About This Document

This is the summary text of the University of Wolverhampton Disability Equality Scheme; a demonstration of the University's commitment to promoting equality for disabled people.

The full Scheme is available electronically from the University's website at http://asp2.wlv.ac.uk/equalopps/disabscheme.pdf.

Both this summary version and the full version are available in a variety of alternative formats upon request, such as electronic, Braille or large print.

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Summary

Acronyms used in this document

CSU	Communication Support Unit
DAG	Disability Advisory Group
DCO	Disability Consultative Officer
DDA	Disability Discrimination Act
DES	Disability Equality Scheme
DRC	Disability Rights Commission
ELSG	Equality Legislation Steering Group
EO	Equal Opportunities
HEFCE	Higher Education Funding Council for England
QAA	Quality Assurance Agency
SEC	Student Enabling Centre
SECM	Student Enabling Centre Manager
SENDA	Special Educational Needs and Disability Act 2001
UQC	University Quality Committee

Introduction

1.   This is the summary of the University of Wolverhampton Disability Equality Scheme (DES), produced in response to the Disability Discrimination Act (DDA) 2005.

2.   The Disability Equality Scheme was reported to the Board of Governors on 23 November and approved by the University Executive on Monday, 27 November 2006. Executive has responsibility for the overall management of the University and is therefore responsible for approving documents of this type.

3.   The scheme has been written in response to the new Disability Equality Duty, introduced by the Disability Discrimination Act (DDA) 2005, which places the following new duties on the University.

4.   A general duty[1] to have regard, when carrying out its functions, to the need to:
- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate disability-related harassment
- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in public life; and
- take steps to take account of disabled persons' impairments, even where that involves treating disabled persons more favourably than other persons[2].

5.   A specific duty to produce a Disability Equality Scheme, outlining how it intends to comply with the above general duty.

6.   The following regulatory constraints also apply:
- the DES must be published by 4 December 2006 (reg.2(6)
- the DES must include[3] details of:
- the way in which disabled people have been involved in the development of the Scheme
- methods for impact assessment
- a three year action plan
- arrangements for gathering information in relation to employment, delivery of education and other functions
- arrangements for putting the information gathered to use
- an annual update report.

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[1] Ref DDA 2005 s.49A

[2] From '*The Duty to Promote Disability Equality: Statutory Code of Practice – England and Wales*' , Disability Rights Commission 2006, currently posted at http://www.drc.gov.uk/Docs/Code_19_10_mp_marked.proofed_CA.doc or see www.drc.gov.uk

[3] The Disability Discrimination (Public Authorities) (Statutory Duties) Regulations 2005, SI No. 2966, regs 2, 3 and 4

7.   The University is committed to being an agent for social inclusion and social change4. We have established the following strategic objectives in relation to equality and diversity:

- Through support for equality and diversity, to become known as a leader in the sector.
- Maintain and enhance respectively the diversity of student and staff populations.
- Consolidate and embed the University's response to developments in the national diversity and equality legislative framework.'

8.   Overall responsibility for equality and diversity, including the development and implementation of this scheme, rests with the Deputy Vice-Chancellor.

9.   The involvement of disabled students and staff has formed, and will continue to form, a key principle in the development of this scheme.

What we mean by disability

10.   The University supports the following definitions[5]:

11.   'Disability is defined as… disadvantage experienced by an individual resulting from barriers to independent living or educational, employment or other opportunities that impact on people with impairments and/or ill health.'

12.   Impairment is described as a long-term characteristic of an individual which affects their functioning and / or appearance and may give rise to pain, fatigue or communication difficulties.

13.   Ill health is described as the short-term or long term effect of disease or sickness5. Many people who have an impairment or ill health would not consider themselves to be disabled.

14.   However, we acknowledge that, like most other Higher Education Institutions, we need to bring about a cultural change to achieve a common understanding of these concepts.

Promoting Disability Equality

15.   This scheme should be seen as a documented continuation of our journey towards promoting equality for disabled people. We would welcome feedback on any aspect of the document, and hope that you will be able to engage with one of our future events, details of which will be made available on our website.

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[4] University of Wolverhampton draft strategic plan, 4 October 2006
[5] Improving the life chances of disabled people, Prime Minister's strategy Unit 2005

B – The social and political context

Disability Discrimination Act 1995

16.   The Disability Discrimination Act 1995 (DDA) made it unlawful for larger employers and all service providers to discriminate unjustifiably against those disabled people who were covered by the definition of disability.

17.   The framework underpinning the DDA did not meet the expectations of many disabled people, who favour a social model approach to disability, as outlined in the Disability Rights Commission (DRC) Code of Practice:

18.   'The poverty, disadvantage and social exclusion experienced by many disabled people is not the inevitable result of their impairments or medical conditions, but rather stems from attitudinal and environmental barriers.'[6]

Legislation and Standards

19.   The following legislation and standards relate to the higher education context:

- Guidance on base-level provision for disabled students in Higher Education Institutions[7]
- The Quality Assurance Agency (QAA) Code of Practice on disabled students[8]. HEFCE disability performance indicator[9].
- The new Part 4 of the DDA (SENDA 2001), which relates to education
- The DDA 2005, which introduced the disability equality duty and the requirement to publish this scheme.

The University of Wolverhampton context

20.   The University was the first higher education institution to establish deaf support in 1993 via the Communication Support Unit (CSU) in 1993. The CSU quickly developed into a centre of excellence for this provision.

21.   The University continued to develop its specialism in deaf support until 2000, when the Student Enabling Centre was created to develop co-ordinated support services for other disabled students.

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[6] The Duty to Promote Disability Equality: Statutory Code of Practice, England and Wales, Disability Rights Commission 2005, paragraph 1.6, currently posted at
http://www.drc.gov.uk/Docs/Code_19_10_mp_marked.proofed_CA.doc
[7] See HEFCE 99_04, posted at http://www.hefce.ac.uk/Pubs/hefce/1999/99_04.htm.
[8] QAA Code of Practice for the Assurance of Academic Quality and Standards in HE; Section 3: Students with Disabilities, posted at
http://www.qaa.ac.uk/public/COP/COPswd/COPswd_textonly.htm.
[9] See HEFCE circular letter 13/2002, posted at
http://www.hefce.ac.uk/Pubs/Circlets/2002/cl13_02.htm

22.   Other posts within the University have a specific disability remit, including academic staff within schools, currently called Special Needs Tutors (SNTs), disability admissions staff and a post holder promoting inclusive learning practices.

23.   In recognition of the need to develop the University's mainstream policies and procedures, a number of papers have been presented over the years by the Student Enabling Centre Manager. In particular, in November 2002 the University's Board of Governors approved the use of the evaluation of the QAA Code of Practice Section 3 as a development tool to enable the University to plan systematically to improve its disability-related performance.

University channels for specific discussion of disability related issues

24.   We acknowledge the need to ensure that consideration of disability issues is embedded within all University structures. All schools and central services are required to consider disability issues as a standing item within their committee structure.

25.   The following specific committees, groups or individuals currently have University-level responsibility for considering disability issues.
- The University's Board of Governors includes a member with specific responsibility for equality issues.
- The Deputy Vice-Chancellor has specific responsibility for equality issues.
- The Equal Opportunities Co-ordinator is responsible for the whole range of equality issues
- Since 2000, disability related developments and policy issues in relation to students have been undertaken by the Student Enabling Centre Manager
- The University's Equality and Diversity Committee, chaired by the Deputy Vice-Chancellor, includes representation from schools, central services and recognised Trade Unions.
- The Equality Legislation Steering Group, chaired by the Deputy Vice-Chancellor, monitors compliance with all strands of equality legislation.
- The Disability Advisory Group (DAG) is a subcommittee of the Equality and Diversity Committee, and includes representatives of all schools, major central services and the Students' Union. DAG is currently chaired by the Student Enabling Centre Manager, who is also a member of the Equality and Diversity Committee and represents DAG on the University Safety Policy Committee and Fire Strategy Group. The role of DAG is currently under review to ensure its continued effectiveness.

26.   This document does not seek to outline the channels for discussion of disability issues at school or service level.

Developing the University's Disability Equality Scheme

27.   Below is a summary of the key processes undertaken to produce this Disability Equality Scheme.

- A paper on the anticipated requirements of the Disability Discrimination Bill was presented to the Equality Legislation Steering Group, the Disability Advisory Group and the Equality and Diversity Committee in the autumn of 2004.
- In February 2005 the University Quality Committee approved proposals on how the duty could be implemented and integrated with the University's standard planning cycle.
- Proposals for consultations with disabled students using an external consultant were approved by the Equality and Diversity Committee in November 2005. A Consultant was identified by the end of January 2006.
- Details of the thematic approach, proposed pilot themes and a draft outline for the Disability Equality Scheme were approved by the Equality and Diversity Committee in June 2006.
- The pilot consultation processes with disabled staff and students were undertaken between July and October 2006.
- The draft scheme was presented to the Equality and Diversity Committee and the Services Group in November
- The University Executive approved the scheme on 27 November.

28.   On 4 December 2006 a joint event is due to take place involving the University, Wolverhampton City Council, Wolverhampton Primary Care Trust and the Royal Wolverhampton NHS Trust, to launch the disability equality schemes produced by each of these public bodies. In addition to the formal scheme launches, workshops will also take place for disabled people to explore the social model of disability.

29.   It is hoped that similar events will be organised in future years to mark the United Nations Day of Disabled Persons on 3 December and the need for organisations to publish their annual updates or revised schemes.

C – Involving disabled people

30.   The requirement to involve disabled people in the development and implementation of the DES is a fundamental principle that underpins the duty to promote equality for disabled people.

31.   We recognise and support fully the requirement for involving disabled people as opposed to consulting them. Involving disabled people means that they form an integral part of all key processes, including planning, identifying areas for improvement and possible solutions. Consultation does not include disabled people at these stages; it seeks their views on proposals that have already been formulated. In short, involvement includes consultation, but consultation does not necessarily include involvement.

32.   The process of producing the DES has been driven by disabled people and involved disabled students and staff in the following ways;

- Planning the processes to produce the scheme and promoting the work internally
- Authoring the scheme

- Communicating with stakeholders, particularly disabled staff, students and University staff with specific responsibility for, or an interest in, disability issues
- Contributing to the University's Disability Equality Conference in April 2006, which focused on the disability equality duty and the sharing of good practice within schools and services
- Participating in a focus group for disabled staff or providing written responses
- Completing student feedback questionnaires in a variety of formats
- Participating in three pilot thematic focus groups for disabled students
- Determining the priorities for future thematic investigations and impact assessment.

33. We will continue to use the above involvement methods throughout the life of this scheme and improve the numbers of disabled students and staff involved.

34. We have longer term plans to involve disabled people from the wider community in our work.

D – Evidence gathering

35. The disability equality duty requires the University to gather data on the effects of its policies and procedures on;

- the recruitment, development and retention of its disabled employees
- the educational opportunities available to – and on the achievements of – disabled students.

36. In order to comply with this duty, the University will need to gather and analyse a variety of data from a wide range of sources.

37. There are two main types of data; quantitative and qualitative data. Quantitative data is numeric information, which can be analysed using standard statistical techniques. Examples include the numbers of disabled students at the University or the numbers of students who require wheelchair accessible rooms. Qualitative data is not numeric and can take a variety of forms. Examples include reports of focus groups or individual interviews.

38. We have designed and developed our data gathering systems to enable data to be broken down by a variety of categories, including disability and impairment group. A new post of Equal Opportunities Monitoring Officer was created to assist with this work.

39. A range of reports have been developed to enable specified staff within the University to access up-to-date data on a variety of subjects, including

- application rates, offers made and acceptance rates for disabled and non-disabled applicants
- the participation of disabled students,
- student retention rates
- degree classification results.

- Disabled students' course and module registration.

Qualitative data

40. The University has a variety of mechanisms for gathering qualitative feedback from students in general, including thematic surveys, for example, on students' experiences during Welcome Week and module evaluation questionnaires. We are taking steps to ensure that all questionnaires at least provide the opportunity for students to indicate if they are disabled and to encourage the use of specific disability related questions.

41. In relation to the Student Satisfaction Survey, the EO Monitoring Officer produces an annual report to highlight specific issues relating to the experience of disabled students.

42. The University Quality Committee has produced a plan for 2007, which includes actions to ensure that appropriate consideration of disability issues is included within the annual monitoring information provided each year by each subject area.

43. We have piloted a thematic process of consultations with disabled students using an external consultant to gather qualitative data on the disabled student experience in relation to all aspects of the student lifecycle, from pre-admission information and advice to graduation.

44. Three pilot consultations have been carried out in 2006 on adaptive technology, admissions and health and safety. The resulting reports are not yet available due to the timescales involved. However, specific actions resulting from these consultations will be included in our updated action plan in December 2007.

45. Details of the consultations to be undertaken in 2007, 2008 and 2009 are contained within the action plan.

46. At the end of this current scheme, we will have undertaken consultations with disabled students on all aspects of the student lifecycle.

Staff

47. We currently gather information on disabled job applicants and any associated support needs from our job application form.

48. Statistics showing the percentage of disabled applicants who are short-listed and appointed in comparison to non-disabled candidates have been presented to the Equality and Diversity Committee on a six monthly basis for the past year, together with any analysis possible.

49. The results of a census of all University staff in 2002 to gather a variety of data, including whether staff consider themselves to be disabled, enabled the University to update all its staff records and establish the number of disabled staff at the institution

at that time. We are able to break down our data by category of staff, e.g. academic, APT&C and manual, and by school or service department to enable us to gain an overall picture of the comparative profile of disabled and non-disabled staff.

50.   A number of years ago the University introduced a set of ' desired staffing profiles', which established staffing targets for schools and central services in relation to gender, ethnicity and disability. These targets are considered as part of the appraisal of Deans and Heads of Services.

51.   During the consultation with disabled staff, participants were asked to comment on the areas that should be prioritised for impact assessment (see section E). Responses received have formed the basis of our timetable for impact assessment.

Issues

52.   We are conscious that there is still likely to be a significant underreporting of disability by applicants, students and staff and that the reasons for this underreporting are likely to be complex. We will develop appropriate actions to create and maintain an environment in which disabled people understand the reasons for our data gathering and feel confident that any information provided will be used to promote equality or meet their individual requirements.

53.   Despite the University's reputation for widening participation and our high participation rate for deaf and hard of hearing students, our overall percentage of disabled students is significantly lower than the percentage one would expect for an institution with a strong widening participation reputation. Measures to improve the University's position in this respect will be considered by the head of planning during 2007.

54.   We acknowledge the need to gather and analyse more quantitative data relating to comparative take-up rates for staff development between disabled and non-disabled staff.

E – Impact Assessment

55.   The concept of impact assessment may appear abstract, intangible or complex to many readers. Documents produced by people working within the equality field will also vary significantly in how they describe impact assessment.

What are impact assessments and how are they carried out?

56.   The following description of the processes involved in impact assessment is a summary based on the draft guidance 'Seven Steps to an equality impact assessment' produced in early 2006 and endorsed by the Disability Advisory Group.

57.   Impact assessments are at the heart of the Disability Equality Duty. Public sector employees and managers are required to actively promote equality of opportunity in all their decisions and practices. This is vital because discrimination often takes place through thoughtlessness rather than malice, and because, when

we plan our work, we rarely ask ourselves: How can I actively promote equal opportunities through this practice?'

58.   All those responsible for the formation and delivery of policies[10] should be directly involved in the assessment process. It is not the role of an equalities specialist.

- **Step One** – Assess or screen for equality by deciding how relevant a policy or activity is to the promotion of equality.   If no further information is required to complete a draft impact assessment report, go to Step Four.
- **Step Two** – Gather information to assess impact by using a wide range of sources providing both qualitative and quantitative information.
- **Step Three** – Assess the impact and determine what action, if any, should be taken.
- **Step Four** – Consult key stakeholders.
- **Step Five** – Decide on the actual or likely impact and any action to be taken to remove adverse impacts or promote equality.
- **Step Six** – Monitor the actual impact.
- **Step Seven** – Publish the results of the assessment.

The University's plans for Impact Assessment

59.   The University is in the process of commissioning training and guidance on impact assessment from a company selected via a standard tendering process.

60.   The process of prioritising areas for full impact assessment and establishing appropriate monitoring mechanisms can only be completed effectively following the delivery of this training.

61.   In the meantime, we intend to link the impact assessment process to the thematic consultations with disabled students and staff.

62.   These consultations will provide some insight into the impact of existing policies, practices and procedures on the experiences of disabled students and staff. Following the issue of the report on each consultation it should be possible for policy owners and other relevant staff to use the information in the report to inform subsequent impact assessments.

63.   As a guide therefore, it should be possible in 2007 for the following areas to be impact assessed:

- Personnel policies and procedures
- Some aspects of staff development
- Admissions
- Adaptive technology
- Health and Safety.

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[10] 'Policies', here, are broadly defined as decisions that include strategies, procedures and unwritten practices

64.   The above priorities take into account the views expressed by disabled staff during their consultation activities in 2006.

65.   The following priority assessments for 2008 and 2009 may need to be amended in the light of the results of thematic consultations that have not yet taken place.

66.   Indicative assessments for 2008:

- Specific examination arrangements for disabled students
- Policies relating to capital projects, refurbishments, physical access improvements and car parking.

67.   Indicative assessments for 2009:

- Guidelines on inclusive learning
- Placement learning
- On-line and paper-based information
- The StartRight Project (relating to students' first semester at the University)
- Complaints.

68.   We recognise that the above timetable does not cover all the University's policies. Further information will be provided in our scheme review in 2007.

69.   Empowering University staff to undertake effective impact assessments should contribute significantly to our aim of mainstreaming responsibility for disability issues. It should also help to identify and resolve problems before they arise, leading to improved experiences for disabled students and staff.

Action Plan

Students

Ref	Action	By Whom	By When	Output	Outcome
S1	Develop closer links between the Disability Advisory Group (DAG) and the Students' Union	SEC and SU	Mar 07	Increased and regular SU representation on DAG	Increased involvement of disabled students in DES work and improved communication between UoW staff with a disability brief and appropriate SU officers
S2	Make available disability-related data relevant to the University from the National Student Survey	Head of Planning	Jun 07	Data to EDC	Consideration of this new source of data, leading to additional actions if appropriate
S3	Run a focus group for members of the Walsall Dyslexia Action Group to consider all three pilot themes addressed in 2006 (i.e. health and safety, adaptive technology and admissions)	External Consultant via SEC	Jun 07	Report	Engagement with students with dyslexia studying on the Walsall Campus
S4	Provide refresher training for members of the Disability Advisory Group on how to access data relating to disabled students in individual schools	EO Monitoring Officer	Jun 07	Item in DAG minutes	Increased use by schools and services of the disability-related data available, in relation to the provision of reasonable adjustments, identification of potential barriers and planning
S5	Undertake a consultation with disabled students on learning and teaching – assessment	External Consultant via SEC	Jul 07	Report	Additional specific action points relating to examination and assessment issues in future updates of this plan
S6	Undertake a consultation with disabled students on staff development issues	External Consultant via SEC	Jul 07	Report	Additional specific action points relating to staff development issues in future updates of this plan
S7	Run a focus group for deaf students to consider all three pilot themes addressed in 2006 (i.e. health and safety, adaptive technology and admissions)	External Consultant via SEC	Aug 07	Report	Ensure that deaf students have the opportunity to participate in a focus group specifically structured to meet their communication needs
S8	Establish targets for the recruitment of disabled students	Head of Planning	Sep 07	To follow in subsequent	Increased overall percentage of disabled students at the University

					action plans
S9	Undertake consultations with non-disabled staff with an interest in admissions, adaptive technology and health and safety issues	External Consultant via SEC	Oct 07	Report	Qualitative data from relevant internal stakeholders to contribute to the data gained from disabled students
S10	Devise a campaign and on-going guidance to encourage students to provide disability-related information	SEC and SU	Sep 07	Campaign and guidance document	An environment in which students and staff feel comfortable to provide disability-related information where appropriate
S11	Update the University's Placement Learning Handbook to incorporate information on the promotion of placements for disabled students	UQC	Sep 07	Revised Placement Learning Handbook	Improved disabled student experience on placement
S12	Review the impact of the improved provision of equality-related data on the annual monitoring reports produced by schools.	UQC	Sep 07	Update to UQC	All annual monitoring reports demonstrate appropriate consideration of disability equality issues
S13	Review the feedback received through the equality and diversity sections of annual monitoring and explore mechanisms to ensure dissemination of good practice and highlight areas for improvement and enhancement	UQC	Sep 07	Update to UQC	A deeper consideration of disability equality issues in annual monitoring reports
S14	Produce a policy document on the language of assessment for deaf students	CSU	Sep 07	Policy document	Formal clarification for deaf people on the University's position on the language of assessment
S15	Investigate the use of SITS or an alternative package to facilitate dissemination of information on disabled students support requirements	SEC Manager in conjunction with Registry	Sep 07	Access to relevant data for Key school and service Disability Contacts	Contribute towards the mainstreaming of responsibility for disability issues, particularly the provision of reasonable adjustments
S16	Undertake a consultation with disabled students on physical access issues	External Consultant via SEC	Nov 07	Report	Additional specific action points relating to physical access issues in future updates of this plan
S17	Develop an on-line questionnaire to collect feedback from students returning from placement. The questionnaire will include questioning on the student's experience while on placement in relation to disability	UQC Placement Learning Forum	Dec 07	On-line questionnaire	Specific data on the experiences of disabled students on placement

	and other equality issues				
S18	Review the admissions procedure for disabled applicants within the overall admissions review	Academic Registrar	Dec 07	Report	The procedure will be consistent with all aspects of the DDA
S19	Explore options for improving the questions asked in the University's Student Satisfaction Survey in the light of the Disability Equality Duty	Academic Registrar	Feb 08	Amended questions	Improved data on the disabled student experience of specific disability issues
S20	Undertake a consultation with disabled students on learning and teaching – delivery issues	External Consultant via SEC	May 08	Report	Additional specific action points relating to learning and teaching delivery issues in future updates of this plan
S21	Undertake a thematic enquiry into equality issues as part of a periodic review	QASD with support from SEC Manager	Aug 08	Summary of findings in validation documentation and report to UQC	Increased engagement with equality issues at subject level
S22	Building on the existing dyslexia assessment policy and guidelines for assessing deaf students, produce a common policy applicable to all relevant impairment groups	SEC with QASD and CELT	Sep 08	Policy document	Parity of adjustments for students from a variety of impairment groups
S23	Update and upgrade to a policy the guidelines on special examination and assessment arrangements for disabled students	SEC Manager and Registry	Sep 08	Policy document	Improved satisfaction with the process of making reasonable adjustments to assessments
S24	Undertake a consultation with disabled students on placement issues	External Consultant via SEC	Nov 08	Report	Additional specific action points relating to placement learning issues in future updates of this plan
S25	Undertake a consultation with disabled students on access to information	External Consultant via SEC	Nov 08	Report	Additional actions relating to student access to information will be included in future updates of this plan
S26	Undertake a consultation with disabled students on the first semester experience	External Consultant via SEC	Feb 09	Report	Specific actions relating to disabled students' needs in the first semester will be included in future updates of this plan
S27	Undertake the following student consultations • Monitoring, evaluation and complaints • Specialist support services • Academic and other services primarily for students	External Consultant via SEC	Sep 09	Report	Actions in respect of these themes will form part of the new action plan for the revised DES, due for publication in December 2009

Staff / Employees

Ref	Action	By Whom	By When	Output	Outcome
E1	Respond to the recommendations in the report from the disabled staff consultations	Deans and Heads	Mar 07	Identification of specific actions	Improved experiences of disabled staff More detailed actions in next action plan update
E2	Provide dyslexia-related staff development events specifically tailored to the needs of academic staff	Dyslexia Co-ordinator	Mar 07	Training event	Improved satisfaction of students with dyslexia in relation to learning and teaching support
E3	Provide a staff development event for key personnel on supporting students with epilepsy or other seizure-causing impairment	SEC Manager with Risk, Safety and Health	Mar 07	Training event	Key personnel are equipped to carry out informed and non-discriminatory risk assessments in relation to applicants or students with uncontrolled epilepsy or other similar impairment.
E4	Provide briefing sessions for the Board of Governors and the University Senior Management Team on equality impact assessments	Personnel Services	Apr 07	2 Briefing events	Senior management appreciation of the IA process and its implications for their areas of responsibility
E5	Establish a forum for consultation with disabled staff, drawing on existing models of good practice	ELSG	May 07	Regular meetings	On-going dialogue with disabled staff to identify barriers, possible solutions and assess the effectiveness of actions undertaken
E6	Establish targets for the recruitment of disabled staff	Director of Personnel	Sep 07	To follow in subsequent action plans	Increased overall percentage of disabled staff at the University
E7	Provide 1 day staff development sessions for key personnel on equality impact assessments	Personnel Services	Sep 07	10 x 1 day training sessions	Key personnel have the knowledge and tools necessary to carry out equality impact assessments

Various

Ref	Action	By Whom	By When	Output	Outcome

V1	Establish a set of core tasks to be undertaken by 'Special Needs Tutors'	ELSG	May 07	Web and paper-based information	Parity of support for disabled students in all schools. Clarity of internal roles and responsibilities
V2	Amend the Open Day feedback form to enable responses to be broken down by disability and consider including a disability-related question if possible	Director of MER	Jun 07	Analysis by disability of the feedback provided	Improved data on the experiences of disabled applicants who attend University Open Days
V3	Complete the process mapping exercise in relation to Personal Emergency Evacuation Plans (PEEPs) and gain formal approval of the process via the University Safety Policy Committee	Head of RSH	Sep 07	Policy document	Improved information for all stakeholders on the evacuation of disabled people with
V4	Arrange an annual follow-up, feedback and planning session for disabled staff and students to inform the scheme review and new DES	SEC Manager	Nov 07 and yearly	Event and summary report	Increased involvement of disabled people in the scheme
V5	Incorporate disability equality issues into the communications strategy	Dean of Students	Dec 07	Strategy document	Improvement in institutional communication
V6	Incorporate positive images of disabled people within web-based and paper-based University marketing materials	MER, Deans, Heads	Dec 07 and on-going	Positive images	Increased visibility of disabled people within University marketing materials
V7	Amend the Decliner survey to enable responses to be broken down by disability and consider including a disability-related question if possible	Academic Registrar	Dec 07	Analysis by disability of the findings	Improved data on the views and experiences of disabled applicants who decline an offer to study at the University
V8	Publicise the scheme review and subsequent schemes as part of Wolverhampton's activities in relation to the UN International Day of Disabled People, 3 December annually	SEC Manager	Dec 07 and yearly	Event and external publicity	Increased awareness of the University's scheme and increased involvement of disabled people
V9	Require evidence of robust equality impact assessment within all proposals for new projects or developments	Executive, Deans, Heads	Jan 08 and on-going	Records of IAs	Integration of IA processes within all aspects of planning
V10	Implement PEEPs for relevant disabled students and staff	Head of RSH	Mar 08	Individual PEEPs	
V11	Establish Key Disability Contacts within central services to complement the contacts within academic schools	Heads of Service	Aug 08	Web and paper-based information	Improved communication between central specialist support services and mainstream central services
V12	Investigate establishing appropriate links with the Wolverhampton Disability Network	SEC Manager	Nov 08	Minutes of meetings	Increased involvement of disabled people from the wider community

					who have an interest in the work of the University
V13	(Subject to the admissions review and clarification of data protection issues) undertake a specific consultation exercise with those disabled applicants who declined an offer from the University	SEC Manager in conjunction with Registry	Nov 09	Report	Qualitative data on the reasons why disabled applicants decline offers from the University

Implementation

70.   We will continue to make use of standard University planning processes where possible to implement this scheme.

71.   The University Executive is responsible for approving this scheme and future schemes. It is also responsible for allocating resources to enable the action plan to be implemented.

72.   Resources are in place to ensure completion of the actions scheduled for 2007. Actions scheduled for subsequent years will be subject to the allocation of resources by the University Executive.

73.   The Deputy Vice-Chancellor has overall responsibility for the implementation of this scheme.

74.   The Equality Legislation Steering Group will monitor progress towards achieving the action plan and provide an annual update to the Equality and Diversity Committee, which will include a standing item on the implementation of the Disability Equality Scheme.

75.   The Equality and Diversity Committee will continue to receive and monitor quantitative data relating to disabled staff and students and make recommendations for action to the appropriate manager or body within the University.

76.   A report on the implementation of the scheme will be included in the annual report of the Equality and Diversity Committee to the Board of Governors.

77.   Deans and Service Heads are required to submit a variety of plans and reports, including equality plans, to the University Executive as part of the annual budget setting process. Equality plans for 2007 will be required to consider the implications of the University level action plan contained in this document and any school or service level actions resulting from their own consultation and involvement activities.

78.   Plans at school and service level will be monitored by the University Executive.

79.   At award level, a number of developments will take place to require deeper consideration of disability issues as part of the University's Annual Monitoring process, building on existing work and good practice in this area.

Measuring Progress

80.   By the end of this scheme we will have undertaken a systematic review of all major aspects of the student lifecycle and our employment functions.

81.   We will use a variety of methods to assess whether we have achieved our desired outcomes.

82.   We will continue to use the same thematic approach for our next scheme to enable direct comparisons to be made between the data gathered for this scheme and the data gathered at future consultations on the same theme. We should then be able to draw conclusions on whether the actions we have taken have resulted in tangible improvements in the area under consideration.

83.   Increased rates of satisfaction expressed by disabled people via a variety of mainstream consultations, such as local and national student satisfaction surveys, will provide further indications of improvements achieved and/or issues in specific areas.

84.   The quantitative data we already hold and intend to gather will be used as a baseline from which we will be able to assess improvements in our performance against agreed targets.

85.   Changes in the strategic position of the University, its policies, practices and procedures or the wider educational environment may result in the need to consider new themes or redefine existing ones. Disabled staff and students will be involved in determining such changes via mechanisms such as the Disability Advisory Group.