Disability Equality Scheme – Annual Report December 2010

Q:\DATA\MANAGERS\Christine Nightingale\dmu equality schemes\DES 2010\Disability Equality Scheme - Annual Report 2010 Published Version.doc

1

Contents

Q:\DATA\MANAGERS\Christine Nightingale\dmu equality schemes\DES 2010\Disability Equality Scheme - Annual Report 2010 Published Version.do

2

The full Disability Equality Scheme 2009 – 2012 is available on De Montfort University's website www.dmu.ac.uk/aboutdmu/policy/index.jsp in PDF and word document formats. If you would like this report in another format, please contact the Equality & Diversity Adviser.

Please forward any comments or enquiries about this report or De Montfort University's equality schemes to: -

Equality & Diversity Adviser
Eric Wood Building
De Montfort University
The Gateway
Leicester
LE1 9BH

Tele: 0116 2506436
E-mail: equality@dmu.ac.uk

Q:\DATA\MANAGERS\Christine Nightingale\dmu equality schemes\DES 2010\Disability Equality Scheme - Annual Report 2010 Published Version.doc

3

Introduction

This is the first of De Montfort University's (DMU) annual reports on the progress of our Disability Equality Scheme 2009 – 2012.

Each year all parts of the University are asked to report on their own progress against each of DMU's Equality Schemes. Over the last three years the University is pleased to report that there has been incrementally improved reporting, indicating increased commitment to improving experiences for staff, students and external stakeholders who fall into the protected groups.

Corporately, the University has continued to engage in developing and activating an Equality Impact Assessment Process that not only meets the specific duty, but also offers important information for service improvement. The University continues on its programme to offer involvement and engagement opportunities for its staff and students. The staff group has met regularly, around twice each term and the student group has met once each term, with a special 'dyslexia' event held in October 2010.

The University welcomed its' new Vice Chancellor, Professor Dominic Shellard this year and under his guidance is developing the strategic vision with a strong emphasis on equality. This will be published in 2011.

This introduction is followed by a copy of the Disability Equality Scheme 2009-12 Action Plan and then a report of progress against each of the objectives.

Q:\DATA\MANAGERS\Christine Nightingale\dmu equality schemes\DES 2010\Disability Equality Scheme - Annual Report 2010 Published Version.do

4

Disability Equality Scheme Objectives and Action Plan 2009-12

Objective	Action	Timescale/ Reporting	Responsibility
Student Experience – Admissions			
All potential students will be subject to a demonstrably fair recruitment and admission process.	The recruitment and admissions processes will be subject to rigorous review including equality impact assessment.	2011	Deans Academic Registrar Director of External Relations
	Recommendations and action plans, identified by the review of recruitment and admissions, will be implemented and reported on.	As above	As above.
	Recruitment and retention data for all students will be monitored, analysed and any action plans identified.	2011 and then yearly	Deans Heads of Teaching Centres (Strategic Planning Services)
Student Experience – Student Support			
Our student support arrangements will demonstrate best practice.	Support arrangements will be subject to an Equality Impact Assessment.	2010 and then yearly	
	Arrangements for ensuring that all students including International students have full information on disability related funding and support will be made.		Director of Student Services Deans Director of External Relations
Student Experience - Learning and Teaching			
Our learning and teaching approaches will demonstrate best inclusive practice.	The University and the Faculty Learning and Teaching Committees will continue to identify, develop and disseminate best inclusive learning and teaching practice.	Yearly report	Chair of University Learning and Teaching Committee Deans
	All learning and teaching programmes will undergo an equality impact audit at validation and periodic review stages.	Yearly report	Chair of University Learning & Teaching Committee

Q:\DATA\MANAGERS\Christine Nightingale\dmu equality schemes\DES 2010\Disability Equality Scheme - Annual Report 2010 Published Version.docx

5

Objective	Action	Timescale/ Reporting	Responsibility
Assessment			
Our assessment approaches will demonstrate inclusivity.	Assessment processes will be subject to equality impact assessment and identified action plans implemented.	2011	University Learning and Teaching Committee with Head of Academic Quality
	Monitor student achievement data. Identify and implement action plans.	Yearly report	Academic Registry Deans
Timetabling and Room Allocation			
All arrangements related to timetabling, including room allocation will demonstrate best inclusive practice.	Timetabling process will be subject to equality impact assessment.	2011	Academic Registry Deans
DMU as Employer			
All potential staff will be subject to demonstrably fair recruitment and selection processes.	The recruitment process, from job design, authorisation, advertising, applications, selection and employment will be subject to a rigorous review and equality impact assessment.	2010 and then yearly	Director of HR
	The HR Department will continue to meet the requirements of the Jobcentre Plus "Positive Two Ticks about Disabled People Scheme" and will apply for re-accreditation as appropriate.	Yearly	Director of HR
Monitor and address any unjustified pay gaps across the University in relation to disability (gender and race).	Identify and report on pay gap.	2012	Director of HR
Monitor and address any unjustified differences in application and success in progression and promotion request in relation to disability (gender, age and	Identify progression and promotion issues and prepare action plan	2011	Director of HR

Q:\DATA\MANAGERS\Christine Nightingale\dmu equality schemes\DES 2010\Disability Equality Scheme - Annual Report 2010 Published Version.docx

6

Objective	Action	Timescale/ Reporting	Responsibility
race).			
Disabled staff are fully supported in all areas of their employment.	• Identify and monitor applications for and take up of Access to Work. • Review effectiveness of disclosure and referral processes. • Ensure line managers are aware of their responsibilities. • Provide information and guidance in accessible formats for disabled staff, their managers and non-disabled staff. • Equality impact assess the processes for identifying and providing reasonable adjustments.	Yearly	Director of HR
HR policies are demonstrated to be effective and fair.	HR policies that are identified to be most likely to have impact on disabled people to be monitored ad impact assessed, e.g., flexible working, absence, bullying and harassment, occupational health policies etc.	Yearly	Director of HR
Training			
All staff have equal and fair access to training and learning opportunities.	Monitor, analyse and report data on take- up of training by staff with protected characteristics, including disability.	2010 and yearly report	Director of HR with Head of APDU Head of TDU
	Raising awareness of development opportunities for staff, including disabled staff, under DMU's commitment to the 'Skills Pledge'	2010 and yearly report	Head of TDU
	Improve the 'Training' intranet site to make it easier for staff to access the support they need including: Coaching to support transitions back into work and career management (e.g. on becoming disabled) Access to distance learning (to enable staff to continue learning from home)	2010 and yearly report	Head of TDU

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7

Objective	Action	Timescale/ Reporting	Responsibility
Our staff understand their roles and objectives in relation to the equality duties and wider equality and employment legislation.	Equality Impact Assess the Staff Development Policy and the training and development offer to staff.	2011	Director of HR
	Identify and continue to offer and implement equality related training across the organisation.	2011	Director of HR
	Ensure that all line managers are offered specific training on supporting disabled staff in the workplace.	Yearly	Director of HR
Communication			
Publish an equality and diversity communication strategy.	The Equality & Diversity Committee to involve and consult with stakeholders to prepare a communication strategy. The strategy to take account of accessibility issues and those who do not have access to electronic communication.	2010	Equality & Diversity Committee
University communication strategies will take account of all audiences that they are intended for.	Identify the ways in which University communication strategies will be accessible to all audiences, in particular disabled people.	Yearly	Deans Directors
Involve and Consult			
We will use a wide range of methods to engage and respond to our stakeholders.	The Equality & Diversity Committee will develop and publish its involvement and engagement strategy.	2010	Chair of the Equality & Diversity Committee
	The involvement and engagement strategy must take account of external stakeholders.		
	A range of approaches to be used each term to involve and engage with disabled students and staff.	Yearly report	Director of HR Director of Student Services Equality & Diversity Adviser
Accessibility			

Q:\DATA\MANAGERS\Christine Nightingale\dmu equality schemes\DES 2010\Disability Equality Scheme - Annual Report 2010 Published Version.docx

8

Objective	Action	Timescale/ Reporting	Responsibility
ICT Our ICT services are accessible.	Review the ICT services in partnership with disabled people and implement action plans to address findings.	2011 and then yearly	Director of ISAS Director of Library Services
Website Our website is accessible	Review the DMU web in partnership with disabled people and implement action plans to address funding.	2011 and then yearly	Director of External Relations
Estates The DMU estate is accessible	Review the DMU estate with disabled people and implement action plans to address findings.	2011 and then yearly	Director of Estates
Procurement			
Through procurement we achieve a diverse supply chain and our contractors are partners governed by a robust equality framework.	Monitoring arrangements in place to assess whether our contractors are compliant with our pre-qualification questionnaire.	2011 and then yearly	Director of Finance
Equality Impact Assessment			
All our "work areas" are equality impact assessed.	All Departments, Centres, Directors and Faculties have identified and prioritised areas for equality impact assessment.	2010	Deans Directors Centre Heads Department Heads
	All areas are equality impact assessed by December 2012.	Yearly report	Deans Directors Centre Heads Department Heads
	Equality impact assessment reports are published in summary form on the website.	Yearly report	Equality & Diversity Adviser
Publish and Review Equality Scheme			
We implement our equality	Review and report termly to Equality & Diversity	Three times per	Equality & Diversity Adviser

Q:\DATA\MANAGERS\Christine Nightingale\dmu equality schemes\DES 2010\Disability Equality Scheme - Annual Report 2010 Published Version.docx

9

Objective	Action	Timescale/ Reporting	Responsibility
scheme. We will monitor it and publish our findings annually.	Committee.	year	
	Produce and publish an annual progress report.	December 2010 and then yearly	Equality & Diversity Committee

Q:\DATA\MANAGERS\Christine Nightingale\dmu equality schemes\DES 2010\Disability Equality Scheme - Annual Report 2010 Published Version.docx

10

Student Experience – Admissions

Objective

All potential students will be subject to a demonstrably fair recruitment and admission process.

Action 1

The recruitment and admissions processes will be subject to rigorous review including equality impact assessment.

Responsibility

Deans
Academic Registrar
Director of External Relations

Report

DMU's admissions processes have undergone a detailed analysis and assessment based on the 2009 data. The data revealed that corporately, no groups were disadvantaged by the admissions process.

Admissions data is now regularly reported and the data on disabled students can be found in Annex 1 of this report.

Action 2

Recommendations and action plans, identified by the review of recruitment and admissions, will be implemented and reported on.

Responsibility

Deans
Academic Registrar
Director of External Relations

Report

Faculties have identified specific and further actions, for example: -

- A review of guidance on portfolio content for post graduate students is being undertaken in the Faculty of Art & Design.
- The disabled student process is being investigated in the Faculty of Technology.

DMU's External Relations department are commencing a review of the admissions policies in 2011.

Q:\DATA\MANAGERS\Christine Nightingale\dmu equality schemes\DES 2010\Disability Equality Scheme - Annual Report 2010 Published Version.do

11

Action 3

Recruitment and retention data for all students will be monitored, analysed and any action plans identified.

Responsibility

Deans
Heads of Teaching Centres
(Strategic Planning Services)

Report

The monitoring and trend data for disabled students is reported in annex 1 of this report.

Q:\DATA\MANAGERS\Christine Nightingale\dmu equality schemes\DES 2010\Disability Equality Scheme - Annual Report 2010 Published Version.dc

12

Student Experience – Student Support

Objective

Our student support arrangements will demonstrate best practice.

Action 1

Support arrangements will be subject to an Equality Impact Assessment.

Responsibility

Director of Student Services
Deans
Director of External Relations

Report

An ongoing process of equality impact assessment is being undertaken by the Directorate of Student Services, the Faculties of Health & Life Sciences, Technology and Business & Law.

Action 2

Arrangements for ensuring that all students including International students, have full information on disability related funding and support will be made.

Responsibility

Deans
Student Services

Report

The Student Services Directorate have made information available through the website:

https://www.dmu.ac.uk/study/student_services/index.jsp

Links for home students lead them to the direct.gov site and there is also the Student Voice with the "you said we did" and an opportunity to request further information:

http://www.dmu.ac.uk/study/student_services/_service/studentvoice/index.

Further information is available in Faculties through the Student Disability Officers and Student Support Officers.

Q:\DATA\MANAGERS\Christine Nightingale\dmu equality schemes\DES 2010\Disability Equality Scheme - Annual Report 2010 Published Version.do

13

Student Experience – Learning & Teaching

Objective

Our learning and teaching approaches will demonstrate best inclusive practice.

Action 1

The University and the Faculty Learning and Teaching Committees will continue to identify, develop and disseminate best inclusive learning and teaching practice.

Responsibility

Chair of University Learning and Teaching Committee
Deans

Report

The University Learning & Teaching Committee (ULTC) has taken and considered updates on the new Equality Duty, HEFCE review of policy on disabled students. A working group of the ULTC has been revising the current information and support on inclusive learning and teaching online materials.

Each Faculty has its own Teaching & Learning Committee that reports to the ULTC.

Action 2

All learning and teaching programmes will undergo an equality impact audit at validation and periodic review stages.

Responsibility

Chair of University Learning & Teaching Committee

Report

A process of equality impact audit has been instigated this academic year for all course validations and revalidations.

The periodic review process has undergone an equality impact assessment process by the Department of Academic Quality.

Q:\DATA\MANAGERS\Christine Nightingale\dmu equality schemes\DES 2010\Disability Equality Scheme - Annual Report 2010 Published Version.dc

14

Assessment

Objective

Our assessment approaches will demonstrate inclusivity.

Action 1

Assessment processes will be subject to equality impact assessment and identified action plans implemented.

Responsibility

University Learning and Teaching Committee with Head of Academic Quality.

Report

An equality impact assessment of the updated assessment policy, practice and protocols is currently being undertaken by the Department of Academic Quality.

Furthermore, the Director of Strategic Planning Services is planning to prepare more detailed reports for Faculties on achievement statistics at programme level.

Action 2

Monitor student achievement data. Identify and implement action plans.

Responsibility

Academic Registry
Deans

Report

The achievement data for disabled students is reported in annex 1.

Q:\DATA\MANAGERS\Christine Nightingale\dmu equality schemes\DES 2010\Disability Equality Scheme - Annual Report 2010 Published Version.do

15

Timetabling and Room Allocation

Objective

All arrangements related to timetabling, including room allocation will demonstrate best inclusive practice.

Action 1

Timetabling process will be subject to equality impact assessment.

Responsibility

Academic Registry
Deans

Report

An equality impact assessment of timetabling is being undertaken by Academic Registry. Improvements on timetable style and the reporting of the range of accessibility options in DMU teaching spaces are currently being dealt with.

Q:\DATA\MANAGERS\Christine Nightingale\dmu equality schemes\DES 2010\Disability Equality Scheme - Annual Report 2010 Published Version.dc

16

DMU as Employer

Objective

All potential staff will be subject to demonstrably fair recruitment and selection processes.

Action 1

The recruitment process, from job design, authorisation, advertising, applications, selection and employment will be subject to a rigorous review and equality impact assessment.

Responsibility

Director of HR

Report

The monitoring and trend data for disabled staff is reported in annex 2 of this report.

DMU seeks to ensure equality throughout its recruitment processes through a variety of mechanisms, including ensuring all panel members receive appropriate training; guiding managers on how to prepare recruitment paperwork without introducing prejudicial criteria; and guaranteeing an interview for disabled applicants who meet the essential criteria for the job. In July 2010, the HR Department launched a new recruitment module which allows us to track our applications in more detail. The following information has been extracted from that database and allows the presentation of the diversity data at application, interview and offer stage. As this system is in its first year, trend data will not be available until next year.

Disability
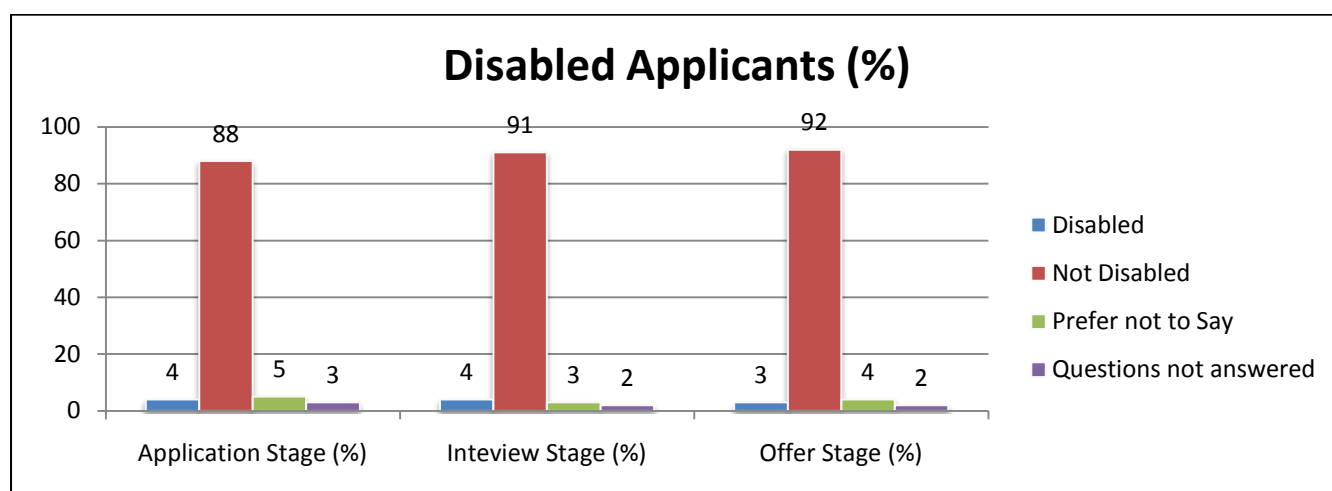
DMU currently employs 75% of its disabled applicants. However, 3% of new employees declared disabilities, which is lower than the general staff population of 4% declared disabled and will lead to a slide in the overall declaration rate if not addressed. We will therefore, be encouraging self declaration of new employees. We will soon be launching a website in conjunction with DisabledGo, which allows applicants to see the disabled facilities at DMU. We have also produced guidance for applicants and current staff members on Access to Work and how we can support disabled staff members in their jobs.

Q:\DATA\MANAGERS\Christine Nightingale\dmu equality schemes\DES 2010\Disability Equality Scheme - Annual Report 2010 Published Version.d...

17

Support mechanisms for disabled staff at DMU are being further developed. The Occupational Health Department, its Occupational Health Nurse and recently appointed Occupational Health Adviser, have advised and supported disabled staff who have been referred or self referred. Systems for recording newly disclosed staff were previously underdeveloped and are now being reviewed.

In 2009, a training session was offered by the Equality & Diversity Adviser and Occupational Health Adviser to all Human Resource Partners (HRP) on "supporting disabled staff". This training is now being cascaded down by the HRPs to all Faculties and Directorates. Furthermore, information on the government funding to support reasonable adjustments for disabled staff, "Access to Work" has been developed and is being disseminated.

Funding to support assessment procedures such as dyslexia assessment and additional funds over and above access to work is coming from the employing Faculty or Directorate.

The University intends to monitor the take up of support mechanisms in future years.

HR Partners/Officers constantly review job descriptions and person specifications while grading posts and prior to advertising to ensure the language used is clear and non-discriminatory.

As a result of impact assessing the Recruitment & Selection Policy and Procedure in 2009, guidelines on producing clear job details were produced to support managers. The HR Services Team have also produced guidelines on the support to be offered to blind/partially sighted applicants. A sample of posts recruited to during 2010 will be impact assessed in January 2011.

Action 2

The HR Department will continue to meet the requirements of the Jobcentre Plus "Positive Two Ticks about Disabled People Scheme" and will apply for re-accreditation as appropriate.

Responsibility

Director of HR

Report

DMU achieved re-accreditation of the "Positive Two Ticks about Disabled People Scheme" in November 2010.

Objective

Monitor and address any unjustified pay gaps across the University in relation to disability (gender and race).

Action 1

Identify and report on pay gap.

Responsibility

Q:\DATA\MANAGERS\Christine Nightingale\dmu equality schemes\DES 2010\Disability Equality Scheme - Annual Report 2010 Published Version.doc

18

Director of HR

Report

An audit of staff on the single pay spine is complete and the pay gap identified is less than 3%.

Objective

Monitor and address any unjustified differences in application and success in progression and promotion request in relation to disability (gender, age and race).

Action 1

Identify progression and promotion issues and prepare action plan.

Responsibility

Director of HR

Report

Please see report in annex 2.

Objective

Disabled staff are fully supported in all areas of their employment.

Action 1

- Identify and monitor applications for and take up of Access to Work.
- Review effectiveness of disclosure and referral processes.
- Ensure line managers are aware of their responsibilities.
- Provide information and guidance in accessible formats for disabled staff, their managers and non-disabled staff.
- Equality impact assess the processes for identifying and providing reasonable adjustments.

Responsibility

Director of HR

Report

Access to Work

Access to Work is now being monitored; reports will be available in future years.

Disclosure

Staff are encouraged to disclose – Data verification and revised offers of support have resulted in improved disclosure.

Q:\DATA\MANAGERS\Christine Nightingale\dmu equality schemes\DES 2010\Disability Equality Scheme - Annual Report 2010 Published Version.doc

19

Line Managers

The HR Department has offered briefings to line managers on disability and reasonable adjustments. HR Partners/Officers and the Occupational Health Adviser work closely with managers on individual cases to ensure that staff are given appropriate support. The University has drafted new guidelines for supporting disabled staff members and disabled applicants. The document provides clear guidance on the University's commitment to 'to providing disabled people with an equality of opportunity to take part in all aspects of University life' it outlines the support available and discusses the Access to Work Scheme.

Accessible Information

Recruitment briefing notes can be downloaded in appropriate formats. Individuals can also request specific formats such as Braille. All documents are being converted into Ariel 11 using De Montfort University Accessibility Guidelines. The website has been designed using the Accessibility Guidelines and can be read using a screen reader.

EIA Processes for Identifying Reasonable Adjustments

No report this year.

Objective

HR policies are demonstrated to be effective and fair.

Action 1

HR policies that are identified to be most likely to have impact on disabled people to be monitored and impact assessed, e.g., flexible working, absence, bullying and harassment, occupational health policies etc.

Responsibility

Director of HR

Report

The Bullying & Harassment Policy and Grievance Procedure are currently undergoing an equality impact assessment screening.

Q:\DATA\MANAGERS\Christine Nightingale\dmu equality schemes\DES 2010\Disability Equality Scheme - Annual Report 2010 Published Version.doc

20

Training

Objective

All staff have equal and fair access to training and learning opportunities.

Action 1

Monitor, analyse and report data on take-up of training by staff with protected characteristics, including disability.

Responsibility

Director of HR with
Head of APDU
Head of TDU

Report

Staff Training and Development

Centralised training and development opportunities are offered to all staff at DMU primarily through the Academic Professional Development Unit (APDU) and the Training & Development Unit (TDU). TDU are additionally responsible for a scheme which enables staff to apply to have their fees paid for DMU programmes of study.

DMU staff can also access training and development opportunities organised via their own department, for example through external providers, conferences and in-house organised events.

Monitoring data on staff training is now being collected on numbers of participants experiencing centrally provided activities as well as on hours of training.

The data shows: -

Academic Year	2007/08	2008/09	2009/10
Average number of training days taken by all DMU staff	0.86	1.02	0.97
Number of training days taken by disabled staff	0.9	1.3	1.1
No. and percentage of disabled staff experiencing training	Not previously reported	Not previously reported	(88) 73%
Percentage of non-disabled staff experiencing training	Not previously reported	Not previously reported	63%

Q:\DATA\MANAGERS\Christine Nightingale\dmu equality schemes\DES 2010\Disability Equality Scheme - Annual Report 2010 Published Version.d

21

Action 2

Raising awareness of development opportunities for staff, including disabled staff, under DMU's commitment to the 'Skills Pledge'.

Responsibility

Head of TDU

Report

Sessions are being run in 2010/11 for managers to enable them to understand staff needs with regard to dyslexia and learning differences.

Action 3

Improve the Training intranet site to make it easier for staff to access the support they need including: -

- Coaching to support transitions back into work and career management (e.g. on becoming disabled).
- Access to distance learning (to enable staff to continue learning from home).

Responsibility

Head of TDU

Report

The design of the Training intranet site is currently being upgraded to take account of the Equality Act 2010.

The coaching plans retimed for 2011.

Objective

Our staff understand their roles and objectives in relation to the equality duties and wider equality and employment legislation.

Action 1

Equality Impact Assess the Staff Development Policy and the training and development offer to staff.

Responsibility

Director of HR

Report

No further report – ongoing action.

Q:\DATA\MANAGERS\Christine Nightingale\dmu equality schemes\DES 2010\Disability Equality Scheme - Annual Report 2010 Published Version.d

22

Action 2

Identify and continue to offer and implement equality related training across the organisation.

Responsibility

Director of HR

Report

The Head of Training and Development has discussed equality related training at the Equality & Diversity Committee. Ongoing action.

Action 3

Ensure that all line managers are offered specific training on supporting disabled staff in the workplace.

Responsibility

Director of HR

Report

The University continues to provide training sessions for staff; advice/guidance from DMU's Equality & Diversity Adviser; Corporate Induction; Probation meetings; team discussions; awareness sessions; and the incorporation of relevant information/guidance into University policies.

Training on supporting disabled staff was delivered by the Occupational Health Adviser and the Equality & Diversity Adviser to the HR Team. This training has then been cascaded out to the Faculties, Directorates and Departments of the University.

The Occupational Health Team organised a 'well-being at work day' on the 4 November 2010.

Q:\DATA\MANAGERS\Christine Nightingale\dmu equality schemes\DES 2010\Disability Equality Scheme - Annual Report 2010 Published Version.d

23

Communication

Objective

Publish an equality and diversity communication strategy.

Action 1

The Equality & Diversity Committee to involve and consult with stakeholders to prepare a communication strategy. The strategy should take account of accessibility issues and those who do not have access to electronic communication.

Responsibility

Equality & Diversity Committee

Report

A paper on equality and diversity communication strategies was presented to the Equality & Diversity Committee on 8 July 2008. It was agreed by the Committee to place a standing item on the agenda and to invite the Director of Press & PR to report on the development of the University Communication Strategy.

Objective

University communication strategies will take account of all audiences that they are intended for.

Action 2

Identify the ways in which University communication strategies will be accessible to all audiences, in particular disabled people.

Responsibility

Deans
Directors

Report

Each Faculty and Directorate reports using a range of media and approaches to facilitate communication with staff and students.

Furthermore, the Estates Department take care to facilitate communication with staff who do not have access to electronic means of communication.

Q:\DATA\MANAGERS\Christine Nightingale\dmu equality schemes\DES 2010\Disability Equality Scheme - Annual Report 2010 Published Version.do

24

Involve & Consult

Objective

We will use a wide range of methods to engage and respond to our stakeholders.

Action 1

The Equality & Diversity Committee will develop and publish its involvement and engagement strategy. The involvement and engagement strategy must take account of external stakeholders.

Responsibility

Chair of the Equality & Diversity Committee

Report

An Involvement and Engagement Strategy was agreed by the Equality & Diversity Committee on the 23 April 2010.

Action 2

A range of approaches to be used each term to involve and engage with disabled students and staff.

Responsibility

Director of HR
Director of Student Services
Equality & Diversity Adviser

Report

Various initiatives have been taken to specifically engage with disabled students and staff.

A Disabled Staff Group meets up to twice a term and have been active and instrumental in meeting university senior managers, influencing the Disability Equality Scheme and having an impact on staffing processes.

Additionally, a staff satisfaction survey was launched in November 2010 with monitoring across all protected characteristics. The survey report will be published in Spring 2011.

The disabled student group continues to meet about once a term. A specific 'dyslexia' session was run in October 2010. Additionally, student feedback is collected in Student Services from all service users during the year and is encouraged during one to one sessions.

http://www.dmu.ac.uk/study/student_services/_service/studentvoice/index.

Q:\DATA\MANAGERS\Christine Nightingale\dmu equality schemes\DES 2010\Disability Equality Scheme - Annual Report 2010 Published Version.d

25

Accessibility

Objective

Our ICT services are accessible.

Action 1

Review the ICT services in partnership with disabled people and implement action plans to address findings.

Responsibility

Director of Information Systems and Services (ISAS)
Director of Library Services

Report

An Accessibility Co-ordinator has been appointed by the ISAS Directorate. The first task is to identify the support needs of users of voice recognition software. A meeting of accessible software users was held in November and a report is currently under consideration by the ISAS team.

The Library disability network (assistive technologies), including hardware, software and support were reviewed during 2009/10 session. Additionally, JISC Techdis Toolbar has been added to the library web pages as part of upgrade in August 2010.

Objective

Our website is accessible.

Action 1

Review the DMU web in partnership with disabled people and implement action plans to address funding.

Responsibility

Director of External Relations

Report

A review of the DMU website is part of the 2010/11 Market Insight Plan and will be reviewed by summer 2011.

Objective

The DMU estate is accessible.

Action 1

Q:\DATA\MANAGERS\Christine Nightingale\dmu equality schemes\DES 2010\Disability Equality Scheme - Annual Report 2010 Published Version.doc

26

Review the DMU estate with disabled people and implement action plans to address findings.

Responsibility

Director of Estates

Report

The Estates Department take account of relevant legislation and buildings regulations in refurbishment and development of buildings and estates.

The Department has undertaken to engage in consultation with clients and disabled people. Regular audits of the condition of the estate are conducted and include compliance with legislation and accessibility.

In January 2011, DMU will have an independent access audit conducted by DisabledGo. A DMU website is already under construction and we expect to have a live site in Summer 2011.

With reference to our own student accommodation, the Estates Department liaises with Student Services in being alerted to specific adaptations requirement for new students each year.

Q:\DATA\MANAGERS\Christine Nightingale\dmu equality schemes\DES 2010\Disability Equality Scheme - Annual Report 2010 Published Version.do

27

Procurement

Objective

Through procurement we achieve a diverse supply chain and our contractors are partners governed by a robust equality framework.

Action 1

Monitoring arrangements in place to assess whether our contractors are compliant with our pre-qualification questionnaire.

Responsibility

Director of Finance

Report

A new pre-qualification questionnaire has been published on the Finance, Procurement website.

Q:\DATA\MANAGERS\Christine Nightingale\dmu equality schemes\DES 2010\Disability Equality Scheme - Annual Report 2010 Published Version.doc

28

Equality Impact Assessment

Objective

All our "work areas" are equality impact assessed by December 2012.

Action 1

All Departments, Centres, Directors and Faculties have identified and prioritised areas for equality impact assessment.

Responsibility

Deans
Directors
Centre Heads
Department Heads

Report

All Departments, Directorates and Faculties have identified areas of work to be equality impact assessed. Several Faculties and Directorates have been actively engaging with the University wide equality impact assessment project and associated EIA Clinics.

An equality impact checklist has been created and is now adopted for all course validation and revalidations from November 2010. Equality impact checklists are submitted as part of the revalidation papers and are viewed by panel members.

Action 1

Equality impact assessment reports are published in summary form on the website.

Responsibility

Equality & Diversity Adviser

Reports

An equality impact assessment project is currently underway at DMU. The project team are currently discussing the most appropriate form by which to publish completed equality impact assessments.

Q:\DATA\MANAGERS\Christine Nightingale\dmu equality schemes\DES 2010\Disability Equality Scheme - Annual Report 2010 Published Version.doc

29

Publish and Review Equality Scheme

Objective

We implement our equality scheme. We will monitor it and publish our findings annually.

Action 1

Review and report termly to Equality & Diversity Committee.

Responsibility

Equality & Diversity Adviser

Report

The Equality & Diversity Committee meet at least once a term.

Action 2

Produce and publish an annual progress report.

Responsibility

Equality & Diversity Committee

Report

This report constitutes DMU's annual progress against the Disability Equality Scheme 2009-12.

Annex 1

Student Application and Enrolment Data

The recruitment and retention data for disabled students is as follows:

In terms of disability, applicant patterns have stayed similar, with no significant changes in applicants' profile. At accepts and enrolment stage, there is a slight upward trend in students with dyslexia. 9% (1,506) of applicants declared themselves as disabled, the same proportion as for 2008/09 entry. Of these, the largest category of disability was dyslexia (48%), with 10% asthma, and 2-3% each blind/partially sighted (28), deaf/hearing impaired (50) and mobility impaired (28). These do not show significant change from previous years. When it comes to enrolments, the disability statistics are more weighted in terms of disability. The change in proportion at enrolments is partially explained by the fact that there is a pattern of students not declaring disability until enrolment (particularly for unseen disabilities such as dyslexia). In terms of enrolment, 16% of students enrolling in 2009/10 have declared a disability, with dyslexia again being by far the biggest category at 45%. Nationally, using 2007/08 data, the proportion of disabled students was 7.3%,   The split between other disabilities is broadly the same as per applicants, and does not show significant shifts when looked at over a three year period.

Undergraduate Entry

The data applications and enrolments show the following trends for disabled students.

Academic Year	2007/08	2008/09	2009/10
Total Applications	24109	21580	24837
% from Disabled Students	2018 (8.4%)	1737 (8.0%)	1,916 (7.7%)
Total Enrolments	17124	17088	18452
% from Disabled Students	2535 (14.8%)	2514 (14.7%)	2948 (16.0%)

Student Achievement - Undergraduate

De Montfort University regularly monitors the achievement of its undergraduate students.

Academic Year	2007/08	2008/09	2009/10
Total number of students	3731	3364	3281
All students achieving 1st or 2.1 degree classification	1910 (51.2%)	1731 (51.5%)	1697 (51.7)
% of disabled students	273/572 (47.7%)	231/481 (48.0%)	270/554 (48.7%)

Currently, data on postgraduate student achievement is under-developed and is not available for analysis.

Postgraduate Entry

De Montfort University has a small graduate cohort. The data on student entry is incomplete and we are currently unable to provide a trend analysis on this.

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31

Academic Year	2007/08	2008/09	2009/10
Total Applications	4006	4333	5166
% from Disabled Students	191 (4.8%)	254 (6.3%)	262 (6.0%)
Total Enrolments	3269	3821	4076
% from Disabled Students	353 (10.8%)	430 (11.3%)	429 (10.5%)

A significant number of postgraduate entry students did not complete the disability monitoring data on application or enrolment forms. This means that the data may not be completely representative of the actual situation.

The table below shows the percentage of students who did not complete disability field.

Academic Year	2007/08	2008/09	2009/10
Applications	35.5%	47.3%	51.6%
Enrolments	89.2%	88.7%	89.5%

Disabled Students by Disability Category

A breakdown of the data on disabled student disclosure shows the following trends.

Undergraduate Students

Category	2007/08	2008/09	2009/10
Total number of disclosed disabled students of which:	2535	2554	2948
Dyslexia and learning difference	1019 (40.2%)	1055 (41.3%)	1343 (45.6%)
Blind/partially sighted	35 (1.4%)	40 (1.6%)	32 (1.1%)
Deaf/hearing impairment	73 (2.9%)	74 (2.9%)	78 (2.6%)
Wheelchair user/mobility difficulties	34 (1.3%)	46 (1.8%)	45 (1.5%)
Personal care support	0	0	1 (0.0%)
Mental health difficulties	56 (2.2%)	61 (2.4%)	183 (6.2%)
An unseen disability	880 (34.7%)	817 (32.0%)	853 (28.9%)
Two or more disabilities	115 (4.5%)	116 (4.5%)	133 (4.5%)
Other disability/health condition	300 (11.8%)	314 (12.3%)	231 (7.8%)
Autistic spectrum disorder/aspergers syndrome	23 (1.0%)	31 (1.2%)	49 (1.7%)

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32

Postgraduate Students

Category	2007/08	2008/09	2009/10
Total number of disclosed disabled students of which:	353	433	429
Dyslexia and learning difference	70 (19.8%)	100 (23.1%)	92 (21.4%)
Blind/partially sighted	9 (2.5%)	9 (2.1%)	11 (2.6%)
Deaf/hearing impairment	12 (3.5%)	16 (3.7%)	16 (3.7%)
Wheelchair user/mobility difficulties	12 (3.5%)	15 (3.5%)	16 (3.7%)
Personal care support	0	0	0
Mental health difficulties	9 (2.5%)	18 (4.2%)	17 (4.0%)
An unseen disability	170 (48.2%)	204 (47.1%)	198 (46.2%)
Two or more disabilities	7 (2.0%)	11 (2.5%)	18 (4.2%)
Other disability/health condition	63 (17.8%)	57 (13.1%)	58 (13.5%)
Autistic spectrum disorder/aspergers syndrome	1 (0.2%)	3 (0.7%)	3 (0.7%)

Student Retention – Drop Outs

The undergraduate data is as follows (our postgraduate data is currently incomplete): -

Academic Year	2007/08	2008/09	2009/10
Total students	17124	17088	18452
% disabled students	2535 (14.8%)	2554 (14.9%)	2948 (16.0%)
Total drop outs	907	2006	(available Dec)
% disabled student drop outs	147 (16.2%)	368 (18.3%)	(available Dec)

Please note that the definition of drop outs altered between 2007/08 and 2008/09, which accounts for the large difference between the two sets of student numbers.

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33

Annex 2

Staff Employment Data

There are two main categories of staff at De Montfort University; those on academic or support staff pay grades and conditions.

The staffing headcount data at DMU showed: -

**HESA data for:	2007/08	2007/08 (%)	2008/09	2008/09 (%)	2009/10	2009/10 (%)
Headcount of staff at DMU	3452		3487		3562	
% disabled staff	43	1.2	150	4.30	174	4.88
*Headcount of academic staff	1379		1322		1323	
% disabled academic staff	21	1.5	47	3.56	54	4.08
*Headcount of support staff	2073		2165		2239	
% disabled support staff	22	1.1	103	4.76	120	5.36

Note: includes part-time lecturers, casuals and banks
*Academic/Support split decided using the current master contract
**HESA data for staff with FTE greater than zero between 1 August and 31 July of the year

Disabled Staff by Disability Type

Our previous monitoring arrangements have not asked individuals to disclose the nature of their disability or impairment. We are therefore unable to provide this data at the beginning of our Disability Equality Scheme 2009-12. It is anticipated however that the University will be able to track trend data in future years.

Category	2007/08	2008/09	2009/10
Total number of disabled staff	43	196	228
Dyslexia and learning difference	N/A	35	53
Blind/partially sighted	N/A	1	2
Deaf/hearing impairment	N/A	0	0
Wheelchair user/mobility difficulties	N/A	56	65
Personal care support	N/A	13	25
Mental health difficulties	N/A	24	22
An unseen disability	N/A	17	17
Two or more disabilities	N/A	5	7
Other disability/health condition	N/A	38	12
Autistic spectrum disorder/aspergers syndrome	N/A	7	12

N/A = not applicable

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34

Disabled Staff Retention

De Montfort University enjoys a high level of retention of all levels of staff. Our leavers' data is lower than the national average. An analysis of the data of staff headcount who are recorded as leaving the employment of DMU between 1 August and 31 July for the HESA return show: -

HESA data for :	2007/08	2007/08 (%)	2008/09	2008/09 (%)	2009/10	2009/10 (%)
Total number of leavers	639		539		507	
% of which disabled	2	0.3	9	1.67	18	3.55
Leavers who left for age retirement	16		22		30	
% of which disabled	2	12.5	0	0	1	3.33
Subtotal – non-retirement leavers	623		517		477	
% of which disabled	0	0	9	1.74	17	3.56

Note: includes part-time lecturers, casuals and banks (excludes zero hour contracts)

Harassment Monitoring

There have been no recorded cases of disability related harassment.

Disciplinary and Grievance

	2007		2008		2009	
	Disabled	No known disability	Disabled	No known disability	Disabled	No known disability
Grievances						
Complaints	1	1	2	4	2	3
Population	208	2078	116	2165	120	2220
As % of population	0.48	0.05	1.72	0.18	1.67	0.14
Bullying & Harassment						
Complaints	1	2	1	n/a	1	2
Population	208	2078	116		120	2220
As % of population	0.48	0.09	0.86		0.83	0.09

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35

Staff Progression and Promotion

Staff at DMU are able to gain progression or promotion within their current jobs by either applying for promotion to a higher grade or by applying for or being awarded progression points on their current grade.

Staff Progress & Promotion – Trend Data

Disability

Application for promotion to Principal Lecturer												
	2007				2008				2009			
	Disabled	Not Disabled	Unknown	Total	Disabled	Not Disabled	Unknown	Total	Disabled	Not Disabled	Unknown	Total
Eligibility to apply	8	378	106	492	8	357	148	513	13	331	155	499
Applied	0	37	4	41	0	35	11	46	0	40	0	40
Application as % of eligible	0	10	4	8	0	10	7	9	0	12	0	8
Successful*	0	13	2	15	0	17	2	19	0	17	0	17
% successful from applications received	0	35	50	37	0	49	18	41	0	43	18	43

*includes unsuccessful promotions applicants who were subsequently awarded additional increments or contribution points

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36

Application for Accelerated Increments												
	2007				**2008**				**2009**			
	Disabled	Not Disabled	Unknown	Total	Disabled	Not Disabled	Unknown	Total	Disabled	Not Disabled	Unknown	Total
Eligibility to apply	7	292	99	398	7	273	135	415	11	236	145	393
Applied	1	25	8	34	0	17	12	29	0	27	0	27
Application as % of eligible	14	9	8	9	0	6	9	7	0	11	0	7
Successful*	1	17	5	23	0	11	11	22	0	19	0	19
% successful from applications received	100	68	63	68	0	65	92	76	0	70	0	70

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37

Application for Contribution Points												
	2007				**2008**				**2009**			
	Disabled	Not Disabled	Unknown	Total	Disabled	Not Disabled	Unknown	Total	Disabled	Not Disabled	Unknown	Total
Eligibility to apply	7	255	9	271	5	263	19	287	10	259	21	290
Applied	1	26	3	30	1	10	3	14	1	7	0	8
Application as % of eligible	14	10	33	11	20	4	15	5	10	2	0	3
Successful*	1	14	1	16	1	7	3	11	0	9	0	9
% successful from applications received	100	54	33	53	100	70	100	79	0	128	0	112

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38