) thereby ensuring its compliance of the specific duty.

4. The University supports the principle of “Do nothing about us, without us” and believes that by publishing a DES which is detailed, open and transparent it will generate more involvement, but also clearly demonstrate and focus the University’s commitment to disability equality.

5. For the University, embedding equality and diversity into our ‘foundations’ will help to develop an inclusive environment. It will also strengthen our position through helping us to attract and retain quality staff, which will assist in the future admission of students and enhance the sustainability of the University.

6. Although this document has been published as a three year scheme, the University has viewed the DES as an evolving scheme, which will require

more involvement of disabled people. It is therefore planned to review and re-issue the scheme on an annual basis initially.

APPRECIATION OF LANGUAGE

7. The University recognises that there are a number of reasons why many individuals would not consider themselves disabled. This could in part be due to their perception and understanding of what being “disabled” means. Due to recent changes in defining those included within the DDA Act, it could mean that individuals do not realise that they would be categorised as being disabled, or accept the fact that they are. To ensure that when developing the DES the University addresses the wide variety of disabilities, as defined within the Act, it is intended to use, as does the DRC, the terms ‘disabled’, ‘impairment’ and ‘condition’. By using the different terms and raising awareness, it is hoped that more individuals will disclose and wish to become involved in moving the DES forward. Only by obtaining a more accurate profile can we confidently understand the issues and therefore actions required to achieve the University’s commitment to disability equality.

8. **Appendix 3** details all acronyms used within this document.

OUR COMMITMENT TO THE SCHEME

9. Our commitment to the Scheme underlies our belief that:

- Discrimination in all forms based on a person’s disability is unjust and unfair and is a waste of human resources and a denial of opportunity for self fulfilment
- Creating a culture in which raising awareness helps to eradicate misconceptions will help to build an inclusive environment
- Staff and students are entitled to dignity and respect in the workplace and learning environment
- To ensure equality of opportunity we must recognise that a person with a disability is an individual and therefore will have differing needs and support

- The Social Model of disability is relevant to the work to ensure an effective scheme
10. The University is resolute in that:
- Bullying, harassment and victimisation directly related to a person's disability will not be tolerated
 - Good practice in disability equality will be expected from external organisations with which the University has partnership arrangements or service contracts
 - Whatever it does the University will ensure it complies with its duties within SENDA 2001 and the DDA 2005.

Aims – Students

11. The University of Chichester aims to:
- Create an environment in which disabled students can benefit from the same opportunities as non-disabled students
 - Ensure a student's disability does not disadvantage them from gaining achievement of qualification that a non-disabled student would achieve
 - Give students information, advice and guidance on whether they could receive additional support
 - Provide a support mechanism within the University to ensure that disabled students have an equal opportunity to benefit from the student experience as non-disabled students
 - Be pro-active in creating an environment that is positive towards students with disabilities, ensuring all forms of discrimination are not tolerated.
12. The action plan produced by the University of Chichester is intended to ensure achievement of these aims. **Appendix 1** refers.

Aims – Staff

13. The University of Chichester aims to:

- Build a workforce that reflects the community it serves in terms of disability, taking pro-active steps to attract disabled persons to the University
- Work with employees to try to retain their skills and experience within the University if they either become disabled or their progressive condition worsens
- Ensure that staff with disabilities are given an equal opportunity to personal development and promotion opportunities as their non-disabled colleagues
- Create an environment in which any stigma of disability is removed, that no-one is fearful about declaring a disability, and that all forms of discrimination are eliminated
- Raise awareness of disability to assist in creating a positive attitude amongst all staff to persons with disabilities.

14. The action plan produced by the University of Chichester is intended to ensure achievement of these aims. **Appendix 1** refers.

Aims – Other Stakeholders

15. The University considers visitors, partnerships, collaborative groups, external agencies and all organisations, bodies, and individuals with an interest in the activities of the University to be its Stakeholders.

16. The University of Chichester aims to:

- Ensure disabled visitors are not discriminated against by any member of staff or student
- Ensure that throughout the process of visiting the University, disabled visitors leave with a positive experience of the University in respect to disability equality

- Work with its stakeholders to raise awareness of the University's standing on equality and diversity; working to ensure any disparity in approach to equality diversity is acceptable to the University.

17. The action plan produced by the University of Chichester is intended to ensure achievement of these aims. **Appendix 1** refers.

ACCESSIBILITY

18. The University recognises that there are accessibility issues across its campuses, but is committed to undertaking whatever it can reasonably do to ensure that all property used by the University is accessible to disabled staff, students and visitors. It further aims to work towards a vision that all its facilities and equipment meets the needs of its disabled students, staff and visitors. When considering adjustments the University ensures that it complies with health and safety legislation and legislation pertaining to its historic buildings.

19. The accessibility of the curriculum is more than enabling physical access to facilities, field trips and placements. Through its learning and teaching strategy to ensuring that its curriculum content, learning and teaching and assessment strategies enable all students to achieve their potential.

20. Formed in 1994 The World Wide Web Consortium (W3C) is an international consortium; its primary goal to build consensus around web technologies and in so doing create web standards and guidelines. W3C is committed to lead on improving web accessibility for people with disabilities.

21. The Web Accessibility Initiative (WAI) develops this work, involving different stakeholders in web accessibility including industry, disability organisations, government and accessibility research organisations. WAI guidelines are considered the international standard for Web accessibility. The Web Content Accessibility Guidelines (WCAG) comprises 14 guidelines split into 65 separate checkpoints and focuses on the production of web pages. The checkpoints are classified into three priority levels. Priority 1 is

where a web content developer must satisfy the checkpoint, as it is a basic requirement for some groups to be able to use Web documents

22. The University is committed to ensuring compliance to Priority 1 items of the Web Content Accessibility Guidelines.

PROCUREMENT & PARTNERSHIPS

23. The University, whenever possible, will enter into contracts and Partnerships with organisations and individuals who agree to adhere to the principles of the general duty of the DDA 2005. Any form of discrimination that takes place by a contractor or partner and that is brought to the attention of the University will be dealt with appropriately.

SECTION TWO

LEGAL CONTEXT

24. The Disability Discrimination Act (DDA) was introduced in 1995 after persistent lobbying by disabled people and their representative organisations for comprehensive anti-discrimination legislation. Since 1997 social exclusion has been an explicit focus of Government policy and “lack of participation in the labour market is generally considered a key indicator of social exclusion”⁵. In 2001 West Sussex⁶ produced a matrix looking at community risk indicators and stated that people with a disability suffered from a lack of access to services, a lack of learning opportunities, unemployment, poor housing and low income.

25. The Special Educational Needs and Disability Act came into force in 2001 (known as SENDA or DDA Part IV) which encompassed the education sector in promoting equality for disabled people. The Disability Discrimination Act 2005 (DDA 2005) makes substantial amendments to the Disability Discrimination Act 1995; building on amendments already made to that Act by other legislation since 1999 and placed a specific duty on the public sector, including Universities, to publish a Disability Equality Scheme (DES) by 4th December 2006. The DES will demonstrate how the University intends to deliver its general duty in terms of both its education and employment responsibilities. It is the University of Chichester’s intention that the DES is not a paper exercise, but one that details agreed action with real value and benefits.

26. The University recognises that in order for such a plan to be truly effective, it must involve people with disabilities and this is also enforced in the requirements of the scheme. The requirements further state that the DES should include details of how the University will gather and use information, what actions it intends to implement as a result of the information and how it

⁵ LSC Skills in England 2003, Vol 2

⁶ West Sussex County Council – “Action for Communities”, March 2001

will conduct future impact assessments. An annual report is required to be published and a review undertaken at least every three years. The University recognises that for it to be truly effective and in line with the spirit of the DES, it must be considered as a responsive and fluid document that may regularly change to reflect its ongoing work to promote disability equality.

27. The University's DES will be developed in line with the requirements of the DDA 2005 legislation, the associated Disability Rights Commission Statutory Code of Practice for England and Wales and any future legislative changes.

THE SOCIAL MODEL OF DISABILITY

28. In the early 1980s the World Health Organisation (WHO) gave a definition of disability known as the medical model as it was initially used for the convenience of medical personnel. SIPSE⁷ describes the traditional medical model in terms of an individual's functional impairment, with a focus on intervention to "fix" the individual. Disabled people's inability to join in society is therefore seen as a direct result of having impairment and not as the result of our society which can be changed. However at the Commonwealth Law Conference in 2005 on "Moving towards the Social Model of Disability" Fiona Given stated that "we need to move beyond disability, as the failure of medicine, the site of care, and the deficit, located within a deviant body, or mind"⁸.

29. It is argued that by focusing on the medical model, policy makers and managers will concentrate their efforts on "compensating" people with impairments for what is "wrong" with their bodies. Manchester City Council states that in supporting the medical model many disabled people internalise the negative message that all disabled people's problems stem from not having "normal" bodies and believe that their impairments automatically prevent them from participating in social activities⁹. This attitude can make

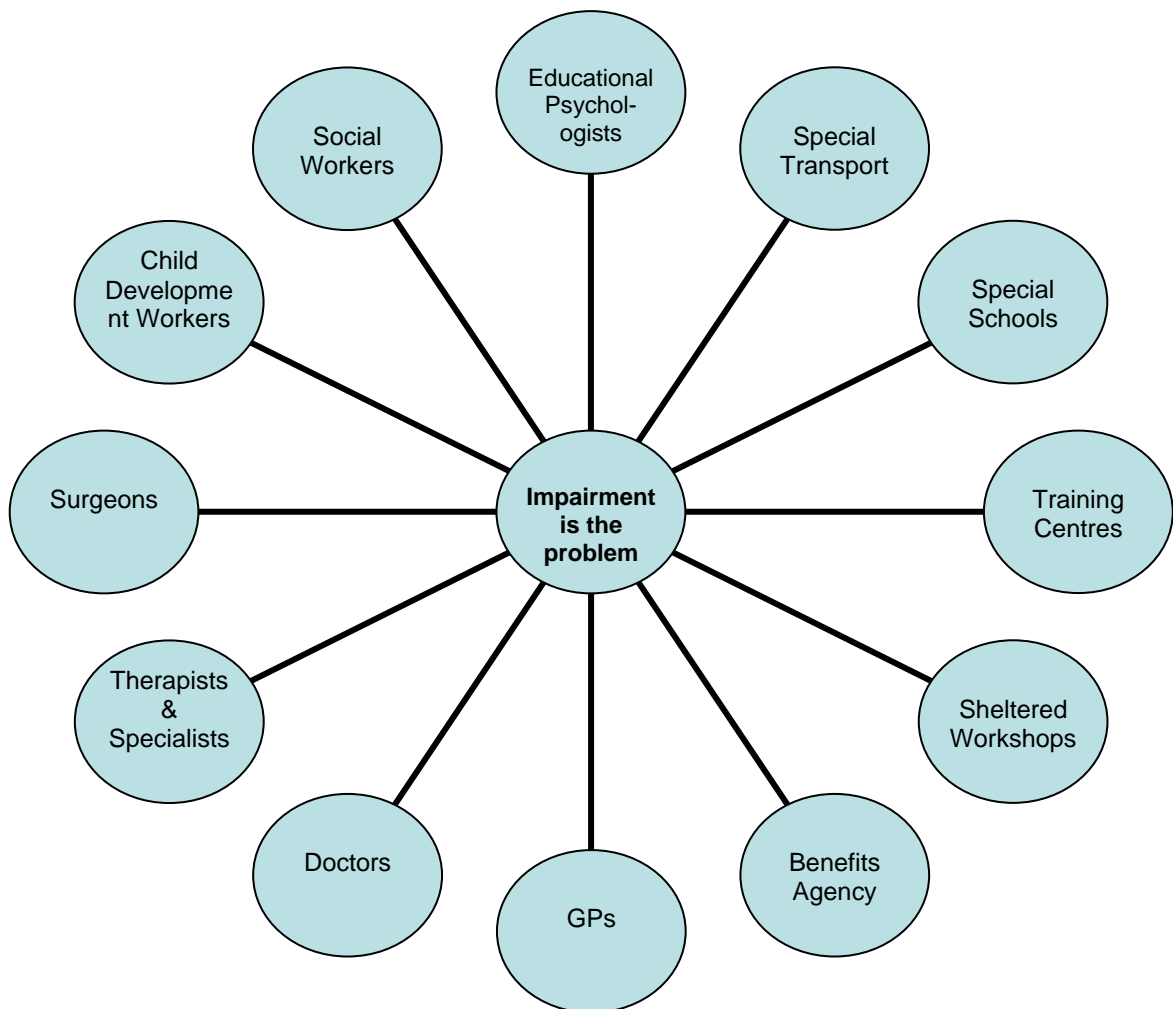
⁷ SIPSE – Social Inclusion Partnership for the South East

⁸ www.interights.org/doc/moving%towards%the%social%model%of%Disability.doc

⁹ www.manchester.gov.uk/disability/policies/model.htm

disabled people less likely to challenge their exclusion from mainstream society; whilst also leading policy makers and managers to believe that there is little they and their organisations can or should do to enhance inclusion of people with disabilities.

Diagram 1 Medical Model of Disability (SIPSE)



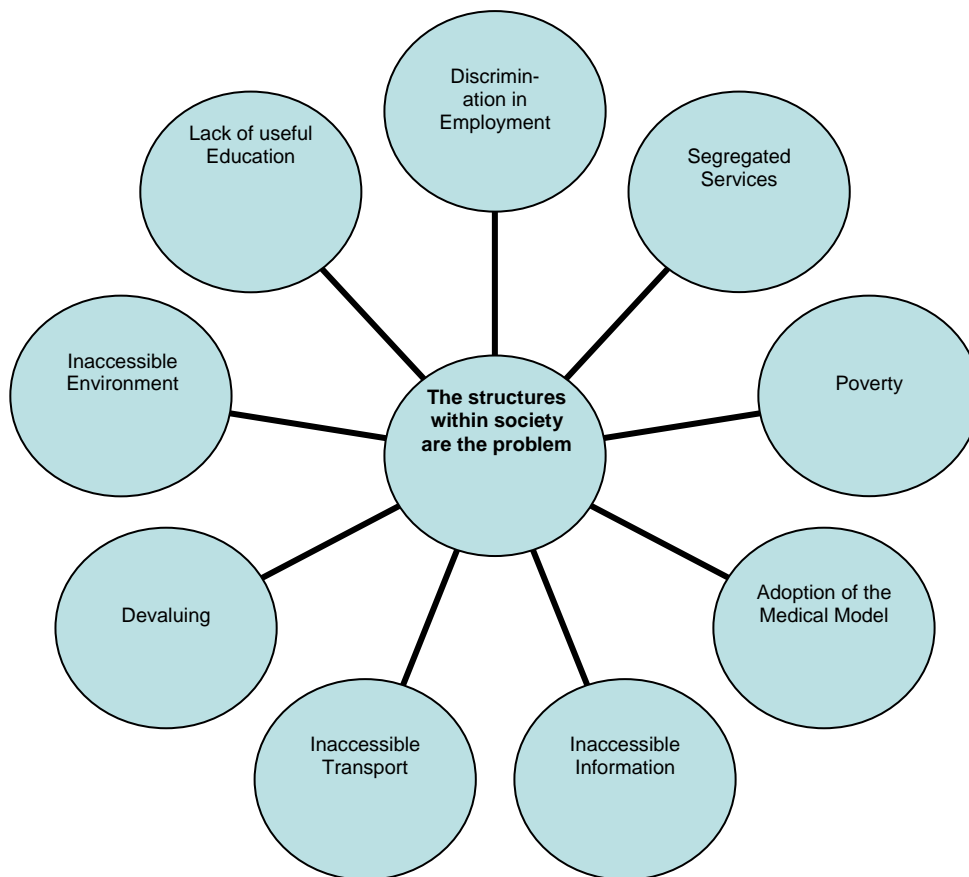
30. The social model of disability has been developed by disabled people who feel that the medical model does not provide an adequate explanation for their exclusion from mainstream society, given that in reality most of their problems are not caused by their impairments, but by the way society is organised. This is supported in “The Duty to Promote Disability Equality: Statutory Code of Practice issued by the Disability Rights Commission (DRC)¹⁰ which states that “The poverty, disadvantage and social exclusion experienced

¹⁰ www.drc.gov.uk

by many disabled people is not the inevitable result of their impairments or medical conditions, but rather stems from attitudinal or environmental barriers”. The DLF¹¹ states that “if the social and environmental barriers were eliminated, disabled people would have a more realistic opportunity of living equally alongside non-disabled people”.

31. The University supports the social model, which looks at the way in which the lives of disabled people are affected by the barriers that society imposes.

Diagram 2 The Social Model of Disability (SIPSE)



VISION

32. The University is committed to the spirit of the DES, embedding the principles of the scheme into its foundation through its mission, values,

¹¹ Disability Living Foundation – Disability Awareness Fact sheet 2006

corporate plan, strategy, development programmes and School and Department plans. The University's Equality & Diversity Policy outlines our commitments and accepted values, and supports our vision which celebrates human achievements, encourages personal responsibility, stimulates informed debate and nurtures the spirit through its learning and teaching, scholarship and respect for human dignity.

MISSION STATEMENT

33. The University is:

Dedicated to the pursuit of knowledge in which individuals exceed their expectations, strive to achieve academic excellence in teaching and scholarship, and are committed to lifelong learning and an enhanced contribution to society.

VALUES

34. The University has an Ethical Policy Framework as "Ethics goes beyond an institution's legal responsibilities and therefore embodies the values and principles of the institution". The document is posted on the University's intranet site. The Ethical Policy Framework clearly defines the University's values in which it believes in "harnessing the intelligence, skills and enthusiasm of its staff and students to develop life-long reflective learners who make a positive contribution to society" and in which it respects "human dignity". The Framework also states the University's commitment to equal opportunities and the recruitment and promotion of staff "on the basis of their suitability for the job without discrimination". The policy makes clear that "the University will not tolerate sexual, physical or mental harassment (including bullying) of its staff or students".

35. The Ethical Policy Framework addresses all its stakeholders, such as the community in which it is located and in which the University "strives to make a positive contribution to the sustainable development", and will favour

suppliers “demonstrating socially and environmentally responsible behaviour and high standards of ethical business conduct”.

UNIVERSITY’S CORPORATE PLAN

36. The Board of Governors has overall responsibility for the strategic plan which supports equality of disability, stating “Chichester’s foundation rests on enhancing educational opportunities for all...” and Section 6 of the Corporate Plan 2005 – 2009 states that “The University of Chichester will respond positively to the challenges of the DDA 1995 and the amendment to Part 4 (Education) by the Special Education Needs and Disabilities Act 2001, and will be further amended in the DDA 2005”....”to optimise the support that can be given to students of whatever disability, whether registered disabled or not”.

37. To achieve this, the Corporate Plan outlines how this will be done by:

- Engaging with disabled people in producing a Disability Equality Scheme that is compliant with the DDA 2005
- Making an institutional application for the award of the Disability Symbol
- Establishing a common format for the collection of information on disability that is reliable and enables comparisons to be made with sectoral data
- Ensuring the appropriate guidance is given to students at all points of their engagement with the University; such as initial recruitment, registration, attendance, assessment and graduation
- Increasing the participation of students with a “declared” disability
- Encouraging others that do not declare a disability to seek advice and support

38. Acknowledging that the success of the University’s corporate plan will depend to a large degree upon the capability and desire of its staff to embrace change and how they are supported; the University weaves disability equality through its Human Resource Strategy and Staff Development Programme. In so doing it aims to:

- Continue to disseminate and “mainstream” the key diversity policies (e.g. race, disability, gender) at all levels through consultation, communication, publicity and training
- Develop further impact assessment mechanisms, including through annual monitoring
- Develop the Diversity Training Programme for managers, staff, students, contractors and collaborative partners
- Benchmark with other institutions and local employers to identify and adopt good practice whenever appropriate
- Embed further the principles of equality and diversity into the culture of the University; each school and department having a plan incorporating the values of inclusivity.

SECTION THREE

DEVELOPMENT OF THE UNIVERSITY'S DISABILITY EQUALITY SCHEME

39. The DES requires commitment from the leaders of organisations, "...Strong clear and consistent leadership is the key..." and that "the Disability Equality Scheme demonstrates commitment at the very highest level of the authority"¹².

40. The Board of Governors has the overarching responsibility for the implementation and progression of the DES. The Pro Vice-Chancellor is responsible for leading on the DES. The University recently appointed an Equality & Diversity Officer, which gave strength to its commitment to equality within the University. The Officer acts as facilitator to assist in the publication of the University's first DES and ensures that the development of the scheme continues within the spirit of the DRC's ethos; working towards creating an inclusive environment.

41. A DES Working Party (**Appendix 4** refers) has been set up and membership of the group comprises representatives from Staff, Students and Students' Union, Unions (Academic and Support), Head of School, Head of Planning & Campus Services, External Organisations/Individuals and Specialists with expert knowledge.

42. To embrace the heart of the Disability Equality Duty and to ensure an effective and appropriate DES, members will, within the definition of the DDA (**Appendix 5** refers), have a disability or have specialist knowledge that will add value to the Working Party. It is intended that at least 75pc of the DESWP will have a disability, impairment or condition as defined by the DDA 2005.

43. A Forum discussion group has been set up on the University's intranet for all staff and students to comment and feed into discussions. The draft DES

¹² DRC Code of Practice

was posted on to the intranet and staff and students were asked for their comments.

44. The draft DES was sent either as a hard copy or e-mail to a number of external agencies, to request either their involvement or comment on the scheme.

45. All students with a disability were sent a flyer inviting them to become involved in shaping the DES. The University's Disability & Academic Skills Services (DASS) team gives a copy of the flyer to students they meet and copies are available in the Student Health Centre waiting rooms at each campus. The flyer was also distributed at University Registration for new students.

46. All staff have been sent an information sheet, specifically inviting any with a disability to become involved in shaping the DES; this was followed by the Vice-Chancellor raising the issue in his bi-annual staff forum and printing a piece about the DES on the front page of the Vice-Chancellor's Newsletter. Information on the DES and an invitation to be involved in the DES was also published on the front page of the HR Annual Newsletter, which was attached to the salary slip of all staff.

47. A student led research report is being conducted into students' perceptions of disability and recommendations for improvement. The report will also focus on the views of potential students and hope to identify what career paths disabled students take on leaving the University.

48. Links are being made with external organisations and interested parties that represent a wide range of disabilities, as far as is practicable, to assist in the development of the DES.

49. The University is grateful to the Equality Challenge Unit for feedback on the University's draft DES and suggestions for improvement have been taken on board.

50. The University appreciates that the DES requires the involvement of disabled persons; however it recognises that non-disabled persons could offer valuable knowledge and/or expertise, either as a result of their profession, or having a family member, friend or colleague who is disabled. To bring about effective change it is also important that there is understanding and buy-in to why there is a need for organisational change to ensure disability equality. Therefore the University will welcome feedback to the DES from non-disabled staff and students.

51. The infrastructure in place which supports the development of the University's DES includes:

- a Committee Structure that requests comment on the DES by the Governors' Executive Committee, Senior Management Group, Academic Standards Committee and the Services Liaison Group; with the Pro Vice-Chancellor having lead responsibility for the DES
- an Equality & Diversity Officer who works directly with the Pro Vice-Chancellor to ensure the DES is published and complies with the duty and spirit of the scheme
- an Equal Opportunities Action Group (EOAG) that reports to the Senior Management Group, Academic Board, the Board of Governors and the Joint Consultative Group and whose duties include furthering the aims of the University's Corporate Plan in terms of equality and diversity
- a Disability Equality Sub-Group of the EOAG, that is chaired by the Pro Vice-Chancellor and involves student and staff representatives from Schools and Departments, to look at planning for accessibility and other issues to do with the Estate
- a Disability & Academic Skills service with specialism in disability specific learning difficulties, sensory impairment and developing general academic skills. The service includes support and guidance on the Disabled Students' Allowance. The support service consists of five staff whose set hours equate to four full time equivalents and thirty-six staff employed on variable hours, dependent on requirements

- a Health Service, including a mental health advisor
- the Centre for Collaborative Programmes and a Widening Participation unit
- the Students' Union Students and Disability Officer
- the University working and consulting with a number of external organisations to support disabled students' requirements, for example Skill, Adashe, South Coast Disability Group, RNIB, RNID
- an Equality and Diversity Policy which is embedded throughout the University and has clear lines of responsibility.

52. The DES and Action Plan will be subject to approval through the University's Governance structure.

SECTION FOUR

WHERE ARE WE NOW?

53. The following section has been divided into information and data collated to establish a national, local and University profile pertaining to employment, followed by a national and University profile to establish a benchmark in respect of student data and information. Key findings are then detailed to inform the action plan.

54. Quantitative data have been collated to establish the national and community profile in respect of staff and student information, whilst quantitative and qualitative data have been used to establish the University's profile. It is recognised that the University needs to gather more qualitative data and review the quantitative data used in order to benchmark more effectively and this is reflected in its findings and Action plan.

55. Outcomes from the qualitative research undertaken into students' perspectives of disability equality within the University will not be published until December 2006. However, feedback received from students' and staff following the publication of the draft DES was gathered to assist in establishing the University's profile.

National Profile – Employment

56. Nearly one in five people of working age (7 million, or 19pc) in Great Britain are disabled, with only about half of disabled people of working age in work (50pc), compared with 80pc of non-disabled people of working age¹³. Key data are included in **Table 13, Appendix 6**.

57. Nearly half (46pc) of the disabled population of working age are economically inactive, i.e. outside of the labour force and of those nearly one

¹³ 2005 LFS

third would like to work¹⁴. This figure compares with 24pc of non-disabled people. The top three impairments declared by employees are diabetes (67pc of the 6pc with this impairment are in employment), skin conditions/allergies (65pc of the 2pc with this impairment are in employment) and chest/breathing (64pc of the 11pc with this impairment are in employment)¹⁵. For full details **Table 14, Appendix 6** refers.

58. In England 2003-04, 2pc of the Academic workforce and 3pc of non-academic staff were disabled¹⁶. **Table 2** refers.

Local Community Profile - Employment

59. In its 2003 Research Report the LSC¹⁷ recognised that disability rates varied across regions and local areas, with the lowest levels in the South-East. In West Sussex, 15.6pc of the population have a disability¹⁸.

60. In 2005 the Labour Market Statistics (Nomis¹⁹) of those economically active²⁰ reported that 79.0pc of the South-East were employed and 3.8pc unemployed, with Chichester having an employment rate of 80% and an unemployment rate of 3.0pc. In the South-East the employment rate for disabled persons is reported to be 61pc, the highest rate currently in the UK²¹.

61. The South East reports the same figures as for England, as detailed in paragraph 58, with 2pc of the academic workforce and 3pc of non-academic staff in 2003-04 disabled²². **Table 2** refers.

¹⁴ 2005 LFS

¹⁵ 2005 LFS

¹⁶ HESA, 2004

¹⁷ Learning & Skills Council, 2003 Research Report

¹⁸ 1991 Census Data

¹⁹ Web-based database of labour market statistics

²⁰ Employed or Unemployed, the third group is Economically Inactive

²¹ 2005 LFS

²² HESA, 2004

Staff Profile at the University of Chichester

62. As at 31st July 2006 of the total number of staff, 2.48% declared a disability, **Table 1** refers.

63. As Staff are currently not reminded, during their employment with the University to declare a disability, it is likely that data under reports the actual levels of staff disability.

64. Staff who had declared a disability were represented in all six Schools and in six out of the ten Departments. Of those staff who declared a disability 53pc worked in an academic post and 47pc worked in a support service. Refer to **Table 2** for details.

65. Qualitative evidence as a result of DESWP discussions and one-to-one interviews would suggest that there would be a higher percentage of disability declarations if employees were given clear guidance on the DDA's definition of disability, and also if the terminology was changed to impairment or condition.

Table 1 Staff Profile as at 31st July 2006

	As at 31.7.06
Total Staff ²³	847
Disability declared	21
As a %	2.48%
Total Staff excluding Casuals ²⁴	718
Declared Disability as a %	2.92%

Source: HESA Return 2005/06

66. When comparing all types of contracts the University still had 50pc more staff declaring a disability than compared to the South-East or England.

²³ Includes Associate Lecturers and Casual staff

²⁴ Casuals – No working pattern for individuals defined due to adhoc nature of employment

Table 2 England, South-East and University of Chichester Employment Profile

	Academic 2003-04 %			Non-Academic 2003-04 %		
	England	South East	UC	England	South East	UC
Not known to be disabled	87	83	0	88	87	0
Disabled	2	2	3	3	3	6
Info. not provided	11	15	97	9	10	94

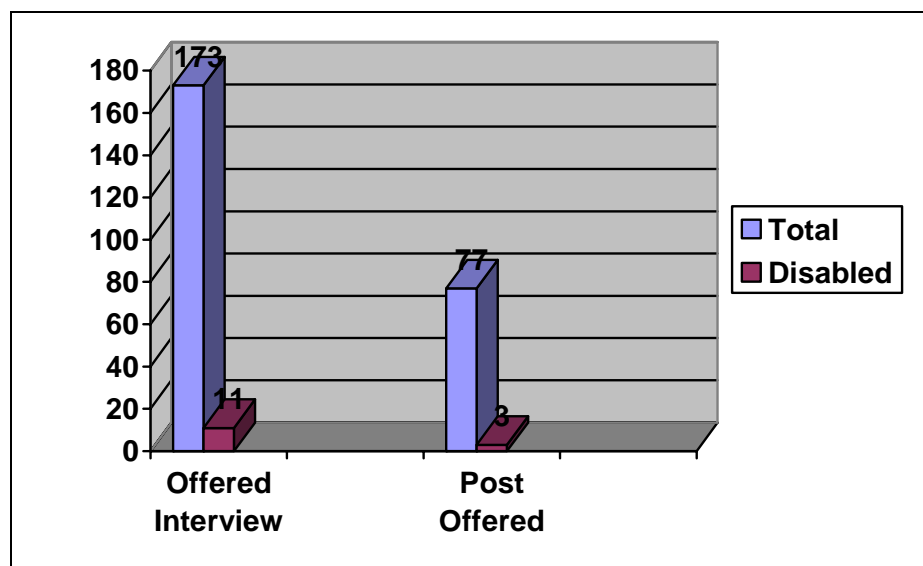
Source: HESA

Staff Recruitment

67. 533 applications for employment were received in 2005, of whom 38 (7pc) had declared a disability²⁵. Of the 173 short listed, 6pc of applicants had declared a disability and of those, 4pc had been offered and accepted a post.

Table 3 refers.

Table 3 2005 Staff Recruitment Statistics



Source: CIPHR

²⁵ Data extracted from CIPHR, 2006

Staff Progression

68. Of those staff members who had declared a disability, two were awarded a promotion in 2004 and one in 2005²⁶. Data are not available to benchmark against all staff promoted.

Staff Conduct and Complaints

69. Although the staff procedure on dealing with grievances, disciplinary or harassment issues is instigated in accordance to the University's procedures, it is recognised that there is no central record for monitoring purposes and therefore there is an absence on data regarding disability.

Staff Leavers

70. Data and anecdotal evidence would suggest that there is no correlation between an individual's disability and reason for leaving the University. The University acknowledges that it could prove beneficial to include a discussion on, equality within the University, during an exit interview.

Table 4 Staff Leavers in 2005 and 2006

	2005	2006 (to 28.10.06)
Total Leavers	214	167
Total Leavers - declared Disabled	7	3
As a %	3.27%	1.79%
As a % – excluding all retirees	1.98%	1.85%

Source: CIPHR

Staff - Work to date

71. Since before the DED came into existence the University was committed to ensuring equality of opportunity and through the DES will continue its work. Recent work includes:

- The employment of an Equality & Diversity Officer to ensure that the DES moves forward and the work carried out is not tokenistic

- The Vice-Chancellor and SMG have committed to be Champions to the promotion of Disability Equality and the DES was headlined in the Vice-Chancellor's Staff Forum and published Newsletter
- The number of Equality & Diversity training programmes have significantly increased and other training outside of the staff development programme organised for specific projects, e.g. visual awareness training to staff involved in a tactile open art competition organised by the University
- The Sensory Impairment Advisor piloting an Open College Network note-taking qualification – eight staff currently working towards the qualification
- Letters sent to all staff to raise awareness of the DES and invite disabled staff to be involved in shaping the University's DES
- An initial meeting held to initiate application for the Disability Symbol (two ticks)
- Website compliance with W3C, priority 1, and work to improve the site further is ongoing
- The Disability Equality Sub-Group of the Equal Opportunities Working Group have a specific focus on accessibility issues
- The creation of the Disability Equality Scheme Working Party to move the DES forward; the Pro Vice-Chancellor chairs and is committed to the work of the DED.

National Profile - Students

72. In 2004 5.1pc (21,059) of applications to UK Universities were from disabled people²⁷, which is low when considering there are 6.8 million people of working age in Britain, with 9% of adults aged between 16 – 24 having a disability²⁸. Disabled people are twice as likely as non-disabled people to have no qualifications²⁹. **Appendix 7, Table 15** refers.

²⁶ Data extracted from CIPHR

²⁷ Disablist Britain, 2006

²⁸ SEEDA DES 11.9.2006

²⁹ LSC Skills in England 2003, Vol 2

Student Profile at the University of Chichester

73. As a percentage of its students, the University has seen an increase of disabled students year on year; from 7.9pc in 2003-04 to 9.6pc in 2005-06 (**Table 5** refers). However, it should be noted that in 2005 HESA³⁰ included additional categories of disabilities which could in part explain the increase.

74. Of the total applications for courses commencing 2005-06, 252 declared a disability, of which 116 accepted an offer of a place; by the end of the Academic year 204 new students had declared a disability. Of the applications processed for 2006-07 389 declared a disability and 164 accepted an offer.

Table 5 Students declaring a Disability

	2003-04	2004-05	2005-06
Total Students	5,137	5,237	5,424
Students declared Disability	406	437	519
As a % of Total Students	7.9	8.3	9.6

Source: HESA

Student Profile by School

75. In 2005-06 The School of Visual and Performing Arts had the highest percentage of disabled students and an increase of 35pc in the previous year in all disabled students, split evenly across full-time and part-time. This figure however should be slightly offset as there was an increase of 14pc in the total number of students. The School of Social Studies has seen an increase of almost 30pc in all disabled students, although an overall increase in the number of students of 13pc should be factored in. **Table 6 and Table 16, Appendix 8** refers.

³⁰ Higher Education Statistics Agency

76. Whilst there has been a 3.6pc increase in total students in 2005-06 over the previous year, the number of disabled students has increased by 18.8pc; in 2005-06 there were 519 (9.6pc of students) students that had declared a disability against 437 (8.3pc of students) in 2004-05.

Table 6 Student Profile by School

School	2004-05			2005-06		
	Disabled	Non Disabled	% Disabled	Disabled	Non Disabled	% Disabled
Isle of Wight Collaborative Programmes	11	132	7.7	6	116	4.9
School of Cultural Studies	74	685	9.7	85	710	10.7
School of Physical Education	51	412	11.0	57	399	12.5
School of Social Studies	91	1,043	8.0	118	1,164	9.2
School of Sport, Exercise & Health Sciences	53	495	9.7	57	491	10.4
School of Teacher Education	72	1,380	5.0	78	1,315	5.6
School of Visual and Performing Arts	82	562	12.7	111	624	15.1
Standalone Modules	3	91	3.2	7	86	7.5
TOTAL	437	4,800	8.3	519	4,905	9.6

Source: HESA

Disabled Student Allowance Claims

77. When looking at **Table 7**, the University compares favourably against the national benchmark of 4.9pc, 4.8pc and 2.6pc respectively for the numbers of students in receipt of a Disabled Student Allowance.

78. The number of students holding a DSA is less than half of those declaring a disability. Some students may not be eligible for DSA funding because they have no extra costs associated with their condition.

Table 7 Students in Receipt of Disabled Student Allowance in 2005-06

	Nationally	University of Chichester
Students studying full-time for first degrees	4.9	7.2%
All undergraduates' full-time	4.8	7.0%
Part-time undergraduates'	2.6	5.0%

Source: HESA

Students by Type of Disability

79. Data collated from the University's database via Student Information (SI) Reporting suggest that the number of students reporting a disability is slightly higher than those formally declared. In 2004-05 there were 451 disabled students according to SI Reporting against 437 from the HESA data, the majority of the difference being students reporting dyslexia or a learning difficulty. In 2005-06 there is an actual difference of 67, of which 46pc was attributed to dyslexia/learning difficulty. The numbers of students registered on courses declaring a disability show a general increase of 30pc in 2005-06 when compared to 2004-05, although this figure reduces to 19pc when looking a HESA data for the same period. **Table 8** refers.

80. In 2005/6 of the 9.6pc who declared a disability, the highest declared conditions were dyslexia/learning difficulty (52pc) and declaring an unseen disability (21pc).

81. The University has seen a 25pc increase in Dyslexia students over the past Academic year and the University recognises that it must closely monitor its resource in this area to ensure the quality of student support does not fall due to increase in demand.

82. 4pc of students declared a mental health condition and although it is a low percentage of the total, it is an 85pc increase on 2004/5.

Table 8 Disabled Students by Type of Disability

	SI Reporting			HESA		
	Total 2004-05	Total 2005-06	% Increase	Total 2004-05	Total 2005-06	% Increase
Dyslexia/Learning Difficulty	240	299	25	230	268	17
Blind/ partially sighted	6	7	16	6	5	1
Deaf/ hearing impairment	19	20	5	18	19	4
Wheelchair user/ Mobility issue	27	31	15	28	30	6
Mental Health	13	24	85	13	23	4
Unseen disability	93	133	43	94	108	21
Multiple disabilities	23	30	30	22	27	5
Disability not listed above	30	42	40	26	39	8
TOTAL	451	586	30	437	519	19

Source: HESA

Student Retention

83. Figures suggest that there is no disparity in the retention rates of disabled students to non-disabled students, with a greater percentage of full-time disabled students completing within the estimated completion year when compared to non-disabled students.

Table 9 Full-Time Student Retention

Estimated Completion Year	2004-05		2005-06	
	Non Disabled	Disabled	Non Disabled	Disabled
% Disabled students in cohort	8		9	
% completed by estimated completion year	61	60	56	65
% withdrew in 1 st year	13	10	14	11
% continued to 2 nd year	87	90	86	89

Source: HESA

Table 10 Part-Time Student Retention

Estimated Completion Year	2004-05		2005-06	
% Disabled students in cohort	3		4	
	Non Disabled	Disabled	Non Disabled	Disabled
% completed by estimated completion year	31	17	22	23
% withdrew in 1 st year	13	13	14	14
% continued to 2 nd year	87	87	86	86

Source: HESA

84. The number of disabled students who leave before completing their programmes is low, with the highest numbers leaving from the Schools that have the highest percentage of disabled students which would be expected³¹.

Table 11 2005/06 Disabled Students

School	Disabled Students withdrew in Year One	
	2004-05	2005-06
School of Cultural Studies	2	2
School of Physical Education	1	0
School of Social Studies	4	2
School of Sport, Exercise & Health Sciences	0	0
School of Teacher Education	3	3
School of Visual and Performing Arts	4	2
Standalone Modules/IOW Collaborative Programmes	3	2
TOTAL	13	10

Source: HESA

³¹ Taken from SI Report 2006

Placement of Students

85. Some concern has been expressed, particularly by Teacher Education, that there is a need for further information regarding reasonable adjustments for work placements for individual students with disabilities. Details of how this is being addressed are detailed in the section “Students – Work to Date”, refer to page 42.

Progression Post Graduation

86. To monitor the progression of disabled students post graduation, the Destination of Leavers of Higher Education (DLHE), HESA survey, that reports on graduate activity approximately six months after programme completion will be used.

87. There are a higher percentage of students with no recorded disability in full-time paid work, but a higher percentage of students with a recorded disability in part-time work. Students with a recorded disability are almost twice as likely assumed to be unemployed than students with no recorded disability and almost half not available for employment. **Table 12** refers.

88. The year shown in the table below refers to the year when the student finished their programme of study. The results for students who finished in Academic Year 2005-06 will not be available until Spring 2007.

Table 12 Results of the DLHE Survey of all Students

Activity	2003-04 %		2004-05 %	
	With Recorded Disability	No Recorded Disability	With Recorded Disability	No Recorded Disability
Full-time paid work	51.8	63.9	63.2	63.2
Part-time paid work	12.0	9.6	14.5	11.2
Voluntary / Unpaid work	0.0	0.4	0.0	0.7
Further study	6.0	8.3	3.9	4.9
Assumed to be unemployed	9.6	2.5	7.9	4.2
Not available for employment	6.0	3.7	5.3	2.7
Other	1.2	1.0	0.0	1.0

Source: DLHE 2004/05 Report

Monitoring of Student Complaints Procedure

89. All students must comply with the University of Chichester's Academic Regulations, which set out the procedure in the case of a student complaint. All complaints are dealt with either within the procedure for resolving student complaints or the procedure for dealing with complaints of harassment. All complaints are dealt with in accordance with procedure, which emphasises trying to resolve the issue informally and quickly whenever possible. As yet there is no one central point that records complaints for monitoring purposes.

Monitoring of Student Disciplinary Procedure

90. All students must comply with the University of Chichester's Academic Regulations, which set out the regulations concerning student conduct, procedure for disciplinary action against students and the policy for addressing harassment. When the University is required to instigate procedures against a student, the case information is recorded in line with procedures, however there is no one central point that tracks any cases for monitoring purposes.

Students - Work to date

91. Since before the DED came into existence the University has been committed to ensuring equality of opportunity and through the DES will continue its work. Recent work includes:

- an increase in the number of adapted rooms, in the Halls of Residence on the Chichester campus, from 2 to 8. The Bognor Regis campus has 2 adapted rooms
- the School of Visual and Performing Arts continues to undertake collaborative projects with disability groups
- discussions held with Primary Education and Teaching Programmes, Social Work and Youth and Community Studies to draft guidelines concerning reasonable adjustments for work placements
- flyers and letters sent to all disabled students to raise awareness of the DES

- student undertaking research project into Students' perspective of Disability Equality within the University
- the trial of a system of electronic appointment bookings being undertaken by the Disability and Academic Skills Service
- new system developed by the Disability and Academic Skills Service to fund Educational Psychology assessments direct
- a "Student Support Services" guide booklet details all the support services available to students, including details of the University's Disability Service and is also available to download at www.chiuni.ac.uk/supportservices.

KEY FINDINGS

92. Detailed below are the key findings that have emerged from the data collected, involvement of the DESWP [including UCU, Unison and the Students' Union (SU)] and feedback received following the publication of the draft DES. There were seven staff members with differing disabilities that responded to the draft DES and two disabled students. Outcomes of the research into students' perspective of disability equality will be available for the next review of the DES, scheduled for 2007. Involvement from a number of specialists covering a range of disabilities, including mental health has all helped to contribute to the first publication of the DES. Paragraphs 37 to 47 detail how we have attempted to encourage disabled staff, students and the community to become involved in shaping the DES.

Key Findings - Staff

93. **Data collection** – It is recognised that there is limited information monitored and collated, although a HR database (CIPHR) is available to access. Information is only collected at appointment and there is currently no mechanism in place to capture any subsequent changes. It was further suggested that the lower declaration rate could be as a result of staff being unfamiliar with the terminology of what is considered a disability. It was recognised that in order to gain a full appreciation of the demographics and issues to prioritise, the University must ensure a culture that supports an open, positive and enabling culture, one in which staff will feel comfortable to

disclose; this in part could be addressed through communication, education and training.

94. **Recruitment, Selection and Promotion** - Further work in collating data in respect of recruitment and selection needs to take place, although the University has and is continuing to review its current practices. The University, in its DES Action Plan, ([Appendix 1](#)) will be applying for the Disability Tick symbol by December 2007. When looking at recruitment and selection, the University values its current staff and has a robust staff development programme to support future progression, although it recognises that it does not have an effective system to benchmark internal promotions of disabled and non-disabled staff at this time.

95. **Accessibility** – The University is proud of its heritage, of which its buildings are of historic interest whilst creating a pleasing environment for both staff and students. However as such, it also creates some accessibility challenges which the University addresses through the Disability Equality Sub-group. The DESG also reviews new building proposals in respect of accessibility issues.

96. **Communication/Education and Training** – With regard to disability equality, it was felt that there was a continuous need to raise staff awareness and in particular advise line managers of good practice. The Staff Development Programme issued in September 2006 has seen an increase in the number of equality and diversity programmes on offer and an evaluation of its success in terms of attendance and feedback will be an area for review; it has been questioned whether equality and diversity training should be made mandatory. The new starters' induction programme is a further area that has been identified for review in order to raise awareness. It was also clear that the terminology used should be addressed as this could be limiting the number of staff disability disclosures.

97. **Procedures** – It is clear that in order to ensure disability equality is embedded throughout the culture of the organisation all procedures should be

seamless so that staff with disabilities are not disadvantaged or treated unfairly.

Key Findings - Students

98. **Data Collection** – Although it is recognised that there are more data collected on students, an assessment of what action takes place as a result of the data could yield more activity for improvement of the current service the University offers. It was also felt that information in respect of students with a disability who do not need support and do not declare would prove useful to collate and help inform future action.

99. The data are taken from a number of sources which can create a different interpretation of the results; the University recognises the importance of maintaining a consistent approach to ensure accuracy in comparison. It is recognised that it would be useful to review data collected to agree future monitoring and best source to inform the DES action plan.

100. Although complaints and disciplinary procedures are instigated when required, it is recognised that a central point for monitoring cases would prove useful to establish any pattern or record relating to discrimination or harassment of disabled students.

101. The Disability and Academic Skills Service reports that the high numbers of students with dyslexia would suggest a need for increased provision/support in this area of their service.

102. **Communication/Raising Awareness** – Raising awareness of the issues surrounding different disabilities and the benefits of declaring a disability should be addressed as it is felt that some students are reluctant to declare a disability. Guidance on hidden disabilities and communication are also areas that require to be addressed.

103. **Accessibility** – It is recognised that there are still some accessibility challenges which is in part due to the age and structure of the buildings used. Signage was raised as an area that should be reviewed to ensure that it was inclusive for those students and staff with visual impairment.

104. **Learning & Teaching** – Through the monitoring of the Learning and Teaching Strategy, Schools are reporting that they have additional need for staff development to review and develop the accessibility of the curriculum content, assessment structures and processes.

105. **Equipment & Materials** – From information collated, it was evident that it would be beneficial to undertake an audit of the availability, quantity and type of equipment available to support disabled students, together with formats of learning materials that are available to support disabled students to ensure that access is both maximised and equitable.

SECTION FIVE

EQUALITY IMPACT ASSESSMENT

106. To meet the requirements of the duty, the University will use the Impact Assessment toolkit devised by Astar Management Consultants Limited and a member of staff has been trained to use the toolkit. As the University moves forward with conducting impact assessments for disability equality, through the DESWP, it may amend the toolkit, if appropriate. The toolkit is based on the Impact Assessment Model detailed in **Appendix 9**.

107. To ensure disabled staff and students are involved in the process of impact assessment, an action for the DESWP to agree a proposed process and timetable has been scheduled for March 2007. It is envisaged that the relevant School or Department will be involved at some stage in the impact assessment which will help to reinforce the importance of the University's commitment to disability. It is also envisaged that random impact assessments will be undertaken by the Equality & Diversity Officer for quality assurance purposes.

108. All persons involved in conducting impact assessments will be fully trained.

109. A copy of the outcomes of all impact assessments will be collated by the Equality & Diversity Officer and reported to the DESWP and EOAG, which will report and advise of any adverse outcomes to the SMG and the Board of Governors.

110. The University appreciates the importance of impact assessment to examine current or intended policies, regulation, practices and services for their impact. It further recognises that it is a useful business evaluation tool which helps to inform corporate strategy, review and streamline policies and procedures, supports treating staff fairly, and increases trust and effectiveness of, and satisfaction with services; the aim being to identify adverse outcomes.

111. To agree the priorities and relevance for impact assessment the DESWP will:

- Produce a matrix of existing policies
- Analyse results of an initial screening to establish proportionality and relevance to promoting equality to assist in identifying priorities
- Prioritise policies into 1 (High), 2 (Medium) and 3 (Low)
- Consult with disabled staff, students, unions and other interested parties and adjust priorities if appropriate
- Publish outcomes and schedule for impact assessments.

112. The published schedule will regularly be reviewed to incorporate any new policies and procedures for consideration of an impact assessment.

113. The first schedule for undertaking initial or full equality impact assessments will be published in March 2007, as detailed in the DES Action Plan.

114. Impact Assessments will commence in July 2007 and be rolled out over a three year period.

SECTION SIX

IMPLEMENTATION

115. The University is committed to a programme of actions, detailed in the DES Action Plan, to deliver the principles, aims and objectives set out in this Disability Equality Scheme. Responsibilities are detailed in the University's Strategic Plan, Equality & Diversity Policy, Learning and Teaching Strategy and HR Strategy.

116. The priorities for the DES Action Plan (**Appendix 1**) have been identified from the outcomes of the involvement of the DESWP and other forums and consultation and information gathering processes. The focus of the Actions centres on seven areas:

- Leadership and Governance
- Staff Employment and Development
- Infrastructure and Organisation
- Information and Communication
- Student Experience (incl. Recruitment, Learning, Teaching & Assessment, Support)
- Estates and Premises
- Monitoring and Evaluation.

117. Each action will be assigned a post holder responsible for the action, job title, target dates, and outcome indicators.

RESOURCE AND COST

118. Over the next three years the University has allocated a budget of £200K per annum for adjustments to physical estates, excluding new build, which is funded separately on a project by project basis. It is further estimated that it will cost the University in the order of £120K, in total over the next three years, to fulfil its commitment to the DES Action Plan and move the DES forward.

SECTION SEVEN

MONITORING, PUBLISHING AND REVIEW ARRANGEMENTS

119. The DES, incorporating the Action Plan, will be available for review by the Governors, Staff, Students and Unions via the intranet, and sent to interested parties for their feedback.

120. The DES will be placed on the University's Intranet and Internet sites.

121. The DESWP will meet at least twice yearly to ensure that progress is being made against the action plan. Using methods set out in Section 3, paragraphs 42 – 49, there will be ongoing involvement with disabled staff, students and other interested groups/individuals to identify the effectiveness of the University's DES and Action Plan, what is working well, where improvements can be made and further priorities for action.

122. Reference to the Scheme will be included in the Staff Handbook, Staff induction materials, Equality & Diversity policy, and other appropriate policies and statements.

SECTION EIGHT

LOOKING AHEAD

123. The University recognises that further work to encourage disabled persons and organisations with a specific interest in disability equality is essential; therefore to ensure the spirit of the DES, the University is committed to reviewing the DES, in addition to its duty to monitor and report on progress, annually during the life of the scheme.

124. The Government requested the Strategy Unit to look at “Improving the Life Chances of Disabled People”, and set in place a vision that “by 2025 disabled people have full opportunities and choices to improve their quality of life and will be respected and included as equal members of society”. Although work should continue to move towards this vision, we can only wait and see how the strategy to achieve this is interpreted by future Prime Minister/s and Government/s.

125. The DRC in its Strategic Plan 2004-2007 outlined its 10 year expectations however with the amalgamation of the DRC, CRE and EOC into a single Commission for Equality and Human Rights (CEHR) next year, the DRC has stated that it needs to ensure that the “interests of disabled people are enhanced, and not weakened, by the introduction of the CEHR”.

126. Although such national changes are outside of the control of the University, we recognise that we need to ensure we remain focused on the work being carried out at the University; to continue to build confidence and create a culture in which stakeholders believe and trust in what we are saying and want to get involved; that communications are effective and consistent in promoting a positive attitude towards students and staff with disabilities, and that the underlying message is clear - that we celebrate diversity and truly believe in equality for all, believing that we “do nothing about us, without us”.

University of Chichester
November 2006



DISABILITY EQUALITY SCHEME

ACTION PLAN

2006 – 2009

1. Leadership and Governance

	Action	Overall Responsibility	Action by	Target Date	Outcomes	Progress
1.1	Ensure Governors are fully aware of their duties and responsibilities and that any new Governor is briefed on the DED	Chair of Governors	Clerk Head of HR	Dec '06 and ongoing	Positive evaluation by Governors to Staff Development	
1.2	Ensure Senior Managers are fully aware of their duties and responsibilities and that any new Senior Manager is briefed on the DED	Vice-Chancellor	Head of HR	Dec '06 and ongoing	Positive evaluation by Senior Managers to Staff Development	
1.3	Senior Managers to demonstrate effective leadership in promoting equality of opportunity between disabled and non-disabled persons.	Vice-Chancellor	Head of School/ Department	Dec '07 Reviewed annually	Evidence included in Performance Related Development Plan	

2. Staff Employment and Development

	Action	Overall Responsibility	Action by	Target Date	Outcomes	Progress
2.1	Attain Disability Tick symbol accreditation	Pro Vice-Chancellor	HR Equality & Diversity Officer	December 2007	Awarded accreditation	
2.2	Review recruitment and selection process in respect of positive action	Head of HR	HR Officers Recruitment Co-ordinator	May 2007	Report on review	
2.3	Review recruitment and new starter packs to ensure it does not disadvantage disabled persons	Head of HR	HR Equality & Diversity Officer	April 2007	Revised recruitment packs if appropriate	
2.4	Review EO Monitoring forms, collation of information and how it is used to inform good practice.	Head of HR	HR Equality & Diversity Officer	June 2008	Revised process and guidance for data gathering and use	
2.5	Consider requirements to ensure general staff awareness is raised and identify how this will be monitored to ensure effectiveness.	SMG	EOAG	December 2007	Increase in staff awareness	
2.6	Ensure line managers are aware of their duties in respect of new members' of staff who declare a disability and existing staff whose condition worsens or who become disabled.	Head of HR	HR Officers	February 2007	All line managers aware of process	
2.7	Ensure H&S are aware of regulations in respect of accessibility and good practice	Head of Estates	HR Equality & Diversity Officer	February 2007	Increased awareness and high satisfaction levels from disabled staff, students and visitors	

2.8	Produce plan for implementation of some compulsory disability equality training.	Pro Vice-Chancellor	HR Manager HR Equality & Diversity Officer	August 2007	Plan developed and implemented for Staff Development Programme 2007-08	
2.9	Produce staff survey to update personal details, including disability declaration. Guidance notes should be produced on definition and purpose of request.	Head of HR	HR Officers HR Equality & Diversity Officer	November 2007	Survey to be conducted in 2007-08	
2.10	Review disclosure of disability process amongst staff to ascertain if current profile is a true reflection of staff.	Head of HR	HR Equality & Diversity Officer	October 2007	Revised process to be implemented in 2007-08	
2.11	Produce anonymous staff survey to establish opinion on definition and language of disability and disclosure. The survey could be part of a larger survey.	Chair of EOAG	EOAG DESWP	December 2008	Report to establish progress of the DES to date	
2.12	Raise equality disability at exit interview	Head of HR	HR Officers	Feb 2007	Yearly summary report to DESWP	

3. Infrastructure and Organisation

	Action	Overall Responsibility	Action by	Target Date	Outcomes	Progress
3.1	DESWP to review progress of DES at least twice yearly, in line with consultation methods and make recommendations for approval by the SMG and Board of Governors	Pro Vice-Chancellor	DESWP	From June 2007 and then December and June annually	Review reported Action Plan updated Recommendations put forward for approval	
3.2	Produce annual report for approval by the SMG and Board of Governors prior to publication on the University's internet site	Pro Vice-Chancellor	DESWP	From November 2007, then annually	Published report in line with requirements of the DED	
3.3	Include relevant DES objectives, actions and responsibilities in the relevant School and Department strategy plans	Vice-Chancellor	Head of School and Department	June annually	Plans demonstrate disability equality is being embedded into the work of the School or Department	
3.4	Review procedures to ensure contractors/partners engaged with the University agree to comply with the general duty of the DDA 2005	Vice-Chancellor	Head of Estates Head of Planning & Campus Services	December 2007	Revised procedures	
3.5	Review contracts issued to suppliers/contractors to determine level of commitment the University would expect them to enter into	Director of Finance	Head of Estates Head of Planning & Campus Services	January 2008	Revised procedures and guidance to contractors	

3.6	Determine process to deal with contractors/suppliers that breach the requirements of their contract in respect to disability equality	Director of Finance	Head of Estates Head of Planning & Campus Services	January 2008	Process developed	
3.7	Establish whether disabled staff would like an advisory forum to be set up for continued involvement and consultation with the DES	Pro Vice-Chancellor	DESWP	December 2006	View gained from Staff	
3.8	Establish, in conjunction with the Students' Union, whether disabled students would like an advisory forum to be set up for continued involvement and consultation with the DES	Pro Vice-Chancellor	DESWP	December 2006	View gained from Students	
3.9	Look at methods to attract external organisations/individuals with a special interest in the University's DES to get involved	Pro Vice-Chancellor	HR Equality & Diversity Officer	March 2007	Revised networks	
3.10	Agree and produce guidance notes and procedures for expense claims for involvement by external agencies in the DES	Pro Vice-Chancellor	HR Equality & Diversity Officer	April 2007	Guidance notes produced	

4. Information and Communication

	Action	Overall Responsibility	Action by	Target Date	Outcomes	Progress
4.1	Review methods used to raise continuous awareness e.g. posters, flyers, announcements etc.	DESWP	HR Equality & Diversity Officer	July 2007	Action Plan produced	
4.2	Review "National Days" to ascertain if possible tie in to a publicity event	DESWP	HR Equality & Diversity Officer	January 2008 then annually	Report to DESWP	
4.3	Review templates, images, font size etc. to establish good practice	DESWP	HR Equality & Diversity Officer DASS Team	August 2007	Report to DESWP for SMG approval	
4.4	Review list of suppliers for alternative formats and equipment and ensure staff/students are aware of how to obtain a copy	DESWP	HR Equality & Diversity Officer DASS Team	September 2007	Report to DESWP	
4.5	Review of published materials and literature circulated to ensure it promotes equality of opportunity and promotes positive attitudes towards disabled persons	DESWP	Marketing HR Equality & Diversity Officer DESWP	November 2007 and ongoing	Process to be agreed with DESWP on how materials will be reviewed	
4.6	Increase initial awareness of the University's DES and what it means to staff and students	DESWP	SMG HR Equality & Diversity Officer	February 2007	Announcement of DES in December and follow up for continuous awareness	

4.7	Look at different methods of communication that could be used to engage a wider audience	EOAG	DESWP	May 2007	Summary of range of methods and value	
4.8	Review whether the University should attain the Crystal Mark, Plain English campaign, for promotional literature.	DESWP	HR Equality & Diversity Officer	April 2008	Report and recommendations to SMG	
4.9	Draw up a list of documents and material available within the University that may assist Academics and Support staff in raising disability equality within their School or Department	EOAG	DESWP Scott Robertson	August 2007	List produced and made available	
4.10	Review all policies and plans to determine which require reference to the DES	DESWP	DESWP	December 2007	Recommendation listing policies or documents that should have reference to the DES	

5. Student Experience

(including Recruitment, learning, teaching and assessment, support)

	Action	Overall Responsibility	Action by	Target Date	Outcomes	Progress
5.1	Continue to utilise new technologies which can deliver materials in alternative formats to increase inclusivity	Pro Vice-Chancellor	DASS Team	Ongoing	Report to DESWP on new practices introduced	
5.2	Implement a system to enable monitoring of training to ensure all staff benefit from CPD, and that staff with disabilities have the same opportunities for development	Head of School or Department	Head of HR	September 2007	Data from monitoring to be included in DES	
5.3	Review disclosure process to identify why students do not declare disability on application	Pro Vice-Chancellor	DASS Co-ordinator	June 2007	Report and recommendations for revised procedures	
5.4	Review feedback process to identify areas of improvement for students/staff accessing teaching, learning and support mechanisms	Head of the Centre for Learning and Teaching	Centre for Learning and Teaching	June 2007	Report to DESWP annually of any changes to process as a result of feedback	
5.5	Review assessment process to identify areas for improvement in making reasonable adjustments	Pro Vice-Chancellor	DASS Co-ordinator	January 2008	Report and recommendations for revised procedures	
5.6	Review recruitment to consider whether the University is under recruiting in particular types of disability and if yes, put in place action plan to improve	Pro Vice-Chancellor Head of School	DASS Co-ordinator Admissions Manager	January 2008	Report with Action Plan to DESWP	

5.7	Renew disclosure of disability process to ensure students have repeated opportunities to declare disability	Pro Vice-Chancellor	DASS Co-ordinator	September 2007	Clearly identified stages through student career when opportunities presented	
5.8	Ensure Student and Staff Wardens receive appropriate and regular training in respect of the spirit and duties within the DDA 2005 Act.	Pro Vice-Chancellor	HR Equality & Diversity Officer	February and September annually	Training sessions scheduled	
5.9	Review how Student Wardens encourage positive attitudes amongst students whilst on campus	Pro Vice-Chancellor	Chaplain HR Equality & Diversity Officer	December 2007 and annually	Report to DESWP with recommendations for improvement, if appropriate	
5.10	Work with the SU to promote positive attitudes towards disabled people and ensure disabled students have access to and can participate in the activities of the SU Sports Club	Pro Vice-Chancellor	Members of the DESWP HR Equality & Diversity Officer	October 2007	Establish attendees for development session and schedule dates	
5.11	Supported by Staff, embed disability equality into the curriculum, ensuring that teaching and learning is non-discriminatory	Head of School Head of CLT	Principal Lecturers, (Learning & Teaching), Subject Leaders	Ongoing	Report on progress in half year and end of year report on learning and training progress	
5.12	Produce a formal system for notifying placements of reasonable adjustments	Pro Vice-Chancellor	DASS Co-ordinator	December 2006	Written procedure agreed and implemented	

6. Estates and Premises

	Action	Overall Responsibility	Action by	Target Date	Outcomes	Progress
6.1	Implement policy for regular documented inspections of all buildings to ensure compliance – look at feasibility of delegating to relevant Department Head to help instil desired culture	Head of Estates	Facilities Manager	January 2008	Procedures and responsibilities made clear	
6.2	Review process of involving disabled staff, students and groups in prioritising work relating to physical accessibility issues	Pro Vice-Chancellor	DESG	March 2007	Revision of DESG membership	
6.3	Monitor and review provision of adapted bedrooms etc. for those requiring guide/hearing dogs, and suitable facilities for the dogs themselves	Head of Planning & Campus Services	Head of Planning & Campus Services DASS Co-ordinator	May 2007	Report and recommendations to DESG	
6.4	Monitor and review the number and location of disabled parking spaces in line with good practice	Head of Estates	Facilities Manager	March 2007	Report and recommendations to DESG	
6.5	Review and monitor the number and availability of suitable and accessible teaching rooms and access aids such as lifts	Pro Vice-Chancellor	DESG	May 2007	Report to DESG Room details chart updated	

6.6	Physical check of area: Take into account all disabilities and impairments when raising issues concerning health & safety within the University campuses, e.g. ensuring corridors are not blocked	SMG	Head of School or Department	October January April annually	Report to Health & Safety staff – checklist to be approved by H&S	
6.7	Review the accessibility for wheelchair users using the inter campus bus	SMG	Head of Estates	March 2007	Report to DESG Input from DESWP	
6.8	Review the signage at BRC and BOC to ensure physical access routes and entry to buildings are clearly marked, taking into account differing disabilities	DESG	Head of Marketing DASS Co-ordinator	January 2008	Costing and priorities to be established Input from DESWP	

7. Monitoring and Evaluation

	Action	Overall Responsibility	Action by	Target Date	Outcomes	Progress
7.1	Establish and agree process for impact assessments, including responsibility levels	Pro Vice-Chancellor	DESWP	March 2007	Clear process and guidance	
7.2	Produce matrix identifying all Policies, Procedures, Plans, and Practices within the University to establish timetable for initial screening for relevance to conduct full impact assessment and priority level; ensure involvement of disabled staff and students	EOAG	DESWP	March 2007	Matrix produced	
7.3	Produce a timetable to ensure all impact assessments are scheduled over the course of the next 3 years	EOAG	DESWP	July 2007	Timetable produced and implemented	
7.4	Review what qualitative research is obtained and frequency that it should be revisited, to establish staff views, disabled and non-disabled, in respect of the University's equality of opportunity for disabled staff	Pro Vice-Chancellor	DESWP	October 2007	Agree data to collate	
7.5	Review what qualitative research is obtained and frequency that it should be revisited, to establish students' views, disabled and non-disabled, in respect of the University's equality of opportunity	Pro Vice-Chancellor	DESWP	October 2007	Agree data to collate	

	for disabled students and to help inform the DES					
7.6	Review quantitative data monitored and evaluated in respect of staff and students; undertaking a gap analysis to ensure the outcomes of the DES can be achieved	Pro Vice Chancellor	DESWP	October 2007	Gap Analysis	
7.7	Produce a process and checklist to ensure all areas of the University have incorporated disability equality into their strategies and/or plans	DESWP	Head of School or Department	June 2009	Process and checklist agreed by the DESWP, with Head of School or Department completing checklist and reporting back to DESWP	
7.8	Establish best methods of data collection, frequency and individuals responsible for collection	Head of HR Head of Planning & Campus Services	HR Equality & Diversity Officer MI Analyst	July 2007	List of data to be collated and individuals responsible for collation for input to future DES	
7.9	Review monitoring procedures to ensure effective system in place to monitor and track any staff or student complaints with regard to disability related issues and outcomes	SMG	EOAG Pro Vice-Chancellor Head of HR	July 2007	System for monitoring complaints/grievances relating to disability agreed, communicated and implemented	

Appendix 2 General Duty

The Disability Discrimination Act 2005 places a duty on public authorities, including Universities, to promote disability equality in policy-making, service delivery, regulation and employment.

The General Duty

The General Duty requires that you have due regard to the need to:

1. Promote equality of opportunity between disabled persons and other persons
2. Eliminate unlawful disability discrimination
3. Eliminate unlawful disability harassment
4. Promote positive attitudes towards disabled persons
5. Encourage participation by disabled persons in public life
6. Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

Appendix 3 Acronyms

The following are acronyms used throughout this document

CEHR	Commission for Equality and Human Rights
CIPHR	Computers in Personnel Limited – HR Database
CRE	Commission for Racial Equality
DDA	Disability Discrimination Act
DED	Disability Equality Duty
DES	Disability Equality Scheme
DESG	Disability Equality Sub-Group
DESWP	Disability Equality Scheme Working Party
DLF	Disability Living Foundation
DRC	Disability Rights Commission
DSA	Disabled Student Allowance
ECU	Equality Challenge Unit
EOAG	Equal Opportunities Action Group
EOC	Equal Opportunities Commission
HESA	Higher Education Statistics Agency
HR	Human Resources
LFS	Labour Force Survey
LRC	Learning Resources Centre
LSC	Learning & Skills Council
SENDA	Special Educational Needs and Disability Act
SIPSE	Social Inclusion Partnership for the South East
SMG	Senior Management Group
UCU	University and College Union
W3C	World Wide Web Consortium
WAI	Web Accessibility Initiative
WCAG	Web Content Accessibility Guidelines
WHO	World Health Organisation

Appendix 4 DESWP Terms of Reference

DISABILITY EQUALITY SCHEME WORKING PARTY

Constitution and Terms of Reference

1. Constitution

- 1.1 The Disability Equality Scheme Working Party (DESWP) has been established from the Disability Equality Sub-Group (DESG) of the Equal Opportunities Action Group (EOAG) to specifically address the requirements of the Disability Discrimination Act 2005 in fulfilling the University's specific duty to produce and report on the University's Disability Equality Scheme (DES).
- 1.2 The objective of the Group is to ensure that the University embraces and complies with legislative requirements in respect of its general and specific duty, embedding disability equality into the ethos and framework of the University for the benefit of Students, Staff and the University.

2. Membership

- 2.1 The DES requires commitment from the leaders of organisations, "...Strong clear and consistent leadership is the key..." (DRC DED Code of Practice). In supporting the University's commitment the Chair shall be a nominated member of the University's Executive team.
- 2.2 Membership will further include:
- HR Equality & Diversity Officer
 - Disability & Academic Skills Co-ordinator
 - 2 x Students with a disability as recognised under the DDA
 - 2 x Students' Union Representative
 - 2 x Staff with a disability as recognised under the DDA (1 x teaching, 1 x support)
 - 1 x UCU Representative
 - 1 x Unison Representative
 - 1 x Head of School
 - 1 x Head of Planning & Campus Services
 - 1 x Health & Safety Representative
 - 2 x Member of local community with a specific interest in promotion of disability equality.
- 2.3 Members elected to the Group will be determined by the contribution that they can make to an effective DES. To embrace the heart of the Disability Equality Duty (DED) and to ensure an effective and appropriate DES, members should, where possible, be representative of a wide range of disabilities, defined by the DDA.

- 2.4 All members of the Group will be in post for 3 years at which time nominations will be invited from other interested parties. Members of the Group can nominate themselves for re-election.

3. Attendance at Meetings

Other parties may be invited to attend meetings, or may be co-opted for a fixed period, as nominated by the Chair.

4. Frequency of Meetings

- 4.1. Meetings will be held at least twice yearly, but as directed by the Chair.

5. Duties

- 5.1. To review the University's current position against the requirements of the general and specific duty detailed in the DDA 2005;
- 5.2. To identify and consider foreseeable challenges and barriers in respect of the University's general and specific duty;
- 5.3. Review the methods and data collected in respect of staff and students with disabilities, reviewing how the data is tracked and audited, whilst considering any gaps and data used to benchmark in order to ensure an effective and appropriate analysis to comply with the DES requirements and to help inform future action plans for the benefit of the University, students and staff;
- 5.4. To promote and develop a wider network of consultation with all stakeholders for the benefit of the University's DES;
- 5.5. Ensure issues raised from the wider network are given due consideration and incorporated into the DES where appropriate;
- 5.6. To put forward recommendations for the DES to DESG, EOAG, SMG and Board of Governors;
- 5.7. To agree a schedule for Impact Assessment and ensure a review of the University's Action Plan, incorporated within the DES, is undertaken at least annually to identify areas of progress, presenting any recommendations for amendments to the Action Plan and DES to the SMG and the Board of Governors for approval;
- 5.8. Produce an annual report for approval by the SMG and the Board of Governors.

6. Reporting Procedures

The Group will report annually detailing progress against the Action Plan and outcomes of any impact assessments to the EOAG via the Disability Equality Sub-Group, Student Support Services Committee, Services Liaison Group, Senior Management Group and the Board of Governors.

7. Clerking Arrangements

The HR Equality & Diversity Officer will act as Clerk to the Group.

Appendix 5 Definition of Disability

Definition of Disability

The Disability Rights Commission (DRC) is an independent body, established by Act of Parliament to eliminate the discrimination faced by disabled people and promote equality of opportunity.

The DRC has the power to enforce action and serve a compliance notice under Section 49E of the Act.

The following are extracts from the DRC website “Ask the DRC”.

Q What counts as disability according to the law?

The Disability Discrimination Act (DDA) protects disabled people. The Act sets out the circumstances in which a person is “disabled”. It says you are disabled if you have:

- A mental or physical impairment
- This has an adverse effect on your ability to carry out normal day-to-day activities
- The adverse effect is substantial
- The adverse effect is long-term (meaning it has lasted for 12 months, or is likely to last for more than 12 months or for the rest of your life).

There are some special provisions, for example:

- If your impairment has substantially affected your ability to carry out normal day-to-day activities, but doesn't any more, it will still be counted as having that effect if it is likely to do so again
- If you have a progressive condition and it will substantially affect your ability to carry out normal day-to-day activities in the future, you will be regarded as having an impairment which has a substantial adverse effect from the moment the condition has some effect on your ability to carry out normal day-to-day activities
- Cancer, HIV infection and multiple sclerosis are covered effectively from the point of diagnosis
- People who have had a disability in the past but are no longer disabled are covered by certain parts of the DDA.

Q What are “normal day-to-day activities”?

At least one of these areas must be substantially affected:

- Mobility
- Manual dexterity
- Physical co-ordination

- Contenance
- 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

It's really important to think about the effect of your impairment without treatment. The Act says that any treatment or correction should not be taken into account, including medical treatment or the use of a prosthesis or other aid (for example, a hearing aid). The only things which are taken into account are glasses or contact lenses. The important thing is to work out exactly how your impairment affects you. Remember to concentrate on what you can't do, or find difficult, rather than what you can do. For example, if as a result of a hearing impairment, you experience difficulty hearing someone talking at a sound level which is normal for everyday conversations in a moderately noisy place, it would be reasonable to regard this as having a substantial adverse effect. Being unable to hold a conversation in a very noisy place such as a factory floor would not. If your impairment affects your mobility, being unable to travel a short journey as a passenger in a vehicle would reasonably be regarded as having a substantial adverse effect. So would only being able to walk slowly or with unsteady or jerky movements. But experiencing some minor discomfort as a result of walking without help for about 1.5 kilometres or a mile would not.

Q What does not count as a disability?

Certain conditions are not considered impairments under the DDA:

- Lifestyle choices such as tattoos and non-medical piercing
- Tendency to steal, set fires, and physical or sexual abuse of others
- Exhibitionism and voyeurism
- Hay fever, if it doesn't aggravate the effects of an existing condition
- Addiction to or a dependency on alcohol, nicotine or any other substance, other than the substance being medically prescribed.

Appendix 6 National Statistics - Employment

Table 13 Employment Status of Disabled and Non-Disabled People in the UK

	Non-Disabled	Disabled
Total	29,401,000	7,021,000
In employment	23,623,000	3,483,000
ILO ³² unemployed	1,047,000	288,000
Economic inactive	4,731,000	3,250,000
Economic inactive but would like to work	1,128,000	918,000

Source: Labour Force Survey, Spring 2005 taken from www.shaw-trust.org.uk

³² *ILO unemployed*: The International Labour Organisation definition of unemployment covers people who are: out of work, want a job, have actively sought work in the previous four weeks and are available to start work within the next fortnight; or out of work and have accepted a job that they are waiting to start in the next fortnight.

DRAFT DISABILITY EQUALITY SCHEME

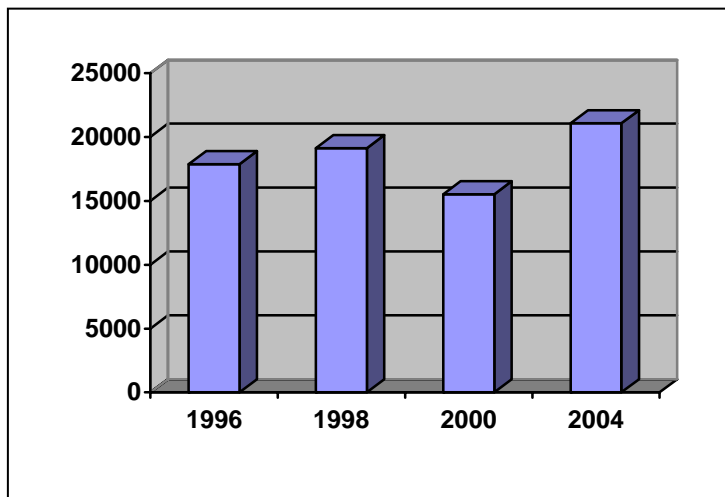
Table 14 Number of Disabled People in Employment by Type

Main impairment	% of all Disabled	% in Employment
Diabetes	6	67
Difficulty in hearing	1	62
Skin conditions, allergies	2	65
Chest/breathing problems	11	64
Heart, blood pressure/circulation problems	12	57
Difficulty in seeing	2	50
Stomach, liver, kidney or digestive problems	5	56
Other health problems or disabilities	8	54
Arms or hands	6	53
Back or neck	16	46
Legs or feet	11	48
Epilepsy	2	52
Speech impediment	Less than 1	30
Progressive illness not included elsewhere	5	43
Learning difficulties	3	25
Depression, bad nerves or anxiety	7	24
Mental illness, phobias, panics or other nervous disorders	3	11

Source: Labour Force Survey, Spring 2005 taken from www.shaw-trust.org.uk

Appendix 7 National Statistics - Students

Table 15 University Applications with declaration of a Disability



Year	No. of disabled University Applicants	% of disabled University applicants
1996	17,864	4.3
1998	19,120	4.3
2000	15,508	4.0
2004	21,059	5.1

Source: Disablist Britain, 2006

DRAFT DISABILITY EQUALITY SCHEME

Appendix 8 University of Chichester – Student Data

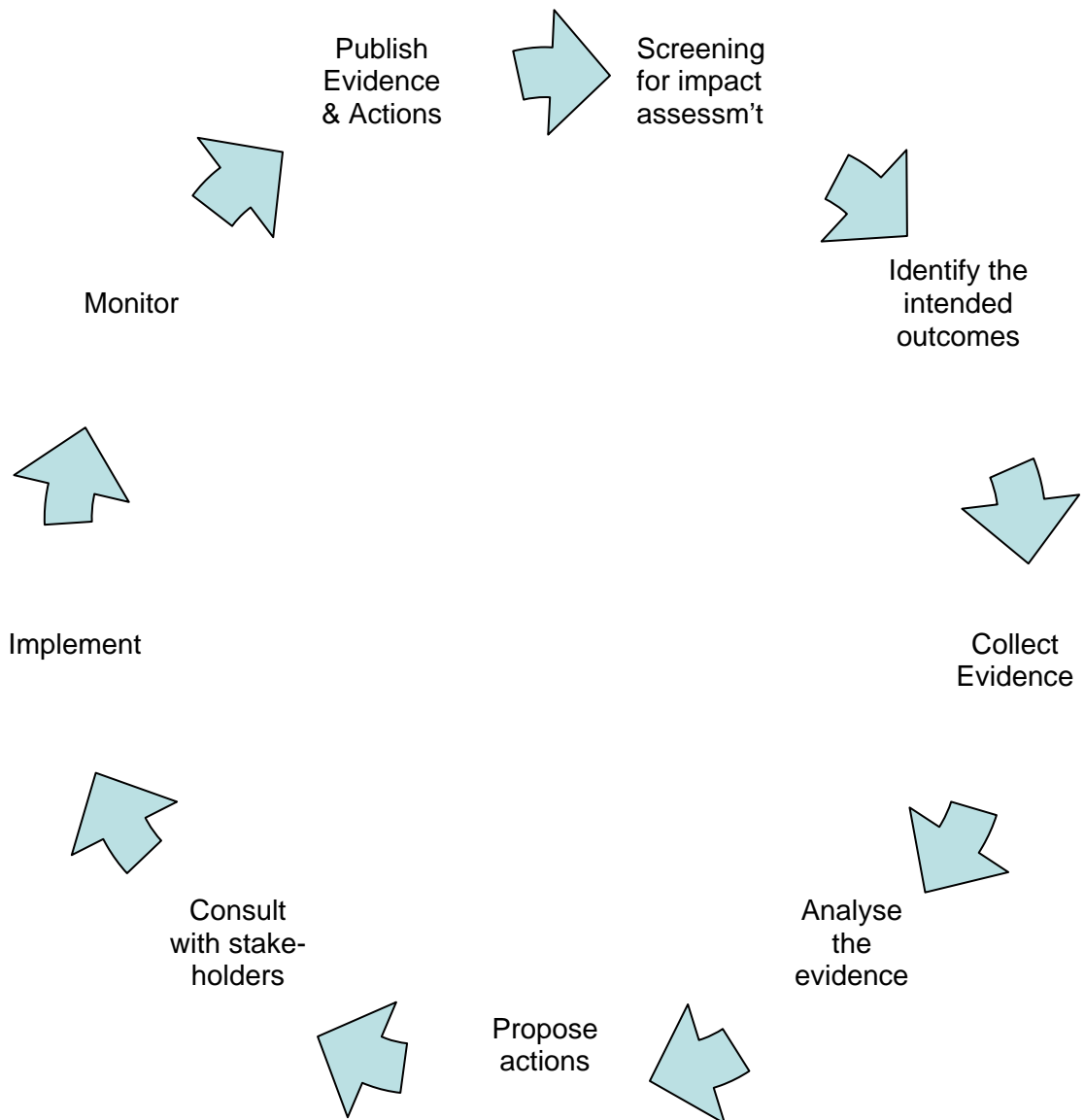
Table 16 Students by School

YEAR	SCHOOL	FULL TIME			PART TIME			TOTAL		
		Disabled	Not Disabled	% Disabled	Disabled	Not Disabled	% Disabled	Disabled	Not Disabled	% Disabled
2004-05	Isle of Wight Collaborative Programmes	2	31	6	9	101	8	11	132	8
	School of Cultural Studies	52	471	10	22	214	9	74	685	10
	School of Physical Education	51	410	11	0	2	0	51	412	11
	School of Social Studies	47	288	14	44	755	6	91	1043	8
	School of Sport, Exercise & Health Sciences	52	458	10	1	37	3	53	495	10
	School of Teacher Education	44	527	8	28	853	3	72	1380	5
	School of Visual and Performing Arts	70	503	12	12	59	17	82	562	13
	Standalone Modules	0	21	0	3	70	4	3	91	3
	TOTAL	318	2,709	11	119	2,091	5	437	4,800	8
2005-06	Isle of Wight Collaborative Programmes	3	26	10	3	90	3	6	116	5
	School of Cultural Studies	61	499	11	24	211	10	85	710	11
	School of Physical Education	56	393	12	1	6	14	57	399	13
	School of Social Studies	62	358	15	56	806	6	118	1164	9
	School of Sport, Exercise & Health Sciences	51	459	10	6	32	16	57	491	10
	School of Teacher Education	54	542	9	24	773	3	78	1315	6
	School of Visual and Performing Arts	95	567	14	16	57	22	111	624	15
	Standalone Modules	0	24	0	7	62	10	7	86	8
	TOTAL	382	2,868	12	137	2,037	6	519	4,905	10

Source: HESA Returns 2005

Appendix 9 Impact Assessment Model

The following diagram is an overview only of the Equality Impact Assessment Model.



Source: Astar Management Consultants Ltd