



Bournemouth University Disability Equality Scheme and Action Plan (DES) 2006-09: Achieving Access for all

Accessibility Statement: The BU DES and Action Plan is available on the University website and is also available in the following alternative formats on request: large print on various coloured paper, audio-cassette and Braille.

Table of Contents

	Page No
1. Foreword.....	3
2. Executive Summary	3
3. Vision for Disability Equality at Bournemouth University	3
4. Introduction	4
5. Context	
5.1 Legislation	5
5.2 Language	6
5.3 Defining disability at Bournemouth University	6
5.4 How does Bournemouth University currently deal with disability issues?..	7
5.4.1 Disabled Students	
5.4.2 Disabled Staff	
5.4.3 Bournemouth University as a Service Provider	
6. Disability Data	8
6.1 What disability data does the University currently collect?	8
6.2 How is the collected University disability data monitored?	9
7. Disability Equality Impact Assessments	9
7.1 How will the University undertake Disability Equality Impact Assessments?.....	9
8. Action Plan.....	10
8.1 How were disabled people involved in putting together the Action Plan?	10
8.2 Resource Allocation.....	10
9. Monitoring and Reporting	26
10. Future BU Disability Equality Schemes and Action Plans	26
11. References.....	27
12. Abbreviations	29
Appendix 13: Putting together the BU DES & Action Plan 2006-09	30
Appendix 14: Involvement of disabled people.....	31
Appendix 15: Disability data.....	36
Appendix 16: Accessibility statement.....	39

Bournemouth University Disability Equality Scheme (DES) and Action Plan 2006-09: “Achieving Access for all”

1. Foreword

BU strongly supports the aim for Britain to be an inclusive society, where equality of opportunity is a reality for all and provides a route to achievement, fulfilment and prosperity. We will strive to lead by example as we play our part in setting the pace in society’s drive for equality. Indeed we make specific reference to diversity and equality in our Corporate Plan. Section 2 on our Values states: *We value creativity, innovation, partnership and enterprise, have an attitude that is friendly, professional, inclusive and supportive, and while committed to our region, have an outlook that is truly global.* In addition, section 4.12 states: *Bournemouth University will embrace diversity and equality and embed them into all aspects of the working and learning environments of its staff and students. All staff at Bournemouth University will have a responsibility to promote good practice with regard to diversity and equality.*

Our aim is to ensure that the University is indeed a friendly, welcoming, inclusive and supportive institution where everybody who has the ability to study or work here has the opportunity to do. BU welcomes all contributions and is aware of the value of drawing on a diversity of experience and knowledge for the benefit of all.

2. Executive Summary

The Bournemouth University DES and Action Plan sets out how the institution will have due regard to Disability Equality over the next three years. This document is split into three sections: the Scheme; Action Plan; Appendices.

The Scheme outlines the disability legislation the University has to take into consideration, how it currently responds to disability issues as well as how it plans to meet specific requirements of the new legal duty. A number of links are given to University web pages which provide more detailed disability information which are available to the public.

The Action Plan which is broken down into a number of tables outlines the Disability Equality activities the University plans to undertake to meet this new legal duty. It also clearly identifies who has lead and operational responsibility for achieving these various activities. Reporting on progress will occur through established University mechanisms which monitor disability and wider diversity and equality issues. A series of appendices are included which provide more detail about how the University developed its first DES and Action Plan.

3. Vision for Disability Equality at Bournemouth University

The vision for Disability Equality at Bournemouth University (BU) is reflected through the institution’s Equality and Diversity Policy and Corporate Plan which state that it is an inclusive place of learning and is committed towards fully eliminating all discrimination. With the University currently going through a period of institutional change other key institutional policies such as its Learning and Teaching strategy

Human Resources strategy will be updated to reflect BU's commitment to promoting Disability Equality.

As a University, we are fully committed to being an example of best practice within the area of disability equality, and more widely diversity and equality within the South-West and wider afield.

It is envisaged that the Disability Equality Scheme and Action Plan will sit alongside the existing Race Equality Policy with the framework of the overarching Dignity, Diversity and Equality Policy.

4. Introduction

The purpose of the Bournemouth University Disability Equality Scheme is to show that as a public sector organisation we are taking into consideration the needs of disabled people, whether they wish to work, study or visit the University. We are fully committed towards providing access for all and challenging the discrimination disabled people often face within society. This commitment is reflected through the University having a significantly higher proportion of disabled students studying one of its programmes (9.1%) than the national average (5.5%), (www.ucas.ac.uk, June 2006). It also has a successful track record in undertaking disability specific projects which have focused on transition, inclusive assessment, fieldwork and virtual learning environments.

Whilst much activity has been undertaken in the area of supporting disabled students, it is also recognised that there is a need to provide continued staff development opportunities that will enable BU staff to effectively support the learning experience of disabled students. In addition there is a need to promote the support available to disabled people who wish to either work at or visit the University.

The first Bournemouth University Scheme, which will last for three years, has been developed through involving disabled staff, students and local external disability organisations. As a result of involving these key stakeholders, the Bournemouth University Disability Equality Scheme and Action Plan is structured around the following priorities which are represented below in the Action Plan as a number of table headings.

- Embedding Disability Equality
- Accessibility
- Recruitment and Selection of Disabled Students
- Enrolment and Induction of Disabled Students
- Assessment of Disabled Students
- Learning, Teaching, Research and Enterprise
- Recruitment and Selection of Disabled Staff
- Induction of Disabled Staff
- Development of Disabled Staff
- Specialist Support
- External Agents
- Quality Enhancement

Bournemouth University will report annually on its commitment to have due regard to Disability Equality through established University mechanisms and, as a result, the scheme should be viewed as a living document that will change and evolve between 2006 and 2009.

Senior Management responsibility for the BU Disability Equality Scheme and Action Plan is located with the Director of Human Resources. Operational responsibility for the Disability Equality Scheme and Action Plan is located with the Additional Learning Needs Service Manager.

5. Context

5.1 Legislation

The Disability Equality Duty (DED) through its general duty requires public sector, such as the University, to have due regard to the need to:

- promote equality of opportunity between disabled persons and other persons;
- eliminate discrimination that is unlawful under the Act [Disability Equality Duty];
- eliminate harassment of disabled persons that is related to their disabilities;
- promote positive attitudes towards disabled persons;
- encourage participation by disabled persons in public life;
- take steps to take account of disabled persons' disabilities, even when that involves treating disabled persons more favourably than others. (DRC, Code of Practice1:1)

The aim of the general duty is to require “public authorities to give due regard to promoting equality of opportunity between disabled persons and other persons.” (DRC, Code of Practice 2.7)

In addition to the above general duty to promote Disability Equality through all of the University's decisions and activities, the University also has specific duties placed on it which are to:

- produce a Disability Equality Scheme every three years;
- report on progress annually.

The aim of this new legal duty as outlined by Bert Massie, Chairman of the Disability Rights Commission is that the Disability Equality Duty:

is not necessarily about changes to buildings or adjustments for individuals, it's all about including equality for disabled people into the culture of public authorities in practical and demonstrated ways. This means including disabled people and disability equality into everything from the outset, rather than focusing on individualised responses to specific disabled people. (Disability Rights Commission 2006, 3).

More information about the Disability Equality Duty can be found at:

- http://www.drc-gb.org/employers_and_service_provider/disability_equality_duty.aspx

Other disability legislation relevant to Bournemouth University:

- Part II of the Disability Discrimination Act (DDA):
Provides rights to disabled people who wish to, or are working at, Bournemouth University. It also requires the professional bodies responsible for accrediting some of its programmes to make reasonable adjustments to their requirements.
- Part III of the DDA:
Places a duty for Bournemouth University to make reasonable adjustments for disabled people who are visiting the University.
- Part IV of the DDA:
Requires Bournemouth University to make reasonable adjustments in the provision of its services for disabled students who are undertaking its programmes. Part IV was further amended from September 2006.

5.2 Language

For the purpose of this scheme the term “disabled person” will be used to cover disabled people, whether they have either a visible or a hidden impairment, who wish to, or are currently working, studying or accessing University facilities. The reason for adopting this term is that it is the preferred language of a number of organisations which represent the views of disabled people.

Whilst Bournemouth University adopts the term “disabled person” for the purpose of its Disability Equality Scheme and Action Plan 06-08, it is committed to taking part in debates concerning appropriate language, and may change the terminology used within future Disability Equality Schemes and Action Plans.

5.3 Defining disability at Bournemouth University

Bournemouth University recognises the definition of disability as outlined by the Disability Discrimination Act (DDA) 2005. It states that a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This revised definition of disability, which came into force in December 2005, has been extended to include people with HIV, cancer and multiple sclerosis, effectively from the point of diagnosis. Furthermore, it has removed the requirement for individuals to prove that they have ‘clinically well recognised’ mental health issues.

The University is also committed to meeting the standards of the Social Model of Disability (Oliver, 1996) which explains that it is “social barriers”, such as inaccessible buildings or attitudes towards disabled people, which create a disability and not the individual impairments. As a result of being committed to the social model of disability Bournemouth University is determined to tackle the inequalities

disabled students, staff and visitors face whilst accessing the University through **all** its policies, procedures and practices.

5.4 How does Bournemouth University currently deal with disability issues?

Bournemouth University currently responds to disability issues through offering general support at School/Professional Services level and additional specialist services for disabled students, staff and disabled people who visit the University.

5.4.1 Disabled students

Specific support for disabled students is provided through the Additional Learning Needs Service (ALNS) which is part of Academic Services. ALNS is responsible for providing specialist academic support to students with:

- specific learning difficulties, including dyslexia, dyspraxia and dysgraphia;
- physical disabilities, including hearing impairments, blindness/visually impairment, mobility issues or wheelchair users;
- mental health issues including depression, anxiety/stress, obsessive compulsive disorder, bi-polar affective disorder or social phobia, schizophrenia;
- medical conditions including chronic fatigue syndrome (ME), multiple sclerosis, asthma, diabetes, epilepsy;
- developmental disorders, including Asperger's Syndrome and Attention Deficit (Hyper-activity) Disorder.

Each School and Professional Service also has a nominated contact to deal with disability issues. For more information about the services available to disabled students please see the ALN Service website:

- http://www.bournemouth.ac.uk/disability_support/

5.4.2 Disabled staff

Support for disabled staff is provided through their line management links, Personnel and the Health & Safety department office. This support is provided mainly through the Senior Personnel Advisers and the Health and Wellbeing Adviser who are available to provide disabled staff with appropriate advice. For more information about the support available to disabled staff please see the Personnel website:

- <http://www.bournemouth.ac.uk/personnel>

5.4.3 Bournemouth University as a service provider

As a service provider, Bournemouth University is committed towards making sure all its buildings and events are fully accessible. It is also committed to providing appropriate training on disability equality to its staff and the staff of external service providers.

6. Disability Data

The Disability Equality Duty is requiring the University to “include a statement of the authority’s arrangements for gathering information on the effect of its policies and practices on disabled persons”. (DRC, Code of Practice: 3.56).

Through regulation the University also needs to include specific information on the:

- effect of an authority’s policies and practices on recruitment, development and retention of disabled employees (Regulation 2(3)(d)(i). DRC Code of Practice: 3.72).
- effect of an authority’s policies and practices on educational opportunities available to and achievements of disabled pupils and students (Regulation 2(3)(d)(ii). DRC Code of Practice: 3.87).

6:1 What disability data does the University currently collect?

The University currently collects the following disability data (qualitative and quantitative) which has been organised under the headings of student, staff and other sources:

Students

- First year progression of disabled students;
- Final year degree results of disabled students;
- The number of disabled students enrolled on University programmes broken down by programme, school and impairment;
- The number of disabled students leaving University programmes;
- The number of disabled student in receipt of Disabled Students’ Allowance (DSA);
- Home and local contact details for disabled students;
- Disabled students’ admission reports

Staff

- The total number of disabled people who apply, or short listed and are appointed to academic posts;
- The total number of disabled staff

The majority of the above data is reported through the annual Diversity and Equality report which can be found at:

http://www.bournemouth.ac.uk/facilitiesandresources/diversity/annual_report/annual_report.html.

Other sources

The University collects and reports on disability data from the following sources:

- Academic Services Staff and Student Surveys these surveys were undertaken between 2000-2005
- University Staff Survey which was undertaken in 2002
- Widening Access and Participation reports 2001-2006¹

Appendix 15 provides a summary of the above data.

6.2 How is the collected University disability data monitored?

The above data is reported to a number of University committees such as Academic Standards, Dignity Diversity and Equality, Student Affairs and the Life Long Learning Advisory Committees. In preparing for the Disability Equality Duty, an analysis of the various sources of data has been undertaken and incorporated into the 2006-09 Action Plan. This is reflected through the University continuing its disability outreach work, as well as collecting the additional data which looks at the development and progression of disabled staff.

7. Disability Equality Impact Assessment (DEIA)

Under the Disability Equality Duty the University as a public body will be required to demonstrate its “methods for assessing the impact of its policies, procedures, or the likely impact of its proposed policies and practices on equality for disabled persons.” (Regulation 2(3) (b), DRC Code of Practice: 3.28).

For the purpose of the BU Disability Equality Scheme and Action Plan a Disability Equality Impact Assessment is defined as:

the process of assessing the impact of existing or proposed policies and practices in relation to their consequences for disability equality. It includes looking for opportunities for positive impact that may have been missed or that could be better exploited, as well as the detection of actual or potential negative impact for disabled people. Impact assessment is an on-going process, not something that happens just once, as the start or end of policy development, and should evolve along with the policy (Disability Rights Commission 2006, 9).

7:1 How will the University undertake Disability Equality Impact Assessments?

The University will undertake Disability Equality Impact Assessments through two specific activities. It will draw on existing impact assessment work undertaken at BU, as outlined in the Action Plan, as well as the recent Disability Equality Impact

¹ The Widening Participation reports can be found on the University website at: http://www.bournemouth.ac.uk/accessforall/research/bu_research.html

guidance issued by the Disability Rights Commission (DRC) to develop an appropriate approach for undertaking Disability Equality Impact Assessments. It is the intention of the University to publish all its Disability Equality Impact Assessments via its website.

8. Action Plan

As a result of the Disability Equality Duty, the University is required to produce an Action Plan which: “sets out key actions which an authority will take to promote disability equality. The steps must be sufficient to demonstrate that the public authority is complying with the general duty i.e. having due regard to disability equality”. (DRC, Code of Practice: 3.44).

The University Disability Equality Action Plan has been divided into two sections.

- Section one provides an overview of the Action Plan.
- Section two (Tables 1-13) provides a detailed picture of how Bournemouth University plans to meet its new legal duties over the next three years.

8.1 How were disabled people involved in putting together the Action Plan?

Disabled people have been involved in putting together the Action Plan through a number of activities:

- Disability Involvement Group Activities;
- Meetings with external disability organisations;
- E-mail feedback on a short questionnaire and the proposed Scheme and Action Plan;
- Analysis of a range of University reports which examined the experiences of disabled students and staff;
- Analysis of available University disability data.

More detailed information on how the University put together the Disability Equality Scheme and Action Plan can be found within the Appendices.

8.2 Resource Allocation

The University is currently going through a process of strategic planning across all Schools and Professional Services. Within each plan it is expected that Schools and Professional Services will be required to evidence their commitment towards implementing existing University policies on diversity and equality as well as relevant legislation. The relevant guidance was issued to Schools and Professional Services during December 2006. It is also anticipated that the University will continue to draw on all external sources of funding when appropriate to provide specialist support to disabled students and staff.

Overview of Action Plan 2006-2009

Table	DED Priorities	Lead Responsibility	Time scale
1	Strategically embedding disability equality	Director of Human Resources	2006-09
2	Making BU accessible	Head of Estates, Registrar, Head of International & Corporate Relations	2006-09
3	Recruitment and selection of disabled students	Registrar, Heads of Schools, Designated Senior Academic, Head of Academic Services, Head of PACE	2006-09
4	Enrolment and Induction of disabled students	Registrar, Heads of Schools	2006-09
5	Examination, assessment and progression of disabled students	Pro-VC Education/Research & Enterprise	2006-09
6	Disabled students experience of learning, teaching, research and enterprise	Pro-VC Education/Research & Enterprise, Head of Academic Services, Heads of Schools	2006-09
7	Selection and recruitment of disabled staff	Personnel Manager	2006-09
8	Induction of disabled staff	Personnel Manager	2006-09
9	Development, progression and reward of disabled staff	Personnel Manger	2006-09
10	Specialist support for disabled students and staff	Head of Academic Services, Personnel Manager, Head of Estates, Heads of Schools	2006-09
11	External Agents	Head of Procurement	2006-09
12	Monitoring, evaluating and developing services for disabled students, staff and visitors	Director of Planning and Information, Director of Human Resources, Registrar	2006-09

Action Plan 2006-2009

Table 1: Embedding Disability Equality

DED Priority 1: Strategically embedding disability equality		Lead Responsibility	Time scale	Disability Equality will be achieved through:	Operational Responsibility	DES Reporting and Monitoring 06/07
1.1	Seek to ensure that in developing all institutional policies, procedures and engaging in activities, including strategic planning and resource allocation, consideration is given to means of enabling disabled students, staff and external groups, equal participation in all aspects of University life	Director of Human Resources	Sep 06- Dec 06	Undertaking a Disability Equality mapping exercise of BU policies, procedures and practices. Draw on the work undertaken for the Race Relations Amendment Act	Manager, ALNS & Diversity and Equality Adviser	
			Sep 06- Dec 06	Agreeing a Disability Equality Impact Assessment model to establish whether or not University policies reflect equality for disabled people	Manager, ALNS & Diversity and Equality Adviser	
			Summer 07 – on going	Providing train the trainer impact assessment staff development sessions to enable BU staff to automatically take into consideration the needs of disabled people within their day-to-day work	Manager, ALNS & Diversity and Equality Adviser	
1.2	Ensure Board members are familiar with their responsibilities under the DDA legislation	Director of Human Resources	Dec 2006	Presenting DES scheme/action plan to the University Board for endorsement	Manager, ALNS & Diversity and Equality Adviser	
			By the end of 2006	Introducing an Equality & Diversity item (which will cover Disability Equality) into all University Board meetings from the start of the 06/07 academic year	Manager, ALNS & Diversity and Equality Adviser	
1.3	BU will seek to ensure that all staff are aware of and trained in their responsibilities under current disability legislation, and know how to avoid	Director of Human Resources	End Sep 2006	Using the Staff Portal/DDE/ALNS websites to inform and update staff/students and external disability organisations of the changes to disability legislation	Manager, ALNS & Diversity and Equality Adviser	

discriminating against people with a disability, whether they are working, studying or visiting the University	Director of Human Resources	Sep 2006- Dec 2006	Providing briefing sessions for School/Professional Services Executives on the DES and additional changes to disability legislation	Manager, ALNS & Diversity and Equality Adviser	
		Nov 2006- ongoing	Embedding disability issues, through BU diversity and equality work, into the University's Leadership Programme	Manager, ALNS & Diversity and Equality Adviser	
		Dec 2006	Introducing the planned equality and diversity e-learning package (which will cover disability issues) to be made available to all staff	Diversity and Equality Adviser; Senior Personnel Adviser	
		2006-09	Raising awareness of disability equality through the general staff induction and in the staff development programme for academic and professional/support staff	Manager, ALNS; Diversity and Equality Adviser	
		2006-09	Heads of Academic Groups ensuring that disability issues are promoted to staff within their group of students	Heads of Academic Groups; Manager, ALNS; Diversity and Equality Adviser	
		2006-09	Ensuring that the commitment to the Social Model of Disability is taken into consideration at all BU staff development events	Manager, ALNS; Diversity and Equality Adviser; Staff Development Officer	
		2006-09	Providing Disability Equality training for Estates staff, and other front of house staff	Manager, ALNS; Diversity and Equality Adviser	
		2006-09	Using appropriate independent agencies to check understanding and awareness of BU policies, procedures and practices that are in place to support disabled students, staff and visitors	Manager, ALNS; Diversity and Equality Adviser	
		Dec 2006- ongoing	Ensuring that School & Professional Services Executives & Committees have a standard agenda item on Equality & Diversity which would cover Disability Equality at least once a term	Manager, ALNS & Diversity and Equality Adviser	
		2006-09	Ensuring that staff, teaching and	Senior Member of staff	

				supporting BU students off-campus are fully aware of disability issues when supporting disabled students.	in PACE; Manager, ALNS	
			2006-09	Ensuring that existing internal communication systems effectively take into consideration disability issues	Manager, ALNS; Senior Personnel Adviser; Health and Well Being Adviser; Manager, Conferencing; Head of Programmes; Assistant Registrar (Regulation)	
1.4	BU internal communications systems will ensure that appropriate staff receive information about the particular needs of disabled staff, students and visitors to the University in a clear and timely way	Director of Human Resources	2006-09	Ensuring existing BU policies, procedures and practices make a clear reference to confidentiality/duty of care, and are amended to keep up with changing legislation	Manager, ALNS; Assistant Registrar (Regulation) Senior Personnel Advisers	
1.5	BU will ensure that it has a clearly defined policy on the confidentiality and disclosure of information relating to a person's disabilities that is communicated to applicants, students, staff and external groups	Director of Human Resources	2006-09	Ensuring existing BU policies, procedures and practices make a clear reference to confidentiality/duty of care, and are amended to keep up with changing legislation		

Table 2: Accessibility

DED Priority 2: Making BU accessible		Lead Responsibility	Time scale	Disability Equality will be achieved through:	Operational Responsibility	DES Reporting and Monitoring 06/07
2.1	Ensure that disabled students, staff and visitors can fully access University buildings	Head of Estates	2006-09	Continuing a programme of works identified by the University Access Audit	Capital Projects Officer	
			2006-09	Consulting with disabled staff, students and external disability groups on BU building projects	Manager, ALNS; Capital Projects Officer	
			2006-09	Developing an accessibility map which highlights which parts of the BU estate (buildings/car parks) are physically accessible and future planned work	Manager, ALNS; Capital Projects Officer	
			Nov 2006	Implementing Personal Evacuation Plans (PEEPS)	Manager, ALNS; Fire Officer; Health and Well-being Adviser; Site Operations Manager	
			2006-09	Raising awareness throughout BU of the equipment and software available to support disabled people who are working, studying or visiting the University	Conferencing	
		Registrar	2006-09	Ensuring the Awards Ceremonies are fully accessible in a non-discriminatory way to disabled staff, students and guests	Conferments, Registry	
2.2	BU's external publicity, programme details and general information should be accessible to people with disabilities and should describe the opportunities for disabled people to study, work or visit the University.	Head of International & Corporate Relations	2006-09	Ensuring the University website meets existing DRC good practice	PEG Committee; Manager, ALNS; Resourcing Officer, Personnel; Diversity & Equality Adviser	
			2006-09	Agreeing University guidelines to produce any internal or external publications in accessible formats for disabled people, whether they are working, studying or visiting BU		
			2006-09	Promoting positive images of disability through University publications		

Table 3: Recruitment and Selection of Disabled Students

DED Priority 3: Recruitment and selection of disabled students		Lead Responsibility	Time scale	Disability Equality will be achieved through:	Operational Responsibility	DES Reporting and Monitoring 06/07
3.1	BU, in selecting students to study at the University, should ensure equitable consideration of all applicants.	Registrar; Heads of Schools	2006-09	Including disability equality in all selection and recruitment training for staff involved in recruitment and selection of students	Designated Senior Academics Manager, ALNS; Diversity and Equality Adviser	
		Head of PACE	2006-09	Undertake AimHigher disability projects to raise awareness of HE for disabled people	Manager, ALNS	
		Registrar	2006-09	Providing specific information on the recruitment and selection of disabled students on the University website	Assistant Registrar (Regulation)	
3.2	To ensure that the selection and recruitment process is appropriate to the needs of disabled applicants.	Head of Academic Services	2006-09	Raising awareness throughout BU of the support available to disabled people who are applying to study at the University or one of its programmes outside Bournemouth	Manager, ALNS	
			2006-09	Agreeing targets to identify and assess disabled students for support through the relevant specialist services	Manager, ALNS	

Table 4: Enrolment and Induction of Disabled Students

DED Priority 4: Enrolment and induction of disabled students		Lead Responsibility	Time scale	Disability Equality will be achieved through:	Operational Responsibility	DES Reporting and Monitoring 06/07
4.1	BU will ensure that the arrangements for enrolment, registration and induction of new entrants should accommodate the needs of disabled students	Registrar	2006-09	Ensuring that all enrolment/induction information and forms are accessible	Designated Senior Academic; Academic Administration Managers	
		Heads of Schools	2006-09	Equipping students with the skills to understand and be sensitive to the barriers disabled people face through the curriculum	Designated Senior Academic; Academic Administration Managers; Manager, ALNS; Diversity and Equality Adviser	
		Heads of Schools	2006-09	Ensuring that disability issues are built into all student induction activities and beyond		

Table 5: Assessment of Disabled Students

DED Priority 5: Examination, assessment and progression of disabled students		Lead Responsibility	Time scale	Disability Equality will be achieved through:	Operational Responsibility	DES Reporting and Monitoring 06/07
5.1	Assessment and examination policies, practices and procedures should provide disabled students with the same opportunities as their peers to demonstrate the achievement of learning outcomes	Pro-VC Education/ Research and Enterprise	2006-09	Ensuring BU assessment and examination policies, practices and procedures are in place to allow disabled students to have the same opportunities as their peers	Heads of Learning and Teaching Assistant Registrar (Regulation); Assistant Registrar (Assessments and Conferments) Manager, ALNS; Head of Partnerships; Partnerships Academic Administration Manager; Learning Support; Contacts at the PIs ADQ; Heads of Quality	
5.2	Where studying is interrupted as a direct result of a disability-related cause, this should not unjustifiably impede a student's subsequent academic progress	Pro-VC Education/ Research and Enterprise	2006-09	Ensuring extensions to periods of registration take into consideration Disability Equality	Manager, ALNS; ADQ; Designated Senior Academic	

Table 6: Learning, Teaching, Research and Enterprise

DED Priority 6: Disabled students experience of learning & teaching, research and enterprise		Lead Responsibility	Time scale	Disability Equality will be achieved through:	Operational Responsibility	DES Reporting and Monitoring 06/07
6.1	BU curricula learning outcomes promote disability equality and embed disability awareness	Pro-VC Education/ Research and Enterprise	2006-09	Requiring all programmes specifications to take into consideration disability equality	Designated Senior Academic; ADQ; Manager, ALNS; Graduate School; Community Learning Programme Co-ordinator	
			2006-09	Keeping BU up to date with the developments concerning professionally accredited programmes/disabled students (fitness to practice)		
			2006-09	Clarifying the support services/guidance available to support disabled staff and students who work or study at BU, whether it is within or outside Bournemouth		
6.2	BU academic support services and guidance will be accessible and appropriate to the needs of disabled students	Head of Academic Services	2006-09	Ensuring that the delivery of BU programmes take into consideration disability issues, whether they are being delivered within or outside Bournemouth	Manager, ALNS; Heads of Support Services; Partnerships Academic Administration Manager; Learning Support; Contacts at the PIs	
		Heads of Schools	2006-09	Providing a Virtual Learning Environment which is fully accessible to disabled people and meets the section 508 Accessibility Guidelines	Designated Senior Academic; Heads of Quality; Manager, ALNS; Senior Member of staff in PACE; Learning Support; Contacts at the PIs	
6.3	The delivery of BU programmes will take into account the needs of disabled people or, where appropriate, be adapted to accommodate their individual requirements	Head of Academic Services	2006-09	Ensuring that the existing BU placements and field trips for disabled students take into consideration disability issues	Manager, Educational Development Services	

6.4	BU will ensure that, wherever possible, access to professional placements, including field trips and study abroad take into consideration disability equality	Heads of Schools	2006-09	Ensuring the Graduate School policies, procedures and practices take into consideration disability issues	Designated Senior Academic; Manager, ALNS; Head of Careers and Placements; Head of Placements, IHCS	
		Pro-VC Research and Enterprise	2006-09	Ensuring the BU Graduate School policies, procedures and practices take into consideration disability issues	Head of Graduate School; Manager, ALNS;	
6.5	BU disabled research students will receive the support and guidance necessary to secure equal access to University research programmes.	Pro-VC Research and Enterprise			Head of Graduate School; Manager, ALNS;	

Table 7: Recruitment and Selection of Disabled Staff

DED Priority 7: Recruitment and Selection of disabled staff		Lead Responsibility	Time scale	Disability Equality will be achieved through:	Operational Responsibility	DES Reporting and Monitoring 06/07
7.1	BU, in selecting staff to work at the University, should ensure equitable consideration of all applicants	Personnel Manager	2006-09	Including disability equality in all selection and recruitment selection training	Chairs of appointment panels; Resourcing Officer, Personnel; Manager, ALNS; Diversity and Equality Adviser;	
			2006-09	Promote BU as a “disability friendly” work place to work through appropriate networks and publications		
			2006-09	Obtain Disability Two-Ticks scheme status. It is a recognition by Jobcentre Plus that the University has agreed to meet five commitments regarding the recruitment, employment, retention and career development of disabled people		
			2006-09	Providing specific guidance on the recruitment and selection of disabled staff on the University website	Resourcing Officer, Personnel;	
7.2	Disabled applicants' support needs should be identified and assessed in an effective and timely way, taking into account the individuals' views	Personnel Manager	2006-09	Raising awareness throughout BU of the support available to disabled people who are applying to work at the University or one of its programmes outside Bournemouth	Resourcing Officer, Personnel; Manager, ALNS; Diversity and Equality Adviser; Health and Well-Being Adviser	
			2006-09	Agreeing targets to identify and assess disabled staff and students for support through the relevant services		

Table 8: Induction of Disabled Staff

DED Priority 8: Induction of disabled staff		Lead Responsibility	Time scale	Disability Equality will be achieved through:	Operational Responsibility	DES Reporting and Monitoring 06/07
8.1	BU will ensure that the arrangements for induction of new entrants should accommodate the needs of disabled staff	Personnel Manager	2006-09	Ensuring that all induction information and forms are accessible	Resourcing Officer, Personnel	
			2006-09	Equipping staff with the skills to understand and be sensitive to the barriers disabled people face within the work place	Senior Personnel Adviser; Manager, ALNS; Diversity and Equality Adviser; Health and Well-Being Adviser	
			2006-09	Ensuring that disability equality is built into all staff induction activities	Resourcing Officer, Personnel; Staff Development Officer	

Table 9: Development of Disabled Staff

DED Priority 9: Development, Progression and Reward of Disabled Staff		Lead Responsibility	Time scale	Disability Equality will be achieved through:	Operational Responsibility	DES Reporting and Monitoring 06/07
9.1	BU will ensure that its progression procedures should provide disabled staff with the same opportunity as their non-disabled peers	Personnel Manager	2006-09	Ensuring staff career progression, reward and development systems take into consideration disability equality	Heads of Schools & Professional Services; Senior Personnel Advisers; Staff Development Manager	
			2006-09	Requiring the BU appraisal system to take into consideration disability issues		

Table 10: Specialist Support

DED Priority 10: Specialist support for disabled students and staff		Lead Responsibility	Time scale	Disability Equality will be achieved through:	Operational Responsibility	DES Reporting and Monitoring 06/07
10.1	BU will ensure that there are sufficient designated members of staff with appropriate skills and experience to provide specialist advice and support to disabled people who wish to work or study at the University	Head of Academic Services	Annually	Review the staffing base for the Additional Learning Needs Service to ensure that effective support is available for disabled students studying within and outside Bournemouth	Manager, ALNS	
		Personnel Manager Heads of Schools	2006-09	Ensuring that disabled staff access appropriate staff and equipment to support them during their time at the University	Senior Personnel Advisers; Manager, ALNS Health and Well Being Adviser	
		Head of Estates Heads of Schools	2006-09	Ensuring that disabled visitors receive access to appropriate staff, equipment and advice to support them during their time at the University	Manager, Conferencing	

Table 11: External Agents

DED Priority 11: External Agents		Lead Responsibility	Time scale	Disability Equality will be achieved through:	Operational Responsibility	DES Reporting and Monitoring 06/07
11.1	BU will ensure that contracts with its agents make clear what is expected of them regarding their treatment of disabled staff, students and visitors	Head of Procurement	2006-09	Requiring BU external agents to display a commitment towards disability equality through the initial tendering process and, subsequently, through the monitoring systems	Procurement Manager;	

Table 12: Quality Enhancement

DED Priority 12: Monitoring, evaluating and developing services for disabled students, staff and visitors to BU		Lead Responsibility	Time scale	Disability Equality will be achieved through:	Operational Responsibility	DES Reporting and Monitoring 06/07
12.1	BU will ensure that its information systems will facilitate monitoring of the applications, admissions, academic/ career progression and nature of impairment of disabled students and staff	Director of Planning and Information	2006-09	Establishing a BU Disability Equality Group	Manager, ALNS	
		Registrar	2006-09	Ensuring disability statistics are collected and used to inform the development of services to support disabled students, staff and visitors	Manager, ALNS; Assistant Registrar (Management Information) Conferencing Manager	
12.2	BU will ensure that it operates systems to monitor the effectiveness of provision for disabled staff, students and visitors to evaluate progress and to identify opportunities for enhancement	Director of Human Resources	2006-09	Holding disability equality focus groups to seek the views of staff, students and disability groups on BU's support for disabled people	Manager, ALNS	
				Reviewing data from existing BU monitoring, evaluation and complaint mechanisms		
				Reporting annually through the Diversity and Equality report on how BU is meeting its commitment to have due regard to disability equality		
12.3	BU will ensure that information about all complaints and appeals policies and procedures is available in accessible formats and communicated to disabled people	Registrar	2006-09	Ensuring that the BU complaints procedures have taken into consideration disability issues, and that they are fully accessible	Assistant Registrar (Regulation); Manager, ALNS; Senior Personnel Adviser; Head of Partnerships; Partnerships Academic Administration Manager; Senior Personnel Advisers	

12.4	BU will ensure that it has in place policies and procedures to deal with complaints arising directly or indirectly from disabled staff, students and visitors	Registrar	2006-09	Ensuring that existing BU policies and procedures which cover complaints display a commitment towards disability equality		
------	---	-----------	---------	---	--	--

9. Monitoring, Reporting & Publication

BU will monitor its progress towards meeting its new legal duty to have due regard to Disability Equality through the established University mechanisms which monitor and report on diversity and equality issues. This will involve the ALNS Manager reporting on a termly basis on progress to the Dignity, Diversity and Equality Steering Group as well as contributing to the annual Diversity and Equality report which is presented to the Senior Management Team, Senate and the University Board annually.

Progress on meeting the forthcoming Disability Equality Duty will also be reported at meetings of the University Board under its Diversity and Equality agenda item. The BU DES and Action Plan will be published electronically and located on the Diversity and Equality section of the University's website and can be found at:

- <http://www.bournemouth.ac.uk/facilitiesandresources/diversity/diversity.html>

10. Future BU Disability Equality Schemes & Action Plans

The Code of Practice states that when the University revises its DES and Action Plan it:

should take into account the information gathered, and what that information indicates, as well as what areas need to be focussed on in the following three years. In addition to making use of the evidence gathered, the impact assessments carried out, and the involvement of disabled people, authorities can draw on the Secretary of State report for indicators as to what should be incorporated into their scheme. (Regulation 2(4). DRC, Code of Practice, 3.11).

When developing future Disability Equality Schemes and Action Plans, the University will actively involve disabled students, staff or visitors, as well as local disability organisations, to shape future documents. The University will also take account of emerging good practice within the field of Disability Equality in the public sector, as well as the wider developments within the field of diversity and equality.

11. References

BOURNEMOUTH UNIVERSITY, 2001a. *Academic Services Report Of The Student Satisfaction Questionnaire 2000/2001*. Poole: Bournemouth University.

BOURNEMOUTH UNIVERSITY, 2001b. *Academic Services Report Of The Student Satisfaction Questionnaire 2000/2001- action plan*. Poole: Bournemouth University.

BOURNEMOUTH UNIVERSITY, 2002c. *Academic Services Report Of The Student Satisfaction Questionnaire 2001/2002- action plan*. Poole: Bournemouth University.

BOURNEMOUTH UNIVERSITY, 2003d. *Academic Services Report Of The Student Satisfaction Questionnaire 20002/2003- action plan*. Poole: Bournemouth University.

BOURNEMOUTH UNIVERSITY, 2004e. *Academic Services Report Of The Student Satisfaction Questionnaire 2004/2005- action plan*. Poole: Bournemouth University.

BOURNEMOUTH UNIVERSITY, 2001a. *Widening Access And Participation At Bournemouth University Reports 2001-2006*. Poole: Bournemouth University.

BOURNEMOUTH UNIVERSITY, 2002b. *Widening Access And Participation At Bournemouth University Reports 2001-2006*. Poole: Bournemouth University.

BOURNEMOUTH UNIVERSITY, 2003c. *Widening Access And Participation At Bournemouth University Reports 2001-2006*. Poole: Bournemouth University.

BOURNEMOUTH UNIVERSITY, 2004d. *Widening Access And Participation At Bournemouth University Reports 2001-2006*. Poole: Bournemouth University.

BOURNEMOUTH UNIVERSITY, 2005a. *Widening Access And Participation At Bournemouth University Reports 2001-2006*. Poole: Bournemouth University.

BOURNEMOUTH UNIVERSITY, 2006a. *Widening Access And Participation At Bournemouth University Reports 2001-2006*. Poole: Bournemouth University.

BOURNEMOUTH UNIVERSITY, 2002. *Staff Survey*. Poole: Bournemouth University.

BOURNEMOUTH UNIVERSITY, 2005. *Annual Dignity Diversity & Equality Steering Group Annual Report 2004-2005*. Poole: Bournemouth University.

BOURNEMOUTH UNIVERSITY, 2006. *Draft Corporate Plan*. Poole: Bournemouth University.

BOURNEMOUTH UNIVERSITY, Date. *Dignity, Diversity And Equality Policy – Staff And Students*. Poole: Bournemouth University.

DISABILITY RIGHTS COMMISSION, 2005. *The Duty To Promote Disability Equality: Statutory Code Of Practice*. Place: Publisher.

DISABILITY RIGHTS COMMISSION, 2006a. *Doing The Duty: An Overview Of The Disability Equality Duty For The Public Sector*. Place: Publisher.

DISABILITY RIGHTS COMMISSION, 2006b. *Disability Equality Impact Assessment And The Disability Equality Duty*. Place: Publisher.

LOCAL EQUAL OPPORTUNITIES NETWORK, 2006. *Disability Equality Consultation*. Place: Publisher.

OLIVER, M., 1996. *Understanding Disability: From Theory To Practice*. Basingstoke: Macmillan.

12. Abbreviations

AAM	Academic Administration Manager
AAT	Academic Administration Team
ADQ	Academic Development and Quality
ALNS	Additional Learning Needs Service
AS	Academic Services
BU	Bournemouth University
ICR	International and Corporate Relations
PACE	Partnership, Access and Community Education
PEG	Publications Executive Group
DES	Disability Equality Scheme
DED	Disability Equality Duty
SU	Students' Union
UCU	University Colleges Union
DIGS	Disability Involvement Group Sessions
DEIA	Disability Equality Impact Assessment

Appendix 13: Putting together the BU DES & Action Plan

To enable Bournemouth University to prepare for the new legal duty a sub-group of the Dignity, Diversity and Equality Committee was formed. Table 1 lists the individuals who are members of the DED Working Group.

Table 1: Members of the Disability Equality Duty sub-group 2005-2006

Members	Role
Michael Riordan	Director of Human Resources, University Executive Group
Prof Richard Wynne (until July 2006)	Chair of the Dignity Diversity and Equality Committee; Head of School, DEC
Judith Wilson	Senior Personnel Adviser, Personnel
Mandi Barron	Assistant Registrar (Regulation), Registry
Dr James M Palfreman-Kay	Manager, Additional Learning Needs Service, Academic Services
Molly Heinrich (until July 2006)	President, Students' Union
Ben Howard (from August 2006)	President, Students' Union
Christoph Ecker	Disabilities Officer, Students' Union
Emma Stephens	Diversity and Equality Adviser (in post March 2006), University Executive Group
Nick Sparks	Capital Projects Officer, Estates Group
Elliot Reid	Equality and Diversity Representative, UCU
June Stagg	Equality and Diversity Representative, UNISON
Brian Barnes	Equality and Diversity Representative, UNISON (Replaced June Stagg from Spring 2006)

Before Bournemouth University was required to develop a Disability Equality Scheme and Action Plan, it was already anticipating this new legal duty through a small working group of key University staff who were undertaking a review of all policies, procedures and practices concerning disabled students and staff.

Appendix 14: Involvement of disabled people

Disabled people have been involved in drawing up the University Disability Equality Scheme through the following activities:

- Disabled staff and students Disability Involvement Group Sessions (DIGS)
- E-mail questionnaire sent to all students
- E-mail questionnaire sent to the Bournemouth University recognised Trade Unions
- Individual meetings held with selected disability organisations within Bournemouth & Poole
- Articles within BU student publications e.g. Nerve and Students Press to raise awareness of this new legal duty throughout the student body.
- Review of staff and student (disabled and non-disabled) feedback from existing Bournemouth University quality assurance mechanisms.
- E-mail feedback from students, recognised Unions, staff and external disability organisations to comment on the BU DES & Action Plan.
- Wider institutional awareness activities of the DED, and what it means for Bournemouth University through the Dignity, Diversity and Equality Committee.

The information provided via these various activities has been used to inform the development of the 2006-09 Disability Equality Action Plan. Tables 2-4 list a summary of the feedback from disabled staff, students and external groups.

Table 2: Summary of Disabled Staff Feedback

Feedback from Disabled Staff DIGS
Staff experiences vary depending on their impairment
There is a need to raise awareness of hidden impairments/disability etiquette
Staff are aware of the support for students but not clear on the support for disabled staff
Disabled staff will try to compensate for their disability
There are concerns over the 3 week assessment turn around and its implications for disabled staff
Support for students is believed to be good
There is a need to consult with disabled staff
There is a need to clarify what the University means by 'disability' and associated language
The University needs to clarify health and safety procedures associated with disability
There is an acknowledgement that BU is becoming more aware of disability issues
Feedback from Disabled Staff on the proposed BU DES & Action Plan

The Scheme and Action Plan looks thorough to me. Well done.
Feedback from BU Trade Unions on the proposed BU DES & Action Plan
Concern expressed about how the proposed mystery shopper DES activity will work in practice
The University needs to be committed towards eliminating all discrimination
Concern expressed about maintaining academic rigour and reputation of the University
The University should make every effort to accommodate disabled students
The Disability Equality Duty Code of Practice should reflect the need to eliminate harassment of all individuals
The University needs to recognise and understand the issues concerning staff with hidden impairments
We only make buildings physically accessible when responding to the needs of specific students
The BU scheme and action plan is a positive move forward, but there are still problems of physical access even with recently built buildings

Table 3: Summary of Disabled Student Feedback

Feedback from Disabled Student DIGS
Some students discover their ALN late in their studies
Not all staff in Schools are aware of disability issues, particularly hidden impairments
Good experience of ALN Service / Support within the Schools
Experiences of disability support vary between individual students
Some ALN students find it difficult to access general University facilities
There has been good experience of one-to-one support
Waiting lists for students to access support from specialist ALN services
Feedback from disabled students (including the Student Union) on the proposed BU DES & Action Plan
Supportive of the scheme, but it is important that all Schools and Professional Services departments have a copy of it
The Action Plan looks quite comprehensive, but it is important to have inter-department communication throughout Schools and Professional Services
The BU DES & Action Plan is important and staff have knowledge of it, especially at the Lansdowne campus
Staff need to have more knowledge of the support available to students with a hidden disability
There is need to provide a summary document which will get the key messages behind the legislation to students and staff
It is perceived some staff do not want to make any adjustments for dyslexic students
External staff who are teaching on BU programmes are not aware of the issues concerning disabled students and the wider legal issues
Having a disability myself I think that the Action Plan is great

Comprehensive document. There is a need to ensure BU disabled students at the partner colleges are treated the same as disabled students at the Bournemouth campuses. DDA compliance should be part of the agreements between the University and its partners within the UK and abroad
The BU DES and Action Plan looks fine on paper, but this is not my own personal experience

Table 4: Summary of External Disability Organisations Feedback

Feedback from External Disability Organisations DIGS
More support for d/Deaf students is needed
Non-disabled students are not disability aware when undertaking course projects
Disabled people seeking support from external organisations are mainly adults who are not accessing HE
One organisation had little contact with BU ALN students
Students' Union has developed links with some of the local disability organisations
One organisation has worked closely with BU, e.g. held events at the University & worked with staff on specific projects
Better links between local disability organisations and BU could be developed
Feedback from external disability organisation on the proposed BU DES & Action Plan
Disability Wessex welcomes the opportunity to review the BU DES & Action Plan. It makes a number of suggestions to further develop the document, but believes it is well written and provides a good framework for the University to carry forward its Disability Equality Duty over the next three years.
Pro-Disability raised a couple of questions concerning the use of terms within the document, but on the whole support the Scheme and Action plan.

To prepare for the forthcoming Disability Equality Duty, Bournemouth University has sought feedback on its DES and Action Plan from the Equality Challenge Unit (ECU) which has been offering support to HEIs to prepare for this new legal duty.

Approval of the BU DES and Action Plan has also been obtained through the BU Committee structure by seeking endorsement of the approach taken in producing the final document by presenting a draft and a summary paper outlining this new legal duty to the:

- University's Senior Management Team on the 6th November 2006
- Personnel Committee of the Board on the 14th November 2006
- Student Affairs Committee on the 15th November 2006

The Director of Human Resources at the University will be responsible for signing of the final version of the BU DES and Action Plan after the additional feedback has been incorporated where appropriate.

Table 5 lists the number of disabled students, staff and external disability organisations that took part in developing the BU DES and Action Plan.

Table 5: Stakeholders who took part in developing the Bournemouth University 2006-09 DES

Stakeholders	Numbers
Disabled academic staff via e-mail	3
Disabled staff via NATFHE/UCU ² e-mail list	10
Disabled academic staff via Disability Involvement Group Sessions (DIGS)	5
Disabled Professional Services staff via Disability Involvement Group Sessions (DIGS)	3
Disabled Professional Services staff via e-mail	0
Disabled Professional Services staff via UNISON e-mail list	2
Disabled students via Disability Involvement Group Sessions (DIGS)	3
Disabled students via e-mail list	36
External disability organisations ³ : Pro-Disability Disability Wessex Bournemouth Deaf Club Dorset Mind Dorset Dyslexia Association Bournemouth Society for the Visually Impaired	6
Total	67

Tables 6-8 list the questions that were asked of disabled students, staff and external disability organisations.

Table 6: Questions asked during Disabled Student DIGS

DIGS Questions - Students	
1.	What is your general view, as a person with a disability, of Bournemouth University?
2.	What is your own personal experience, as a disabled student, of studying at the University?
3.	What experiences, if any, have other disabled students shared with you about studying at the University?
4.	What has been good about your experience of studying at Bournemouth University?

² The number of respondents will include feedback from the UCU Disability representatives on the BU Dignity, Diversity and Equality Committee as well as disabled staff.

³ The identified external disability organisations were selected because they had established links with the University.

5.	What could be done differently to enhance your experience of studying at Bournemouth University?
6.	What else, as a disabled student, would you like to be asked about?

Table 7: Questions asked during Disabled Staff DIGS

DIGS Questions – Staff	
1.	What is your general view, as a person with a disability, of Bournemouth University?
2.	What is your own personal experience, as a disabled member of staff, of working at the University?
3.	What experiences, if any, have other disabled staff shared with you about working at the University?
4.	What has been good about your experience as a disabled member of staff of working at Bournemouth University?
5.	What could be done differently to enhance your experience as a disabled member of staff of working at Bournemouth?
6.	What else would you like to be asked about as a disabled member of staff?

Table 8: Questions asked during meetings with external disability organisations

DIGS Questions – External Disability Organisations	
1.	What is your general view as an external disability organisation of Bournemouth University?
2.	What is the personal experience of your organisation of working with the University?
3.	What experiences, if any, have other disabled people or disability organisation shared with you about the University?
4.	What has been good about your organisation working with the University?
5.	What could be done to enhance the links between your organisation and the University?
6.	What else would you like to be asked about as an external disability organisation?

Appendix 15: Disability Data

Appendix 15 provides a summary of the data drawn on from the various University surveys to inform the BU DES & Action Plan.

Table 6: Summary of disability data from the Academic Services Student Surveys 2000-04

Academic Services Student Surveys
Low number of disabled students responded to the surveys
Difficulty in accessing dyslexia support
Disabled students were satisfied with the support provided by the ALN Advisers & Dyslexia Tutor
Disabled students were dissatisfied with the waiting time to be seen by an ALN Adviser & Dyslexia Tutor
There is need to promote the ALN Service more to students
Disabled students felt they could receive more support from their School
It is physically difficult to access the ALN Service

Table 7: Summary of the disability data from the Academic Services Staff Surveys 2000-04

Academic Services Staff Surveys
Staff are aware of the Additional Learning Needs Service, and how to refer students to it
Staff seem to be happy with the support provided to dyslexic students
There is need to raise awareness with staff of the role of the Additional Learning Needs Service in supporting disabled students who are not dyslexic
It was felt that specialist services should have a better understanding about specific School programmes
Some staff are sceptical of the need to support ALN students
The ALN Service is recognised as a worthwhile service that needs the support of staff and management
There is concern that too much support is being provided to disabled students
Feedback from disabled students to School staff has been positive about the support provided by the ALN Service
There are delays in getting information back to Schools from the ALN Service
There is a need to provide more information on the ALN website
More material needed on supporting students with mental health issues is required
There is a heavy work load on ALN staff

Table 8: Summary of the disability data from the 2002 University Staff Survey

2002 University Staff Survey
Feedback from Academic staff ⁴ suggested their working environment was at risk because of a poor disability provision
A small number of staff (5% of respondents, 30 individuals) considered themselves as disabled according to the definition of disability used by the Disability Discrimination Act
Just under 8% of all respondents agreed that staff development opportunities that are provided take account of their disability, compared to the 4% who disagreed

Table 9: Summary of disability data from Academic Services Qualitative feedback 2005-2006

Academic Services Qualitative feedback
<p>Staff feedback on staff development events:</p> <ul style="list-style-type: none"> • “Excellent/Very good, gave good overview of dyslexia and services provided by the University.” • “Previously to the day I was sceptical regarding dyslexia after this day I now feel more positive with regard to these students.” • “Just wanted to express my thanks to yourself and everyone who helped with xxxx last Thursday. It is really appreciated and the tutor for the unit has said that xxxx paper looks good so the struggle was worth it!” • “Thank you very much for your presentation yesterday. The feedback, both verbal and written, I've had from participants was all very positive. I am hopeful that people will now be able to translate this into their own practice, and it will benefit students who have additional learning needs on the social work programme”.
<p>Staff feedback on the support for students:</p> <ul style="list-style-type: none"> • “Last night at the graduation ceremony two students from the xxxx cohort gained firsts in their degrees. I am telling you this because they are both dyslexic and I think it is an amazing achievement. I also think it should not be ignored and there must be some way to publicise this for positive feedback for your own department.”
<p>Feedback from disabled students:</p> <ul style="list-style-type: none"> • “Please except this as my personal thank you for all the help and support you have given me over the past three years and since being diagnosed dyslexic. I believe that your support has played a valuable part in my gaining a 2.1 Bsc (Hons) in Adult Nursing. You are a valuable support team and do a great job, for which many students have and hopefully will continue to benefit from. I believe that many of us may have failed our courses without your help and support and for that i am eternally grateful.”

⁴ Academic staff are defined in this survey as a Principal Lecturer, Senior Lecturer, Lecturer, Tutor, GP Educationalist.

Links to more detailed disability data can be found located on the BU Diversity and Equality website at:

http://www.bournemouth.ac.uk/facilitiesandresources/diversity/annual_report/annual_report.html

Appendix 16: Accessibility Statement

If you require the BU DES in an alternative format please contact:

Additional Learning Needs Service
Talbot Campus Library and Learning Centre
Academic Services
Talbot Campus
Bournemouth University
Fern Barrow
Poole
Dorset
BH12 5BB

Tel: 01202 595327
Fax: 01202 595844
E-mail: alnge@bournemouth.ac.uk