

University of Oxford
Disability Equality Scheme

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University of Oxford

Disability Equality Scheme

1. Foreword

The university's first Disability Equality Scheme describes a crucial, and continuing development, for the institution and its members, students and staff alike.

I welcome the opportunity for us to promulgate what has already been done for those who are disabled, and to acknowledge that there is much more still to be done.

It demonstrates the university's commitment to removing barriers that might deter people of the highest ability from applying to, and flourishing at, Oxford, either as staff or students.

Dame Fiona Caldicott, Pro-Vice Chancellor for Personnel and Equal Opportunities

1.1. Executive Summary

The University's first Disability Equality Scheme (DES) has been produced with the involvement of a working party with members, including senior management, invited from a cross section of the University including both undergraduate and graduate disabled students, academic and non-academic disabled staff as well as representatives from colleges and university departments.

The University has also collaborated with Oxford Brookes University and local public authorities to engage disabled people from the local area as well as regional and national organisations in an involvement exercise which was cited as an example of best practice by the Equality Challenge Unit.

Students and staff have been engaged in the DES process in a number of ways including a student forum and a staff questionnaire and will be engaged in the ongoing DES process.

The Disability Team and the network of Collegiate and Departmental Disability contacts are providing study support for an increasing number of disabled students who may not necessarily be funded by Disabled Students Allowance (DSA) and it is hoped that the funding methodology for institutionally supporting students with disabilities, currently based on numbers of students in receipt of DSA, will be reviewed by the funding council.

The process of identifying baseline data of disabled staff and students identified in this DES has been useful and the ongoing monitoring of staff and student numbers should be made easier by the work of the ISIDORE student administration project and the personnel database Open Door coupled with the ongoing Recruitment Monitoring Scheme.

Within this context the University will continue to raise awareness of the benefits of disclosure of a disability for both students and staff whilst being mindful that staff and students with disabilities may not wish to disclose a disability that they feel has no impact on their ability to perform and is therefore, to them, of little relevance. The University will continue to work with disabled staff and students in seeking guidance for how best to approach the area of disclosure and how to disseminate awareness of the necessity of disclosure in making individual adjustments.

Engagement with students has led to awareness of some students feeling that there is a lack of awareness of, and poor communication about, both the impact of unseen disabilities on students and the possible adjustments that are often easy to implement. Engagement with staff

has highlighted some areas where communication and information and awareness could be improved.

The action plan within this DES directly addresses these areas as well as ensuring that the existing policies, procedures and practices within the University are reviewed, with the involvement of disabled staff and students, to identify any further areas which can be improved as part of this ongoing process. The University will continue, through the working party and other mechanisms, to review and report on its progress in ensuring that students and staff experience a consistently inclusive and supportive environment to assist them in reaching their full potential.

1.2. Introduction

The University of Oxford (herein referred to as the University) is a collegiate university, with 39 self-governing colleges related to the University in a type of federal system. There are also seven permanent private halls, founded by different Christian denominations. Thirty colleges and all halls admit students for both undergraduate and graduate degrees. Seven other colleges are for graduates only; one has fellows only, and one specializes in part-time and continuing education. As well as being an internationally renowned centre for teaching and research the University welcomes visitors to its museums, galleries, botanical gardens and to conferences, public lectures and other events held within its colleges and departments. The University has over 18,000 full time students drawn from 130 nationalities. The University and its colleges employ over 16,000 people.

This Disability Equality Scheme relates to those areas common to the University as a whole. Individual colleges will be producing Disability Equality Schemes to cover policies, practices and procedures specific to each college and not, therefore, covered by this Disability Equality Scheme.

1.3. Involvement of disabled people in the drawing up of Oxford's Disability Equality Scheme (DES)

A working party was established, chaired by the Pro-Vice Chancellor for Personnel and Equal Opportunities, with members, including senior management, invited from a cross section of the University including both undergraduate and graduate disabled students, academic and non-academic disabled staff as well as representatives from colleges and university departments. All working party members were invited because of personal or professional experience of disability.

The University has also collaborated with Oxford Brookes University and several local authorities in a major consultation exercise with over thirty stakeholder organisations representing local, regional, and national disabled groups. Many of the group representatives were disabled. This collaboration has been cited by the Equality Challenge Unit as an example of good practice in involving disabled people meaningfully.

The University has taken special steps to engage and involve staff and students using both surveys and events (developed with guidance from disabled staff and students) facilitated by the University Disability Office team to ensure that disabled staff and students are fully aware of, and instrumental in contributing to, the University's DES.

2. Context

2.1 Social and Legal Context

The legal definition of disability is described in Appendix A.

Under the Disability Discrimination Act (DDA) 1995 as amended by the Special Educational Needs and Disability Act (SENDA) 2001, the University has an anticipatory duty not to discriminate against disabled people on the grounds of their disabilities and to make reasonable adjustments to meet the needs of disabled staff, disabled students and other disabled users of facilities and services. In response to SENDA the University's Educational Policy and Standards Committee (EPSC) set up a working party of staff and students which produced 'Guidelines for Colleges and Departments on SENDA' that were circulated and implemented throughout the collegiate university.

The DDA 2005 builds on previous requirements by placing a positive duty on all public bodies, including Higher Education Institutions (HEIs), to eliminate discrimination and harassment and to promote equality of opportunity for people with disabilities. This is similar to the positive duty to promote race equality already introduced under the Race Relations Amendment Act, the major difference being that the DDA 2005 requires the University to adopt a proactive approach in involving and promoting the full participation of people with disabilities in all activities. The requirement for the production and implementation of an equality code of conduct for the Research Assessment Exercise (RAE) is illustrative of the type of obligation such legislation entails.

By December 2006, the University is expected to develop, publish and begin implementing a Disability Equality Scheme (DES). The scheme is expected to plan a range of operational and strategic activities that the University will engage upon over a three year period to meet the requirements of the Act.

The scheme is informed by the social model of disability, which requires that the 'barriers' or elements of social organisation that exclude people who have impairments should be identified and removed. Examples of such barriers include:

- inflexible organisational procedures and practices
- inaccessible information
- inaccessible buildings and
- inaccessible transport
- discriminatory health and social support services

2.2 Institutional Context

In the context of this DES it is important to have an understanding of the structure of the University of Oxford which is different from that of most other universities. A simple explanation of the structure can be provided by focusing on the function of the colleges and halls and the University:

Colleges and Halls

- select and admit undergraduate students, and select graduate students after they are admitted by the University;
- provide accommodation, meals, common rooms, libraries, sports and social facilities, and pastoral care for their students;
- are responsible for undergraduate tutorial teaching

The University

- determines the content of the courses within which college teaching takes place;
- organises lectures and seminars;
- provides a wide range of resources for teaching and learning in the form of libraries, laboratories, museums, computing facilities, etc;
- admits and supervises graduate students, examines theses;
- sets and marks examinations;
- awards degrees.

The Conference of Colleges is the body which represents the common concerns of the colleges. It negotiates with central university bodies on collegiate matters; appoints members of joint university/college committees; has representation on Council, its committees, and the four divisional boards; and acts as a body for intercollegiate discussion and decision-making.

The different spheres in which the University and the colleges are active usually reflect the historical development of the University. For example, the college's role as the provider of an individual student's tuition and its pastoral duties is long-established. Similarly, since individual colleges could not afford to develop laboratories for all the sciences, the provision of the laboratories and the responsibility for teaching and research expenditure for these subjects were largely taken over by the University.

The University of Oxford aims to achieve and sustain excellence in every area of its teaching and research, maintaining and developing its historical position as a world-class university, and enriching international, national, and regional communities through the fruits of its research and the skills of its graduates.

In furtherance of this aim the University has stated in its mission statement that it will work to remove any barriers, real or perceived, which might deter people of the highest quality from applying to Oxford, either as staff or students. The University will provide an inclusive environment for work and study through embedding diversity and equal opportunities in all areas of its activities, to ensure that staff and students experience a consistently inclusive and supportive environment to assist them in reaching their full potential.

The Council of the University, its major committees and its academic divisions have as one of their objectives the provision of mechanisms by which diversity and equal opportunities can be delivered and works in partnership with colleges to agree a fair and equitable division of responsibility under current and future equality legislation.

3. Where we are now: Establishing Baseline Data

3.1. Engagement of Disabled People

Disabled people have been engaged in the development of the Disability Equality Scheme through the following strategies that have focused on 'involving' rather than 'consulting' disabled people:

- A working party that involved senior members of the University, students and members of staff with disabilities, or with personal or professional experience of a wide range of disabilities, including mental health difficulties, specific learning difficulties, visual and hearing impairments as well as physical disabilities or mobility difficulties.
- An event at Oxford Brookes University which included representatives from 30 local disability groups involved in matters concerning the disabled locally and nationally, including members of those groups who were themselves disabled and not just representing the views of their members. It was made clear to all those who attended (and who were invited) that the DES process is a continuing process of engagement.
- Engagement with disabled staff via a staff survey that gave those who are uncomfortable with sharing information on their disability a chance to contribute to the DES process. The survey was developed by the University's Disability Office in collaboration with disabled staff and members of the working party.
- Two student events which were organised in consultation with the Vice President (Welfare & Equal Opportunities) of the Student Union during which students were involved in identifying procedures, policies and practices that were real or perceived barriers to them, and proposed solutions on how these barriers could be removed.

3.2. Baseline Data on Disabled Students

Data on disabled students is held in many places. The collegiate nature of Oxford creates more complexity in terms of administration than that experienced by most other universities and although a central database is currently being created, information on disabled students may be held in the following locations and not in one definitive area:

- Oxford Colleges Admissions Executive record systems (UCAS)
- Disability Office database
- Individual college databases or record systems
- Individual departmental databases or record systems
- Oxford University's Oracle Student System / Central Records

Students have several opportunities to declare a disability: on application via UCAS (undergraduate) or on the graduate study application form (postgraduate); on arrival via a college or university disclosure form; on a student registration form, and throughout their course of study via a college or university disclosure form.

Although the collegiate university encourages disclosure from an early stage, it is still the case, as with many institutions, that some students are reluctant to disclose a disability or do not see the benefit of disclosure as a way of enabling the University to make provision for their particular needs, so that reasonable adjustment can be made. Much work has been done to date to inform students of the need to disclose in order to take advantage of the assistance available. This has included raising awareness of the support mechanisms and assistance in place throughout the collegiate university.

Awareness raising has included putting prospective students in touch with current students with similar disabilities so that up to date and realistic information can be passed on as a result of direct experience. This initiative was a direct result of the DES events and discussions between current, prospective and former students and the Disability Office, and also arose from planning for the current Aim higher mentoring project for students with disabilities being piloted by Oxford University [see www.admin.ox.ac.uk/eop/disab/aimhigher.shtml]

3.3. Admissions

It is encouraging to note that applications to the University for undergraduate places from students who disclose a disability are increasing as demonstrated by table 1 below.

Table 1: Undergraduate Applications

Year of Entry	2003	2004	2005
Total number of undergraduate applications	11,793	12,278	12,496
Applications from disabled students	392 (3% of total)	361 (2.9% of total)	520 (4% of total)
Acceptances of disabled applicants	104	101	134
Success rate of disabled applicants (vs non-disabled applicants)	26.5% (27.9%)	25.8% (25.8%)	28% (25.7%)

Source: Oxford Colleges Admissions Office Statistics 2003~2005

In the 2004-5 academic year 6,500 of the total Oxford University student population of over 18,000 students were postgraduate. The graduate admissions office has recently moved away from a paper based application administration system and has started to use the Oxford Student System (OSS).

This unfortunately means that only the most recent application figures are available as shown in table 2 below.

Table 2: Graduate Applications

Year of Entry	2005
Total number of graduate applications	10,016
Applications for disabled students	327
Acceptances of disabled applicants	164
Success rate of disabled applicants (vs non-disabled applicants)	50.2% (45.63%)

Source: Oxford University Graduate Admissions Office 2006

The University acknowledges that it is important to ensure that comprehensive baseline admissions data is easily available and can be monitored. With the implementation of the "Common Framework for undergraduate admissions to the University" and the move towards using OSS for graduate admissions it should now be possible to effectively monitor and have confidence in the admissions statistics for the University.

Admissions staff throughout the University have recently engaged on a process of consultation with disabled applicants in order to identify policies, practices or procedures that may be barriers to them.

A possible barrier was identified in the ‘pooling’ of students (where students who have applied for a particular college are not successful, but are accepted to be ‘pooled’ to other colleges as they are academically able). This may need further work to ensure that disabled applicants are not adversely affected. Disabled students may apply to certain colleges because of their geographical location, but be ‘pooled’ to another college quite a distance away or to a college where all existing adapted accommodation/facilities are being fully utilised by existing students. The DES working party has requested that the Director of Admissions review this situation and propose a solution.

3.4. Current Student Support

The Disability Office currently has 2.6 (FTE) staff, (one full time Senior Disability Officer, three part-time Disability Officers, one temporary Administrator and one part-time Finance Assistant), who currently work with in excess of 500 students, the 39 colleges, 7 permanent private halls and over 100 departments to ensure that the necessary study support is provided and to help students to secure funding for disability support via the Disabled Students Allowance (DSA) in the case of UK students, through postgraduate funding in the case of funded students or to seek support from other sources. This is accomplished through a network of disability contacts throughout the collegiate university.

Table 3 (below) gives the number of known students with a disability and contrasts this with the actual number of ‘active case files’ within the Disability Office. An active case file relates to a student with whom the Disability Office has worked either face-to-face or via email or telephone where the student has formally disclosed a disability and sought assistance or support often, but not always, in collaboration with the college or department.

The number of active case files has doubled over the last three academic years as has the number of students in receipt of DSA in the Higher Education Statistics Agency (HESA) return. This ultimately dictates the Higher Education Funding Council for England (HEFCE) funding for the Disability Office through the University. However, the bracketed figures in table 3 are significant in that they show that the service for disabled students is funded on the basis of DSA numbers which are much lower than the true figure of students that the University actually actively supports. These figures do not include international (non-EU) disabled students of whom the Disability Office is supporting increasing numbers, or the large number of disabled students in the Department for Continuing Education on short courses who, by reason of age have higher instances of visual, hearing and mobility impairments.

Table 3. Matriculated Students Declaring a Disability (2003-2005)

Academic Year	2003	2004	2005
Total known students with a disability (vs Disability Office active case files)	809 (276)	958 (365)	1095 (564)
HESA return (students in receipt of DSA)	168	260	305

Source: Disability Office Database 2003-2005 / Oxford University HESA Return 2003-2005

The funding methodology is not a difficulty unique to Oxford as disability offices in other universities are subject to similar funding anomalies. The University will raise this situation as part of its response to HEFCE’s Review of Performance Indicators. The process for applying for DSA can be lengthy (on average a period of two months) as it involves a rigorous assessment of study needs which gives students an opportunity to try out, for example, assistive software and discuss other areas of support.

However, many of the students who require support but do not apply for DSA may simply require extra time in examinations or other assessments, the use of word processing facilities or other adjustments to a course of study. These take time and planning by the University but are not recognized in the funding methodology. Moreover, students who 'emerge' with a disability in the latter stages of a course and who require intensive support do not have the opportunity to apply for DSA and attend the necessary assessments. The DSA application process is outlined in Appendix C.

Table 4 (below) shows, by category, how the 1095 students who disclosed a disability during the academic year 2005-2006 are grouped. The categories are defined by HESA.

Table 4. Matriculated* Students by Disability Category (2005-06)

Disability Category	Number disclosed	Disability Category	Number disclosed
1. Dyslexia**	648	6. Mental health difficulties	50
2. Blind / partially sighted	41	7. An unseen disability e.g. diabetes, epilepsy	77
3. Deaf / hearing impairment	38	8. Two or more disabilities	87
4. Wheelchair user/ mobility difficulties	87	9. Other disability / health condition	54
5. Personal care support	0	10. ASD / Asperger's syndrome	13

Source: Disability Office Database 2005 figures

*Non-matriculated students who have disclosed a disability and are in receipt of part-time DSA are included

** Including students with dyspraxia and other SpLDs

The University Disability Office has experienced an increase in the number of active case files for students with mental health difficulties, mainly bi-polar disorder, and also students with Asperger's syndrome requiring support and assistance.

These are complex disabilities and require much support from college, department, the central university and local support systems. The expertise within the University for supporting students with mental health problems and with Asperger's syndrome is fully utilised within a partnership of the following which is strongly endorsed by the DES Working Party and which will be formally developed as part of the University's DES action plan:

Mental Health Difficulties

- Consultant psychiatrist within the Counselling Service
- Head of the University Counselling Service, and Counselling Team
- Disability Team (including qualified mental health mentors sourced by the Disability Office from Department of Psychiatry or local mental health groups)
- College doctor / relevant college welfare or disability contact
- Relevant departmental welfare or disability contact
- Community Mental Health Team

Asperger's syndrome

- Professor Tony Bailey, Department of Psychiatry
- Disability Team
- Members of Professor Bailey's research team or equivalent for mentoring
- College doctor / relevant college welfare or disability contact
- Relevant departmental welfare or disability contact

3.5. Student Retention

With student dropout rates of 2% at Oxford in comparison to the 14% HESA estimated national drop-out rate, student retention is among the best in the country. Table 5 (below) shows the number of students with a disability who fail to complete their course versus all students.

Table 5: Student Withdrawals. Disabled vs Non Disabled

2005-2006	Undergraduate	Postgraduate
Total Students	11,654	6776
Total Student Withdrawals	126	108
Total Disabled Student Withdrawals	7	8
2004-2005		
Total Students	11,725	7143
Total Student Withdrawals	106	129
Total Disabled Student Withdrawals	3	6
2003-2004		
Total Students	11,638	6875
Total Student Withdrawals	141	166
Total Disabled Student Withdrawals	6	11

Source: University of Oxford Central Records

3.6 Baseline Data on Disabled Staff

Recruitment of staff to the university is overseen by the University's Personnel Services department which, through 'Sector Personnel Officers', supports the University's divisions and departments so that uniform policies, practices and procedures are used. All Oxford colleges are autonomous and although they may utilise similar policies for recruitment they may equally have different policies and so staff employed solely by a college are not included in the following section whereas staff who have a joint appointment with both the university and a college do feature. The complexity of the University means that data on staff is not held in one definitive area.

Data on disabled staff is held in the following areas:

- Employees department
- University's personnel / payroll database
- University Diversity and Equal Opportunities Unit recruitment monitoring system
- University's Disability Office database
- University's occupational health department records

The University's Equal Opportunities Policy can be summarised as, "The policy and practice of the University of Oxford require that all staff are afforded equal opportunities within employment and that entry into employment with the University and progression within employment will be determined only by personal merit and the application of criteria which are related to the duties of each particular post and the relevant salary structure. In all cases, ability to perform the job will be the primary consideration. Subject to statutory provisions, no applicant or member of staff will be treated less favourably than another because of his or her sex, marital status, sexual orientation, racial group, or disability."

Disclosure of a disability is encouraged throughout the application process using a staff disclosure form including the following stages:

- The job advertisement
- Further particulars for the post
- The application form
- Once a job offer is made
- Throughout the staff member's career

Once a job offer is made to a successful applicant who has declared a disability a medical questionnaire is sent by the Occupational Health Service.

3.7 Recruitment of Staff Baseline Data

Departments of the University have the opportunity to participate in the recruitment monitoring scheme which, in its current form, was implemented in 1999. Work is ongoing by the Diversity and Equal Opportunities Unit to increase participation in the scheme. This continuing work has been endorsed by the DES Working Party. Applicants for posts in participating departments are asked to complete a voluntary monitoring form and scheme administrators return a separate form, recording the results of the selection, to the University's Diversity and Equal Opportunities Unit.

A fundamental principle of the scheme is that the monitoring information is kept entirely confidential. Details from the applicants' forms are therefore not made available to scheme administrators, and details identifying individual applicants are not included in information sent

by scheme administrators to the Diversity and Equal Opportunities Unit. Unique identification numbers allocated to each post and to each applicant enable the production of anonymous monitoring statistics.

Table 6 (below) shows the figures for recruitment for the years 2003 - 2005:

Table 6: Recruitment Monitoring Statistics for 2003, 2004, 2005

	Not Disabled	Declined to Specify (Introduced 2004)	Disabled	Unknown	Grand Total
2002-2003					
Total Applied	9924	n/a	353	54	10331
Total Shortlisted	2543 (25.62%)	n/a	97 (27.47%)	14 (25.93%)	2654 (25.69%)
Total Appointed	750 (7.55%)	n/a	19 (5.38%)	2 (3.70%)	771 (7.46%)
2003-2004					
Total Applied	10888	n/a	397	87	11372
Total Shortlisted	2582 (23.71%)	n/a	92 (23.17%)	17 (19.54%)	2691 (23.66%)
Total Appointed	706 (6.48%)	n/a	26 (6.55%)	4 (4.60%)	736 (6.47%)
2004-2005					
Total Applied	7644	194	293	12	8143
Total Shortlisted	2036 (26.63%)	53 (27.32%)	80 (27.3%)	4 (33.33%)	2173 (26.69%)
Total Appointed	591 (7.73%)	12 (6.19%)	17 (5.80%)	0 (0%)	620 (7.61%)

Source: Diversity & Equal Opportunities Unit Recruitment Monitoring / Opendoor

The data in Table 6 (above) shows that applicants with disabilities have a slightly lower success rate in appointments following shortlisting but with the introduction of the category 'declined to specify' on the recruitment monitoring form it is difficult to quantify this. Nevertheless the work of Personnel Services and the Diversity and Equal Opportunities Unit in ensuring that the recruitment process is as equitable and fair as possible for everyone will continue. The University's DES Working Party has endorsed further engagement with local disability groups to explore their experiences of applying for employment at the University in order to improve any real or perceived barriers.

3.8. Supporting Current Staff

The University's Disability Office collaborates with the Occupational Health Service and Personnel Services in working with "emerging" members of staff with disabilities when approached either by the staff member, their line manager or by the Occupational Health Service or Personnel Services. On occasion members of staff have not approached the Disability Office immediately as the member of staff's department has made efforts to support the staff member or have only contacted the Disability Office or Occupational Health Service when their disability has become a significant impediment and a crisis point has been reached.

It is hoped that the recently developed 'Guidance for the Management of Disabled Staff', produced by the Disability Office in collaboration with the Occupational Health Service and Personnel Services will be helpful in providing early support and assistance, and clear guidance for staff with managerial responsibility on how to support staff with disabilities, and explains areas such as assessment of needs for disabled staff, Access to Work Funding, and retention

and redeployment of disabled staff. The DES Working Party endorses the guidance produced and its dissemination throughout the University as described in the DES action plan.

The following table (Table 7) shows the breakdown of staff employed by the University and the disability information available:

**Table 7: Breakdown of University Staff by Information on Disability
(see Appendix D for full breakdown)**

Staff in Post 31 July 2005					
	Disabled	Not disabled	Decline to specify	Not known	Grand total
Grand Total	320	6388	56	1355	8119
Staff in Post 31 July 2004					
	Disabled	Not disabled	Decline to specify	Not known	Grand total
Grand Total	277	5876	20	1658	7831
Staff in Post 31 July 2003					
	Disabled	Not disabled	Decline to specify*	Not known	Grand total
Grand Total	212	5009	0	2454	7675

* Decline to specify category only introduced in 2004

Source: University of Oxford Personnel Services / Opendoor

It is a matter of concern that a large number of staff are recorded under the 'Not known' category and further work to encourage staff to declare a disability might be undertaken. This should be done with the involvement and guidance of disabled staff acknowledging the feeling of some staff that their disability has no impact on their work and that, therefore, their disability is of little relevance. A university wide staff survey (see Appendix E) was undertaken in November 2006 giving each member of staff the opportunity to declare a disability anonymously and the results from this survey will help to inform this process.

3.9 Harassment Information

The Audit of the Harassment Advisers throughout the University indicates no reported cases of harassment relating to a disability.

4.0 Results of 'Engagement' of Staff and Students with Disabilities in DES Process

4.1 Results from Student Engagement in DES process

In order to engage with students in the DES process so as to be able to focus on policies, practices and procedures that were perceived barriers to potential, existing, and former students the Disability Office and OUSU promoted and facilitated two student forum events.

Over the past two terms the disability team have been engaging with current students who the disability office currently support in order to identify perceived barriers and solutions to those barriers. The one to one discussions were partly due to discussions with colleagues and student unions in other Universities who were finding engagement with disabled students particularly difficult as many students with disabilities may not identify themselves as 'disabled' and do not appear to see the value of engaging in 'disability' groups per se. With this in mind students were also encouraged to email contributions to the Disability Office in case of low attendance at the student forum events held in November.

In collaboration with Oxford Brookes, Oxfordshire County Council, South Oxfordshire District Council and Oxford City Council the University (represented by the Senior Disability Officer) promoted and participated in a 'Promoting Disability Equality' event with over thirty local groups representing some of the disabled community including disabled staff and students. This took place on June 8 2006 at Headington Hill Hall and proceedings from the day can be found at: www.brookes.ac.uk/services/hr/eod/disability/joint_consultation/index.html. The DES working party received the proceedings and noted the Equality Challenge Unit's view that the event was an example of best practice.

The approach used at the Brookes event was mirrored for the student forum events held in November.

Table 8 (below) summarises the feedback from students and includes the barriers they perceive, and the solutions they think will remove the barrier. These are accompanied by comments and suggestions of action for the University to attempt to address and remove the barriers perceived by students. No feedback from students has been disregarded:

Table 8: Student Feedback collected via Student Forum events, submissions to Disability Office and Disability Office Discussions with former, current and prospective students identifying barriers and solutions

Perceived Policy, Practice or Procedural barrier	Solution Offered by student	Further Comment / action including responsibility for action
Once academic staff are aware of adjustments for dyslexic or dyspraxic students there is often little reported difficulty. However, some students feel there is a lack of dyslexia awareness amongst some academic staff which is manifest in some feedback e.g. focusing on spelling in essays and providing handwritten feedback that is illegible to student.	Supervisors, Tutors and Students should be given training on how to support general and individual dyslexic / dyspraxic student requirements incorporating examples of difficulties current and former students have encountered.	Oxford Learning Institute and Disability Office to raise awareness of existing academic staff briefing sessions on teaching students with dyslexia / dyspraxia currently offered on request via Disability Office. Disability Contacts reminded to disseminate study needs assessment for students in receipt of DSA and fact sheets on dyslexia / dyspraxia.

Perceived Policy, Practice or Procedural barrier	Solution Offered by student	Further Comment / action including responsibility for action
Offering students 2 sessions with a study skills tutor for dyslexic and dyspraxic students whilst they await funding / administration delays from Local Authorities or Funding bodies is really helpful but not widely known about.	Academic staff and other support staff should be made aware of the '2 free sessions' with a study skills tutor for dyslexic and dyspraxic students as it can provide helpful, practical strategies including time management and planning.	Disability Office and Disability Contacts to raise awareness of the 'two free sessions' available to newly diagnosed, or in the process of being diagnosed, students with a Specific Learning Difficulty such as dyslexia or dyspraxia
The procedure for implementing individual adjustments for students e.g. students being permitted to record lectures can be unclear to both students and teaching staff.	Students who via a DSA assessment or equivalent have been provided with the equipment and the permission to record lectures because of their disability should have a clear procedure to follow where they are able to identify in advance from whom permission should be sought regarding lectures and the current conflicting position / practice on recording of lectures be resolved centrally.	The Disability Office recently requested a review of the Pro-Forma for Recording Lectures which is signed by students and which outlines the procedure for students who require lectures to be recorded. This has taken place and the revised format will be implemented immediately. The action plan for the DES will refer to this area in order that the procedure be clarified and any additional guidance to Departments be sent from the Pro-Vice Chancellor for Education.
Individual adjustments for examinations including being permitted to take one examination per day can be a difficult process to apply for and even though medical recommendation is made for one exam per day this may not be reflected in the timetabling (in which case the student would take an exam in college not centrally).	One examination a day should be possible especially if the student sits their examinations in College.	Recent implementation of Oxford student database in order to organise and plan examinations may help but this matter should be kept under review by the Pro-Vice Chancellor for Education and the Proctor's Office to ensure that procedures in place are not avoidable barriers to disabled students.
When suspended from the course on health / disability grounds students are unable to access libraries and other facilities even when they are expected to pass a re-entry test, which relies on access to libraries and other University facilities for academic revision.	Could suspended students with disabilities be permitted access to libraries and the facilities that they need, in order for them to have a fair chance of coming back to their course, having passed re-entry examinations?	Although students are normally suspended from a course by their College, the central university, including the Proctors Office and the Educational Policy and Standards Committee, which may be involved, should ensure that the approach to a disability related problem is not inadvertently the basis for a further difficulty.

Perceived Policy, Practice or Procedural barrier	Solution Offered by student	Further Comment / action including responsibility for action
Not all staff and fellow students appreciate the difficulties experienced by those with 'unseen' disabilities such as chronic fatigue, visual impairments, dyspraxia and depression. Some students feel that, if they don't have a wheelchair, a stick or some visible sign of a disability, poor awareness of unseen disabilities can impact on them in a negative fashion	As part of induction programmes for students that are offered when a course commences could there not be awareness training of disabilities in general but particularly 'unseen' disabilities? Staff training in disability awareness could be offered in areas such as tutor and departmental staff training.	Oxford Learning Institute and Disability Office to raise awareness of the perception of students with unseen disabilities amongst staff. Student awareness raising could take place during induction sessions and may benefit from input from OUSU, perhaps in the form of an awareness raising campaign.
Applying for disabled student funding, making a disclosure and applying for assistance all involve completing forms which are difficult for some students with disabilities	Forms could be made easier to complete with tick box sections. Online forms and making sure that forms don't ask unnecessary questions would also help.	The Disability Office will review the disclosure forms and application forms for support to ensure that they are as suitable as possible. Assistance with completing forms will continue to be provided by staff within the Disability Office.
Some support staff involved in teaching do not seem to have received training in disability awareness.	Disability awareness training should be provided for support staff involved in teaching to ensure that they are aware of general and individual requirements and of what necessary adjustments may be required.	Oxford Learning Institute and Disability Office to ensure that suitable disability awareness training can be offered to support staff involved in teaching including postgraduate students.

4.2 Results from Staff Engagement in DES process

A questionnaire for staff was developed based on the template of a questionnaire used successfully locally within a public body. This was developed further by disabled staff members with both specific learning difficulties and mobility difficulties before being amended and approved by the DES working party which included a number of staff members with disabilities. The DES working party included questions relating not just to mobility difficulties but also mental health difficulties.

Responses were anonymous as this approach gave those who are uncomfortable with sharing information on their disability a chance to contribute to the DES process although a few responses were received directly from individual staff members outside of the survey.

The survey was circulated via departmental administrators to all staff using e-mail. Of a potential 6,500 staff members over 600 responses were received of whom 77 considered themselves to have a disability. From the questionnaire arose several difficulties that staff experienced which could be grouped into 9 areas as outlined in Table 9 (below):

Difficulties Identified by University Staff via Questionnaire	
1. Poor communication from Department / University about provision for disability including awareness training and Access to Work Funding.	6. Catering facilities were not available to some staff and when available were sometimes not accessible.
2. Transport to work both public and private is seen as problematic as buses do not stop near to some areas of the University and accessible parking is limited.	7. Lighting and signage were perceived to be a problem in some departments.
3. Entry Systems for both physically impaired and visually impaired staff members are perceived as difficult (hard to reach / see / heavy doors) as well as the perception of complex and unclear 'accessible' routes into buildings.	8. Hearing loops are not always available and acoustics in some rooms were perceived to be poor and affected by echoes and the background noise of air conditioning units.
4. Emergency arrangements in workplace and when visiting other areas of the University were perceived by some to be unclear,	9. Much mention was made of the lack of space in offices, buildings and walkways.
5. Many buildings had inaccessible areas in terms of work related meetings due to lack of accessible space or no lift access.	

Source: Disability Office Staff Survey 2006

In addition to the limited findings from the staff survey in the table above further analysis of the results of the survey will be helpful in determining priorities for the Impact assessments which form the basis for ongoing work for the Disability Equality Scheme.

Some of the areas identified in Table 9 will be addressed by areas of the action plan addressing areas such as the '**Guidance on the Management of Disabled Employees**' as well as the continued work of the BESC Access sub-committee which offers an opportunity for staff to raise particular areas of difficulty with physical barriers. General themes of poor communication between the central university and departments are also addressed by the increasing information and awareness raising via disability contacts, of disability contacts and for staff in general.

4.3 Result of engagement with local groups in DES Process

As well as the outcomes relating to students arising from the event held in June at Oxford Brookes University with several local groups representing the disabled community locally (see 4.1) and perceived barriers identified at the event which are covered in the action plan (see 6.0) other outcomes included the following:

- Physical access to the University's museums was viewed positively
- General information about University courses were viewed positively
- Public events at Universities were perceived as being reasonably accessible

5.0 Impact Assessments

The University intends to carry out equality impact assessments for all of the current and pending equality duties but is mindful of the requirement that disabled staff and students must be meaningfully involved in the DES process including impact assessments which focus on disabled staff and students. The University intends to carry out impact assessments within its current committee structures, examination boards, external examiner report templates with guidance and training from the central university and input from disabled staff and students through the DES working party.

Impact Assessments should be carried out using the following seven suggested steps:

- Step 1. Policies, procedures, plans and practices will be mapped. Following the feedback of staff and students with disabilities, areas highlighted will be prioritised for action with the direct input of the working party.
- Step 2. Screening to determine priority. Screening will determine which functions are high, medium or low priority for full impact assessment.
- Step 3. Consideration of Evidence. Those carrying out impact assessments must take into account the relevant quantitative and qualitative evidence gathered under the requirement of the disability equality duty. Gaps in this evidence base may need to be addressed by the commissioning of more evidence.
- Step 4. Assess the likely impact In assessing the likely impact of a policy, practice or procedure it is important not to focus on one particular impairment or disability but to be mindful of the variety of barriers that people with differing disabilities face. The Disability Rights Commission (DRC) suggests considering the following:
- Physical Impairments such as difficulty in using arms, mobility issues which mean using crutches or a wheelchair.
 - Sensory impairment, such as being blind / having a serious visual impairment or being deaf / having a serious hearing impairment.
 - Mental Health Condition, such as depression or schizophrenia.
 - Learning disability / difficulty such as dyslexia or a cognitive impairment such as autistic spectrum disorder.
 - Long standing illness or health condition such as cancer, diabetes, HIV, epilepsy or chronic heart disease.
- The DRC also suggests considering the following barriers during the impact assessment process:
- Access to buildings, streets and transport vehicles
 - Written information and communication
 - Verbal or audible information / communication
 - People's attitudes to you because of your impairment, medical condition or disability
 - Lack of reasonable adjustments
 - Policies or procedures such as the fire evacuation procedure
- Step 5. Explore options and make a decision. It will not always be possible to design functions in a way that satisfies everyone but a balanced decision must be made which positively promotes disability equality to the greatest degree possible.

- Step 6. Identifying monitoring processes. Monitoring should take place to ensure that the policies, practices and procedures that have been adjusted in Step 5 have actually impacted on disabled people.
- Step 7. Publish results.

6.0 Action Plan

General

Action Area	Action	Responsible	Review Date	Success indicator
General	The University ensures that all its existing committee structures are not discriminatory against disabled staff or students and promote positive attitudes towards, and encourage participation by, disabled people. This will be done using impact assessments as outlined in Section 5.0	Pro-Vice Chancellor Personnel & Equal Opportunities / Pro-Vice Chancellor Education	HT2007	A timetable of impact assessments on key areas identified from the student and staff feedback

Continued overleaf

6.0 Action Plan (cont)

Student / Staff

Action Area	Action	Responsible	Review Date	Success indicator
Student / Staff	The Disability Office ensures that Disability Contacts in both Colleges and Departments understand their role by providing guidance notes ensuring that awareness of individual student and staff needs and general disability awareness is disseminated to the appropriate personnel within the Disability Contact's area of responsibility. This should cover areas such as the DSA process, support for dyslexic or dyspraxic students that is available including the study skills tutor network, the two free sessions available, how testing for dyslexia or Dyspraxia is organised etc.	Senior Disability Officer	TT2007	a) Each College and Department of the University identifying a disability contact. b) More awareness of the role of the Disability contact in supporting staff and students with disabilities via feedback from students and staff perhaps via the Oxford student questionnaire or, for staff, a regular staff questionnaire
Student / Staff	The DES Working Party endorses the University Web Strategy Group's future work on developing and implementing a university-wide web 'accessibility policy' along similar lines to those outlined in Disability Rights Commission Publicly Available Specification PAS 78: 6.2.4	Pro-Vice Chancellor Personnel & Equal Opportunities	MT2007	Implementation of PAS 78: 6.2.4
Student / Staff	The DES Working Party endorses the work of the Buildings and Estates Sub-Committee (BESC) on access and its continued involvement of disabled staff and students in consultation over plans for new buildings and existing ones to ensure provision for physical accessibility including provision for those with hearing and visual impairments.	Pro-Vice Chancellor Personnel & Equal Opportunities /	Termly (Review MT08)	Termly meetings and a rotating pool of disabled staff and students with a variety of disabilities including mental health difficulties.

6.0 Action Plan (cont)

Student

Action Area	Action	Responsible	Review Date	Success indicator
Student	The DES Working Party endorses the review by the Director of Admissions of the possible barriers that arise from the 'pooling' of disabled students and that suitable measures be put in place to prevent adverse allocations for disabled student who have met the academic criteria but who may be disadvantaged in a college that would be geographically problematic or where accessible facilities are already fully allocated	Director of Admissions	HT07	A solution implemented by OCAO that addresses the difficulties faced by applicants with disabilities who are pooled.
Student	The DES Working Party endorses the formal development of the proposed support systems for supporting students with mental health difficulties and for supporting students with Asperger's syndrome.	Pro-Vice Chancellor Personnel & Equal Opportunities / Pro-Vice Chancellor Education / Head of Counselling / Professor Bailey / Disability Office	MT08	By MT08 a formal process developed and implemented with the involvement of current students with mental health difficulties and Asperger's syndrome
Student	The DES Working Party encourages the Oxford Learning Institute, Personnel Services and the Disability Office to raise awareness of existing academic staff in briefing sessions on teaching students with dyslexia / dyspraxia currently offered on request via Disability Office.	Senior Disability Officer / OLI Head of Professional Development/ Personnel Services	Termly (Review MT08)	An increase in the uptake of training offered to academic staff and positive feedback from existing students via Dyslexia Forum or similar

6.0 Action Plan (cont)

Student (cont)

Action Area	Action	Responsible	Review Date	Success indicator
Student	The DES Working Party endorses the collaboration of the Oxford Learning Institute, Personnel Services and the Disability Office in developing or sourcing training to ensure that laboratory technicians, support staff for practical classes and postgraduate students involved in teaching are given awareness training, perhaps as part of their induction or regular training.	Senior Disability Officer / OLI Head of Professional Development/ Personnel Services	Termly (Review MT08)	<ol style="list-style-type: none">1. Training implemented / offered by MT08.2. Feedback on training offered by participants positive.3. Students from subjects where lab / practicals give positive feedback perhaps via Oxford Student questionnaire.
Student	The DES working party, in response to student feedback regarding disabled students and their recording of lectures, endorses the clarification of procedure for the recording of lectures by students with disabilities by the Pro-Vice Chancellor for Education.	Pro-Vice Chancellor Education	HT07	Positive feedback from disabled students who require the recording of lectures via the disability office or the Oxford Student Questionnaire

6.0 Action Plan (cont)

Staff

Action Area	Action	Responsible	Review Date	Success indicator
Student	The DES working party advises that examination adjustments be monitored and reviewed regularly following student feedback about the process of applying for adjustments and the implementation of these adjustments to ensure that the procedures and practices in place for students to apply for reasonable adjustments are not a barrier for disabled students.	Pro-Vice Chancellor Education / Junior Proctor	MT08	No complaints or concerns raised about process
Staff	The DES working party endorses the current work by the Equal Opportunities and Diversity Unit to ensure participation in the recruitment monitoring scheme in order to monitor recruitment more effectively.	Pro-Vice Chancellor Personnel & Equal Opportunities	MT2007	An increase on the current 60% participation
Staff	The DES working party advises that Disability contacts in all departments receive guidance on assisting staff with disabilities which would follow the recent 'Guidance on the Management of Disabled Employees' which could mean that departments or colleges may need to appoint additional contacts with a relevant 'personnel' remit.	Pro-Vice Chancellor Personnel & Equal Opportunities	TT2008	Confirmation that: a) All Departments have a designated Disability Contact b) Each contact is aware of their staff disability remit
Staff	The University's DES Working Party endorses the work of the Disability Office and Personnel Services to ensure that the 'Guidance on the Management of Disabled Employees' be disseminated via the University's: <ul style="list-style-type: none"> • Online course in recruitment & selection • Occupational Health Forum • Domestic Bursars/Estates Bursars Committees • Relevant Oxford Learning Institute courses 	Senior Disability Officer / Sector Personnel Officer	TT2007	After a review of course content or relevant forum / committee minutes the Guidance is featured or mentioned.
Staff	The University's DES Working Party endorses the proposal that Staff Disability Disclosure Forms be reviewed regularly by OLI/DO to target specific training for departments.	Senior Disability Officer / OLI Head of Professional Development	Termly (Review MT08)	Termly meeting / discussion on training for departments
Staff	The University's DES Working Party endorses further engagement with local disability groups to explore their experiences of applying for employment at the University in order to remove any real or perceived barriers.	Senior Disability Officer / OLI Head of Professional Development/ Personnel Services	HT07	Meeting between local groups and relevant working party members to explore perceived barriers to employment

7.0 Looking Ahead

The DES Working Party is key to implementing the Disability Equality Duty throughout the University via the Disability Equality Scheme. The involvement of both high level and disabled staff and student representation is vital in keeping the momentum of the DES going whilst maintaining the involvement of disabled staff and students. It is envisaged that the DES Working party will continue to meet regularly to monitor early progress and play a key role in advising on the determination of priority for the impact assessments.

Working in collaboration with Brookes University and local authorities in continuing to engage with and involve disabled groups is also a key feature in looking ahead for at least the next three years.

Appendices

Appendix A:

The Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

People who have had a disability within the definition are protected from discrimination even if they no longer have a disability.

The term 'impairment' covers physical or mental impairments; this includes sensory impairments, such as those affecting sight or hearing.

The term 'mental impairment' is intended to cover a wide range of impairments relating to mental functioning, including what are often known as learning difficulties. The DDA 2005 amended the definition of disability, removing the requirement that a mental illness should be 'clinically well-recognised'.

A substantial adverse effect is something more than a minor or trivial effect. The requirement that an effect must be substantial reflects the general understanding of disability as a limitation going beyond the normal differences in ability which might exist among people.

A long-term effect of impairment is one:

- which has lasted at least 12 months, or
- where the total period for which it lasts is likely to be at least 12 months, or
- which is likely to last for the rest of the life of the person affected.

Effects which are not long-term would therefore include loss of mobility due to a broken limb which is likely to heal within 12 months and the effects of temporary infections, from which a person would be likely to recover within 12 months.

If an impairment has had a substantial adverse effect on normal day-to-day activities but that effect ceases, the substantial effect is treated as continuing if it is likely to recur; that is, if it is more probable than not that the effect will recur. For example, a person with rheumatoid arthritis may have an impairment that has a substantial adverse effect, but which then ceases to be substantial (i.e. the person has a period of remission).

Normal day-to-day activities are those which are carried out by most people on a fairly regular and frequent basis. The term is not intended to include activities which are normal only for a particular person or group of people, such as playing a musical instrument or a sport to a professional standard or performing a skilled or specialist task related, for example, to a particular academic discipline, education or training course. However, someone who is affected in such a specialised way but is also affected in normal day-to-day activities would be covered by this part of the definition. The test of whether an impairment affects normal day-to-day activities is whether it affects one of the broad categories of capacity listed in Schedule 1 to the Act. They are:

- mobility
- manual dexterity
- physical co-ordination

- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of the risk of physical danger.

Someone with an impairment may be receiving medical or other treatment which alleviates or removes the effects although not the impairment. In such cases, the treatment is ignored and the impairment is taken to have the effect it would have had without such treatment. This does not apply if substantial adverse effects are not likely to recur even if the treatment stops, because the individual no longer has a disability.

The sole exception to the rule about ignoring the effects of treatment is the wearing of spectacles or contact lenses. In this case, the effect while the person is wearing spectacles or contact lenses should be considered.

People with severe disfigurements are covered by the Act. They do not need to demonstrate that the impairment has a substantial adverse effect on their ability to carry out normal day-to-day activities.

Progressive conditions are conditions that are likely to change and develop over time. Examples given in the Act are cancer, multiple sclerosis, muscular dystrophy and HIV infection. Where a person has a progressive condition s/he will be deemed to be covered by the DDA effectively from the point of diagnosis, rather than from the point when the condition has some adverse effect on their ability to carry out normal day-to-day activities.

If a genetic condition has no effect on ability to carry out normal day-to-day activities, the person is not covered. Diagnosis does not in itself bring someone within the definition. If the condition is progressive, then the rule about progressive conditions applies.

Certain conditions are to be regarded as not amounting to impairments for the purposes of the Act. These are:

- addiction to or dependency on alcohol, nicotine, or any other substance (other than as a result of the substance being medically prescribed)
- seasonal allergic rhinitis (for example hay fever), except where it aggravates the effect of another condition
- tendency to set fires
- tendency to steal
- tendency to physical or sexual abuse of other persons
- exhibitionism
- voyeurism.

Disfigurements which consist of a tattoo (which has not been removed), non-medical body piercing, or something attached through such piercing, are to be treated as not having a substantial adverse effect on the person's ability to carry out normal day-to-day activities.

The General Duty

There is a general Disability Equality Duty that applies to all public authorities, plus additional specific duties to support the majority of public authorities in achieving the outcomes required by the general duty.

The basic requirement for a public authority when carrying out their functions is to have due regard to do the following:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Disability Discrimination Act
- eliminate harassment of disabled people that is related to their disability
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

'Due regard' means that authorities should give due weight to the need to promote disability equality in proportion to its relevance.

Appendix C:

A summary of the Disabled Students Allowance application process

- (i) Student completes an application for the allowance enclosing evidence of a disability (e.g. Educational Psychologists Report or Audiology Report).
- (ii) Student attends a formal assessment of study needs carried out by a NNAC qualified assessor.
- (iii) A report of the assessment of study needs is submitted to the student's Local Education Authority for agreement to fund the report recommendations
- (iv) Student receives agreement from local authority to fund the recommendations (sometimes after negotiation assisted by the Disability Office)

Student orders assistive equipment and liaises with Disability Office in order to secure assistance in recruiting non-medical helpers such as note takers, mentors, academic assistants etc.

Appendix D:

Staff in post 31 July 2005

Staff group	Disabled	Not disabled	Decline to specify	Not known	Grand Total
Academic	41	1099	17	278	1435
Academic-related Admin	22	512	3	48	585
Academic-related Lib/Mus	6	162	1	11	180
Academic-related Research	73	2225	23	633	2954
Clerical	87	1418	6	154	1665
Technical	55	633	4	132	824
Ancillary	36	339	2	99	476
Grand Total	320	6388	56	1355	8119

Staff in post 31 July 2004

Staff group	Disabled	Not disabled	Decline to specify	Not known	Grand Total
Academic	44	1059	8	288	1399
Academic-related Admin	20	476	2	56	554
Academic-related Lib/Mus	4	140	1	17	162
Academic-related Research	51	1952	6	836	2845
Clerical	68	1322	1	188	1579
Technical	52	597		154	803
Ancillary	38	330	2	119	489
Grand Total	277	5876	20	1658	7831

Staff in post 31 July 2003

Staff group	Disabled	Not disabled	Decline to specify*	Not known	Grand Total
Academic	41	989		360	1390
Academic-related Admin	15	430		97	542
Acad-Rel Library/Museum	6	126		27	159
Academic-related Research	38	1547		1190	2775
Clerical	48	1118		391	1557
Technical	40	534		217	791
Ancillary	24	265		172	461
Grand Total	212	5009		2454	7675

* Decline to specify category only introduced in 2004

Disability Equality Scheme (DES) Staff Survey

The Disability Discrimination Act (DDA) 2005 contains a 'positive statutory duty' on public bodies to promote equality of opportunity between disabled and other persons. The University is currently producing its first Disability Equality Scheme (DES) which will be published in December 2006 and will outline how the University aims to amend policies, practices and procedures that are barriers to disabled people and how the University will promote positive attitudes, equality of opportunity and encourage participation of disabled people in all areas of University life.

Current progress on the DES and an electronic copy of this form is available at: www.admin.ox.ac.uk/eop/disab/des.shtml

Please take a few minutes to complete and return the following two page survey

All submissions will be treated and stored confidentially and will be used only to formulate general baseline data for the DES and to identify barriers we should be eliminating.

Q1. A disabled person is defined in the Disability Discrimination Act as someone with a physical or mental impairment that has a substantial and long-term impact on their ability to carry out day-to-day activities. This excludes situations where sight can be corrected by glasses or contact lenses. Having read this do you consider yourself to be covered by the definition?

Yes

No (please go to Q3.)

Q2. If you answered 'yes' to Q1 we would be grateful if you would please indicate the nature of your disability or long term health condition: (please tick all applicable boxes)

1. Dyslexia	<input type="checkbox"/>	5. Personal Care Support	<input type="checkbox"/>	9. Other disability / health condition (please indicate)	<input type="checkbox"/>
2. Blind / partially sighted	<input type="checkbox"/>	6. Mental Health Difficulties	<input type="checkbox"/>	10. ASD or Asperger's Syndrome	<input type="checkbox"/>
3. Deaf/ hearing impairment	<input type="checkbox"/>	7. An unseen disability e.g. diabetes, epilepsy	<input type="checkbox"/>	Additional Information:	
4. Wheelchair user/ mobility difficulties	<input type="checkbox"/>	8. Two or more disabilities (please indicate)	<input type="checkbox"/>		

Q3. Please share any examples of your experience of good practice within the University for disabled staff, students or visitors that you have experienced / witnessed:

Q4. From your experience can you give any examples of disability good practice in other higher education institutions?

Continued overleaf...

Q5. Please indicate how 'accessible' you would rate the following for yourself or for disabled staff generally:

	Accessible	Not accessible/ difficult	n/a		Accessible	Not accessible/ difficult	n/a
Public transport to work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	General information about the University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signage, security and entry systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	General information about your Dept.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your office, lab or workspace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Public / Consultation events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other office, lab or workspace you visit / may use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Support for your disability at the University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IT and other work equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Funding from 'Access to work' scheme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Catering facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	University Website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washroom facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Libraries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training on disability awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	General Information about professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sports and leisure facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work related meetings/conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Car Parking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	University Newsletters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q6. If you have answered 'not accessible / difficult' please could you explain why?

Q7. Please indicate how your job is graded using the following categories:

Academic	<input type="checkbox"/>	Clerical	<input type="checkbox"/>
Academic Related Admin.	<input type="checkbox"/>	Technical	<input type="checkbox"/>
Academic Related Lib/Mus	<input type="checkbox"/>	Ancillary	<input type="checkbox"/>
Academic Related Research	<input type="checkbox"/>	Other	<input type="checkbox"/>

Q8. Do you have any further comments on the accessibility of services for staff members with disabilities at the University?

Thank you for your time. Your confidential contribution is much appreciated.

Please return your questionnaire by Friday 24 November via one of the following:

Directly by email to: **disability@admin.ox.ac.uk** with 'DES' in the subject line.

Print and post to: DES Survey, Disability Office, Wellington Square MESSENGER.

Print and fax to: 01865 (2)89830 [no coversheet required]

This survey is available in hard copy and alternative formats including audio, braille and large print which can be requested via Peter Quinn, Senior Disability Officer, via 01865 (2)80459 or by emailing: disability@admin.ox.ac.uk