



**Manchester Metropolitan University's**

**Revised Disability Equality Scheme**

**Submitted to the Equality and Human Rights Commission**

**for 8 October 2007**

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## 1. Policy Context

This Disability Equality Scheme (DES) marks an important step in the University's continuing commitment to diversity and equality of opportunity.

We set out our commitment in the Equal Opportunities Policy (September 2001), locating it as central to our mission as a provider of higher education.

We recognise and accept our legal responsibilities. We believe discrimination, either direct or indirect as defined in law, is unacceptable and we will not tolerate it. In the same way, harassment or victimization, as defined in law, are unacceptable and will not be tolerated.

However, our policies on diversity and equal opportunities are not limited to the minimum standards imposed by the law. We are committed to achieving best practice in the area of equal opportunities. Everyone who is or who seeks to be a member of staff or a student of the University is entitled to receive equality of opportunity and treatment that is appropriate and fair.

We will be proactive in all matters relating to equality of opportunity and diversity. We value and will celebrate the richness brought to our institution by a diverse population, both of staff and students. We recognise and will seek to reflect the positive contributions brought to the University by all our staff and students.

We also recognise that the behaviours through which diversity is evident must be consistent with the values that underpin this policy document.

## **Involvement of disabled people in the development of the scheme and continuing consultation**

The University believes that it is essential to involve disabled people in the development, delivery and monitoring of this scheme. In particular in all of the key aspects of its development:

- Identifying barriers faced by disabled people and unsatisfactory outcomes
- Setting priorities for action plans
- Assisting with planning activities

A long term, supported engagement with disabled people will help us to identify differing service delivery and employment needs and practices. Through this engagement we will be better placed to develop the most appropriate ways of developing practices and meeting needs.

It is important that in our approach to involvement we recognise the different range of impairments and the diversity of disabled people.

It is also important for involvement to be effective by adopting accessible mechanisms to enable participation that is influential and, through effective reporting, transparent.

An account of the action taken to involve disabled people in the development of this scheme is attached at **Appendix 1**.

Arrangements for continuing involvement are set out in the section “**Practical steps**”.

## 2. Scope of the Scheme

The scheme covers our role as:

**A public body** (the full range of our functions, and reflecting our duty to “encourage participation by disabled people in public life”).

This includes activities within the University’s DES Action Plan under Strategic Planning, Management and Reporting (section 1):

- Policy development and review
- Participation and influence through our Board of Governors
- Elected student officer positions

Discussions have taken place with the University Secretary about opening up the selection process for appointing governors and ensuring this is transparent and inclusive.

**A provider of higher education** (section 2 of Action Plan) with a wide range of student and academic related responsibilities including:

- Admissions and access for students
- Student achievement and assessment
- Guidance and support
- Learning, teaching and research

- Designing and delivering the curriculum
- Quality assurance and enhancement of academic programmes and processes

**An employer** (section 3 of Action Plan) which incorporates key activities such as:

- Staff recruitment
- Development, promotion and staff retention
- Performance management
- Dealing with complaints, grievances and disciplinary action

**A responsibility for ongoing consultation and engagement with stakeholders** (section 4 of Action Plan)

**A service provider and contractor of services** (section 5 of Action Plan)

The University aims to strengthen its procurement practices by incorporating equality requirements in the criteria for assessing and awarding contracts. It will also improve monitoring arrangements for relevant contracts. Pre-qualification questionnaires currently ask organisations for evidence of their equal opportunities policies.

Functions which are currently provided by external contractors, suppliers or consultants include:

- Security
- Buildings maintenance and refurbishment
- New buildings

- Student accommodation
- Catering management
- Employee advice and support through the Care First Scheme
- Development and training, including some equal opportunities and management skills training
- Occupational health

The University's scheme also covers collaborative arrangements with, for example, partner institutions.

### **3. Aims of the Scheme**

The aims of our DES are based on the view that the disadvantage and social exclusion experienced by many disabled people is not the inevitable result of their impairment or medical conditions, but stems from attitudinal or environmental barriers. Our overriding aim must therefore be to work to identify and remove these barriers.

Therefore, we emphasise our commitment to eradicate discrimination, harassment and victimisation on grounds of disability, and give emphasis to the need to promote positive attitudes towards disabled people and to encourage participation by disabled people in public life. We will also give emphasis to the design and delivery of policies, practices and procedures to ensure they result in outcomes and treatment that are fair and appropriate for disabled people.

More specifically we will:

1. Take active steps to ensure the involvement of staff and students in the development, implementation, monitoring and review of this DES.
2. Ensure that disabled students and staff are encouraged and supported to achieve their full potential.
3. Ensure that key University policies and strategies are developed and implemented in a manner consistent with the full implementation of the DES<sup>1</sup>.
4. Remove any barriers to accessing education, facilities or support to ensure disabled students achieve the highest level of programme outcomes appropriate to their motivation and ability.
5. Remove any barriers to employment and career progression for current or potential staff who may be disabled in order to build a workforce that reflects the relevant wider population.
6. Develop an inclusive learning, teaching and working environment by promoting mutual respect and positive attitudes towards disabled people.
7. Challenge and deal appropriately with any discrimination, behaviour and language detrimental to disabled staff or students in accordance with the University's regulations and procedures.
8. Continue to develop systems for expanding the collection, analysis and use of data on staff and students to set and monitor targets that will inform the

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<sup>1</sup> These include the Estate Strategy, Learning and Teaching, Widening Participation, HR Strategies and Academic Award and Student Regulations.

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University's work in promoting good disability equality practices.

9. Carry out a regular annual review on its progress against the DES and report on the results of assessments, monitoring and progress. (In conjunction with the Equal Opportunities Policy and Race Equality Policy.)
10. Make the necessary changes to policies, procedures and practices where impact assessments, monitoring or surveys, identify discrimination or potentially discriminatory practice or adverse impact based on disability.
11. Develop guidance and provide training to all staff in order to support the full implementation of the DES and ensure both understanding and compliance with the law.
12. Make disability equality considerations central to planning, review and decision-making processes. The University can begin to do this by implementing its specific duties.

#### **4. General and Specific Duties**

As a public body, we have duties, both general and specific, under the law<sup>2</sup>. Our general duty when carrying out our functions is to have due regard to the need to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act

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<sup>2</sup> The Disability Discrimination Act 1995 as amended by the Disability Discrimination Act 2005

- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in public life; and
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

In addition, we have specific duties designed to assist us in meeting our general duty and these can be summarised as:

- to publish a DES demonstrating how we intend to fulfil our general and specific duties
- to involve disabled people in the development of the scheme
- the scheme should include a statement of:
  - the way in which disabled people have been involved in its development
  - our methods for impact assessment
  - the steps we will take towards fulfilling our general duty (the section "**Practical steps**" )
  - our arrangements for gathering information in relation to employment (the recruitment, development and retention of disabled people), and the delivery of our education functions (in particular the effect of our policies and practices on educational opportunities – outcomes and participation)
  - our arrangements for putting the information gathered to use, in particular in reviewing the effectiveness of our action plan and in preparing subsequent Disability Equality Schemes

- a requirement, within three years of the scheme being published, to take the steps set out in our action plan (unless it is unreasonable or impracticable for it to do so) and put into effect the arrangements for gathering and making use of information
- a requirement to publish a report containing a summary of the steps taken under the action plan, the results of the information gathered and how it is put to use.

These duties, both general and specific, have been reflected in the drafting of our scheme and the practical steps we will take for its implementation.

## **5. Practical Steps**

In developing this, our first DES, it is important to recognise that the period covered by our action plan (2006 -2009) will be characterised by significant change. Relocation of a significant part of the University's activities to the All Saints site (either in planning or fully realised); changes to learning and teaching strategies and a shift towards greater autonomy and independence for learners; an increasing reliance on digital technologies in all aspects of our activity, and changing expectations of staff and students all stand to illustrate this change. Together they present considerable challenges, but also significant opportunities.

Our Action Plan must address these changes. At the same time it must reflect the reality of disability as dynamic, not static: the nature of impairment and its impact can vary over time or affect people at any point in their lives. Equally, in a social model of disability, impact is relative to environment. The environment is characterised in physical terms, and in processes, practices and attitudes.

Our practical steps will therefore include:

- **The long term engagement of disabled people in the development, monitoring and improvement of this DES, in particular:**
  - Through participation in accessible consultative arrangements established by the University;
  - Through the establishment of networks to enable disabled people, both staff and students, to be involved in the development, monitoring and improvement of provisions to meet and anticipate needs;
  - Through collaboration with external stakeholders and organisations.
  
- **The collection and continuous improvement of information about disability for staff and students, in particular:**
  - The active involvement of disabled people in the identification of data needs, especially around outcomes;
  - Steps to encourage declaration of information to ensure the coverage and validity of data, linked to accessible means to ensure that data is kept up to date;
  - The collection of data that will form the basis of improvements in policy design and outcomes.

Details about the University's arrangements for gathering information can be found within Appendix 2.

- **Impact assessment (IA)**, in particular:
  - The implementation of the “3 strands approach” relating to new policy development, IA of current policy and “impact aware decision making”;
  - The active involvement of disabled people in IA;
  - The use of IA to improve the outcomes experienced by disabled people.

Further details about the University’s arrangements for assessing the impact of its policies and practices on disabled people can be found within Appendix 3.

- The active implementation of **equality targets for workforce composition**
- The development of targets for the recruitment, progression and employment of disabled students.
- Action to ensure **access** to buildings, facilities, information and support making maximum use of the opportunities presented by the changes likely to occur in the action planning period.
- **Support for learning**, in particular:
  - In the organisation of open and visit days
  - At the stages of pre-application (accessible materials), during application, at enrolment and induction

- Ensuring proper assessment of needs and the provision of reasonable adjustments
  - Through the proactive and anticipatory design of learning and assessment strategy and practice and their continual review and improvement
  - The provision of effective and accessible forms of support to enable disabled people to participate in opportunities
  - Through the development of an open and inclusive culture that facilitates equality of access to learning and other opportunities; for example, leisure, social and sports activities
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- Through the establishment and continuous improvement of **human resources policy and practice** at all stages of the employment cycle.
  - Through the **use of data** collected to monitor activities and outcomes as a basis for continuous improvement.
  - **Progress reporting** to staff, students, governors and other stakeholders, both internally and externally
  - The **communication** of the DES to all staff to raise awareness of its aims and the establishment of effective **staff development** and the provision of **information** designed to have a positive influence on attitudes and behaviour

## **6. Developing the Supporting Action Plan**

The Action Plan for 2007 – 2009 was developed by a working group involving senior managers who will be leading in their areas of responsibility. The plan incorporates priorities and recommendations identified through the involvement of disabled people and other stakeholders.

The Disability Equality Duty Action Planning Group consists of:

- Dean for the Faculty of Humanities, Law and Social Science (who is also Pro-Vice Chancellor Learning and Teaching and Students)
- Dean for the Business School
- University Registrar
- Director of Student Services
- Head of Learning Support and Disabilities
- Director of Finance
- Head of Estates Planning Services
- Head of Information and Communication Technology Services
- Head of Development and Training (who is the lead executive officer for the DES)
- Equal Opportunities Officer

## **7. Accountabilities and Responsibilities**

### **Governing Body**

Meeting the requirements under the Disability Discrimination Act to promote disability equality rests with the Governing Body.

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- Governors are responsible for ensuring that the DES is implemented, monitored and continuously reviewed according to the requirements of the general and specific duties
- The Governing Body will oversee the University's progress in this area and disability equality will be a regular agenda item at meetings of the Board
- An identified member of the Board will be responsible for taking the lead on disability equality

### **The Vice-Chancellor**

The Vice-Chancellor is responsible for ensuring that:

- Disability equality is implemented across all the relevant activities of the University
- All staff, managers and governors are aware of their responsibilities under the DES and given appropriate training and support to fulfil these
- Students are clear about standards of behaviour expected by the University through the DES and supporting procedures
- Appropriate action and support, including disciplinary action is taken against staff or students who discriminate on the grounds of disability

### **Managers and supervisors**

All employees who have managerial and supervisory responsibility for colleagues or students are responsible for ensuring that:

- Disability equality is implemented in their areas of responsibility
- All staff are aware of their responsibilities , accountability , liability under the DES and are provided with the appropriate training and support
- Complaints of harassment on the grounds of disability and other behaviour that is not consistent with the aims of this policy are dealt with quickly and appropriately and in line with the University's procedures and Regulations
- The University Registrar, Deans of Faculty and Heads of Department are responsible for promoting disability equality within the University's academic programmes

### **Individuals with specific responsibilities**

In addition Executive Officers will have specific responsibilities in their areas of responsibility and make sure appropriate action is taken:

- The Director of Services is charged with:
  - ensuring that the identified needs of disabled people in relation to service delivery and the physical environment are reflected in provision
  - the development of a service culture that reflects and respects the needs of disabled people
  - ensuring the development implementation and monitoring of appropriate and responsive plans to meet those needs
  - and ensuring that infrastructure development meets appropriate design standards and is subject to audit to ensure accessibility.

- The Development and Training Manager will ensure that progress against the DES is widely communicated and reported; and managers and staff are equipped to fulfil their responsibilities
- The Human Resources (HR) Director is responsible for ensuring the mainstreaming of disability equality in employment and will monitor the implementation of the DES and Equal Opportunities Policies
- The HR Director is responsible for the implementation of the Bullying and Harassment at Work Policy and for ensuring that complaints of inappropriate behaviour, language, harassment, bullying and other incidents are dealt with appropriately and in line with the University's procedures
- The Deputy Vice Chancellor, the Pro VC Learning and Teaching and Students, and the Pro VC Quality Assurance will monitor the implementation of the DES in relation to teaching and learning, and the monitoring and evaluation of policy and practice in relation to academic provision.
- The Deans of Faculty are responsible for ensuring that all students receive fair, equal and appropriate treatment and learning opportunities
- The University Registrar is responsible for:
  - ensuring the establishment of necessary provision for support for students
  - dealing with complaints of inappropriate behaviour, harassment and bullying, language, or other relevant incidents in accordance with the Disciplinary Procedures for students
  - ensuring that the arrangements for the incorporation of impact assessment into annual monitoring and evaluation of programmes are effective

- The Head of Marketing and Communications will ensure that the University is projected externally as an organisation that is committed to disability equality and actively engages with local disability groups and businesses, schools and colleges whose staff or students are drawn from diverse backgrounds

All those identified will ensure that policies within their area of responsibility are inclusive and are developed and promoted in accordance with the DES.

**The Equal Opportunities Officer is responsible for:**

- Co-ordinating the Staff Anti-Harassment Network
- Providing advice and support to both network members, managers and supervisors

**All staff**

- All staff have a responsibility for implementing the DES and for ensuring fair, equal and appropriate treatment in all aspects of their work
- All staff have a responsibility to keep up to date with relevant University policies and Regulations and the implications these will have for their work and expected standards of behaviour
- The University will provide all staff with guidance and appropriate training to tackle inappropriate behaviour, incidents and equip staff to recognise and challenge such behaviour and stereotyping in line with the requirements of the DES and supporting procedures

### **Visitors and suppliers**

Visitors, as far as possible, and suppliers of goods and services will be made aware of and expected to comply with, the University's DES and Equal Opportunities Policies.

### **Partnerships with other bodies**

The Disability Rights Commission's Code of Practice sets out an expectation that public bodies will cooperate in meeting the needs of disabled people.

### **Inappropriate or discriminatory language or behaviour**

Where staff or students are found, following the application of appropriate procedures, to have acted in a manner contrary to the Equal Opportunities Policies or the provisions of this scheme, they will face sanctions proportionate to their actions. This could involve disciplinary action against staff or students.

## **Appendix 1**

### **Action taken to involve disabled people in developing the DES**

#### **Students**

4 focus groups were run over the summer involving 20 disabled students. The groups were facilitated by members of the Learning Support Service, Careers Service and Equal Opportunities Officer. Students involved were keen to meet on a regular basis to contribute to and help monitor progress against the University's scheme.

Students were drawn from a range of different courses including both undergraduates and postgraduates. There were equal numbers of men and women who participated. Dyslexic students made up 1 group and the remaining 3 groups included students who disclosed a range of disabilities including mobility, visual impairment, deaf and hard of hearing, epilepsy and mental health difficulties.

Monitoring by student's ethnicity was not recorded by the Learning Support database at the time of the pilots. Information by ethnicity has now been incorporated within the student database.

The Learning Support Service is currently working with the Students' Union disability officer to arrange an initial briefing / social event for disabled students. The University is committed to providing resources and support to help establish an active disabled student forum in September 2007.

An on-line questionnaire was posted onto the equalities pages on the website and promoted by email to all students and through the Learning Support Service.

An executive summary of findings and recommendations from the student focus groups can be found on the equalities web pages at:

<http://www.mmu.ac.uk/humanresources/equalities/equality/doc/disability-equality-duty.pdf>

## **Staff**

80 questionnaires were returned from staff during August to November 2006. 49 (39%) were returned by disabled staff and 31 (0.8%) from non-disabled staff.

Recommendations and outstanding actions from 6 Disabled Staff Forum meetings were also incorporated into reports which fed directly into the University's DES Action Plan.

Through the use of a staff questionnaire:

- 12 disabled people requested a one to one meeting with a member of the equalities team.
- 14 people requested more information on the Disabled Staff Forum
- 26 disabled staff and 3 non-disabled staff expressed an interest in taking part in future focus groups (to look at, for example, the planning and design of accessible buildings)

- 17 disabled staff felt an email forum would be a useful mechanism for future involvement

The staff questionnaire was also made available on-line from the equalities pages on the website and promoted through email bulletins to all staff.

An executive summary of findings and recommendations from the staff questionnaire and Disabled Staff Forum meetings can be found at:

<http://www.mmu.ac.uk/humanresources/equalities/equality/doc/disability-consultation-staff-executive-summary.pdf>

## **External organisations**

We continue to work with The University of Manchester and Salford University to jointly involve and consult 33 local disability organisations. These include organisations of disabled people (which are controlled and staffed by disabled people) and organisations working for disabled people.

A letter was sent from the 3 Universities in October 2006 with sample questions for organisations to consider and discuss with people using their services. Materials have also been made available in alternative formats.

We have offered to arrange meetings and events specifically or to go along to scheduled / planned meetings held by targeted organisations. To date 2 joint events have taken place involving Breakthrough UK and Salford Women's Centre during November 2006. The Equal Opportunities Officer has also had a separate meeting with The Manchester Disabled People's Access Group in June 2006.

The emerging priorities from external consultation reflect many of the issues raised by staff and students. Changing staff attitudes through disability equality training was seen as essential, as were designing accessible buildings and facilities; acting on consultation findings and taking positive action in employment. The range of disabled people and their organisations invited to be involved in developing our scheme can be found at:

<http://www.mmu.ac.uk/humanresources/equalities/equality/doc/external-organisations-des.pdf>

### **The effects of involvement**

The views and experiences of disabled people have informed the development and priorities identified in the Action Plan underpinning the DES.

The Action Plan includes steps to counter barriers raised by disabled people through the Disabled Staff Forum, staff questionnaires, student focus groups and external consultation to date including, for example:

- Personnel Services will improve the support to disabled employees, managers and departments / units through the Access to Work Scheme by taking a co-ordinating case management role.
- Future focus groups aimed at disabled students and staff to explore ways to improve declaration of disability (and access requirements) and develop a supportive and inclusive University culture
- To also look at how to engage / ensure the views of people who have not declared their disability are not overlooked

- Future involvement of disabled people in monitoring the University's progress and helping to develop questions for satisfaction surveys. This will include, for example, working with the proposed Disabled Student Forum and existing Disabled Staff Forum.

All the issues identified through consultation have been taken on board and feature within the University's Action Plan. The only exception is the recommendation to recruit 'disability experts' within Human Resources (HR). Instead alternative measures are in place whereby the existing 8 HR Advisors and 3 HR Managers will, as a priority, undertake disability equality training and develop their knowledge in this area.

An HR manager currently takes a lead role on co-ordinating disability employment issues and further support is available through the Equal Opportunities Officer.

### **Where involvement has been difficult**

The main difficulties have been in engaging with potential students and staff. It will be important to think creatively and explore opportunities for joint working with other Universities / relevant stakeholders.

We will begin to address this in our Action Plan through for example, gathering feedback from job applicants. One of the recommendations from an initial impact assessment of the Staff Recruitment and Selection Policy was to introduce a follow-up questionnaire (short feedback survey) for applicants at key stages of the recruitment process.

Ensuring that applicant feedback includes monitoring information broken down by equality groups will provide some details of disabled people's experience of applying for work at MMU.

Discussions have also taken place with for example, Chester University to undertake some joint consultation work with local Connexions Services. This would enable us to canvas the views and experiences of young disabled people and their perceptions of higher education.

### **The contribution of senior management to the process of involving disabled people**

The Development and Training Manager is the University's lead / equality 'champion' for developing, implementing, reporting and reviewing outcomes against the DES and Action Plan. Initiatives and information will continue to be supported and go out in the name of the designated management 'champion'.

For example, future invitations to participate in focus groups to look at tackling particular barriers and in helping to assess the impact of the scheme in improving opportunities and outcomes for disabled people.

## **Appendix 2:**

### **Arrangements for gathering information**

The University publishes diversity and equal opportunities data for staff and students on its equalities web page:

<http://www.mmu.ac.uk/humanresources/equalities/doc/equal-oppo-report-staff-students.doc>

The main gaps in data collection and analysis relate to staff career progression and student admissions. Further work to build this capacity within the HR management information systems and obtain admissions data from UCAS has been included within the Action Plan.

Currently, Heads of Department, Deans and Directors are provided with 6 monthly staff recruitment and retention progress reports. The results of annual academic programme monitoring and evaluation which includes data on student recruitment, progression and awards are sent to Deans, Heads of Academic Departments and Programme Leaders.

More support and guidance is planned to enable programme teams to use student (equality) data in academic planning, target setting and monitoring in 2008.

The University is also planning to align its management information systems (for employment, student information and finance) to help improve its strategic planning process.

Actively using the information collected to deal with any identified discrepancies and adverse impact will enable the University to improve disabled people's experience and meet any access requirements.

## **Employment**

Sources of information covering the University's employment practices broken down by disability, gender, race (and some data available by age) include:

- Involvement through the Disabled Staff Forum which continues to meet each term
- Regular student and staff satisfaction surveys are planned via the Diversity and Equal Opportunities Committee and broader staff surveys will be piloted within key service areas in 2007 - 2008
- Information collected from the HR Customer Focus Survey for 2007
- Access to the Care First Scheme (staff welfare and advisory services)
- The HR management information systems team produce an annual equal opportunities monitoring report and supplementary 6 monthly equal opportunities progress reports on staff recruitment targets and retention, (the annual equal opportunities report will be circulated and discussed more widely with managers)
- HR annually conduct a personal monitoring audit which includes equality monitoring
- Whilst data is collected on access to development and training opportunities, (including positive action programmes), more work has been included in the Action Plan to monitor access to informal opportunities such as mentoring and secondments
- Data is available on grievances and staff related harassment and bullying

- Regular exit questionnaires and interviews are conducted
- Findings and recommendations arising from the UNIAC 2007 internal diversity and equal opportunities audit

### **Students and academic activities**

Sources of information relating to student and academic activities broken down by disability, gender, race (and some by age) include:

- Enrolment data collected through student applications and enrolment forms
- The student management information systems team produce an annual student statistics report with data on total numbers of disabled students by disability category; equality data is also published by achievement
- The First Destinations Survey conducted by the Careers Service will include information on disabled students in 2008
- The Centre for Academic Standards and Quality Enhancement monitor the appointment of external examiners (from 2006)
- Monitoring data is collected on attendance at Student Open Days
- The Learning Support database holds information on students in receipt of the disabled student allowance and students with personal learning plans
- Academic standards and quality enhancement framework and information gathered from the annual programme monitoring exercise
- Feedback from the proposed Disabled Student Network

## Existing data for disabled staff and applicants for 2006

Information is collected on student retention and progression broken down by disability, race and gender, but with limited analysis. More work has been included in the Action Plan to address this.

From the sources of information identified relating to employment and student related activities, the available data and some analysis follows.

A total of 2.5% of staff disclosed their disability at January 2006. More details are provided in Tables 1 and 2.

**Table 1 Total numbers of disabled staff:**

<b>Total</b>	<b>Head Count</b>	<b>%</b>	<b>Employment Target</b>
Disabled staff	90	2.5%	5.8%
Information not provided	111	3.0%	
Not known to be disabled	3271	94.0%	

The equality target of 5.8% of disabled people employed at MMU was set in 2004. Essentially this target is based on a pragmatic decision to double the total number of disabled employees at the University by 2009. This initial target was seen as both realistic and achievable.

**Table 2 Disabled employees by staff group:**

<b>Staff group</b>	<b>Disabled</b>	<b>%</b>	<b>Info. not provided</b>	<b>Not known to be disabled</b>
Academic Executive	3	2.8%	6	99
Academic	27	2.1%	41	1210
APT&C <sup>3</sup> Executive	2	5.7%	1	32
APT&C Central Divisions	23	3.6%	19	599
APT&C Faculty	21	2.5%	17	789
Manual	14	2.4%	27	542
<b>Total</b>	<b>90</b>	<b>2.5</b>	<b>111</b>	<b>3271</b>

Table 2 shows that the majority of disabled people at MMU currently work in administrative, professional, technical, clerical and manual roles as opposed to academic positions.

Disability monitoring for job applicants and staff is not currently collected by disability categories. Employment monitoring forms will be amended to allow more detailed information to be gathered by the end of 2007.

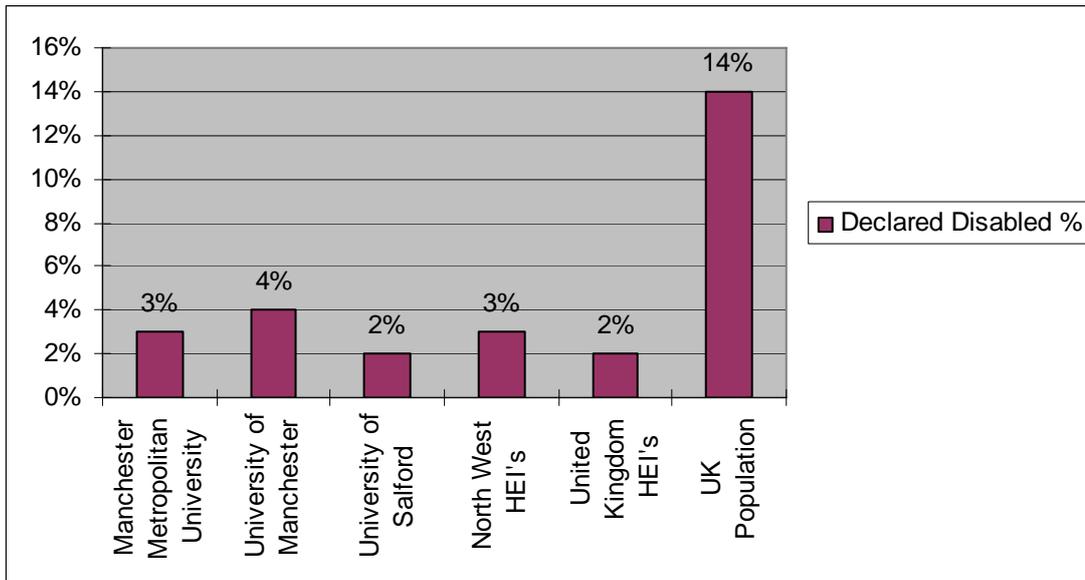
The number of staff at MMU who have disclosed a disability is similar to the disclosure rates for the University of Manchester and the University of Salford. It is also representative of both North West and UK Higher Educational Institutions (HEI).

Table 3 highlights a significant under representation of disabled employees in the H.E sector when compared with the overall statistics for the disabled UK population.

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<sup>3</sup> APT&C – Administrative, Professional, Technical and Clerical roles

**Table 3 Disabled people working in H.E and in the UK population**



Data available for monitoring access to development and training show that 49 disabled staff undertook training in the last 12 months across 80 courses (indicating that the same individuals attended more than 1 training course).

These figures are based on the available information where disability has been disclosed.

**Table 4 Recruitment of disabled employees for 2005 - 2006**

<b>Recruitment Percentages</b>				
<b>Status</b>	<b>Applied</b>	<b>1<sup>st</sup> Interview</b>	<b>Offer</b>	<b>Accepted</b>
Disabled	2.64%	3.28%	2.07%	2.76%
Not Disabled	97.36%	96.72%	97.93%	97.24%
Not Known	0%	0%	0%	0%
Information Refused	0%	0%	0%	0%
Total	100%	100%	100%	100%
Total Numbers	8928	2071	387	254
<b>Recruitment Figures</b>				
<b>Status</b>	<b>Applied</b>	<b>1<sup>st</sup> Interview</b>	<b>Offer</b>	<b>Accepted</b>
Disabled	236	68	8	7
Not Disabled	8692	2003	379	247
Not Known	0	0	0	0
Information Refused	0	0	0	0
Total Numbers	8928	2071	387	254

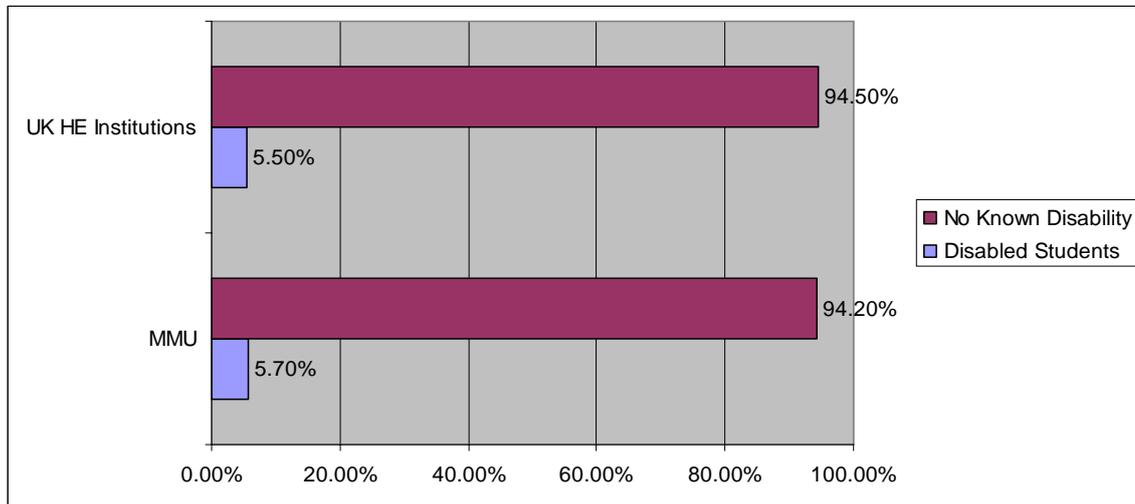
**Existing data for students for 2005 - 2006**

**Table 5 Disabled students at MMU and within H.E**

	Total number of disabled students		
	Manchester Metropolitan University		UK H.E Institutions
	Students	%	%
Disabled students	1901	5.7%	5.5%
No known disability	31396	94.2%	94.5%
<b>Total</b>	<b>33297</b>	<b>100.00%</b>	<b>100.00%</b>

The percentage population of disabled students at MMU is 5.7% and is representative of the UK wide analysis for H.E Institutions in 2005- 2006.

**Table 6 Graph illustrating data in the previous table**



**Table 7 Students by disability category<sup>4</sup>**

<b>Disability Category</b>	<b>Number of students</b>	<b>%</b>
Dyslexia	1262	3.8%
Blind / or partially sighted	34	0.1%
Deaf / or hearing impaired	55	0.2%
Wheelchair user / or have mobility difficulties	116	0.35%
Personal care support	5	0.02%
Mental health difficulties	72	0.2%
Unseen disability, e.g. diabetes, epilepsy, asthma	177	0.53%
Multiple disabilities	99	0.30%
Disability not listed above	73	0.2%
Autistic Spectrum Disorder	-	-
Information not sought	1	0.003%
Not known	7	0.02%
<b>Total</b>	<b>1901</b>	<b>5.7%</b>

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<sup>4</sup> These figures are based on a student survey and self-ascription

**Table 8 Student achievement by total numbers and percentage**

<b>Awards / achievement</b>	<b>First</b>	<b>2(i)</b>	<b>2(ii)</b>	<b>Third</b>	<b>Total</b>
	35	153	154	35	<b>377</b>
<b>Disabled students</b>	0.7%	3.0%	3.0%	0.7%	<b>7.3%</b>
<b>Not known to be disabled students</b>	509	2085	1862	327	<b>4783</b>
	9.9%	40%	36%	6.3%	<b>92.7%</b>
	<b>544</b>	<b>2238</b>	<b>2016</b>	<b>362</b>	<b>5160</b>
<b>Total</b>	<b>10.5%</b>	<b>43%</b>	<b>39%</b>	<b>7.0%</b>	<b>100.00%</b>

## Appendix 3

### Arrangements for Equality Impact Assessing Policies and Practice

#### Resources and support

An Equalities Impact Assessment (EIA) Team was formed in August 2007 to support the planning, implementation and monitoring of equality impact assessments across the University.

The team's brief includes:

- Developing an Equality Impact Assessment Project Plan, containing key milestones, targets and resources
- Developing further impact assessment guidance, tools and training to support implementation
- Providing dedicated support for senior managers and key stakeholders responsible for carrying out assessments

The work of the team will essentially cover three strands:

- New policy development – ensuring that equality impact assessment is built into the new policy development process
- Existing policy review – ensuring that the Equality Impact Assessment Programme 2006/07 -2008/09 is completed
- Ensuring that decisions are 'impact aware' – providing a greater awareness across the University about how decisions can impact on all equality groups

The EIA Team will continue to provide training for policy owners and senior managers, building on work which began in the summer of 2006. A total of 77 staff participated in earlier impact assessment training delivered by an external consultant.

### **Impact assessment approach**

The University's approach follows the accepted best practice in screening activities for equality relevance to help determine whether a full impact assessment is required.

Initial screening was undertaken by an Equality Impact Assessment Working Group which included disabled people. The screening results were also verified through engagement with disabled staff, students and external disability groups and organisations.

All future screenings will be carried out by policy owners, key stakeholders (including disabled people where relevant) supported by guidance and training provided by the EIA Team.

Screening will help identify the aims of each policy, determine equality relevance and help to identify essential data and research to help assess the likely impact on 6 equality groups including: race, disability gender, age, religion or belief and sexual orientation.

The equality impact assessment process requires policy owners to consider key questions and analyse information to help determine any adverse impact or missed opportunities to promote equality. For example, policy owners are asked

whether an activity being assessed can be used or changed to help better promote (disability) equality, even where no adverse impact is found.

To date existing institutional policies have been screened by race, disability and gender. Further screenings will take into account age, religion/belief and sexual orientation. Full impact assessments will be conducted in areas where high relevance and opportunities for better promoting equality are identified.

This will include policies or practices that are likely to have a major impact on disabled people in terms of numbers affected and / or the seriousness of the likely impact. For example, Staff Recruitment and Retention and Learning and Teaching are priority areas for assessment in 2007 – 2008.

In areas identified as being highly relevant to disabled people, involvement through, for example, the Disabled Staff Forum and proposed Disabled Student Network will be required. As we develop external engagement with disabled peoples' organisations and groups, we will continue to gather information to help ensure the University's practices are inclusive.

### **Acting on Equality Impact Assessment findings**

Prompt action and intervention is required where discriminatory or adverse impact is identified. For example, lower levels of participation or success rates; eligibility criteria and provisions or services which exclude or disadvantage disabled people.

The results of impact assessments will be reported to the University's Equality Impact Assessment Group (EIAG) who will be responsible for making

recommendations for changes in policies or practices to the Diversity and Equal Opportunities Committee, Directorate and Board of Governors.

Summaries of impact assessments will also be made available from the equalities web pages.

## Appendix 4

### EIA Programme of Work 2007 - 2009

This note identifies some key points arising from the mapping of the DES Action Plan with the EIA Programme of Work completed for inclusion in the Disability Rights Commission assessment (DES re submission) October 2007. The points are as follows:

3 new areas were identified from the DES Action Plan and have been added to current EIA - Programme of Work 2007-09:

- Rationalisation of campuses and the impact it has on disabled students and staff (DES Action Plan-2009 yr3 )with regards to:
  - Access
  - Services
  - Facilities
  - Support
  
- Continuous Professional Development Frameworks (DES Action Plan 08-Employment and Training Point 7)
  
- Student – Personal Learning Plan Process (DES Action Plan Students Ref 2.3)

Where the DES Action Plan has made reference to Impact Assessment of specific policies and practices, this reference has been annotated on the EIA Programme of Work so that all documents are clearly consistent.

The DES Action Plan was written before the introduction of a specific EIA Team. Where impact assessments have already been carried out during 2006/07, it is not always clear that disability has been included in the assessment. The EIA Team will ensure that all past impact assessments are revisited to progress this further in relation to all 4 equality strands (race, disability, gender and age).

The EIA Programme of Work 2007 – 2009 can be found on the equalities web page at the following link: <http://www.mmu.ac.uk/humanresources/equalities/eiat/>

## **Appendix 5**

### **Revised DES Action Plan 2007 - 2009**

The Disability Equality Duty Action Planning Group is responsible for preparing a new DES every 3 years.

Progress reports against the University's scheme, together with the results of impact assessment, monitoring and ongoing involvement of disabled stakeholders will inform future DES and plans.

A summary of key outcomes will be made available on the equalities web page.

## Revised Disability Equality Scheme Action Plan 2007 – 2009

### Year One 2007

#### 1. Strategic Planning, Management and Reporting

✓ Disability equality is considered in all policy development, strategic and academic planning, resource allocation and staff development

Action	Who is responsible	Target date	Outcome	Progress
1.1 Equality impact assess new and relevant existing policies / processes  Including for example, the new Learning and Teaching Strategy	Directorate supported by Equality Impact Assessment Team (EIAT)  Head of Learning and Teaching	Oct 2007 –	(Disability) equality is embedded in the policy development and decision making process	EIA project plans are being developed in 4 strands: <ul style="list-style-type: none"> <li>• SAS</li> <li>• Services</li> <li>• Financial Management</li> <li>• HR</li> </ul> Each area has now identified what policies are owned in their area and these will be screened for equality relevance for all equality strands over the next 6 months.

Action	Who is responsible	Target date	Outcome	Progress
<p>1.2 Incorporate meaningful (disability) equality objectives / targets into faculty / service / staff development plans</p> <p>Allocate resources to meet objectives and for making reasonable adjustments</p>	<p>Directorate</p> <p>Deputy VC</p> <p>Heads of departments and services</p>	<p>July 2007</p>	<p>Evidence that plans include (disability) equality objectives and are well resourced</p> <p>Equality will become an integral part of the planning process</p>	<p>Work has yet to begin. It is proposed that this activity and action 1.3 will be incorporated in workforce planning meetings where members of the senior HR team will work with Heads, Deans and Directors.</p>
<p>1.3 Develop equality performance indicators to support future strategic planning. For example, providing materials in different formats, impact assessing key activities, taking positive action, introducing disability equality monitoring and consultation</p>	<p>Deputy VC</p> <p>HR Director</p>	<p>2007</p>	<p>Clear equality performance indicators are established and communicated to managers</p> <p>Equality becomes embedded into the core work of the University</p>	<p>Employment targets, including disability targets were approved by the Finance and HR Committee 31/10/07.</p> <p>Faculty / service level targets are to be agreed with HR in January 2008.</p>

Action	Who is responsible	Target date	Outcome	Progress
<p>1.4 Carry out a data mapping exercise to identify any further gaps and ensure regular analysis, follow up action and reporting</p>	<p>EIA Team, Equality &amp; Diversity Officer (E&amp;D Officer)</p>	<p>Dec 2007</p>	<p>Data available to support outcomes monitoring, reporting and impact assessment work</p>	<p>Data now available for Ethnicity, age, disability and gender and can be found at :  <a href="http://www.mmu.ac.uk/humanresources/equalityes/eiat/pdf/breakdown-of-staff.pdf">http://www.mmu.ac.uk/humanresources/equalityes/eiat/pdf/breakdown-of-staff.pdf</a></p> <p>Further data is being gathered to support student equality monitoring for all categories of equality and will be available on the EIA website soon.</p>

<b>Action</b>	<b>Who is responsible</b>	<b>Target date</b>	<b>Outcome</b>	<b>Progress</b>
1.5 Review selection process for appointing governors onto the Board and establish equality monitoring arrangements	University Secretary	Sept 2007 –	Evidence to show that MMU is taking steps towards encouraging participation by 'disabled people in public life'	Monitoring for governors is already in place and is reported annually to the Executive.  E&D Manager wrote to VC with recommendations for improving Board representation on 23/11/07. These will be considered at the Nominations and Governance Committee on 14/3/08.

<b>Action</b>	<b>Who is responsible</b>	<b>Target date</b>	<b>Outcome</b>	<b>Progress</b>
1.6 Identify diversity champion at Board level and develop a clear remit	University Secretary	Oct 2007	'Job' description of lead governor published on website and widely communicated	Board Champion identified as Richard Bide. Promotional role to be considered at Nominations and Governance Committee meeting as above.

<b>Action</b>	<b>Who is responsible</b>	<b>Target date</b>	<b>Outcome</b>	<b>Progress</b>
1.7 The Board of Governors and Diversity and Equal Opportunities Committee (DEOC) to monitor progress and outcomes against the DES	Board of Governors  DEOC	2007	Reports / summaries produced and available to download from the equalities web page  Evidence of achievements against DES and Action Plan	First annual report published on equalities web page: <a href="http://www.mmu.ac.uk/humanresources/">http://www.mmu.ac.uk/humanresources/</a>  DES progress report to go to DEOC in May 2008.

## 2. Students

✓ Inclusive teaching, learning, support, assessments and fair progression

Action	Who is responsible	Target date	Outcome	Progress
2.1 Develop student policy and guidance on disability disclosure	Head of Learning Development & Disability (LD)	2007	All staff and students understand their responsibilities regarding disclosure and there is consistent policy and practice across the University	Draft disclosure document is currently with the University Secretary's Office for final checks.
2.1.1 Link to impact assessment				The EIA Project plans and policy schedules include conducting an EIA on guidance and disability disclosure.

<b>Action</b>	<b>Who is responsible</b>	<b>Target date</b>	<b>Outcome</b>	<b>Progress</b>
2.2 Revise and re-launch the Disability Discrimination Act (DDA) Framework for Implementation	Head of LD & Disability	2007	A robust policy framework is in place to underpin the support of disabled students The revised framework and practical guidance is available through the Student Service's web pages and promoted widely to both students and staff	A first draft of the DDA Framework was produced in April 2007. The finalised document will be ready to be launched in June 2008.

Action	Who is responsible	Target date	Outcome	Progress
<b>2.3 Develop and publish guidelines on the Personal Learning Plan process with clear information on the respective responsibilities of students and staff</b> <sup>5</sup>	Head of LD & Disability	Dec 2007	All staff and students understand the aim of the plan and their respective roles in the process  Guidelines published and available from the Learning Support web pages	Guidance has been produced and is available from the Learning Support web page: <a href="http://www.mmu.ac.uk/academic/studserv/learningsupport/plp.php">http://www.mmu.ac.uk/academic/studserv/learningsupport/plp.php</a>

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<sup>5</sup> Recommendation arising from involvement of disabled people

Action	Who is responsible	Target date	Outcome	Progress
<p><b>2.4 To promote support available through Student Services, targeting part-time, international and potential students <sup>6</sup></b></p>	<p>Director of Student Services</p>	<p>Jan 2007 ongoing</p>	<p>Activities for wider promotion are incorporated into Student Service's departmental business plans</p> <p>High student awareness of how to access services and support</p>	<p>Pilot Student Information Points (SIPs) will help to disseminate information and promote support available through student and academic related services.</p> <p>Future plans for evaluating SIPs will include looking at who is using the service and levels of satisfaction.</p> <p>The Careers Service has produced a leaflet specifically aimed at part-time students.</p>

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<sup>6</sup> Recommendation arising from involvement of disabled people

<b>Action</b>	<b>Who is responsible</b>	<b>Target date</b>	<b>Outcome</b>	<b>Progress</b>
<p>2.5 Ensure accessible methods of communication and materials are provided during the application, enrolment and induction process</p> <p>Including, for example, the provision of signers</p>	<p>Head of Recruitment &amp; Admission</p>	<p>Sept 2007</p>	<p>MMU meets its anticipatory duty in providing accessible methods of communication and is seen as a welcoming institution to disabled applicants and students</p>	<p>Central admissions staff will provide early notification to Learning Support of all applicants who have disclosed a disability.</p> <p>Access will need to be built into the development of a new Admissions Policy and centralised admissions process for Sept 2008.</p>
<p>2.6 Set key performance indicators for student retention (including disabled students)</p>	<p>University Registrar</p>	<p>2007</p>	<p>Reduce numbers of disabled students leaving MMU before successfully completing academic programmes</p>	<p>Student Retention Performance will be developed as part of the Student Success Project.</p> <p>Performance indicators will be developed for the next strategic planning round in October 2008.</p>

<b>Action</b>	<b>Who is responsible</b>	<b>Target date</b>	<b>Outcome</b>	<b>Progress</b>
2.7 Analyse and publish progression, retention, drop out data by equality groups (including disability)	Head of Planning and Management Information (PMI)	Nov 2007	More detailed information available to help monitor discrepancies in student progression	Data is being collated and analysed by the PMI team and will be made available on the equalities web page shortly.

### 3. Employment and Development

- ✓ Recruiting, developing and retaining disabled employees and working towards being a best practice employer
- ✓ Developing a culture of inclusion and high disability awareness

Action	Who is responsible	Target date	Outcome	Progress
3.1 Revise employment monitoring forms to collect information by disability categories	E&D Officer	December 2007	More information available to monitor impact of employment practices by particular disabilities	Revised draft monitoring form produced Jan 2008 and circulated to HR managers for comments.
3.2 Regularly obtain feedback from job applicants on the recruitment process and accessibility / take up of online recruitment using the Customer Focus Group  Include monitoring by age, disability, gender, race etc	Head of Organisation Development & Training (ODT)	June 2007	Information available to help improve the recruitment and selection process for all potential employees	Initial survey of job applicants carried out in June 2007 and recommendations for improvement discussed with senior HR team.

<b>Action</b>	<b>Who is responsible</b>	<b>Target date</b>	<b>Outcome</b>	<b>Progress</b>
3.3 Impact assess policies and practices on complaints / grievances / disciplinary / bullying and harassment / dismissal and appeals	Director of HR Supported by EIAT	December 2007 -	Results of impact assessments are published and any changes made are clearly identified  Complaints procedures, disciplinary action and appeals are fair and objectively applied and do not disadvantage disabled or particular groups of staff	Wendy Kenyon, EIA Project Leader - EIA screening for the Bullying and Harassment Policy has been scheduled to take place in April 2008.

Action	Who is responsible	Target date	Outcome	Progress
<p>3.4 To pro-actively follow-up disclosure and co-ordinate access and support requirements where needed</p>	<p>Head of Personnel Services</p>	<p>Jan 2007 -</p>	<p>Better support and co-ordination in place for disabled employees</p>	<p>E&amp;D Manager met with HR Managers on 9/1/08. It was agreed that supplementing questions used in the annual data audit would improve disability disclosure and monitoring. Audit questions extended and went out for consultation with trade unions.</p> <p>Met with Head of Personnel Services on 5/3/08 who will speak to HR Advisors and clarify when and how to follow up disclosure (and update monitoring records beyond</p>

<b>Action</b>	<b>Who is responsible</b>	<b>Target date</b>	<b>Outcome</b>	<b>Progress</b>
3.5 Review the implications and resources required for extending student dyslexia assessments to staff	E&D Manager	Oct 2007	Services and support available to students with learning differences are made equally available to staff	<p>annual audit).</p> <p>In the last 18 months there have been only 3 requests for support from staff.</p> <p>Discussed practices at Bradford University, Wolverhampton Dyslexia Unit and implications of extending existing service with MMU's Head of Learning Development.</p>

Action	Who is responsible	Target date	Outcome	Progress
<p><b>3.6 Develop and communicate clear procedures for co-ordinating support through the Access to Work Scheme</b>  <sup>7</sup></p>	<p>Head of Personnel Services</p>	<p>Dec 2007 -</p>	<p>Procedure is promoted within the University and available from the Human Resources web page</p> <p>Managers and (disabled) staff report increased satisfaction with support from personnel services</p>	<p>E&amp;D Manager met with HR Managers on 9/1/08.</p> <p>HR to review existing Access to Work guidance and look at ways to better communicate process and embed co-ordinating role.</p>

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<sup>7</sup> Recommendation arising from involvement of disabled people

<b>Action</b>	<b>Who is responsible</b>	<b>Target date</b>	<b>Outcome</b>	<b>Progress</b>
3.7 Conduct regular staff satisfaction surveys and include equality questions and monitoring	Investors in People Manager	Dec 2007 -	Regular feedback available on staff satisfaction	A full institution wide staff survey is planned in 2008/09.
3.8 Review what support and guidance is needed to help make progress towards achieving employment equality targets	Head of Personnel Services	Sept 2007	Improved support is available for managers  Positive feedback from managers	Links to work relating to action point 1.2.

Action	Who is responsible	Target date	Outcome	Progress
<p>3.9 Set explicit objectives for undergoing appropriate (disability) equality development via Performance Development Reviews / Personal Development Plans / Time to Talk for managers, supervisors and staff</p>	<p>Director of HR Head of ODT</p>	<p>Sept 2007 onwards</p>	<p>Line managers set development objectives which include face-to-face delivered training and /or e-learning modules</p> <p>High uptake and completion of (disability) equality training recorded</p>	<p>All managers required to attend Disability Awareness Training by March 2009</p> <p>This requirement has now been incorporated into guidance for the new support staff PDR process. Similar guidance for academic staff PDR will also be issued in December 2007.</p>



#### 4. ✓ Effective Communication and Involvement

Action	Who is responsible	Target date	Outcome	Progress
4.1. Brief heads of department on the implications of the Disability Equality Scheme (DES) and new obligations	E&D Manager	Oct 2007 onwards	Briefings completed and senior managers are aware of their responsibilities under the DES	Implications of DES covered in disability equality training introduced in March 2008.
<b>4.2 Publish details of the University's equalities budget<sup>9</sup></b>	E&D Manager	Sept 2007	Budget published on equalities web page leading to greater transparency	The complete budget will be clarified by May 2008 and details will be published on the equalities web page.

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<sup>9</sup> Recommendation arising from involvement of disabled people

Action	Who is responsible	Target date	Outcome	Progress
<p>4.3 Organise student and staff focus groups to, for example, explore ways to improve disclosure of disability and access requirements</p> <p>Target black and minority ethnic disabled staff</p> <p>Also links into existing work on establishing a disabled student network</p>	<p>Head of LD &amp; Disability (in relation to students)</p> <p>E&amp;D Officer</p>	<p>Sept 2007 onwards</p>	<p>Active involvement of disabled students and staff in identifying barriers, supporting impact assessment and evaluating outcomes</p> <p>Ensure views of black and minority ethnic disabled staff are captured</p>	
<p>4.4 Produce a summary of the DES and circulate to all staff</p> <p>Also explore how best to promote and make DES summary available to students</p>	<p>E&amp;D Officer</p>	<p>June 2007</p> <p>For circulation in Sept</p>	<p>Staff and staff are aware of their rights and responsibilities and know where to go for further details of the scheme</p>	<p>DES summary produced Feb 2008 and included in materials accompanying disability equality training.</p>

Action	Who is responsible	Target date	Outcome	Progress
<b>4.5 Make campus maps available in large print and develop a virtual 360 degrees map of the University</b> <sup>10</sup>	Head of Marketing & Communications	Sept 2007	Maps available from the University's website	Draft proofs of larger print maps went out for consultation in Feb 2008.  University website is being developed and due to be re-launched March 2008. There are plans to incorporate an interactive map this year.

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<sup>10</sup> Recommendation arising from involvement of disabled people

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## 5. ✓ Accessible Buildings, Facilities and Services

Action	Who is responsible	Target date	Outcome	Progress
5.1 Review and communicate progress of access improvements against the Estates Strategy and Access Plans within the University buildings and grounds	Head of Property Management Performance Team (PROMPT)	2007	Schedule of accessibility updated annually on the University's website  Regularly report progress through the Annual Report	Met with Head of PROMPT on 23/11/07. Building access report for summer 2007 is available from the Learning Support web page: <a href="http://www.mmu.ac.uk/academic/studserv/learning/support/">http://www.mmu.ac.uk/academic/studserv/learning/support/</a>  Report to also go onto the main University web page and link to HR recruitment page.

Action	Who is responsible	Target date	Outcome	Progress
<p><b>5.2 Incorporate disability access measures in all new buildings and refurbishment projects and include access audits by specialist (disability) external consultants in the procurement process for all projects providing more than 500 square metres of space <sup>11</sup></b></p>	<p>Head of PROMPT  Finance Director</p>	<p>2007</p>	<p>Buildings comply with Building Regulations and recommendations of access audits are incorporated</p> <p>Helps to avoid any costly re-adjustments</p>	<p>Access measures have been incorporated into Consultants' Scope of Work (briefings) and regular discussions against project plans are held. For example, work taking place at Didsbury</p>

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<sup>11</sup> Recommendation arising from involvement of disabled people

Action	Who is responsible	Target date	Outcome	Progress
<p><b>5.3 Consult (disabled) users in identifying barriers and solutions to improve accessibility and services on an annual basis <sup>12</sup></b></p> <p>Incorporate (where possible) these recommendations into relevant plans, including for example, the Estates Strategy and Service Plans</p>	<p>E&amp;D Team</p> <p>Students' Union</p> <p>Head of PROMPT</p> <p>University Registrar</p>	<p>Oct 2007</p> <p>Nov 2007</p>	<p>Increase levels of satisfaction with access to buildings, services and facilities from all users including disabled people</p> <p>Evidence that Estates Planning Services (and other services) take account of the experiences and needs of (disabled) students and staff</p> <p>MMU becomes more inclusive and accessible to all</p>	<p>Issues are regularly raised and considered through disabled staff forum – e.g. new car parking arrangements and concerns around existing emergency evacuation procedures. These will be raised for action at DEOC meetings.</p>

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<sup>12</sup> Recommendation arising from involvement of disabled people

Action	Who is responsible	Target date	Outcome	Progress
5.4 To include affected (disabled) students and staff in briefings and consultation on access works for departments / buildings on a contract by contract basis with as much notice as possible before works are due to start	Head of PROMPT	Sept 2007	MMU's access improvement projects are informed by, and responsive to, the needs and experiences of disabled users	Head of PROMPT has referred this action to the Capital Projects Office to follow up and ensure meetings are taking place and recommendations are taken on board (wherever possible).
<b>5.5 Incorporate (disability) specialist equipment suppliers to the University's approved suppliers list <sup>13</sup></b>	Finance Director Procurement Manager	Sept 2007	Orders are placed and delivered more quickly	This action will now be progressed in early 2008.

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<sup>13</sup> Recommendation arising from involvement of disabled people

## **Year Two 2008**

### **Strategic Planning, Management and Reporting**

1. Introduce equality monitoring for elected student representatives and take positive action where there is an under-representation of disabled students

### **Students**

1. Identify what support and guidance is needed to enable programme teams to actively use student equality data on recruitment, progression and awards in academic planning, target setting and evaluation
  2. Obtain and analyse UCAS admissions data regularly to help monitor student admissions and enrolment
  3. Develop policy and guidance on making information more accessible
  4. Develop and impact assess policies on student complaints and appeals
  5. Conduct a student satisfaction survey every 2 years and include equality questions and
-

- monitoring
6. Embed the mandatory diversity and equal opportunities briefing (e-learning) into student PDP  
/ employability / induction / curriculum where appropriate
  7. Make sure pre-entry work with students acknowledges potential disabled students
  8. Ensure widening participation activities / outreach work extends to include disabled students
  9. Consider introducing faculty level equality targets for recruiting and retaining 'widening participation' students
  10. Impact assess Student Services
  11. Review curriculum materials, delivery and assessment methods for all programmes to ensure they are inclusive and take account of the needs of disabled students

## **Employment and Training**

1. Impact assess support provided to disabled staff and applicants
  2. Impact assess HR documents and general communication, with for example, employees and applicants
  3. Develop staff policy and guidance on making reasonable adjustments
-

4. Introduce targets for employing disabled students
5. Regularly participate in targeted equality job fairs to promote employment opportunities
6. **Organise programme of mandatory disability equality training for all staff**  
**(incorporate into induction for new staff)**<sup>14</sup>
7. Incorporate (disability) equality as an explicit objective within Continuous Professional Development Frameworks (CPD)
8. Consider monitoring requests for job vacancies by disabled candidates (and other equality groups) and explore how this can best be done
9. Build capacity for monitoring and regularly analysing career progression / promotion, leavers and access to mentoring and secondments within HR management information systems

### **Communication and Involvement**

1. Involve and gather feedback from (disabled) people as potential students on their perceptions and experience of barriers to higher education
2. Promote opportunities at the University to external disability groups and gather feedback on their perceptions of MMU / barriers to higher education

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<sup>14</sup> Recommendation arising from involvement of disabled people

3. Develop further questionnaires to encourage feedback from students and staff that have not disclosed their disability
4. Involve and gather feedback from disabled Alumni members about their experiences at MMU
5. **Establish and facilitate a staff email discussion forum**<sup>15</sup>
6. Assess the impact of imagery and language used in core publicity materials and information
7. Review accessibility of University website (include building option for changing text size option, background colour and default to Ariel 14)
8. Organise a week of activities to raise awareness and understanding of (disability) equality

## **Buildings, Facilities and Services**

1. Establish project team and audit existing facilities / equipment / services and support available to disabled students and staff
2. Assess signage provision within University buildings / grounds and bring forward a plan of action to improve signage, incorporating best practice advice and in line with University branding

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<sup>15</sup> Recommendation arising from involvement of disabled people

**3. Review disabled peoples' access to leisure / social and sports activities (including**

**Sugden Sports Centre) and introduce monitoring<sup>16</sup>**

4. Obtain visitors feedback on access to services and facilities using satisfaction surveys / questionnaires
5. To develop a comprehensive list of contracted services and arrangements
6. To embed equality requirements into relevant service / supplier specifications and monitor contracts (in line with DRC Procurement and the Disability Equality Duty Guidance)
7. To review and amend existing contracts to ensure they promote (disability) equality where relevant

**8. To replace the University's use of white paper with cream paper as standard provision<sup>17</sup>**

9. To assess the impact of current I.T policy and provision for (disabled) students and staff  
Include looking at who is responsible for payment, how long the process takes, hardware and software

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<sup>16</sup> Recommendation arising from involvement of disabled people

<sup>17</sup> As above

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**10. Review existing practice and develop a fair and transparent process for allocating**

**and managing car parking across University campuses<sup>18</sup>**

11. Review accessibility, imagery and language used in University promotional materials and information (to include the Prospectus)

12. Develop clear guidance on the funding mechanisms for assistive technology for students and staff

**13. Organise training on the use of assistive technology for relevant I.T / student support staff<sup>19</sup>**

**Year Three 2009**

- Designate a learning and teaching fellowship to track the life-cycle of a 'disabled' job applicant from application to employment
- **Consider participating in positive action schemes which provide disabled people with work experience<sup>20</sup>**
- Assess the rationalisation of campuses and relocation of activities / facilities and services to All Saints campus on disabled students and staff

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<sup>18</sup> As above

<sup>19</sup> Recommendation arising from involvement of disabled people

<sup>20</sup> As above

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- Designate a learning and teaching fellowship to track the life-cycle of a 'disabled' student from pre-entry to first destination
- Consider establishing an anti-harassment and bullying adviser's network for students (similar to the existing staff network)