



Central University of London

Disability Equality Scheme

Central University of London

Disability Equality Scheme

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December 2006



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Overview and vision

The Disability Equality Duty (DED) is an important new duty aimed at promoting disability equality across the public sector. The DED, also referred to as the general duty, sets out what public authorities must have due regard to in order to promote equality of opportunity.

Most public authorities are also covered by specific duties, which set out a framework to assist authorities in meeting their general duty. All public authorities covered by the specific duties must:

- publish a Disability Equality Scheme (including within it an Action Plan)
- involve disabled people in producing the Scheme and Action Plan
- demonstrate they have taken actions in the Scheme and achieved appropriate outcomes
- report on progress
- review and revise the Scheme.

Positive and consistent leadership is essential to the promotion of good staff relations and to the development of a diverse organisation. The Vice-Chancellor shall lead as the public face of the University in challenging inequality and promoting disability equality, and the widening of access and opportunity. Responsible for working with the University Council, HR Committee, and Senior Officers of the University to promote equality and the provisions of this Scheme, the Vice-Chancellor will provide a consistent and public lead on issues of disability equality throughout the University's community and direct managerial action to ensure the Scheme and Action Plan is implemented and followed and the principles of equality are embedded in University policies generally.

The University Council is ultimately responsible for ensuring that the University acts within the requirements of, and meets all its duties under, the DED and for ensuring that the Scheme and its procedures are followed. The Council shall, in particular, monitor the work of its Committees and Boards to ensure that the general duty under the Duty is achieved and utilise its access and influence at federal level to ensure that the members of the federal University, not directly under the central University's control or influence, are encouraged to adopt suitable frameworks for equality in their federal and individual operations.

The Vice-Chancellor, Director of Administration and Director of Human Resources will assume responsibility for providing the appropriate strategic direction and co-ordination of day-to-day management involvement, reporting regularly to the HR Committee of the University Council, the University's Senior Management Team, its staff consultative group(s), trade unions and Staff Association.



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The University of London will:

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination that is unlawful under the Disability Discrimination Act
- Eliminate harassment of disabled people that is related to their disability
- Promote positive attitudes towards disabled people
- Take steps to meet disabled people's needs, even if adjustments need to be made to usual working practices.

A handwritten signature in blue ink, reading 'Graeme Davies'.

Sir Graeme Davies
The Vice Chancellor
University of London



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Summary

The University's DES was drawn up by a group of managers and staff who were invited by the HR Division to be involved in the process. A number of them were disabled.

They represented a cross-section of the functions and activities of the central University of London. They brought expertise specifically in areas such as student registration and assessment; IT provision, including our website; conference and accommodation facilities; library provision; HR issues. The membership of the working group is at Appendix A.

In addition disabled staff/students/visitors were invited to comment about the University's services via an on-line survey. See paragraph 5.7 for further details.

The first draft of the Scheme was published on the University's Intranet in November 2006 and was circulated to individual members of staff who had declared a disability. All staff were invited to send comments on the draft to a specially set up email address; or were invited to comment anonymously by paper and internal mail delivery.

The DES will be considered by the Human Resources Committee on 16 January 2007 and endorsed by the Council thereafter.



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1. The University of London Context

1.1 The University of London is a federation of 20 self-governing Colleges of outstanding reputation, together with a number of acclaimed central academic Institutes and activities. The teaching and research is carried out by the Colleges and Institutes.

1.2 As members of the University, the Colleges are autonomous, self-governing bodies. They are responsible for employing their staff and admitting their students. Each of them will therefore draw up their own DES based on their own institutional experiences, and the consultation and involvement of their own staff and students. They do also subscribe to certain centrally-organised services such as the Senate House Library, University of London Housing Services and the Careers Group according to their requirements.

1.3 This DES therefore relates specifically to the central University of London which comprises 1,100 staff. The staff comprise all the main university occupation groups, academics, administrative and support staff, manual staff and clerical staff. Of these staff, 34 have declared a disability to the University (0.03%).

University Employees with a declared disability - Nov 2006	
Type of Disability	Number Declaring
01 Specific learning difficulty, eg Dyslexia	2
02 Blind or partially sighted	2
03 Deaf/Hearing Impairment	6
04 Wheelchair User/Mobility Impairment	8
05 Physical co-ordination Impairment, eg muscular, manual dexterity or ULR disorder	6
06 Speech impairment	1
07 Mental health condition	1
08 Long term and/or chronic, or unseen	8
Total:	34

The School of Advanced Study (the staff of whom are included in the 1100 figure mentioned above) has just over 300 postgraduate and research students. Of 312 students registered in 2006-2007, 14 have declared a disability (approximately 4.5%). One is receiving DSA. Students are encouraged to declare a disability and support needs at application, registration, and during their studies. Applicants are invited to discuss their support needs prior to applying.



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Central University of London students with a declared disability – 2006/07	
Type of Disability	Number Declaring
01 Dyslexia	1
03 Deaf/Hearing Impairment	2
04 Wheelchair User/Mobility Difficulty	2
06 Mental Health Difficulty	2
07 Unseen	6
09 Other disability	1
Total:	14

The University of London does have a further 34,000 students registered on the External Programme, but as the majority of these do not study in the UK, they are dealt with separately in this document.

2. Structure of the central University

2.1 The Vice-Chancellor of the University is accountable to the University Council for the central activities and for those federal activities which are not wholly within the remit of Colleges.

2.2 The Vice-Chancellor is the head of the management structure of the central University and is one of the Statutory Officers of the University.

2.3 For the purposes of UK legislation and this Duty, the following Activities of the central University which are party to this DES are:

School of Advanced Study
University of London Research Library Services
University of London Computer Centre
Marine Biological Station at Millport
External Programme
The Careers Group, University of London
Intercollegiate Halls of Residence
University of London Housing Services
University of London Students' Union (ULU).

2.4 The central University also includes administrative departments which support the Colleges and Institutes in their individual academic missions. They cover academic quality, finance, human resources, secretariat, and estate administration and are all covered by this Scheme.



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2.5 The Mission Statement of the central University of London is:

- To support and assist the Colleges, their staff and students in their own missions
- To provide a range of services of benefit to the Colleges, their staff and students
- To maintain, through the Colleges collectively, the highest international standards of the University of London degrees and in the appointment of Professors and Readers
- To facilitate co-operation, collaboration and other mutually beneficial links among the Colleges and other parts of the federation
- To achieve the highest international standards in teaching and research in the academic activities centrally - the University of London Institute in Paris, the School of Advanced Study and the University Marine Biological Station
- To serve the academic communities of the federation, region, nation and beyond through the work of the School of Advanced Study and the University of London Research Library Services
- To represent and promote the views and interests of the Colleges and the federation and to articulate and reinforce - regionally, nationally and internationally - the particular kind of higher education to which the University and the Colleges are dedicated
- To make available, in conjunction with the Colleges, awards of the University of the highest academic standards throughout the UK and overseas through the External System
- To manage its resources, including the estate, efficiently for the benefit of the federation.

2.6 The strategic objectives of the Disability Equality Scheme will ensure that all individuals, irrespective of any disabilities, will enjoy the same access to the services defined in the Mission Statement.

3. Leadership statement

3.1 Founded upon the principles of equality and established to provide education on the basis of merit and without regard to race, creed or political belief, the University has embedded a requirement not to 'discriminate against any person...' within its Statutes. In that context, we welcome our duties under the DED as part of our proud tradition of commitment to ensuring equality of opportunity for all, including our current, past and potential staff, students, external business partners and academic stakeholders, and the general public in London and beyond.

3.2 The Equal Opportunities Policy formulated by the central University to meet the requirements of the Statutes establishes a clear duty to ensure that we treat all individuals fairly and equally. In the creation and application of our



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policies generally and in our day to day activities, we seek to observe the rights and respect the dignity of staff, students, visitors and others with whom the University has contact, and to create a positive, inclusive and diverse working, learning and social environment, free from unfair discrimination, prejudice, intimidation and all forms of harassment.

3.3 By this Policy and Plan, the University affirms its specific commitment to the promotion of equality, and diversity and its opposition to all forms of unfair or inequitable treatment, including discrimination, harassment, or victimisation, whether directed at groups or individuals, on the grounds of race, colour, racial, ethnic or national origin or group, age, disability, sexual preferences, traveller status, or refugee/asylum/immigration status.

3.4 The University has embedded this commitment to the promotion of equality in other strategic plans, eg Equal Opportunities Policy, Race Equality and Diversity Policy, the Human Resource Strategy. All of these are published on the University's external website: <http://www.london.ac.uk>

4 The development of the DES

4.1 One of the fundamental differences between previous disability legislation and the current requirement to produce a DES is the explicit and continuing involvement of disabled people in its preparation. Disabled employees, students, visitors and the general public are all to be involved in the consultation, drawing up and finalising of the DES.

4.2 The University of London had already produced Disability Statements, which were updated annually, across all sections of its central activities. These were designed to inform disabled people of the current facilities and planned improvements to these facilities. They are attached at Appendix B.

4.3 These were produced by the senior management team and are a factual record of the University's ability to accommodate disabled people. A number of our old buildings, protected by English Heritage, are not completely accessible and this is an area to which the University needs to give urgent consideration.

4.4 The Statements were published on the University's external website and sent for information and comment to the committees in the governance structure. New and potential students and staff were informed of the Statements and where they could be found on the website.

4.5 Using these as a base-line of current provision, it was decided to seek additional views of all interested parties, not just those of disabled people, on how the current provision was perceived and which areas needed improvement.



5 How disabled students were involved

5.1 A questionnaire was drawn up asking students for their comments and experiences (Appendix C). This was made available electronically as an on-line questionnaire. In addition, paper copies were sent to all the member Institutes of the School of Advanced Study, and the University of London Union (students' union).

5.2 Students were asked if they would be willing to assist in the drawing up of the DES and a number of them agreed to be involved further.

5.3 A total of 32 students completed the online questionnaire which was open for completion between 24 July 2006 and 7 August 2006.

5.4 50% of the respondents considered themselves disabled (16) and the majority (15 out of 16) had disclosed their disability to the University. Of these 15 people, all but one had a positive response on disclosure. In addition, over half of respondents felt that there was a positive attitude towards disability at the School of Advanced Study.

5.5 The issue of providing information about support which is available needs addressing. Students were given good information, once they had declared a disability, but more needs to be done to get the information out and visible to all. Induction of new staff also needs to include this information.

5.6 When asked to comment about the School/University environment, two people felt that the Intercollegiate Residences did not take sufficient account of disability access and provision. This has been addressed in the action plan which shows a lot of refurbishment and building work being carried out to make the Residences more accessible.

5.7 It was disappointing that the majority of students had not seen the University's Information for Disabled Students on its website. This needs to be addressed and brought to the attention of all students and staff.

5.8 All but one of the respondents were unsure how far the Students' Union (ULU) considered issues of disability access and provision. This part of the central University was therefore asked to address issues of communication and involvement with disabled people.

5.9 In order to capture the experiences of students who do not actually attend a programme of courses in the UK (External Students), a letter was sent to all those who had declared a disability on their application form. The letter enclosed a paper copy of the questionnaire and invited them to *either*



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complete and return the paper copy *or* to complete the online version. Around 30 External students completed the paper copy of the questionnaire. (The covering letter is at Appendix D).

The majority reported a positive reaction from the University when declaring their disability and felt that there was a positive attitude towards disability generally.

5.10 A slightly shorter version of the questionnaire was made available in paper form for the University of London Research Library Services. These were left at the check-out desks in the Libraries and all students were encouraged to complete them and drop them into collection boxes.

5.11 Paper copies of the electronic questionnaire were also made available at the main reception desk entrances to the Senate House/Stewart House complex. Students were encouraged to take them and complete them and drop them back into collection boxes at the receptions. To encourage a high level of returns, a book token was offered as a prize draw.

6 How disabled staff were involved

6.1 A questionnaire was drawn up asking staff for their comments and experiences (Appendix E). This was made available electronically as an on-line questionnaire. An email was then sent to all staff within the Central University of London informing them of the on-line questionnaire. To encourage a high level of returns, a book token was offered as a prize draw.

6.2 Out of a total of 72 staff who completed the questionnaire, 10 people identified themselves as disabled and of these only 5 have declared this to the University. However, of the 5 people who have not disclosed their disability, the reasons given were negative concerns about discrimination or attitudes of managers. The University of London has gained the "Two Ticks" symbol which indicates that as an employer the University is positive about disabled people. This message is obviously not getting through to a minority of people with disabilities and more needs to be done to ensure that the reality of staff's experience meets the stated aims of the University's diversity agenda.

6.3 The responses to whether University of London staff are aware and supportive of disabled staff needs was very inconclusive; most respondents were unsure. Again, issues of communication and awareness raising need addressing. The Staff Development Unit run Disability Awareness sessions for all staff within the University and have done so for a number of years. The training ranges from general awareness-raising sessions to specific events run for particular groups of staff, eg library staff, academic staff, front-line staff.



6.4 A lot of the dissatisfaction which was expressed had to do with physical accessibility issues. There is a very strong perception that the University has been slow to respond to the severe limitations in some of its physical locations. Some of this can be attributed to the tension between listed buildings and English Heritage versus the DDA legislation. However, the Estates Division have a planned programme of refurbishment which will eventually allow the University to give up inaccessible buildings.

6.5 Half the respondents felt there was a positive attitude towards disability at the University; but a sizeable minority were unsure. There appear to be pockets of good practice which need to be spread throughout the organisation.

6.6 The majority of staff felt that there was not sufficient information provided to encourage staff with disabilities to come forward with their needs. Clearly, more needs to be done to encourage this.

6.7 The majority of staff responding had attended or been involved in sessions relating to equality and diversity/disability awareness. Some of the comments made about these sessions follows:

“These sessions are run regularly and are very informative.”

“Went to an excellent training day on disability issues around teaching, which also provided useful information on making other aspects of our work accessible. All staff should be encouraged to do this kind of course.”

However, there was concern that sufficient training was not provided to staff on disability-related issues:

“But that the particular training on offer is good and useful should be publicised more, to encourage more staff to attend.”

“Everyone should be obliged to take the training on offer.”

“More is needed for front-line staff.”

6.8 When asked who would benefit most from targeted disability awareness training, the respondents cited HR staff and Line Managers.

6.9 The question about how to promote a positive environment elicited the following responses:

“Appoint an equalities officer”

“Information in the induction pack”

“Better signage”

“Ask people with disabilities to identify themselves in order to offer help”

“Make the buildings more colourful and inviting”

6.10 More information clearly needs to be communicated to staff about the provisions that are available for disabled staff, students and visitors. The



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support that is available for all staff with a disability needs to be more clearly sign-posted. This information needs to be available at the application stage and reinforced throughout the person's employment, eg at induction, regular updates on the website, posters etc.

6.11 Some of the key areas that our staff are keen for us to address are:

- Academic areas
- Consultation with disabled staff and students
- HR policies
- IT and auxiliary aids
- Physical environment
- Training and awareness raising

7 How disabled members of the public were involved

7.1 The general public access much of the University estate and some of the University's buildings for leisure purposes, eg to use the dining facilities, attending lectures etc. Therefore a different questionnaire was left out in areas where the public would converge for such activities. (Appendix F)

The University received no responses to the questionnaire aimed at the general public. This may be because those who were using our facilities at the time of the survey considered themselves connected to the University in some way and therefore not "the general public".

The Conference Office are aware of our obligations and trained in diversity issues. They would always ask if there were special needs when taking outside bookings for the University's rooms and other premises.

8 Other inputs obtained in developing the DES

8.1 Input of staff engaged with disabled participants

The University's Staff Development and HR Manager was involved in the working group because of her experience in working with disabled staff. She had undertaken the necessary work to enable the University to display the "Two Ticks – Positive about Disabled People" symbol on its recruitment advertising. She was also the person who was responsible for monitoring its use and assisting newly appointed members of staff with impairments (or existing staff who developed an impairment).

8.2 Attendance of staff at various events and conferences

A number of staff, including the working group, have been preparing for the Duty by attending awareness raising events organised by the RNIB, ECU and



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UUK. A list of disability related in-house training events is also attached as Appendix F.

8.3 The guidance documents from HEFCE/ECU etc which were used

The University of London's thinking has been guided by a number of official publications:

Skill: The Co-ordinator's Handbook, September 1997

ECU: Employing Disabled People in Higher Education, March 2004

ECU/HEFCE: Conducting Impact Assessments for Equal Opportunities in Higher Education: A Good Practice Guide, October 2004

OU: Equality Impact Assessment Toolkit, September 2005

DRC: DED Code of Practice, England & Wales, December 2005

DRC: Guidance on the DED and involving disabled people, July 2006

DRC: DED evidence gathering guidance, August 2006

8.4 Collaboration with other HEIs

A number of the University's Colleges which are situated in Bloomsbury have formed a group known as University of London Disability Officers' Group (ULDOG). The central University of London, although not a formal part of the Group, have participated at meetings and been involved in email discussions and sharing of best practice.

8.5 Engagement with disability organisations

The central University of London has worked with a number of disability organisations, eg Deafworks, Access to Work, AbilityNet, Prospects, Outset to ensure that barriers for disabled people are removed to enable them to work, or continue to work at the University.

The following bullet points are indicative of some of the positive action that has been taken since gaining the Two Ticks Symbol in 1999:

- A six-week work experience placement granted to an unemployed disabled person.
- A permanent position offered to a disabled applicant. The following adjustments were made in the workplace: a textphone installed and interpreter support at meetings provided. An awareness seminar was attended by colleagues working in the same building.
- A disabled person referred from the Kentish Town Job Centre was interviewed and offered a job.
- A disabled person employed on a fixed term contract. An amplified telephone was installed to assist him in his work.



- The central University appointed a member of staff to the Estates Division with the remit of auditing the University's estate in relation to access issues.
- The HR Division considered the fonts, layout and colour of current application forms, with specific reference to presenting "dyslexia friendly text".
- The Staff Development and HR Manager has interviewed a number of unemployed disabled people (referred by the Kentish Town Job Centre). They have all been encouraged to apply for suitable jobs advertised in Opportunities. They have also been offered telephone support and advice on whether they would be considered suitable for jobs they have identified.
- Adjustments made, mainly around ergonomic workstation issues, including the purchase of voice-activated software for a number of staff.
- A course, focusing on good practice in recruitment, offered to all staff involved in interviewing.
- The University "Web Master" agreed that the HR Pages and Vacancy Page on our Intranet be produced with specific reference to presenting "dyslexia friendly text".
- Disability, Equality and Rights workshop organised for EISA.
- A Diversity workshop was organised for senior management.
- A management development programme, included Managing Diversity.
- Equal Opportunity Focus Groups covering, gender, race, sexual orientation, disability.
- A one day course, focusing on how to assist Library users with special needs, including a demonstration of assistive technology, was given.
- A disabled member of staff was given help to persuade the local council to provide housing near to his place of work. Additionally, special equipment, including a special chair, were provided for him.
- Two members of staff have been assessed by AbilityNet and assistive technology has been purchased to enable them to work more easily.
- A number of Access to Work applications were supported by the University to enable the members of staff concerned to continue in our employment.

9 Context of the new Duty

9.1 The social, legal and political context in which this new duty is being introduced.

The aim of this equality scheme is to facilitate the removal of barriers for all disabled people. This includes people who might not automatically identify themselves as disabled people, but who nevertheless face discrimination or barriers in their everyday life because of their impairment.

9.2 The University of London is adopting the social model of disability and accepts that:



- disability is a social phenomenon;
- that while many individuals have physical or sensory impairments or learning difficulties or are living with mental health needs, it is the way society responds to these which creates *disability* and not an individual's impairment;

9.3 The social model encourages explanations in terms of characteristics of social organisation. When people such as policy makers and managers think about disability in this individual way they tend to concentrate their efforts on 'compensating' people with impairments for what is 'wrong' with their bodies.

9.4 The social model of disability makes the important distinction between 'impairment' and 'disability'. It is the response of the disabled people's civil rights movement to the oppression of disabled people. 'Barriers' or elements of social organisation, which take little or no account of people who have impairments, cause disability. It follows that if disabled people are to be able to join in mainstream society, which is their human right, the way society is organised must be changed. Removing the barriers that exclude (disable) people who have impairments can bring about this change.

Barriers can be:

- prejudice and stereotypes
- inflexible organisational procedures and practices
- inaccessible information
- inaccessible buildings and
- inaccessible transport

These barriers have nothing to do with individual disabled people's bodies; they are created by people, which means it is possible to remove them.

10 Current Status

10.1 An assessment of our baseline provision in terms of facilities and services for disabled students, staff and visitors was carried out and published on our website (see Appendix B). This gives the University the basis for identifying and concentrating on high priority issues around institutional policies and procedures and the staff and student lifecycle activities which will have the most impact

10.2 Since the collection of this data, a large proportion of the central University has moved into purpose-built accommodation in Stewart House. Stewart House has the advantage over Senate House in that:



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- The central main entrance doors have powered opening.
- Passenger lifts have controls at accessible height and Braille indicators.
- There are unisex accessible toilets on each floor level.
- There is a unisex accessible shower on the fourth floor.
- Induction Loop systems are fitted within the Meeting Rooms that are fitted with Audio Visual Systems, and on the main Reception Desk, the EISA Student Services desk and The Careers Group Reception Desk.
- Portable Induction Loop Systems are available for remaining Meeting rooms.
- In the event of emergency evacuation of the building dedicated safety refuge points are located on each floor at each fire exit staircase for people using wheelchairs. These points have wall mounted intercom panels linked to the main reception area equipment room allowing communication with the Fire Safety Warden.

10.3 Senate House South Block is currently being re-wired and will be unavailable for use for at least another two – three years. But once this work has been completed, it will provide accessible accommodation for those parts of the University which are currently housed in unsuitable buildings.

10.4 The University of London Website and Intranet

The Website and Intranet provide information about, and are accessible to, those with disabilities. Content is continuously reviewed and developed to promote, represent and inform website users about equality for those with disabilities within the University of London. Technology to ensure website accessibility is employed, ensuring compliance to W3C guidelines.

To support the University's Disability Equality Scheme, the Website and Intranet will continue to promote and support disability equality through:

- representing disability equality throughout the Website and Intranet's content
- publishing information for students with disabilities
- encouraging those with disabilities to apply for employment and provide associated information for this cohort
- publishing on-going staff training courses on disability awareness
- seeking endorsement stamps to illustrate examples of good practice
- providing information about building accessibility
- on-going monitoring web statistics informing the University of the web browser types used to view the site
- publishing disability related policies and documents



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To implement the Scheme, the website will undertake to:

- communicate the Disability Equality Scheme's progression;
- host or support (where appropriate) surveys, monitoring information, consultation and feedback;
- support the forthcoming Disability Equipment Bank, as appropriate;
- publish check-lists to share knowledge and best practice;
- introduce imagery to reflect disability within the University;
- and act as a portal to other relevant websites or resources (where appropriate).

These initiatives will be taken forward within the context of the University's Disability Equality Scheme.

11 Priority Areas

The survey results and baseline provision have informed the development of the University of London Action Plans. The University decided to ask each service function to consider the responses, eg Estates, Housing and Accommodation, Library etc and prepare an action plan. These detailed Action Plans with timescales have been prepared as a separate document.

12 Impact assessment timetable

This area can only be considered once the priority areas have been agreed by the University Council in Spring 2007. This section will then be discussed at a working group meeting in the context of the priority area documentation to allow the following to be written up:

- Areas to prioritise for impact assessment during the lifespan of the 2006 DES (a three year period 2007-09)
- Classification of policies as high / medium / low impact
- Timetable for their IA
- Identification of which activities are very likely / somewhat likely / unlikely to have differential effects for some minority groups
- Timetable for the collection of data on the effects of those activities for minority groups
- Key actions identified to address those differential effects

In addition, the University undertakes to:

- collect, analyse and act upon data related to the provision and take-up of vocational training and other opportunities for personal and professional development;



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- encourage applications for training and development opportunities from all staff, and use monitoring data to inform course-development and the publicising of training and development opportunities;
- ensure that the admission of individuals to training and development opportunities is consistent and fair, and that those staff involved in the process are aware of their responsibilities under the DES;
- ensure that training and development opportunities and requirements for staff engaged in customer-facing, student recruitment, student-service, curriculum-development, teaching, learning, or assessment activities, and those engaged in duties relating to staff recruitment, selection, development, progression and reward, take appropriate account of the need for those individuals to understand the requirements of the DED and the DES and Action Plan, the benefits of diversity and the general duty to promote equality of opportunity;

The University will continue to provide appropriate training in disability equality and diversity awareness issues, and cascade through the University's line management structures from the point of staff induction onwards.

13 Plans for monitoring and recording data on progress towards objectives

The University acknowledges that the implementation of its commitment to promoting and delivering disability equality is a continuing process that needs to be kept under constant review. The process involves establishing best practice, a sound procedural framework, setting goals to ensure the momentum of implementation is maintained, and providing appropriate training and guidance to assist its staff in implementation and understanding of the Scheme.

To these ends, the University will regularly assess this and other policies at a senior level and make revisions where impact assessments and the results of data analysis demonstrate inappropriate effect of our policies on individuals with disabilities. Such progress will be carefully co-ordinated in partnership with the trades unions and Staff Association (through a selection of appropriate internal committees - including a staff consultative committee), the HR Committee and the University Council. Results of monitoring will be compared with local and national benchmark data wherever available.

So far as is reasonably practicable, we seek to ensure that actual and potential students, staff, service users and/or suppliers are informed of our Scheme. In particular, in addition to our commitments on publication of the Scheme and Action Plan and the results of impact assessments and monitoring, we will:



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- incorporate a requirement to commit to both the general and specific duties under the DED into the Terms and Conditions of Employment for all staff groups;
- raise awareness of issues of disability equality generally at an early stage of employment through Induction Training;
- Ensure that those employees with human resource/personnel administration/management responsibilities, or with responsibility for the admission of students to programmes of study or to accommodation or services, are aware of the requirements of the DED and Action Plan and receive appropriate training.

14 **Publishing our DES**

The University's DES will be ratified by the HR Committee and the University Council and published on our main website. This will be done to meet our obligations by early December 2006.

As well as being available as a PDF document on the website, copies in alternative formats can be obtained from the

Information Centre
Senate House
London WC1E 7HU

E-mail: enquiries@london.ac.uk



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Appendix A

Membership of the DES Working Group

David Rippon, Director, University of London Computer Centre (**Chair**)
Paolo Assirati, Administrative Assistant, London Deanery
Nick Berg, General Manager, University of London Union (Students' Union)
Danny Bramman, Head of Support Services, University of London Computer Centre
Andrew Clare, Bursar, Commonwealth Hall of Residence
Gail Duggett, Senior Manager, Estates Projects, Estates & FM Division
Rachel Khorrambin, Information Services Manager, External & Internal Student Administration
Marion McNeill, Head of Student Admissions, External & Internal Student Administration
Christine Muller, Director, User Services, University of London Research Library Services
Liz Parkin, Head of Facilities Management, Estates & FM Division
Niamh Sands, Vacancies Officer, The Careers Group, University of London
Susan Small, Staff Development & HR Manager, Human Resources
Pippa Smith, Assistant Registrar, School of Advanced Study

Terms of Reference

- 1) To draw up, following consultation with all interested parties, the central University of London's Disability Equality Scheme.
- 2) To draw up the University of London's Action Plan, with targets and completion dates.
- 3) To meet as required by the Chair.



Appendix B

BASELINE PROVISION FOR DISABLED STUDENTS FROM THE FOLLOWING CENTRAL ACTIVITIES AND SERVICES:

1. Senate House Library
2. University of London Union
3. The Careers Group, University of London
4. Student Accommodation Services
5. External and Internal Student Administration Division (with the Examination Policies of the Academic Committee)
6. School of Advanced Study

1. Senate House Library

The Library is committed to making its collections and services accessible for all users, and welcomes readers with a disability.

We are working towards improving provision and access to our services. We recognise that the layout of the building is not ideal for readers with disabilities. However, the Library's ongoing refurbishment programme seeks to address some of the current limitations to access.

Physical Access to the Library

The Library is located on the 4th floor of Senate House. Access to the building is either by stairs or a ramp. Automatic doors provide access to the south-side of Senate House. To get to the Library, you will need to take the lift to the 4th floor. A gate allows wheelchair access, please ask at the Reception Desk. If you need to use the car park, please contact reception@lon.ac.uk in advance so that staff can reserve a space for you.

Library services

- Disabled toilet facilities on the 4th floor
- Lift access for most collections between the 4th and 7th floors available through staff
- Assisted fetching of library material (please allow 24 hours notice)
- Receipts for photocopying (available on request)
- Postal loans via the Inter-Library Loans and Reprographics departments (charged services)
- Free reference access to the Library for a nominated helper (available on request)
- Nominated helpers may be permitted to borrow books on behalf of a reader if necessary
- Reserved study space for wheelchair users (available on request)
- Individual induction sessions (available on request)



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- Fixed and portable hearing induction loops – please inform a member of staff if you would like one to be used
- Orthopaedic chair and two portable back supports, available for use within the Library from the Issue Desk
- Hand-held magnifying glasses, available from the Information Centre
- Adjustable controls and enlarging function on photocopiers
- Dedicated workstation in the Information Centre for readers wishing to view DVDs and use assistive technology, such as screen enlargement
- Library contacts

We are happy to provide advice and individually tailored support for readers with additional access needs. It would help us to know about your requirements in advance. Discussions with Library staff are confidential, although it may be necessary to share information with a third party in order to make adjustments to the service. In order to prevent a reader with special requirements from having to repeatedly reiterate their needs to different staff, some information may be recorded on our membership database, with the reader's consent.

To contact us, please email shl.userservices@london.ac.uk or telephone 020 7862 8437 or 8438

2. University of London Union

Current Policy

ULU is committed to assisting all disabled users and strives to ensure that all of its premises and their internal facilities are accessible to all students with disabilities.

Whenever new developments are planned the needs of disabled users are considered from the outset. The Executive Committee keeps the development of facilities for the disabled under review within all of ULU's developments including the various components of the rolling three-year development plan.

Current Provision

The main ULU building has facilities to enable wheelchair access and nearly all of its facilities are served by lift.

The sports facilities which are situated some distance from central London are not well-served by public transport, but students with private transport can gain easy access to the University Boathouse at Chiswick, and the University Sailing Clubhouse at the Welsh Harp, Birchen Grove, NW9. The ULU minibus



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is available to assist groups of disabled students to attend sports and other functions held at these facilities and elsewhere.

The Vice-President (Welfare and Student Affairs) is normally the first point of contact for disabled students in need of different facilities or general advice regarding provision for disabled students within ULU's facilities. There is a part-time Executive Officer for Students with Disabilities, and they have a remit which includes monitoring facilities for disabled students and regular reviews are carried out to ensure current provision is adequate.

Future Developments

Recreation Service (Energybase predominantly)

The Energybase Manager has worked for the last few years to bring ULU services up to a reasonable level. Disabled access to all areas of the fitness suite except the swimming pool has always been available. This was via a round-about route and hence the recent changes in Energybase. To improve this access, there is now a fully constructed Disabled Lift to the 2 floors of Energybase, which has to undergo certain tests before it is commissioned, but is expected to be available by January 2007.

There are also two platform lifts expected to be ready in Energybase by Jan 2007 which will provide access to poolside from the changing rooms. However an essential element is the provision of a Water Chair on the poolside and this is on order. Only once this has arrived and staff are trained in its use, can the lifts be operational.

The latest automated fitness equipment has been installed in the gym that has specific controls for those with impaired sight. Some equipment also has Braille controls. The Energybase Manager had taken advice from Precor about DDA compliance and had taken a practical view point of what could actually be achieved in the limited space. He also visited a fully DDA compliant Gym in London. This facility was only on one floor (obviously impossible at ULU) and they did have the latest training machines that enabled full access to all forms of disabled users, most specifically Wheelchair users. The floor space needed for a similar facility to be implemented for a Gym as large as Energybase is impractical. The Manager has satisfied ULU that currently the facilities have achieved, or are close to achieving, all that is currently possible to be DDA compliant.

All staff will have Disability training included on staff induction to come into effect when the facilities are operational.



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Clubs and Societies

All clubs and societies are generally responsible for their own intake of members (obviously there are requirements that ULU demand to be met – financial and administrative). Each Club and Society has signed and agreed to abide by the ULU Equal Opportunities policy.

The membership forms for each Club and Society are generic, and there is a section which reads: *“If you have a medical condition, allergy, physical limitation or any other condition that may effect your ability to participate in your chosen activity it is your responsibility to notify your club captain/chairperson and coach/trainer”*.

Conferencing and general Building compliance

ULU underwent a specific DDA assessment two years ago (before the main work was to be carried out on ULU’s ‘Transformation’). This was in conjunction with the Estates department. At the time it was noted all that would be needed to bring ULU physically in line with requirements and a vast amount of work has been completed for this. ULU will want to revisit the issue again and is going to enlist the help of an external assessor (via the Estates department as last time) to see what progress has been made and what more needs to be done.

All the Duty Officers, Conference Staff, other senior student staff and of course permanent staff will attend the University’s Disability Awareness courses on a regular basis.

There is an induction loop for the Conference Rooms and the lifts have Braille.

3. The Careers Group, University of London (CGUL)

The CGUL is strongly committed to providing an excellent service to all of its users, whether they have a disability or not. CGUL is actively seeking to comply with the [Disability Discrimination Act](#) (DDA) and is currently undertaking a wide range of adjustments, in addition to its current provision, to its facilities and services to enable disabled users to use them more effectively.

Current Provision for Disabled Users

Buildings

The buildings used to deliver CGUL services are variable in terms of accessibility although CGUL always seeks to influence the external providers of the premises to ensure they comply with the DDA. Courses and events run by CGUL centrally are held at disabled friendly venues with wheelchair access



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and induction loops, whenever possible. If this is not possible all effort is made to ensure that users with disabilities are able to participate fully.

Information

- We have a help sheet, for our series of Careers Education Leaflets, containing Information for Students with Disabilities. This is available at all CGUL offices and on our web pages. In addition we are in the process of producing a leaflet for users with dyslexia.
- Throughout the service we have on clear display signs to ensure that users are aware that we will do anything possible to assist you.
- A wide range of information on disability issues from employers, training organisations and support agencies covering policy issues, legislation, education and training provision and employment is available in the CGUL Library. Information is also available at each of the College Careers Services.
- CGUL is a member of [SKILL, the National Bureau for Students with Disabilities](#). You therefore have access to the Disabled Graduates Careers Information Service run by SKILL.
- Our website (www.careers.lon.ac.uk) has been compiled with disabled users in mind (see our [accessibility information](#)): we try to include as much information about our services as possible as well as links to employers, recruitment specialists and disability-related organisations. On the website we use scalable text. We do not use a fixed font size so that you can increase size of the text using your browser options. We also include alternative text for all important graphics.
- We are committed to providing information in alternative formats as requested.
- We train our front-line staff to be able to adapt PC settings for maximum accessibility.

Publications

All publications, as of 15 August 2006, will include a clause that says: "The Careers Group is committed to providing publications in alternative formats if requested" and a method of contact. Sans Serif fonts used. Alternative Format Recommendations/Policy will be shaped by each DEOG rep for their area of responsibility.

Events – 'At all The Careers Group, University of London Events we provide assistance for people with disabilities' stated on publicity material where possible. There is a Sign Language Interpreter at our Fairs. If visitors require signing assistance they must report to the Organisers Office upon arrival.



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This is clearly stated on our website but all staff, including temporary staff, need to be made more aware.

The Careers Group Courses

Application form includes questions on Dyslexia and Disability including:

If you are dyslexic, is there anything we could do to make your access to written information easier?

If "Yes", is there anything we could do to improve careers services for you?

eg Could we improve your access to the premises?

Could we improve your access to the equipment or other facilities?

Could we make it easier for you to attend presentations or events?

In the past, sign language interpreters have been provided for course attendees on request.

People

- CGUL is a member of The Association of Graduate Careers Advisory Services (AGCAS), which has a Diversity Committee and our staff have telephone and e-mail access to specialists on a range of disabilities.
- CGUL is a member of the Disability Development Network, a nationwide network of careers staff with an interest in developing careers work with students with disabilities. Its aim is to share good practice, information and resources.
- We have a Disability and Equal Opportunities Group whose role it is to advise CGUL on policy and to collate information and other resources in these areas.
- A designated Careers Adviser is responsible for encouraging good practice in our guidance work with disabled users. This Adviser has a role in supporting our staff to deliver the best possible service.
- The Information and Research Specialist, is responsible for gathering information of value to users with disabilities and sharing this with all the College Careers Services.
- The Head of Projects and Compliance is responsible for improving access and dedicated provision for users with disabilities.
- We are committed to training and developing all staff so that they can provide the best possible assistance to you.



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4. Student Accommodation Services

Current Policy

The federal University of London provides managed student accommodation both by central provision on an intercollegiate basis (2,482 places in 1999) and through the constituent Colleges (22,374 places in 1999). Because the centrally provided Intercollegiate self-catering residences are some distance from most of the teaching facilities in the Colleges, or are in previously converted houses, facilities for the more severely disabled students are generally made available within the student accommodation of the Colleges.

The central University of London Housing Services manages the University's self-catering residences (427 places in 1999) through its Property Management Unit and maintains an up-to-date database of private sector accommodation equivalent to about 8,000 bed spaces.

Staff of the University of London Housing Services work closely with their colleagues in the College accommodation offices and keep the availability of all types of accommodation available under constant review.

Current Provision

Of the eight centrally-provided Intercollegiate Halls only two are suitable for unrestricted wheelchair access due to their age and type of construction. These two Halls are adjacent in Cartwright Gardens, WC1 and comprise one large mixed Hall and one for women only. Internal modifications were made to these two Halls some years ago to enable wheelchair access to all parts of these Halls *via* the modern lifts. These two Halls are the only ones with entrances at street level.

Because of the transport difficulties to the teaching areas within the Colleges not many students who are wheelchair users have been accommodated in the Intercollegiate Halls in the past few years.

All eight Intercollegiate Halls make specific provision for students with other disabilities including those with sight or hearing difficulties, severe medical problems, and ambulatory difficulties short of needing to use a wheelchair.

None of the self-catering residences is suitable for wheelchair users but, as most residences are of good quality and have some wardenial oversight of residents, students with most other disabilities can be accommodated if they are able to cope with the mode of transport needed to get to and from their College.



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The recent acquisition of a modern computer management system for the accommodation database has allowed staff to commence classifying the type of accommodation offered on a more rational basis. This will allow all students to assess the general suitability of the accommodation before detailed inspection and this development is of significant advantage to disabled students.

Future Developments

The University Housing Services deals specifically with private sector accommodation and does not inspect an approximate 4,500 properties held on its database. The reason for non-inspection is due to a lack of resources and staff fully qualified to carry out inspections. The Office is therefore unable to identify properties suitable to students with various types of disability. However, it is able to direct students to agencies who could offer assistance to these students.

The Property Management Unit continues to seek to expand its stock of self-catering accommodation, which is suitable for disabled students.

5. External and Internal Administration Division

Information for Applicants with Disabilities

The External Programme is primarily an examination system which makes University of London degrees and diplomas available world-wide to individuals who are unable to study full-time as students at Colleges of the University in London. Currently there are more than 30,000 registered External students studying a wide range of qualifications at undergraduate and postgraduate level. The full list of qualifications is printed in the External Programme prospectuses.

Students have up to 8 years to complete their examinations at first degree level and 5 years at diploma and Masters degree level. This flexibility may be particularly suitable for students with disabilities who wish to study at home, provided they can attend an examination centre.

The External Programme arranges examinations in more than 130 countries around the world. These are held in designated examination centres which include government ministries, Embassies, the British Council and educational institutions approved by the University. The External System uses these agencies in order to ensure the integrity of the examination process.

Students can only take examinations at a designated examination centre. The External Programme does not arrange examinations at a student's home under any circumstances; examinations may be held at *ad hoc* venues only in very exceptional circumstances and then only in the UK. Oral and practical



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examinations can only be held at the designated examination centre for that examination.

Applying to the External Programme

Our application form asks prospective students to say if they have a disability and if so to give details; we do this for two reasons:

- firstly to find out if you can sit your examinations at a designated examination centre
- secondly, to find out if you need any special arrangements for the examination (e.g. extra time allowances, papers in Braille)

When a form from an applicant with a disability, based either in the UK or overseas, is received in the Admissions Office it is immediately sent to the office that deals with special examination arrangements. We carefully investigate your situation and will only accept your application if we can make satisfactory arrangements for you to sit examinations. If we are not able to provide satisfactory examination arrangements, your application will be declined (and the application handling fee returned). The University does not charge students for the provision of special examination arrangements but local examination centres may impose extra charges.

Registration and examination fees are given in the prospectus and Regulations for each qualification. The External Programme does not have any schemes which give financial assistance and all students are required to pay the fees in full. The External Programme is self-funding and all of its income comes from fees paid by students.

Studying as an External Student

The External System provides introductory study materials for its undergraduate qualifications. Full distance learning materials and tutorial support are supplied for most postgraduate degrees and diplomas.

Our study materials are designed to enable students to prepare privately at home for examination. It may be possible to provide the University's introductory study material in a different form if you cannot use printed materials. For example, in the past, we have given the RNIB permission to create Talking Books from the subject guides for the LLB degree; we could also provide some materials in large print format or on computer disk. If you think that we could help you by sending materials in other than the standard printed form, you should discuss your difficulties with the Programme Manager.

Although the University doesn't organise classes for or teach undergraduate External students, tuition is available from other sources. If you would like to receive tuition, you can either study full-time or part time at an institution or



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enrol with one that offers correspondence courses or distance learning. Institutions that offer tuition are listed in the relevant prospectus. If you are considering enrolling at an institution, you should ask the institution if it can offer tuition to someone with your disability.

For the undergraduate diplomas in Computing and Information Systems, Economics, Law and Mathematics, Computing & Statistics attendance at an institution is compulsory. If you are interested in one of these qualifications, you should consult the relevant prospectus to find out which institutions are permitted to teach it.

We do not have any special provision for counselling or advising disabled students. However, if you are studying privately and experience difficulties or have a problem, the Programme Manager for the qualification you are studying, whose contact details are given in the Regulations, may be able to assist. If you are studying at an institution, you should discuss your concerns with their staff.

Examination Arrangements

The University has a Panel on Special Examinations Arrangements which considers applications from students for special examination arrangements. The Panel tries to ensure that a student with a disability is neither disadvantaged nor advantaged in examinations compared with other students.

Out of a total of 26,000 External students, more than 15,000 take an examination in a typical year. Of these, we make special arrangements for two or three dozen.

Examples of the ways in which we have been able to assist some students in the past include:

- question papers in Braille and extra time for a blind candidate;
- large print question papers and/or extra time for a partially sighted candidate;
- special seating for an agoraphobic candidate;
- special seating for an epileptic candidate;
- extra time or an amanuensis for a candidate with arthritis;
- special seating for a wheelchair user;
- extra time for a dyslexic candidate;
- breaks during the examination for a candidate with Multiple Sclerosis;
- permission to take food into exam hall for a diabetic candidate;
- special seating for a pregnant candidate.

If you think you may want us to make special arrangements to enable you to take examinations, you should give details of your disability on the application form. Then, when you send in your examination entry form you should write again to the address below explaining the difficulties you expect to encounter and, if possible, suggest how the University may be able to help. It is



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important that you send the appropriate recent medical or other documentary evidence with your application and again with your examination entry.

It is advisable to check that your local examination centre is able to provide suitable facilities, for example, wheelchair access and an accessible toilet. If your local examination centre cannot provide these facilities, you may need to travel to a more distant centre or to London to take your examinations. We will be pleased to send you information about designated examination centres in the UK or in your country on request.

If you are taken ill or experience problems during the examination (other than with the questions!) you should write to the Examinations Office, enclosing appropriate medical certificates **within three weeks of the last paper**. More information about doing this is given in the Regulations. But it is much better to tell us about your condition in advance, even if you don't think you will need any special arrangements.

Further Information

For more information please contact:

Enquiry and Application

The Student Registry,
Stewart House,
University of London,
32 Russell Square
London, United Kingdom.
WC1B 5DN
(020 7862 8364)

Provision of Study Materials in non-standard form and queries about studying

The Programme Manager for *(name of qualification)*,
University of London External Programme
Stewart House,
University of London,
32 Russell Square
London, United Kingdom.
WC1B 5DN
(020 7862 8385)

Examination Centres & Special Examination Arrangements

The Administrative Officer,
Stewart House,
University of London,
32 Russell Square
London, United Kingdom.
WC1B 5DN
(020 7862 8311)



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6. School of Advanced Study

DISABILITY STATEMENT – STUDENTS

Access to Buildings

The Institutes of Classical Studies, English Studies, Germanic and Romance Studies, Historical Research, Musical Research and Philosophy are all located in the Senate House-Stewart House complex. Senate House is a listed building, there are some limitations to the alterations that can be made but there are ramps, lifts, and accessible toilets, and there is ongoing work to improve accessibility. Wheelchair users and those with reduced mobility are able to access all necessary facilities although it is not always easy for them to do so in a fully independent way. Some teaching and meeting rooms are equipped with a fixed induction loop system for hearing-impaired students, and there is a mobile induction loop system for use elsewhere.

Note: because of electrical work and other refurbishment the Institute of Classical Studies and its library, and the Institute of English Studies are temporarily located in the Senate House North Block in 2006-07. The Institute for the Study of the Americas, the Institute of Commonwealth Studies, and the Germanic Studies Library, currently housed in nearby Georgian buildings with limited accessibility, will be moving to Senate House when the refurbishment is completed.

The Institute of Advanced Legal Studies and the Warburg Institute are in nearby buildings which have ramps, lifts, and accessible toilets. Again, although wheelchair users and those with reduced mobility are able to access all necessary facilities, it is not always easy for them to do so in a fully independent way.

The limitations of physical access to parts of the School's buildings are discussed with potential students for whom access may pose difficulties.

It is possible to arrange for new students with impaired vision to be accompanied both within the building and to the tube station or bus stop, until they have become familiar with these routes. Your Institute can help arrange this in conjunction with Camden's Sensory Disabilities Team.

Applications

If you are considering an application to the School you may find it helpful to discuss access confidentially with the Student Administrator in the relevant Institute before applying. Application forms and application information can be supplied in alternative formats.

When an application form is received, an initial assessment is made of whether you satisfy the academic requirements for the programme you are



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interested in. The application form invites you to say whether you have special access or support needs and asks that you provide the information on a separate sheet. This information is treated as confidential and is retained by the Student Administrator until after your application has been considered on its academic merits. Disability is not a factor in making the judgement about whether you should be offered a place.

This Disability Statement, which is also on our website, is sent to any applicant who indicates that he or she has a disability. If you have indicated that you have a disability which may affect your study, we may ask you to complete a Support Needs Form, which will help us to ensure that we can meet your needs. If you already have expert assessments of your needs, it is useful to send the relevant papers. The Institutes do not always interview applicants before offering them a place so you may find it helpful to visit the Institute to discuss your needs and to help you decide for yourself whether the physical and learning environment is right for you. If you visit, you will normally meet the Student Administrator and the academic co-ordinator for the relevant programme.

Confidentiality

Information which you provide about your disability (as an applicant or as a student) is not, without your consent, disclosed to other students, or to anyone who does not need to know. However, the School has a legal obligation to make reasonable adjustments to meet your need, and to make these it is usually appropriate for some people to know about your disability. Legally, the School is “deemed to know” about your disability if it is obvious, or if you have told us about it. If you ask us not to inform other staff, we will discuss the implications of that decision with you. Also, for health and safety reasons, you should make known to tutors and fellow students any disability that would prevent you from responding to an emergency evacuation.

Like other academic institutions, we maintain records of the number of students with disabilities, and whether they are known to receive a Disabled Student Allowance (DSA). The DSA is administered by Local Education Authorities (LEA). Access to this information on the student records database is restricted to the student administration. The reason for keeping such records is to enable us to monitor the data in order to check that we are not, unwittingly, discriminating against any particular category of applicants. For other purposes (such as submitting statistics to the Higher Education Statistics Agency) the information is aggregated and presented anonymously.

Information for Study

When you register as a student, you receive documentation such as a student handbook, a handbook for your programme of study, copies of the regulations, and other essential information. Your Support Needs Form should highlight whether you need these documents in alternative formats. If



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we know in advance, they can be available at the same time as all other students receive the information. Similarly, handouts issued during your course would be made available in other formats.

Library Services

The University of London Research Library Services (comprising the Senate House Library and the Institute Libraries) combined catalogue is available online with access for registered students to online research resources and journals. If you have disabilities which affect your use of libraries, arrangements will be made for you to meet relevant library staff to discuss how best to help you. The Warburg Institute Library, in Woburn Square, and the Institute of Advanced Legal Studies Library, in Russell Square, have ramped access. The libraries of Historical Research and Classical Studies, and the Romance, United States, English, and Philosophy collections are all located in Senate House. The Germanic, Commonwealth, and Latin American collections currently located in Georgian Houses in Russell and Tavistock Square, with limited accessibility; these libraries will be relocated to Senate House when its refurbishment is completed.

Senate House Library (SHL)

Access by lift is available to all major open-access areas. Staff assistance is made available to users where physical mobility is a problem. This includes assistance with wheelchairs, using computers, locating and fetching material, and photocopying. A postal service is offered for loanable texts and ordered photocopy offprints, the latter can be delivered as electronic attachments via e-mail. An e-mail enquiry service (enquiries@shl.ac.uk) is available.

Using Computers

The School Computer Room is currently located in the basement of the Institute of Historical Research in the North Block of Senate House. There is ramp and lift access and a staffed reception. Additional computers are available in the ULRLS libraries. Disabled students, including many dyslexic students, who qualify for the DSA may receive support for computer purchase. Remote e-mail access and web access to the Library's electronic research resources and journals are available via the internet. Advice on personal computer adaptation can be obtained free from AbilityNet (www.abilitynet.org.uk). AbilityNet will also carry out assessments of individual need. It is not possible to alter the set-up of the computers in the School's Computer Room but your personal profile could be adapted to your needs – please contact your Student Administrator to discuss this.

Personal Assistance Schemes

If you have a disability which requires personal care – for example a carer, or a note-taker – you may already be receiving financial support for this, through the DSA. The School can help you to find assistance but you will need to pay the cost, through the support funding you get.



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Support for Students with Specific Learning Difficulties (e.g. Dyslexia)

If you have already been diagnosed as dyslexic, you should bring your needs assessment or diagnostic report because it may help us to identify the best ways of supporting you. Your LEA may also ask for a reassessment before you can be considered for the DSA. Some students discover for the first time that they are dyslexic when they have already started their studies. If you - or we - suspect that you may be dyslexic, we can advise you on how to get a dyslexia assessment. It may be possible to get ALF support (see below) for the cost of your dyslexia assessment, and the assessment may result in funding through the DSA, which may pay for special support sessions or for equipment.

Changes in Circumstances

Occasionally, a disability may be diagnosed after you have registered, or you may develop a condition which disables you, either permanently or temporarily. If this happens, you should notify your tutor or the Institute's Student Administrator. This is especially important if your disability would not otherwise be obvious. Reasonable arrangements will be made to support you.

Assessment

If your disability affects your capacity to undertake a particular piece of assessment in the same way, or at the same time, as other students, then reasonable adjustments can be made. The requirements should be discussed when you first register as a student. In some cases, arrangements may be made within each assessment or course. The University's Examinations Office and the Institute's Higher Degree or Research Degree Committee will consider arrangements to provide for disabled students. Arrangements could include enlarged print papers, rest periods, extra time, an amanuensis, special seating or separate invigilation. Alternative methods of assessing the same learning can sometimes be arranged. Written course assessments usually have quite a long lead time. Sometimes assessment involves oral seminar presentations. If the nature of your disability places you at a disadvantage in these pieces of assessed work it may be possible to make some adjustment, either to the deadline or, in some cases, to the way you present the work. It is important to discuss alternatives as early as possible – as soon as the work is set, or at least well before the deadline. We may make adjustments, but we will not change the academic standards required to pass.

Careers Advice

The University of London Careers Group can advise on the legal aspects of disability and employment, give information on organisations providing specialised advice for disabled individuals, as well as information on jobs, postgraduate study, issues of disclosure, and specialist equipment. The



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Careers Group staff will provide one-to-one advice and respond to letter, e-mail or telephone enquiries. Any information disclosed is treated as confidential. The Careers Library contains reference files specifically for students with disabilities covering general information, employment, education, and training. The Careers Group are based in Malet Street (Stewart House and the ULU building).

Transport

Most people access Senate House and the Bloomsbury area by public transport. Some disabled people living in the London area may be eligible for a London Transport Freedom Pass (www.freedompass.org) which allows free travel on public transport; the borough where you live will be able to tell you if you are eligible. There are a number of underground stations near to the School and many buses, but the streets and the transport tend to be crowded, and may pose some difficulties for some disabled people. Transport for London's Access and Mobility unit has information about schemes such as Dial-a-Ride and Taxicard for subsidised door-to-door transport for people who have serious mobility impairment and difficulty in using public transport: Access & Mobility, Transport for London, Windsor House, 42/50 Victoria Street, London, SW1H 0TL www.tfl.gov.uk/tfl/ph_mobility.shtml
e-mail: travinfo@tfl.gov.uk

Telephone: 020 7222 1234 Textphone: 020 7918 3015

(Both these London Travel Information lines are open 24 hours)

Parking

Facilities Management Helpdesk, Senate House Reception:
reception@lon.ac.uk

There are nine disabled parking spaces at Senate House. Only vehicles issued with a disabled permit will be eligible for parking in the designated disabled spaces. Disabled drivers should book a parking space 48 hours in advance, with details of the date and duration for which the space is required together with your vehicle details. Please make the Helpdesk operator aware if assistance will be required on arrival. Your details will be maintained on the Helpdesk database for future bookings. Your Student Administrator can help with contacting Facilities Management.

Emergency Evacuation

If you have a disability which might cause delay in recognising or responding to an emergency alarm a personal emergency evacuation plan will be agreed with the University Safety Officer. If your disability is likely to affect your ability to evacuate the building, we should notify your tutors of your evacuation plan, so that others know how to help you in an emergency.

Residential Accommodation

The School's students are eligible to apply for accommodation in the University of London Intercollegiate Halls: two of these (Canterbury Hall and



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Hughes Parry Hall in Cartwright Gardens) can provide for wheelchair users, and have street level entrances and modern lifts. All eight of them make specific provision for students with other disabilities, including those with sight and hearing difficulties, and restricted mobility. Wardens oversee the residences. Places at the Intercollegiate Halls are competitive and early applications for general places by March or April are advised, further places sometimes become available in late September. Dedicated rooms are kept free by the Halls for allocation to disabled students until the beginning of the academic year. Applications should be made via your Institute, once you have been offered a place, which will support your application. The University of London Accommodation Office (<http://housing.lon.ac.uk>) has a database of private accommodation for rent and can give advice on finding accommodation.

Financial Help for Disabled Students

You may find that, because of your disability, you incur additional costs as a student. This section summarises two sources of financial help for disabled students.

Disabled Students' Allowance (DSA)

UK (home) students may be eligible for the Disabled Students' Allowance from their LEA. There is one DSA allowance for postgraduate students to meet disability-related course costs of up to £5,500. More information is available at: www.dfes.gov.uk. As a general guide, to be eligible for the DSA you must::

have been resident in the for three years immediately before the start of your course, and have "settled status" in the UK (although there are some special arrangements for European Economic Area migrant workers and for refugees) be taking an eligible full time course
if you are taking a part time course, the course must last more than a year, but must not take more than twice as long to complete as the equivalent full-time course.

The DSA is not means-tested, and there is no age limit. You can get an application form from your LEA. If you do not already have a disability needs assessment, the local authority will usually require this, and you may have to pay for the assessment yourself.

Access to Learning Fund (ALF)

The School receives a certain amount of money each year from the government to alleviate unexpected financial hardship. The fund is available to home students. You can apply for help from ALF, once registered on a course, at any time during the academic year. Disabled students are encouraged to apply to ALF especially where the DSA is unable to meet particular costs – such as help towards the cost of the preliminary diagnostic test for dyslexia prior to applying for a DSA.



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Disability Equality Scheme

More information is available at: www.dfes.gov.uk/studentssupport/students

The Student's Responsibilities

Please:

let us know about your needs in good time so that we have the appropriate opportunity to address those needs;

give both positive and negative feedback so that we can improve our services

- let us know if the recommendations for your support are not carried out and you do not receive alternative format handouts, for example

let us know if your situation changes and you need more, or different kinds, of support.

Feedback and Contacts

Feedback, comments and suggestions, in confidence if preferred, can be made to your Institute Student Administrator or to Pippa Smith, Assistant Registrar, School of Advanced Study (pippa.smith@sas.ac.uk).



Central University of London

Disability Equality Scheme

Disability Statement – Visitors to the School

The School of Advanced Study (SAS) aims to provide an environment where everyone can access its programmes and activities – conferences, workshops and seminars, library provision (through the University of London Research Library Services), and teaching programmes. This statement is for the information of researchers visiting the School and for visitors attending School conferences, lectures and seminars.

The School of Advanced Study

The School brings together the specialised scholarship and resources of eight prestigious postgraduate research Institutes in subject fields across the humanities and social sciences. Over the year the School and its institutes offer a very wide range of lectures, seminars, workshops and conferences. The School and its institutes also offer research fellowships to visiting scholars.

Attendance at Events

Please contact the relevant Institute, event organiser or the School to discuss how we can help you attend our event. Event information and handouts can be provided in alternative formats on request. Early notice will allow us to make reasonable adjustments to our provision.

Access to Buildings

The Institutes of Classical Studies, English Studies, Germanic and Romance Studies, and Historical Research, Musical Research, and Philosophy are all located in the Senate House-Stewart House complex. (*See Note) Senate House is a listed building, there are some limitations to the alterations that can be made but there are ramps, lifts, and accessible toilets, and there is ongoing work to improve accessibility. Wheelchair users and those with reduced mobility are able to access all necessary facilities although it is not always easy for them to do so in a fully independent way.

Note: because of electrical work and other refurbishment the Institute of Classical Studies and its library, the Institute of English Studies, and some of the School's teaching rooms are temporarily located in the Senate House North Block in 2006 and 2007. Not all the rooms are accessible to wheelchair users.

The Institute for the Study of the Americas, the Institute of Commonwealth Studies, and the Germanic Studies Library, currently housed in nearby Georgian buildings with limited accessibility, will be moving to Senate House when the refurbishment is completed.

The Institute for the Study of the Americas, the Institute of Commonwealth Studies, and the German Studies Library of the Institute of Germanic and



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Romance studies, currently housed in nearby Georgian buildings with poor accessibility, are moving to Senate House during 2008.

The Institute of Advanced Legal Studies and the Warburg Institute are in nearby buildings which have ramps, lifts, and accessible toilets. Again, although wheelchair users and those with reduced mobility are able to access all necessary facilities, it is not always easy for them to do so in a fully independent way.

Portable induction loops are available for those rooms which do not have built in induction loops.

Research Library Services

The University of London Research Library Services (the Senate House Library and the Institute Libraries) combined catalogues, with membership details, are available online. Please contact library staff to discuss arrangements that can be made for you to use the library facilities. Senate House Library offers a postal service for loanable texts and ordered photocopy offprints. Offprints can be e-mailed as electronic attachments. An e-mail enquiry service (enquiries@shl.ac.uk) is available.

The Warburg Institute Library, in Woburn Square, and the Institute of Advanced Legal Studies Library, in Russell Square, have ramped access. The libraries of Historical Research and Classical Studies, and the Romance, United States, English, and Philosophy collections are all located in Senate House. The Germanic, Commonwealth, and Latin American collections will be relocated to Senate House from nearby buildings during 2008.

Parking

There are nine disabled parking spaces at Senate House. Only vehicles issued with a disabled permit will be eligible for parking in the designated disabled spaces. Disabled drivers should book a parking space 48 hours in advance, with details of the date and duration for which the space is required together with your vehicle details. Please contact the Facilities Management Helpdesk, Senate House Reception: 020-7862 8133 or e-mail: reception@lon.ac.uk.

Please make the Helpdesk operator aware if assistance will be required on arrival. Your details will be maintained on the Helpdesk database for future bookings.

Emergency Evacuation

If you have a disability which might cause delay in recognising or responding to an emergency please notify event organisers or reception staff so that others know how to help you in an emergency.



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Disability Equality Scheme

Confidentiality

Information which you provide about your disability is treated confidentially. However, the School has a legal obligation to make reasonable adjustments to meet your needs, and to make these it is usually appropriate for some people to know about your disability. If you ask us not to inform other staff, we will discuss the implications of that decision with you.



Central University of London

Disability Equality Scheme

Appendix C

Disability Equality for Students at the central University of London

- Do you have ideas about how teaching and learning can be more accessible for disabled students?
- What are your views on physical access to the School?
- Do you feel your disability or health-related needs have been met at the School?
- Are you a member of staff with views about the needs of disabled students?

If you have a disability or long-term health condition, or you are interested in these issues, this is the opportunity to tell the University your views. The Disability Equality Scheme Working Group wants to know what you feel the priorities should be for improving disability provision.

Why should I get involved?

Because this is an opportunity to have your say and get your ideas and views across.

The University is producing a Disability Equality Scheme and responses to this questionnaire will actively influence the content and action plan. The Scheme is required to be driven by the views of disabled students, staff and visitors and therefore all responses must be considered.

Confidentiality

The views you provide in this questionnaire will be kept entirely confidential and personal contact details are not requested (unless you want to enter the Prize Draw). Responses will only be used in an anonymous way to inform the Disability Equality Scheme.

How to complete the questionnaire

Please complete the questionnaire, which should take no longer than 10 minutes, online here www.

Thank you very much for taking the time to share your views with us.



5. To whom/where did you **first** disclose your disability/health condition?
Please tick one:

- Via my application form
- At enrolment
- School Registry
- Student Administrator
- Course Tutor
- Gower Street Health Centre
- Disability Co-ordinator
- Library staff
- Accommodation Office/Residence Manager
- Students' Union Representative
- Other, please specify

6. Please say whether you had a positive or negative response upon disclosure:

Positive/Negative

Further comments:

7. If you answered 'No' to question 3, what are your reasons for not disclosing? **Please tick as many as apply**

- My disability is not relevant to my course of study
- I did not want this to affect my application
- I feel I may be treated differently
- I may be discriminated against
- I have not been given the opportunity
- I don't see the point
- I didn't consider myself as 'disabled'
- The relevant support is not available
- I feel this information is private and not relevant
- Another reason, please specify.....

C. School/University Environment

8. How far do you feel disability access and provision are taken into account in the following areas?



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 Disability Equality Scheme

	1 = Not at all		5 = A lot		unsure	
Admissions	1	2	3	4	5	<input type="checkbox"/>
School/Institute publications/prospectus	1	2	3	4	5	<input type="checkbox"/>
Intercollegiate Residences	1	2	3	4	5	<input type="checkbox"/>
Enrolment	1	2	3	4	5	<input type="checkbox"/>
Teaching delivery and learning materials	1	2	3	4	5	<input type="checkbox"/>
Curriculum	1	2	3	4	5	<input type="checkbox"/>
Exams and assessments	1	2	3	4	5	<input type="checkbox"/>
Support from Course Tutors	1	2	3	4	5	<input type="checkbox"/>
Events	1	2	3	4	5	<input type="checkbox"/>
Student Administration	1	2	3	4	5	<input type="checkbox"/>
Disability Support	1	2	3	4	5	<input type="checkbox"/>
Physical environment and facilities	1	2	3	4	5	<input type="checkbox"/>
Front-line Staff (catering, security reception)	1	2	3	4	5	<input type="checkbox"/>
ULU	1	2	3	4	5	<input type="checkbox"/>
School Governance (Dean, Institute Directors)	1	2	3	4	5	<input type="checkbox"/>
Other Students	1	2	3	4	5	<input type="checkbox"/>

If you have rated any of the above 1 or 2, please provide further comments:

9. In the main, do you feel there is a positive attitude towards disability at the School? YES NO

Comments:

10. Do you feel sufficient information is provided about the support available for students with disabilities? YES NO

Comments:



D. School provision

This is your opportunity to highlight the areas which you feel should be a priority for development in relation to disability support

11. How important are the following to the experience of disabled students at the School?

Select an option from important to unimportant, for each

	1 = Important	5 = not important				Unsure
Admissions	1	2	3	4	5	<input type="checkbox"/>
School/Institute publications/prospectus	1	2	3	4	5	<input type="checkbox"/>
Accommodation	1	2	3	4	5	<input type="checkbox"/>
Enrolment	1	2	3	4	5	<input type="checkbox"/>
Teaching delivery and learning materials	1	2	3	4	5	<input type="checkbox"/>
Curriculum	1	2	3	4	5	<input type="checkbox"/>
Exams and assessments	1	2	3	4	5	<input type="checkbox"/>
Support from Course Tutors	1	2	3	4	5	<input type="checkbox"/>
Events	1	2	3	4	5	<input type="checkbox"/>
Student Administration	1	2	3	4	5	<input type="checkbox"/>
Disability Support	1	2	3	4	5	<input type="checkbox"/>
Physical environment and facilities	1	2	3	4	5	<input type="checkbox"/>
Front-line Staff (catering, security, reception)	1	2	3	4	5	<input type="checkbox"/>
ULU	1	2	3	4	5	<input type="checkbox"/>
School Governance (Dean, Institute Directors)	1	2	3	4	5	<input type="checkbox"/>
Other Students	1	2	3	4	5	<input type="checkbox"/>

12. Have you seen the School's Disability Statement for Students on the School website? YES NO

13. If 'Yes', Please rate this :

	1 = Poor		5 = Excellent		
Usefulness of information/Content	1	2	3	4	5
Availability	1	2	3	4	5
Layout and design	1	2	3	4	5
Usability	1	2	3	4	5
Relevance (to me)	1	2	3	4	5

14. Have you used any of the following disability-related provision? **Please tick as many as apply** YES NO

One-to-one study support	<input type="checkbox"/>	<input type="checkbox"/>
Special Exam Arrangements	<input type="checkbox"/>	<input type="checkbox"/>



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Disability Equality Scheme

- Disabled Students' Allowance
- Disability Co-ordinator
- Book/journal fetching
- Access to e-resources
- Assistive software
- International Students with Disabilities Fund
- ULU Welfare Office
- Gower Street Practice

15. If you receive support for your disability, what do you find most helpful and why?

E. Support services

16. Which of the following support services have you used? Please rate the ones you have used in terms of your satisfaction.

Select from Yes or No and an option from very satisfied to unsatisfied

	1 = Poor		5 = Excellent				
	YES	NO	1	2	3	4	5
Health Centre	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Accommodation office	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Careers service	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Disability Co-ordinator	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Course Tutor/Institute staff	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Chaplaincy	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
ULU advice service	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Other students	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5

17. If you were unsatisfied with your experience of any of the above, please explain why:

Thank you for taking the time to complete this questionnaire

We have asked EmployeeSurveys to conduct a prize draw for a £50 book voucher from all those who complete the questionnaire.



Central University of London
Disability Equality Scheme

Appendix D

This letter is sent on behalf of the 'Disability Working Group' of the University of London

18 July 2006

Dear Student

Disability Equality Scheme – Disability Discrimination Act – 2005

I am writing to you in my capacity of Head of the Student Admissions Department of the External System *and* as a member of the Disability Equality Working Group of the central University of London.

The Disability Discrimination Act 2005 has recently introduced a duty on universities and other public sector bodies to proactively promote disability equality. Consequently, the University of London has set up a Working Group to discuss this issue and to assist in formulating the University's future policy in improving disability-related support.

In order to assist the Group in our discussions, questionnaires are being sent to all staff who work for the central University; the students are enrolled at the Institutes and the School of Advanced Study; users of the Library and all visitors to the University of London. As the External System has over 38,000 registered students worldwide we are also very anxious to include *your* views in this survey as you represent a very important and significant part of the central University of London.

I am, therefore, writing to ask if you would be willing to spare a few minutes to complete and return the enclosed questionnaire (it can also be accessed on line if you prefer – www.employeesurveys.co.uk/surveykitonline: Username: destudents - password: uol). When answering these questions you will note that some of them relate specifically to students who are enrolled *internally* at the University of London and, consequently, will not apply to you (eg those that refer to the *Gower Street Health Centre* and the *Accommodation Office* etc) – please leave those questions blank.

If you are willing to take part in this survey may I ask you to return the form (or complete it online) **no later than Friday 4 August 2006**. Please be reassured that the information you give will be kept *in complete confidence*. However, if you *are* willing to provide your contact details, your name will be put into the prize draw to win a £50 book token.

Thank you, in anticipation, for your assistance with this project.

Yours faithfully

Marion McNeill (Mrs)
Head of the Student Admissions Department and Disability Co-ordinator –
External System



Central University of London
Disability Equality Scheme

Appendix E

Disability Equality for Staff at the central University of London

Time to get your views heard

The Disability Discrimination Act 2005 has recently introduced a duty on universities and other public sector bodies to proactively promote disability equality.

In order to achieve this, the University wants all staff to participate in the development of its Disability Equality Scheme.

Confidentiality

The views you provide in this questionnaire will be kept entirely confidential and personal contact details are not requested (unless you want to enter the Prize Draw). Responses will only be used in an anonymous way to inform the Disability Equality Scheme.

How to complete the questionnaire

Please complete the questionnaire, which should take no longer than 10 minutes, online here [www](#).

A separate questionnaire focussing on student-related issues is also available for your comment, at the web address given above.

Thank you very much for taking the time to share your views with us.

Disability Equality Scheme Working Group

Email: equality@london.ac.uk



Staff/Employment Disability Equality Questionnaire

A. Disability status

1. The Disability Discrimination Act (1995) defines a disability as “a physical or mental impairment which has substantial long-term adverse effect on a person’s ability to carry out normal day-to-day activities”.

2. Do any of the following apply to you? **Please tick as many as apply.**

- Specific learning difficulty e.g. dyslexia
- Blind or partially sighted
- Deaf or hard of hearing
- Mobility impairment/Wheelchair
- Physical coordination impairment e.g. a muscular, manual dexterity or upper limb-related disorder
- Autistic spectrum disorder
- Speech impairment
- Mental health condition
- Long term and/or chronic medical condition or unseen disability e.g. diabetes, epilepsy, HIV positive
- Other, please specify.....

If you are not disabled please go to Question 8.

B. Disclosure

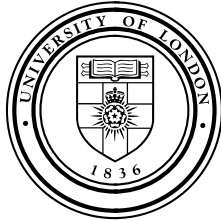
3. Have you previously disclosed your disability to the University? YES NO

4. If ‘Yes’, at which point did you **first** disclose?

- During the application stage
- During my induction/first month at the University
- During my first year
- My disability was acquired after my first year

5. **To whom** did you first disclose?

- At the recruitment stage
- To my line manager
- To a colleague
- To the Head of my Division/School
- To a member of the HR Team



Other, please specify

6. Please say whether you had a positive or negative response upon disclosure:

Positive/Negative

Further comments:

7. If you answered 'No' to question 3, what are your reasons for not disclosing? **Please tick as many as apply**

- My disability is not relevant to my role
- I feel this information is private and not work-related
- I am concerned I will be discriminated against
- I have not been given the opportunity
- I don't believe it will make any difference
- I don't feel the relevant support is available
- I am concerned about colleagues/managers views
- I feel there is a negative culture towards disability
- Another reason, please specify.....

C. Awareness and attitudes

8. To what extent do you feel the following are aware and supportive of the needs of disabled staff? **Please rate between 1 & 5, where 1 is not at all aware**

	1 = Not at all 5 = Very aware					unsure
Council, Senate and other committees	1	2	3	4	5	<input type="checkbox"/>
Heads of Divisions/Institutes/	1	2	3	4	5	<input type="checkbox"/>
HR Staff	1	2	3	4	5	<input type="checkbox"/>
Line Managers	1	2	3	4	5	<input type="checkbox"/>
Front-line Staff (catering, security, reception)	1	2	3	4	5	<input type="checkbox"/>
Colleagues	1	2	3	4	5	<input type="checkbox"/>
Support Staff (Chaplains, Health Service etc)	1	2	3	4	5	<input type="checkbox"/>
Students	1	2	3	4	5	<input type="checkbox"/>
ULU	1	2	3	4	5	<input type="checkbox"/>



Central University of London

Disability Equality Scheme

Where you have rated an area 1 & 2, please provide further comments:

9. Do you feel there is a positive attitude towards disability at the University?
YES NO

Please add further comment if you wish:

10. Do you feel sufficient information is provided to encourage staff with disabilities to come forward with their needs? YES NO

Please add further comment if you wish:

11. Have you attended any training or been involved in any sessions relating to Equality & Diversity/Disability awareness? YES NO

Please add further comment if you wish:

12. Do you feel sufficient training is provided to staff on disability-related issues? YES NO

Please add further comment if you wish:

13. If 'No', which group of staff do you feel would most benefit from targeted disability awareness training?



Please number in order of importance (1 = where most important – 8 = least important)

- Council, Senate and Governance
- Deans and Associate Deans
- Heads of Divisions/Institutes/Heads of Departments
- HR Staff
- Line Managers
- Front-line Staff (catering, security, reception)
- Colleagues
- Support Staff (Chaplains, Health Service etc)
- Students
- Other, please specify _____

Please provide any suggestions you may have on how to promote a positive environment:

D. University provision

14. In your view, how far do the following impact on the participation of disabled staff in the central University of London?

	1 = Low impact	2	3	4	5 = High impact	unsure
Recruitment and selection process	1	2	3	4	5	<input type="checkbox"/>
Individual induction	1	2	3	4	5	<input type="checkbox"/>
Staff development and training	1	2	3	4	5	<input type="checkbox"/>
Appraisal and career progression	1	2	3	4	5	<input type="checkbox"/>
HR policies	1	2	3	4	5	<input type="checkbox"/>
Pensions, retirement or redundancy policies	1	2	3	4	5	<input type="checkbox"/>
Social events and networking opportunities	1	2	3	4	5	<input type="checkbox"/>
Physical environment	1	2	3	4	5	<input type="checkbox"/>
IT and other aids (local and University-wide)	1	2	3	4	5	<input type="checkbox"/>
Internal communications	1	2	3	4	5	<input type="checkbox"/>
Access to advice and support	1	2	3	4	5	<input type="checkbox"/>
E-Resources (website, E-learning etc)	1	2	3	4	5	<input type="checkbox"/>
Other (please give details below)						<input type="checkbox"/>



15. In your view, how important are the following to the participation of disabled staff in the central University of London?

	1 = Unimportant	5 = High priority			
Recruitment and selection process	1	2	3	4	5
Personal and staff induction	1	2	3	4	5
Staff development and training	1	2	3	4	5
Appraisal and career progression	1	2	3	4	5
HR policies (flexible working, sickness etc)	1	2	3	4	5
Pensions, retirement or redundancy policies	1	2	3	4	5
Social events and networking opportunities	1	2	3	4	5
Physical environment	1	2	3	4	5
IT and other aids (local and University-wide)	1	2	3	4	5
Internal communications	1	2	3	4	5
Access to advice and support	1	2	3	4	5
E-Resources (website, E-learning etc)	1	2	3	4	5
Other (please give details overleaf)					

16. If you have listed 1 or 2 for any of the above areas, please provide further comments:

17. Do you feel that sufficient information is provided regarding disability support for staff? YES NO

18. At which point do you feel that staff should be made aware of disability-related provision (e.g. at the application stage, during induction, mailing to all staff, posters etc)?

E. Disability Equality Scheme

19. In order to ensure that the University's plans to improve provision to meet the needs of disabled people (staff, students and visitors), what do you feel



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Disability Equality Scheme

are the most important areas of University activity that the scheme should focus on?

Please select your FIVE most important areas, numbering these from 1-5, where 1 is most important

- Academic areas (learning and teaching, exams and assessments)
- Career progression opportunities
- Communication, marketing and internal relations
- Consultation with disabled staff and students
- Governance/management
- HR (staff recruitment, policies and procedures)
- IT and auxiliary aids
- Partnerships and community links
- Physical environment
- Research Strategy and supporting researchers
- Social events and networking
- Staff development and training
- Student support (Disability Support, Welfare, Counselling)
- Training and awareness-raising

Other, please specify (this may be an area you specifically feel needs attention):

The results of the questionnaire and how your responses have shaped the Scheme will be posted on the University website and issued via the HR Committee to Council.

Thank you for taking the time to complete this questionnaire

We have asked EmployeeSurveys to conduct a prize draw for a £50 book voucher from all those who complete the questionnaire.

If you wish to enter, please give your name and contact details here

Would you be prepared to be consulted in future developments about the DES? If so, please leave your contact email address here:-



Central University of London

Disability Equality Scheme

Appendix F

Disability Equality for Visitors to the central University of London

The DDA 2005 will enforce by **4 December 2006** a new duty on public authorities, including further and higher education providers, requiring them when exercising their functions to:

- have due regard to the need to eliminate unlawful discrimination against, and the harassment of, disabled persons;
- promote equality of opportunity between disabled persons and other persons; and
- tackle institutional discrimination through a duty to promote disability equality for the public sector.

The central requirement of this new Disability Equality Duty is that by 4 December 2006 institutions must have in place effective equality schemes, including effective action plans, to promote equality for disabled people and to tackle any form of discrimination.

If you have a disability or long-term health condition, or you are interested in these issues, this is the opportunity to tell the University your views. The Disability Equality Scheme Working Group wants to know what you feel the priorities should be for improving disability provision.

Why should I get involved?

Because this is an opportunity to have your say and get your ideas and views across.

The University is producing a Disability Equality Scheme and responses to this questionnaire will actively influence the content and action plan. The Scheme is required to be driven by the views of disabled students, staff and visitors and therefore all responses must be considered.

Confidentiality

The views you provide in this questionnaire will be kept entirely confidential and personal contact details are not requested (unless you want to enter the free prize draw). Responses will only be used in an anonymous way to inform the Disability Equality Scheme.



Central University of London

Disability Equality Scheme

How to complete the questionnaire

Please complete the questionnaire, which should take no longer than 5 minutes and leave it at the main reception desks or Information Centres in Senate or Stewart House.

Thank you very much for taking the time to share your views with us.



Issues for Visitors and the General Public - Disability Equality Questionnaire

A. Your disability/health-condition

1. The Disability Discrimination Act (1995) defines a disability as “a physical or mental impairment which has substantial long-term adverse effect on a person’s ability to carry out normal day-to-day activities”.

Do you consider yourself to be disabled or have a specific learning difficulty? YES NO (go to Question 6)

2. If you answered ‘Yes’ to question 1, please indicate which of the following best describes your disability. **Please tick as many as apply.**

- Specific Learning Difficulty i.e. Dyslexia
- Blind/or partially sighted
- Deaf/have a hearing impairment
- Wheelchair user/have mobility difficulties
- Personal care support
- Mental health difficulties
- An unseen disability, e.g. diabetes, epilepsy, asthma
- Autistic Spectrum disorder
- Multiple disabilities
- A disability not listed above – please specify.....

B. Informing the University about your disability

3. Have you disclosed your disability to the University? YES NO

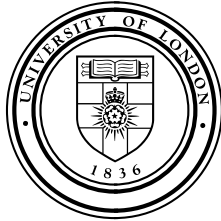
4. Please say whether you had a positive or negative response upon disclosure:

Positive/Negative

Further comments:

5. If you answered ‘No’ to question 3, what are your reasons for not disclosing? **Please tick as many as apply**

- I feel I may be treated differently
- I may be discriminated against
- I have not been given the opportunity



- I didn't consider myself as 'disabled'
- The relevant support is not available
- I feel this information is private and not relevant
- Another reason, please specify.....

Comments:

C. University Environment

6. Can you indicate how accessible the University is in the following areas:

Select an option from accessible to not accessible for each:

	1 = Accessible		5 = not accessible		Unsure	
Signage	1	2	3	4	5	<input type="checkbox"/>
Physical access to Senate House	1	2	3	4	5	<input type="checkbox"/>
Physical access to Stewart House	1	2	3	4	5	<input type="checkbox"/>
Front-line Staff (catering, security, reception)	1	2	3	4	5	<input type="checkbox"/>
Disabled Parking	1	2	3	4	5	<input type="checkbox"/>
Accessible Toilets	1	2	3	4	5	<input type="checkbox"/>
Catering Provision	1	2	3	4	5	<input type="checkbox"/>

In the University's Conference Rooms/Halls

Hearing environment	1	2	3	4	5	<input type="checkbox"/>
Visual environment	1	2	3	4	5	<input type="checkbox"/>
Furniture	1	2	3	4	5	<input type="checkbox"/>
General Access in the building	1	2	3	4	5	<input type="checkbox"/>

Other Comments:

7. If you received support during your visit, what did you find most helpful and why?



Central University of London

Disability Equality Scheme

8. If you were unsatisfied with your experience of any of the above, please explain why:

9. Are you a regular visitor to Senate/Stewart House? YES/NO

10. Which facilities do you use the most when you are here (eg Library, restaurant)

Thank you for taking the time to complete this questionnaire

We have asked EmployeSurveys to conduct a prize draw for a £50 book voucher from all those who complete the questionnaire.

If you wish to enter, please give your name and contact details here



Central University of London

Disability Equality Scheme

Appendix G

Management training in 2005-2006 which focussed solely on disability issues, or included specific sessions relating to disability

4-Aug-05	10:00-13:00	Disability Awareness - Students	Ossie Stuart
4-Aug-05	14:00-17:00	Disability Awareness - Students	Ossie Stuart
6-Oct-05	9:30-17:30	Managing within the Law	Alison McDowell
6-Oct-05	9:30-16:30	Recruitment and Selection	Fiona McPhail
19-Oct-05	10:00-13:00	Disability Awareness - Working with Students	Ossie Stuart
19-Oct-05	14:00-17:00	Disability Awareness for Academic and Teaching Staff	Ossie Stuart
16-Nov-05	10:00-13:00	Disability Awareness - Working with Students	Ossie Stuart
16-Nov-05	14:00-17:00	Disability Awareness for Frontline Staff	Ossie Stuart
16-Nov-05	9:30-16:30	Change and Integration – Managers	Fiona McPhail
22-Nov-05	9:30-16:30	Effective Management Skills	Fiona McPhail
29-Nov-05	9:30-17:30	Managing within the Law	Alison McDowell
26-Jan-06	9:30 - 12:30	Introductory Cert. Management – day1	Wendy Orr
7-Feb-06	9:30-16:30	Introduction to Management	Fiona McPhail
8-Feb-06	10:00-13:00	Disability Awareness	Ossie Stuart
8-Feb-06	14:00-17:00	Disability Awareness for Tutors	Ossie Stuart
21-Feb-06	9:30-16:30	Effective Management Skills	Fiona McPhail
2-Mar-06	9:30-17:30	Managing within the Law	Alison McDowell
8-Mar-06	10:00-13:00	Disability Awareness	Ossie Stuart
8-Mar-06	14:00-17:00	Disability Awareness for Tutors	Ossie Stuart
5-April-06	9:30-16:30	Recruitment and Selection	Fiona McPhail
27 April-06	14:00-17:00	Disability Awareness	Ossie Stuart
30-May-06	14:00-17:00	Disability Awareness - IComms	Ossie Stuart