

UNIVERSITY OF DERBY

EQUALITY & DIVERSITY (DISABILITY) SCHEME

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1. INTRODUCTION BY THE VICE CHANCELLOR

The University has a statutory duty to promote equality for disabled people. There are a number of specific responsibilities now placed on the University, to ensure that we are in a position to meet the general duties. In response, the University has produced this Disability Equality Scheme.

The core aim of the Scheme is to ensure that the University's educational provision, services and policies meet the needs of all our students, staff and stakeholders. The University Council are committed to fostering an environment free of all forms of unlawful disability discrimination, actively promoting equality of opportunity and celebrating diversity.

This Scheme demonstrates the University's commitment to ensuring that disability equality issues are at the heart of everything we do. Commitment at all levels of the institution is central to the success of the Scheme and we will continue to work proactively to reinforce the benefits of a diverse student–staff population, enhancing our student's learning process, the programmes we offer and our international reputation.

I fully endorse this Scheme and look forward to the University moving forward as an institution that combats gender discrimination in all forms.

2. INTRODUCTION

2.1 University Mission Statement

The University of Derby Mission Statement is “To be the learner’s first choice University for quality and opportunity”. This means that disabled people should have as close to equal access as possible to the opportunities at the University of Derby. To this end, the University aims to ensure that disabled people should have all the same opportunities as non-disabled people in relation to all areas of the University, wherever possible.

2.2 University Core Values

The University seeks to reflect and celebrate the wide and diverse pool of students and staff at the University of Derby. Equality and diversity are embedded in the 5 core values of the University:

- Quality – Strive to continuously improve at all we do.
- Valuing People– Respect, invest in & support development of people.
- Customer Focus – Students are at the heart of what we do.
- Challenge & Innovation – Set high standards & strive to meet them.
- Opportunity & Openness – Clear communications & accessible to all.

All of these values require the University to provide maximum opportunity to disabled people. Any form of discrimination against disabled people would result in potential damage to the success and effectiveness of these core values.

2.3 What is Disability Discrimination?

The definition of disability in the Disability Discrimination Act 1995 is:

'A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.'

There is a tendency to assume that by disability, we mean wheelchair users. However, disability covers a wide range of conditions, including cancer, learning disabilities (such as dyslexia) and mental health problems (such as depression). Long-term disabilities are those that last longer than 12 months, or for the rest of a person’s life.

Disability Discrimination is where a disabled person is treated less favourably because of their disability. It can take many forms, including direct (eg where assumptions or prejudice lead to a disabled person being treated differently) and indirect discrimination (eg a requirement that an employee must have a minimum level of numeracy may be discriminatory against a disabled person with learning difficulties).

2.4 The University approach to Disability Discrimination

The University takes a zero-tolerance approach to disability discrimination, and aims to ensure that:

- Discrimination that is unlawful under the DDA 1995 is completely eliminated
- There is no harassment of disabled persons that is related to their disabilities
- Equality of opportunity between disabled persons and non-disabled persons is actively promoted
- All possible steps to take account of disabled persons' needs are taken
- Participation by disabled people is fully and actively encouraged in ensuring that all the above targets are met.

3 CONTEXT

3.1 What does Equality & Diversity (Disability) mean to us?

3.1.1 Equality & Diversity explained

Equality & Diversity is central to the University's strategy for development and at the core of all that we do. The University has a general duty to eliminate unlawful discrimination and harassment and to promote equality of opportunity under various pieces of equality legislation. Specific to Disability, this legislation includes the Disability Discrimination Act (1995), SENDA and the updated DDA (2005). However, as an institution, we aim to go far beyond compliance, looking instead to reflect and celebrate the diverse community in which we live. This means ensuring that disabled people are given every possible opportunity to engage in University activities.

At the University of Derby, disabled people can expect to be:

- Treated with dignity, respect and courtesy
- In an environment free from bullying, harassment or victimisation
- Subject to no form of unfair discrimination
- Valued for their skills and abilities

3.1.2 Victimisation & Harassment

Harassment includes comments, actions, jokes or suggestions which might create a stressful working environment for a person. Harassment may be verbal (language, jokes, comments, ridicule, nicknames and verbal threats), non-verbal (gestures, staring and offensive written or electronic communication) or physical (jostling, mistreating or assaulting). The stress that such harassment can cause may not only be damaging to the individual being harassed but also will affect others and have an impact on the University. The simple fact that an employee does not say that they object to such harassment does not mean that they are happy about the behaviour.

Victimisation occurs when a person is treated less favourably than others because they have brought proceedings, given evidence or complained about behaviour or conduct on the basis that it breaches the University Policy.

Individuals who suffer or experience what they consider may amount to harassment or victimisation, are encouraged to use the University Harassment Policy.

3.2 Overview

The University aims to produce an Equality & Diversity scheme that covers the whole area. This will be broken down into four areas:

3.2.1 Staff

As outlined earlier, it would be incorrect to assume that a disabled person would not be able to perform to the same standards as anyone else because of their disability. It is important that as a University, we work with disabled people to help them to achieve their full potential as employees.

The staff scheme outlines what measures have been put in place to support disabled people throughout the employment journey with the University. This journey starts with the very first stages of recruitment and ends with a person leaving the University. All members of staff are responsible for ensuring that they do not unfairly discriminate against disabled people. Further information can be found in the University Equality & Diversity Policy.

Sections 3A(2) and 4A of the DDA require the University, as an employer, to make reasonable adjustments where a disabled person may be disadvantaged compared to a non-disabled colleague. It is important to note that the duty only applies in cases where the University is aware of the disability, or reasonably ought to be aware of it. Examples of reasonable adjustments include:

- Adjusted working hours
- Allowing time away from work for treatment & rehabilitation
- Allocating certain duties of the disabled person to someone else
- Transferring the disabled person to a different location
- Providing training to the disabled person
- Providing a reader or interpreter
- Providing or modifying equipment and/or reference material
- Adjusting the physical premises

The above list is a sample only. Any reasonable steps that can be taken by the University should be taken. It is up to the University to justify, if challenged, why adjustments cannot be made. All options should be carefully considered before a request or adjustment is rejected. If the University does not consider all reasonable adjustments, then we run the risk of prosecution and are unlikely to be able to justify disability discrimination.

There are occasions when an adjustment would be unreasonable. An example of this is provided in section 3.2.3 (Facilities)

3.2.2 Students

Until fairly recently, there was a DDA exemption on education service provision. However, since the Special Educational Needs and Disability Act (2001), it is unlawful to discriminate against a disabled student by treating them less favourably

because of their disability. From 1 September 2005, physical adjustments to accommodate disabled students have been expected.

As with staff, it would be incorrect to assume that a disabled student would not be able to perform to the same standards as anyone else because of their disability.

3.2.3 Facilities

3.2.3.1 Duty to carry out reasonable adjustments to physical features

Part of making reasonable adjustments to better accommodate disabled people, is assessing the physical features of our premises. These physical features include:

- Issues regarding the design or construction of a building
- Access to and exits from buildings
- University equipment, fixtures & fittings, materials etc
- Car Parking spaces
- Lifts
- Lighting

It's very important that the university considers all possible impacts on disabled people when maintaining, updating or adding new physical features.

3.2.3.2 What is a reasonable step for the University to take?

When an adjustment is suggested or requested, the University has a duty to consider it seriously. It is not necessary for the University to make every alteration or adjustment, but what is a reasonable step will be decided by the overall effectiveness it will provide. This means that practical ability, cost, etc can be valid reasons for the University deciding not to make an adjustment.

Assistance is often available however, for example through Access to Work. If, for example, the University does not find out what financial assistance is available, we can not then rely on the defence that the cost was not practical if challenged over a decision not to make an adjustment.

3.2.4 Contractors/Suppliers

Any contract staff and suppliers that are on the University premises are also entitled to have reasonable adjustments made for them. These adjustments will be organised between the University and the contractor, agency, supplier etc that is responsible for the disabled person.

4 WHERE WE ARE NOW

4.1 Legislation

- The DDA (2005) built on the foundations of the DDA (1995) and SENDA, to provide legislation against discrimination on the grounds of disability. It is the aim of the University of Derby to not only meet these legal requirements, but to integrate Equality & Diversity into all that we do. The

University will take a zero-tolerance approach to discrimination against disabled people. This applies equally to staff, students, suppliers, contractors, visitors, external partners and anybody else who comes into contact with the University. It is the responsibility of everybody connected with the University to ensure that they do not unfairly discriminate and that discrimination is challenged if it does occur.

4.2 Disability Statistics

The university has a disabled student population of 7.1% and a disabled staff level of 2.78. These figures are based on those people who have declared that they have a disability.

By far the most common declared disability is dyslexia. Action has been taken in many areas and the Disability Co-ordinators group to ensure that we continue to take appropriate steps to offer a student service that is accessible to all. Further details are available in the Equality & Diversity Committee Annual Report.

4.3 Current Resources

The University is committed to ensuring adequate resources are in place to support disabled staff and students. The following disability support mechanisms, staff and monitoring systems were in place at the end of 2006:

1. Specialist Support Team
2. Recruitment underway for a Mental Health specialist
3. UDSU dedicated Equality Co-Ordinator
4. Equality & Diversity Co-Ordinator (Staff – based in HR)
5. Equality & Diversity committee, which includes representation from all faculties/departments.
6. University Race Equality Group
7. University Disability Coordinators Group
8. Faculty and Departmental Equality & Diversity Forums
9. Learning & Teaching Equality & Diversity specialist
10. Student Support Assistant in the Learning Resources Department
11. Disabled parking spaces
12. Lifts to most floors within the campuses, and ground floor facilities where no lift is in place (There are a couple of exceptions here at the Buxton campus, where disabled access is simply not practical to upper floors.)
13. Personal Emergency Evacuation Plans (PEEPS)
14. Refuge Call Points
15. Safety Evacuation Chairs
16. Deaf Alerter – Pager system for the hearing impaired
17. Hand-rails in place to assist with access to the University
18. Many disabled toilets in place.
19. Braille printing facility
20. Bright paint on the steps to assist the visually impaired
21. Automatic Doors in several locations

4.4 Areas for development

Many areas for development have been identified. Please see the Action Plans in the Appendices for details

4.5 Where the four strands are now

4.5.1 Staff

4.5.1.1 Recruitment & Selection

The University's **Recruitment Policy** sets out the detail of the processes required to undertake recruitment and selection and seek to achieve appointments on the basis of match between appointees and the person specification and job description. No unfair discrimination will take place during the recruitment and selection process.

The University promotes equality of opportunity for all with the right mix of talent, skills and potential and welcomes applications from a wide range of candidates.

The University has adopted the phrase "Valuing Diversity, Promoting Equality" on its job advertisements and employment promotional materials in order to attract a wide and diverse variety of candidates.

The University believes that promoting equality gives all candidates an equal opportunity to apply for vacancies, however, we realise that candidates can bring different skills, competencies and experiences to the role and the University values this richness and diversity of applications. Care will be taken to avoid stereotyping in publicity materials and University documents will seek to reflect the diverse membership of the organisation and local communities.

4.5.1.1.1 Workforce Planning

The opportunity for widening the diversity of the team should be considered when undertaking the process for creating new posts or replacing staff in existing posts. A thorough review of the role should be undertaken at this stage by the manager. The manager should take into account considerations such as whether the post could be part-time, job share, any possible discriminatory working practices/accessibility issues that might prevent some people from applying for the vacancy.

Help and guidance on completing this review can be offered by the Business Partners in the Human Resources Department.

4.5.1.1.2 Advertisement

The media selected for advertising should ensure that selection is possible from a wide and diverse pool of candidates taking into account the potential cost of advertising. All advertisements carry the University's "Valuing Diversity, Promoting Equality" banner. Managers and the HR Department will consider advertising vacancies in specialist publications and review the effectiveness of this through the recruitment statistics.

All job advertisements will use inclusive and non-discriminatory language and will be designed to attract applications on the basis of merit and suitability for the post.

A list of all current vacancies will be made available in accessible formats on request.

The HR Department aims to produce guidance on advertising roles and this will be placed on the HR website or can be obtained from the HR Department.

4.5.1.1.3 Application

Equality and Diversity Monitoring Forms will be sent to candidates for completion to enable the University to collect data on gender, ethnicity, disability, religion and sexual orientation of all applications in order to assist in the monitoring of recruitment and appointment procedures. These forms will be detached from the individual's application form and will not be referred to during the process of short-listing and appointment, so as not to have any influence on the appointment decision.

Application forms will be available in alternative formats for disabled applicants. The HR Department aims to produce guidelines giving assistance on completing the application form and will be posted on the **HR Website** and will be available in alternative formats.

4.5.1.1.4 Short-Listing

Short-listing will be based on the best match with the job description and the essential criteria in the person specification. It must be undertaken by at least two members of the interview panel. No unfair discrimination must take place during this process. A tool is available to assist interview panel members in the short-listing process.

The letter inviting a candidate to interview asks if any adjustments need to be made for the interview process or if there are any special dietary requirements where lunch is provided. It is the responsibility of candidates to ensure that they inform the HR Department of any special requirements they need for the interview. The HR Department will pass the information on to the chair of the panel who will make arrangements accordingly. The HR Department intends to draw up guidance to give examples of different types of adjustments to be considered e.g. ground floor interview room, sign language interpreter. This guidance will be posted on the web and available for chairs of interview panels.

4.5.1.1.5 Interview and Selection Techniques

Steps are taken, as far as possible, to ensure that the composition of the interview panel reflects diversity. The interview packs will make reference to the University's **Equality and Diversity Policy**. As a minimum requirement, the interview panel chair must be trained and competent in recruitment and selection procedures. Monitoring is undertaken by the HR Department to ensure that this takes place.

The chairs of the interview panels will ensure that interviews are conducted so as to explore each candidate's suitability for the post in a similar way and standard format of questions must be decided prior to the interview. This shall not prevent interview panels from exploring any special talents, abilities or interests that a candidate is able to bring to the University. Interviewers must avoid asking questions that are discriminatory. It is the chair's responsibility to ensure that every interview is carried out in a fair and equitable manner and that no unfair discrimination is applied to candidates. (See Recruitment Policy)

If disabled candidates are unable to attend interview due to a reason related to their disability, the interview panel will try to accommodate an alternative date for interview as far as is possible. Similarly if interviews are held on a significantly religious date, efforts will be made to find an alternative date for interview.

The HR Department aims to produce Guidance on Interview and Selection Techniques. This will be posted on the Equality and Diversity website or will be available from the HR Department.

4.5.1.1.6 Appointment

Once the interview panel has made a decision on the most suitable candidate for the job based on that person's skills and competencies, then a decision about reasonable adjustments for a successful disabled candidate can be made. The line manager must discuss any proposed adjustments with the candidate. Terms and conditions of employment offered to the candidate will include details of any agreed adjustments. All efforts by the University will be made to make reasonable adjustments.

All new employees are required to undergo a pre-employment health screening. This is a non-discriminatory process.

4.5.1.1.7 Access To Work

Access to work is a Government initiative, which assists disabled people to meet the cost of help they need to do specific jobs. This can include DSE and associated equipment eg. table, chair etc and help with travel expenditure. Should a new employee require such equipment then the Department or Faculty can claim up to 100% of approved costs for a period of 6 weeks from their start date. Thereafter, claims for existing employees who require such equipment will only be up to 80% of approved costs above a threshold of £300 per person for a period of 3 years. See **Guidance for Managers on Access To Work**.

4.5.1.1.8 Contracts

All University contracts are drawn up using a transparent and consistent format to ensure that no unfair discrimination takes place. The contracts are written in a clear and accessible use of language. If the HR Department has been notified of an employee's access requirements, the contract will be automatically sent in the preferred format. Contracts are available in accessible formats on request. The job offer letter will include details of any reasonable adjustments that will be made.

Starting salaries are set in a fair and equitable way. The HR Department is currently drafting an **Equal Pay Policy** and carries out regular Equal Pay Audits to ensure no unfair discrimination takes place.

4.5.1.1.9 Feedback from Interviews

All interview candidates are entitled to feedback from a member of the interview panel. Feedback will be non-discriminatory. Appropriate training will be given to interview panel chairs on how to provide non-discriminatory feedback. If candidates feel that they have been unfairly discriminated against, they can lodge a complaint with the Equality and Diversity Co-ordinator in the HR Department who will investigate the issue fully.

4.5.1.1.10 Monitoring and Observation

In order to ensure the University's compliance with the Recruitment and Equality & Diversity Policies and Procedures, an observer may be present at any part of the process from short-listing through to selection. An appropriate recognised and trained Trade Union representative may undertake the observation.

The HR Department monitors statistics on application, short-listing and appointment of candidates by Faculty/Department, job type, gender, ethnicity, disability, age and internal/external applications. The statistics are passed to Deans of Faculties and Directors of Departments. Any trends that indicate possible discrimination are investigated and action to address the issues are included in the Faculty or Department HR Action Plan.

4.5.1.2 Induction

4.5.1.2.1 Central Induction

All new employees are strongly encouraged to attend the central induction event after joining the University. The induction is usually held at the Kedleston Road site. Alternative arrangements will be made for employees who have difficulties attending the session in Derby due to their disability on notification of the issue to the OPD team. A presentation is given on the University's equality and diversity principles and the responsibilities of employees under the Equality and Diversity Policy. Attendance at events and feedback are monitored by the HR Department.

A new University Induction Website is being developed and will include a section on equality and diversity and links to the main Equality and Diversity web pages for further information.

4.5.1.2.2 Local Induction

All new employees receive a local induction from their line managers which will include information and outline the basic principles of the University's Equality and Diversity Policy. Chairs of interview panels are reminded by the HR Department that they should do this for new staff via the recruitment pack. The HR Department monitors informally whether new employees have received a local induction. These statistics will be reported in the Staff Development Annual Report.

4.5.1.3 Staff Services

4.5.1.3.1 Training

Training and staff development are provided to all grades and categories of employees in order to enable them to a) understand the contribution of their role to wider University aims and strategies and b) develop in their role as employees of the University in terms of their personal growth.

Training opportunities and staff development are available to all employees of the University. Any employees who feel they are not given an equal opportunity to participate in training should raise the issue with their line manager and then their manager's. If they are still not satisfied, then they should bring the matter to the attention of the Equality and Diversity Co-ordinator in the HR Department who will investigate the matter further.

All course advertisements state that course details are available in accessible formats and that any special requirements of employees will be taken into consideration (ie courses held in accessible rooms, course materials available in accessible formats etc).

Monitoring of staff development is undertaken on a quarterly basis by the HR Department for each Faculty and Department for signs of unfair discriminatory practice. The monitoring includes statistics on job type, gender, ethnicity, disability and age of participants on courses. The subject of the courses offered are also monitored to see if there are links between groups of staff and the courses they participate in. In addition, the feedback forms from courses are monitored for equality issues. Monitoring by exception will be reported to the Equality and Diversity Committee to recommend appropriate action.

4.5.1.3.2 Personal Development

The University recognises the importance of personal development planning in order that individuals may achieve career aspirations both within the University and beyond it. The University issues all new employees with a Personal Development Portfolio to store key documents such as DPR forms, an up to date CV, staff development records and evaluations. The portfolios are available in alternative formats on request.

4.5.1.3.3 Internal Promotion

All employees have the right to apply for job vacancies within the University. Staff are encouraged to inform their line manager if they apply for any internal vacancies. Vacancies are advertised on the University website. The University recognises the benefits of utilising the talents and skills of its existing employees and encourages all employees to develop and progress in their careers at the University.

The HR Department monitors the number of applications and appointments to vacancies from internal candidates by gender, disability, ethnicity and age and reports to managers any trends that indicate that unfair favouritism may be taking place within certain Faculties/Departments or job types.

4.5.1.3.4 Loyalty and Service

The University recognises and values the loyalty of its employees and long service awards are given to all members of staff who have worked at the University for 20 and 30 years. Employees receive a letter of congratulations and a brochure from Cottrells from which they can pick a gift of their choosing. The brochure is not

available in alternative formats but a member of the HR team will help and give guidance to employees on what is available. The employee is also invited to attend a ceremony hosted by the Vice Chancellor where they receive a certificate in recognition of the service they have given. The ceremony is always held in an accessible room.

4.5.1.3.5 Performance

Performance is managed through the Development and Performance Review system. Guidance on the system can be found on the staff development website - www.derby.ac.uk/staffdev. All managers are trained to carry out DPR interviews in a fair and equitable manner. No unfair discrimination will occur in awarding merit ratings and applying progression criteria. All employees should attend the staff development session on the DPR system which is held on regular occasions.

Employees are encouraged to raise any concerns relating to inequality, discrimination or other equality issues at these regular meetings with their line managers. If employees feel that they cannot raise concerns with their line manager, they can contact their Trade Union representatives or the Equality and Diversity Co-ordinator in the HR Department.

Merit ratings within support staff job types will be monitored to check for signs of unfair discrimination by gender, **disability**, ethnicity and age. Any anomalies will be investigated with the line manager and Director concerned.

4.5.1.3.6 Reward

It is essential that any rewards and promotion system within the University can be demonstrated to comply with the Equal Pay Act 1970 and the University's **Equality and Diversity Policy**. Where managers make awards that fall above or below the recommended levels for satisfactory performance, the manager should be able to submit justification.

The University is working towards an **Equal Pay Policy** and undertakes Equal Pay Audits on a regular basis to ensure that there are no inequalities in pay between gender groups, ethnic groups and disabled employees by job type. Action Plans are drawn up based on the findings of the audit. Results of the Equal Pay Audits are reported to the Equality and Diversity Committee. The next equal pay audit is scheduled for 2007.

4.5.1.4 Employee Benefits

4.5.1.4.1 Holidays

Every employee at the University of Derby has a minimum of 26 days holiday plus bank holidays (pro rata for part-time staff). In addition, a further four concessionary days are given to staff which are scheduled at the discretion of the University.

4.5.1.4.2 Pension Scheme

All employees are entitled to join the University's pension schemes – the Teachers Pension Scheme for academic staff and the Local Government Pension Scheme for support staff. Employees are automatically entered to join the scheme as a new

employee unless they tick a box on a form which they must return to the HR Department. The instructions for this are clearly set out. Staff are given the option to join the Pension Scheme at a later date if they wish.

4.5.1.4.3 Childcare Vouchers

The University, through Busy Bees, provides a tax free childcare voucher scheme to help employees with the financial burden of childcare costs. As part of a Government initiative, the scheme is available to all employees who have children.

4.5.1.4.4 U at Derby

Employees are given a U at Work brochure which gives details of negotiated flexible benefits and discounts for employees at organisations nationwide. The discounts and benefits can be accessed through the web or over the telephone.

4.5.1.5 Awards for Excellence

Staff who have achieved excellence in various categories such as Learning, Teaching and Assessment, Innovation, Embracing Change, Customer Service, Improving Quality, Application of Technology, Excellence in Working with Business in the Community and Promising Researcher are recognised with an award and an invite to a celebratory luncheon. The luncheon is held in an accessible room.

4.5.1.6 Work-Life Balance

The concept of work-life balance is about identifying a more imaginative approach to working practices, which will benefit employees and the University in terms of retention and diversity.

4.5.1.7 Absence

4.5.1.7.1 Absence Management

The University's Sickness Absence and Rehabilitation Policy applies to all employees. The policy sets out the responsibilities of managers and employees with regard to sickness absence management. All employees are entitled to time off to attend non-routine medical appointments. Attendance levels are monitored and analysed by the HR Department. If an employee misses a certain number of days, or has more than a certain number of separate occasions, an interview will be arranged. It is important to note that although disciplinary action is a possible outcome of this meeting, it is not automatic. The purpose of the meeting is to establish why absence is high and if there is anything that the University can help. Consideration will be given by managers in managing attendance records of staff who have time off due to a disability.

4.5.1.7.2 Occupational Health

The University operates an occupational health service that is available to all employees. Managers should not unfairly discriminate between those who they recommend to see the Occupational Health Adviser. If the employee is formally referred to OH by their line manager, the manager will be sent a copy of the occupational health report for individual employees. Managers should be sensitive to and supportive of the recommendations in the report and should not treat employees unfairly or differently following disclosure of the results.

The University does not require disabled employees to see the Occupational Health Adviser more often than any other employee. Should a person become disabled during the course of their employment, it is recommended that they book an appointment to discuss the support needed at work.

4.5.1.7.3 Access To Work

Access To Work is available should a person become disabled during the course of their employment at the University. Brief details of the scheme are outlined in the Recruitment and Selection section above or further information can be obtained from the Occupational Health Adviser.

4.5.1.7.4 Employee Assistance Programme

All employees and their families are entitled to use the University's Employee Assistance Programme. This counselling service is totally confidential. The use of the service is monitored and includes statistics on equality related issues such as reported incidents of bullying and harassment, discrimination, stress and domestic abuse etc. Individuals' anonymity is protected at all times.

4.5.1.8 Redundancy & Redeployment

4.5.1.8.1 Redundancy

Where redundancy is necessary, the University will handle the redundancy in a fair, sympathetic and non-discriminatory manner. Compulsory redundancies will be made using a selection of criteria determined following consultation with employees and the trade unions. The University is committed to the use of a fair and non-discriminatory selection criteria. All redundancies are monitored by the HR Department for evidence of unfair discrimination.

4.5.1.8.2 Redeployment

Employees identified as at risk of compulsory redundancy will be offered redeployment if there are opportunities to do so. The University is committed to ensuring the redeployment process is fair, equitable and free from unfair discriminatory practice.

For more details on redundancy and redeployment, see the University's Redundancy Policy.

4.5.1.9 Exit

4.5.1.9.1 Retirement

Ill health retirement procedures are in line with guidance from the relevant pension schemes and are fair and equitable.

4.5.1.9.2 Leavers Questionnaire

All employees are asked to complete an exit questionnaire on leaving employment with the University. Questions are asked in order to ascertain the reasons for leaving include equality and diversity options such as questions on bullying, harassment and discrimination. Employees have the opportunity to discuss their answers in more detail with the line managers or a representative of the Human Resources Department.

The leavers' questionnaire responses are analysed by the Human Resources Department to analyse if any trends emerge with regard to equality and diversity.

Statistics are collected on the gender, ethnicity, disability and age of leavers by job type and Faculty/Department. These are reported to the Equality and Diversity Committee on an annual basis.

Any unusual findings or reports of unfair discrimination are investigated by the Equality and Diversity Co-ordinator, the relevant HR Business Partner and the line manager involved and, if necessary, appropriate action is taken.

4.5.1.9.3 References

All references provided for ex-employees of the University of Derby must be fair and accurate both in terms of factual content and in relation to any opinions expressed. They must be free from any unfair discrimination. Managers should refer to the Guidance on Providing Employment References for more information.

4.5.1.10 Grievance & Disciplinary

4.5.1.10.1 Grievance

It is hoped that all employees at the University work in an environment in which they are comfortable. However, if individuals experience situations and circumstances which give rise to unhappiness or discomfort, then they should refer to the Grievance Policy to resolve these issues. The Grievance Policy is set out in a clear and accessible format.

If the informal grievance procedure is invoked, every effort should be made by the manager to resolve the issue with the member of staff in a fair and non-discriminatory manner. In circumstances where it is difficult or embarrassing for any employee to tackle a situation on their own behalf, the complainant may consult a third party, such as a colleague, HR Adviser or Trade Union representative.

It can be very stressful going through the grievance procedure on both sides. The HR Department has support structures in place for employees who are putting forward a grievance and for those who have a grievance against them. Counselling can be provided via the Employee Assistance Programme.

In circumstances where the complaint is of such a nature to warrant it (eg an allegation of sexual or racial harassment), the HR Director may instigate an investigation into the allegation which may result in alternative procedures being invoked such as the Disciplinary Procedure.

Chairs of appeal hearings are trained in equality and diversity matters, will consider the appeal in a non-discriminatory manner and will show no unfavourable bias or stereotypical views of one party over another. The outcomes of the grievance procedure can be made available in alternative formats on request. The hearings will be held in accessible rooms and reasonable adjustments will be made by the HR Department on request of the complainant or the respondent. Where appropriate, any party can request a short recess at any time during the hearing.

An appeal should be lodged in writing to the Director of HR no later than two weeks from the date of notification of the outcome of the original hearing. Extension to this deadline may be considered if a member of staff is unable to meet the deadline due to their disability.

The HR Department will monitor the number of grievances brought about each year and notes any grievances relating to equality and diversity. If a high number of grievances are brought against one manager or raised in one Faculty or Department, then further investigation will take place and appropriate action will be taken.

The HR Department will monitor Grievance Hearings and Appeals to ensure that all Chairs are trained in equality and diversity issues.

4.5.1.10.2 Disciplinary

The University's Disciplinary Policy aims to provide a fair and consistent process which facilitates the investigation of allegations of unacceptable conduct or work performance. Before formal procedures are taken, minor lapses from acceptable standards of conduct or work performance will be dealt with by an employee's line manager in a fair, open and non-discriminatory manner.

Written communication during the entire disciplinary procedure (formal and informal) will be provided in clear and accessible language and will be available in alternative formats. All interviews and meetings during the process will be held in accessible rooms. If an employee or witness/observer is unable to attend the meetings due to a reason related to their disability or religion, every effort will be made to find an alternative suitable date.

Chair of hearings, observers and managers are trained in equality and diversity matters to ensure that the procedures are carried out in a fair, equitable and non-discriminatory way. All employees are given the opportunity to put forward their case.

The Disciplinary Procedure includes an appeals process. Where an employee appeals against a decision to dismiss, the appeal will normally be heard by an Appeals Panel of Council members. As far as is possible, the composition of the Appeals Panel will reflect diversity.

An employee has the right to request an Observer attend the appeal hearing. Observers are drawn from a list of trained observers held in the HR Department. The list seeks to reflect diversity.

The HR Department will monitor the number of disciplinary cases each year and notes any disciplinary action relating to equality and diversity issues. If a particularly high number of cases are raised in a certain Faculty or Department, then further investigation will take place and appropriate action will be taken if necessary. The Department will also monitor the number of cases by gender, age, ethnicity and disability to ascertain if one particular group is more prevalent to having disciplinary action taken than any other.

4.5.2 Students

4.5.2.1 Recruitment & Selection

The University Marketing Department seeks the views of the student body to avoid stereotypical imagery in publicity materials to attract a wide and diverse student population. Care is taken to make University documentation available to all, through making reasonable adjustments to meet the needs of current and prospective students.

The University encourages applications from non-traditional entrants through compact arrangements, and continues to expand access and foundation programmes.

Applicants are offered opportunities to make a disclosure of a disability during the recruitment process, and are actively engaged in thinking about their study needs during the admissions process. Students have the opportunity to complete a questionnaire outlining some of the support they may need to assist the University in ensuring their programme is accessible and planning for their arrival. Students are also offered access to information advice and support to discuss their needs at the pre-entry stage. This support continues to be offered throughout the admission & induction process.

4.5.2.2 Induction

Students are notified of induction & enrolment details in an acceptable time frame, which allows time to make any necessary special arrangements in order to ensure their attendance. Examples include Braille timetables, or a text reminder for a person with an identified short-term memory loss.

Disabled students who have been offered and confirmed a place at Derby are offered the opportunity to attend an early induction event to assist with meeting the additional challenges a disabled student may face in the early weeks of term. For example establishing a support plan, meeting support workers, moving into halls, and establishing contact with key support mechanisms in the University.

Students are also encouraged to take up the offer of a Study Needs and Study Strategies Assessment as early as possible during the admissions process, in order that the maximum level of support can be provided from their first day, including access to Disabled Students' Allowance. Students are offered input to assist with this process with their funding body.

Students are able to access Student Advisers through appointments, drop-in sessions, a telephone help-line and an e-mail helpline throughout their application, admission and induction to University of Derby as well as throughout their studies.

4.5.2.3 Student Support & Guidance

University staff handling student data must ensure sensitivity and maintain confidentiality in line with the Data Protection Act and Freedom of Information Act.

All students must be made fully aware of the institution's Equality and Diversity policy and their rights and responsibilities. This includes student behaviour/conduct, grievance/disciplinary procedures. The induction will also make specific reference to Health & Safety, as well as personal concerns, such as disabled access.

All students must be made aware of all the support services available, such as the Student Support Centre, the Support & Advisory Service, Accommodation Services, Students' Union, and Chaplaincy. Students must be told how to contact these services should they require them, and how to access the web-based information.

All students must have the opportunity to receive counselling and guidance from an appropriately trained and qualified member of staff.

The University provides specific services to support disabled students throughout their study. The Support & Advisory Service make available a team of Student Advisers to assess, plan and review a student's needs with them. The service also can co-ordinate and provide most of the equipment and support worker input that a student will need throughout their studies. This service is available throughout the year to students and is accessible through appointments, drop-ins, telephone help-line, and an e-mail helpline. Students should be made aware that these services exist, and are accessible. Students are encouraged and expected to take responsibility for engaging with the services offered in order to access the support they need.

A significant amount of support for students is also provided in the student's Faculty by academic and administrative staff, and also through other central services like the Learning Centre, Halls of Residence or Facilities Department as required. These specific responsibilities are detailed within the Student's Support Plan. The responsibility and arrangements for the delivery of this support are embedded within Faculties and Departments, and are continually being improved. Faculties and Departments must seek to continue to anticipate and plan for the needs of disabled students to be addressed within their standard processes and procedures. Thus further embedding Disability Equality into the fabric of their work.

4.5.2.4 The Learning Environment

The learning environment will be conducive to students' learning, for teaching & assessment purposes. Reasonable adjustments will be made for individual students where practical and deemed appropriate to do so by a member of academic staff, including separate rooms, additional time in examinations for dyslexic students.

HE staff can access staff development on pedagogy and inclusive practice from the Quality Enhancement Department, to enhance their practice and to better meet the

needs of our students. Training is available to FE staff through the FE Quality & Staff manager.

Fairness and equality in marking is ensured by a variety of strategies, including double marking, marking guides, external examiners.

All practices will be assessed to measure their impact on students from different groups, including disabled students.

The aim of the University is to create a safe, supportive and friendly environment, within which students are able to study effectively, personally develop and have a positive high quality student experience. However the University recognises that there need to be appropriate mechanisms which are accessible to students to raise issues of concern either about the University and its staff, or about other students.

The University within its Rights Responsibilities and Regulations for Students sets out clearly its policies which relate to student Complaints, Appeals, Disciplinary procedures and Grievances. It also sets out the standards expected from students, and a Student Charter which students agree to as part of enrolling with the University.

These procedures must consider the needs of disabled students who are either a complainant, or subject to a grievance. Reasonable adjustment is also made to facilitate engagement with these procedures as necessary.

4.5.2.5 Services

Where inappropriate behaviour is identified coming from contractors and/or service providers, action will be taken to ensure that the behaviour is stopped immediately and not repeated. This may result in the removal of contractors/suppliers from University premises, and may affect future business dealings with them.

4.5.3 Facilities

The University seeks to ensure accessibility to its buildings, services and facilities for all staff, students, visitors and clients. The Facilities Management Department has a priority action plan to make improvements to access which is based on feedback from disabled staff and students. Any problems encountered with accessibility should be raised with the employee's line manager in the first instance who should contact the Facilities Management Department. Alternatively issues can be raised through Disability Co-ordinators at the Disability Co-ordinators Group.

The food which is sold or provided by the University will be accessible for disabled people. There is some work to do here, as currently there are outlets that are not suited to wheelchair users.

The Multi-Faith Centre on the Kedleston Road Campus is fully accessible for disabled students, staff or visitors.

The student car park has designated disabled parking spaces.

There are several automatic doors across the University sites.

Employees who have difficulty evacuating buildings in the event of an emergency should have a Personal Emergency Evacuation Plan (PEEP). Employees who think they should have a PEEP should speak to their line manager or colleagues in the Equality, Safety and Well-being Unit for advice.

4.5.4 Suppliers/Contractors

It is the University's policy to do business with organisations and individuals who agree to follow and adhere to the principles of the University's Equality and Diversity Policy. Financial procedures and monitoring are in place to ensure that this takes place.

4.6 Consulting with disabled people

A key part of eliminating discrimination against and reducing barriers for disabled people, is to ensure that we are aware of how they actually arise. It is highly likely that lack of understanding has prevented action from being taken. As well as having the right to be involved, the University feels that disabled people are very often in the best position to:

- Identify sources of discrimination and barriers to disabled people
- Assist in prioritising the removal of said discrimination/barriers
- Assist in creating action plans
- Contribute to the monitoring and evaluation of the steps taken by the University

The University welcomes the right of disabled people not simply to be involved, but to be the drivers of disability equality. We further recognise that the users of our services and facilities are best placed to:

- Identify the barriers faced by disabled people and any unsatisfactory outcomes;
- Set the priorities for action plans;
- Assist in the planning of activities and work.

In order to eliminate discrimination against disabled people, the University must first identify how such discrimination arises. Disabled stakeholders have been consulted in the production of this Scheme in the following ways.

4.6.1 Staff

4.6.1.1 Staff consultation & Communication

The University has a number of methods for communicating with its members of staff, including:

Local two way briefings
Team Away-days
Vice Chancellor Briefings
Staff Open Forums

Development and Performance Review system
Induction
Priority/Conference Days
Staff Consultative Groups
Staff Surveys (Satisfaction, Engagement, Work Life Balance)
Newsletter - Connected
Staff development sessions
Meetings Structure
Internet/intranet
UDo Forums

More information on the above can be obtained from the **Organisation and People Development Team**. All communication systems are designed to ensure two way dialogue. The University recognises the importance of listening to and gaining feedback from its employees. If any employee feels that they are not given adequate opportunities to raise their concerns or voice their opinions, they should raise it with their line manager.

4.6.1.2 Accessibility

All information for employees is presented in clear and accessible language. Employee information is available in alternative formats and copies should be requested from the originating Faculty/Department. The University's website offers Browsealoud and Text Only facilities. There is a rolling programme to continually update the website content in accordance with the guidelines set out by the World Wide Web Consortium Web Accessibility Initiative ([W3C WAI](#)).

4.6.1.3 Equality and Diversity Information

Equality and diversity issues are discussed at the Equality and Diversity Committee which is representative of all Faculties and Departments of the University of Derby. The EDC also includes members representing the Trade Unions (NATFHE and UNISON), Students' Union and the student body. The EDC reports to Academic Board and Corporate Management Team.

The Equality and Diversity Committee's subgroups – the Disability Co-ordinators Group and the Race Equality Group are consulted on relevant issues relating to their equality strand. The Disability Co-ordinators are representative of their Faculties and Departments.

Equality and diversity issues for consultation are placed on UDo staff forums.

Equality and diversity information is disseminated through members of the EDC and its subgroups; through articles and bulletins placed on the Equality and Diversity website; and articles placed in the University's in-house newsletter Connected.

The University seeks feedback from its employees via a regular staff satisfaction and engagement survey. The results of the survey are analysed by gender, ethnicity and disability of employees and reported to the Equality and Diversity Committee. Any negative feedback raised by these groups will be further investigated by the HR Department and actions will be put in place to address the issues

4.6.2 Consultation with Disabled Staff

The University has a Disability Co-ordinator's Group, which runs independently to the Equality & Diversity Committee. This group consists of nominated Disability Co-ordinators for each Faculty and Department who have a remit to provide information advice and support to colleagues and/or students around matters relating to Disability. The DCG pursues improving accessibility across the University in a number of ways:

- supporting projects to improve access to Teaching & Learning from within it's £20k development fund including:
 - o Adapted Gardening, Catering and Sports equipment for students in Buxton
 - o Web cams to assist ADT students to record lectures
 - o Large Flat screen TV for accessible display of practical sessions in ADT
 - o Various Accessible software to improve access to teaching material
- improving processes for supporting students through the sharing of good practice between co-ordinators
- tackling specific issues within faculties and departments by seeking feedback and identifying potential solutions
- working across departments to address the ongoing audit and action planning to improve accessibility and the removal of barriers to participation

More recently a review of the operation of the DCG has recognised the need for the group to develop, to move to further address more strategic issues alongside many of the practical issues it contributes to resolving. This review will shape the action plan for the group for 2006/07.

The DCG consults with disabled staff and groups to identify problems and potential solutions.

4.6.3 Students

The University Marketing Department seeks the views of the student body to avoid stereotypical imagery in publicity materials to attract a wide and diverse student population. Care is taken to make University documentation available to all, through making reasonable adjustments to meet the needs of current and prospective students.

The University will consult with disabled students to ensure that their requirements and concerns are heard. The University will then make every possible effort to ensure that all possible adjustments are made. Examples of this being put into action include the installation of an automatic door in the Kedleston Road learning centre and the acquisition of new, updated and additional software packages. Students are consulted with in a variety of ways currently including Student Representatives, through Disability Co-ordinators in Faculties and Departments, and through the Equality Officer in the Students' Union.

The University seeks feedback from its students via a regular satisfaction survey. The results of the survey are analysed by gender, ethnicity and disability and reported to the Equality and Diversity Committee. Any negative feedback raised by these groups will be further investigated by the appropriate Faculty/Department and actions will be put in place to address the issues. The Disability Co-ordinators Group also receives these reports and comments on potential actions. The results can be viewed on the Equality and Diversity website.

4.6.4 Facilities

The facilities at the University are being constantly evaluated to ensure that the best possible provision for disabled students, staff and visitors.

Information gained from the consultations mentioned previously will be used to help assess the needs of the facilities. To further support the Student Brand, the University has a programme of building development to extend accessibility to all. Where possible, the University will make reasonable adjustments to ensure that access needs are met in terms of parking, accommodation, fire evacuation plans, facilities and learning environments.

4.6.5 Contractors/Suppliers

Agency workers are bound by the terms and conditions of their contracts with the agency. However, they are entitled to be treated with dignity and respect under the University's Equality and Diversity Policy and are expected to adhere to this policy in return.

It is the University's policy to do business with organisations and individuals who agree to follow and adhere to the principles of the University's Equality and Diversity Policy. Financial procedures and monitoring are in place to ensure that this takes place.

The University expects all our UK and EU partners to have or be developing their systems and processes in line with EU standards in relation to equality and diversity.

A feature of the approval of all new partners (EU and overseas) will be introduced from 2006/07 to enquire about this aspect of the organisation, as well as the more traditional enquiries about financial stability etc. A section will be added to the Collaborative Provision Profile which will specify that the potential partner's policy re equality and diversity has been checked for its fit with that of the University.

Where partners are unable to supply documentary evidence of their policies and procedures in this regard or where the policies are deemed to be out of line with those of the University in any particular regard, we will work with them to ascertain their development needs, which will then be supported through our existing collaborative staff development programme.

Where appropriate, non-EU overseas partners will be encouraged to work towards meeting national standards in their respective countries.

Annual reports on collaborative provision will provide the opportunity to raise any equality and diversity issues which will then be addressed through FQG. Where appropriate the University will be informed and appropriate developmental action can be initiated.

We will look to monitor profiles of students participating at our partners' institutions, in order to help identify any potential issues in relation to the recruitment or retention of students. Where issues are identified, this will feed into the development loop defined above. The Retention Strategy Group has recently agreed to support this work, in

order to ascertain whether there are issues of equity of experience within collaborative partnerships which impact on student retention

As part of risk assessment for existing events, such as Compact taster days, we will ensure that equality and diversity issues are considered. However, many of these events are targeted at particular groups, in line with the University's Widening Participation Strategy. These targets are regularly reviewed, as the Strategy is reconsidered annually. Therefore many of these events will be categorised as "positive action".

4.6.6 Contacts with External Bodies

At present, the University consults with the following external bodies on Disability:

- The ECU
- East Midlands Higher Education Equality Network
- Higher Education Role Analysis
- Disability Rights Commission

The University will endeavour to increase and improve the consultation with external disability bodies.

5 IMPACT ASSESSMENT

5.1 What is Impact Assessment?

There are many definitions of impact assessment. The following definition comes from the publication "Conducting Impact Assessments for Equal Opportunities in Higher Education – A Guide to Good Practice", from the Equality Challenge Unit and the Higher Education Funding Council:

"Impact Assessment is the thorough and systematic analysis of a policy or practice to determine whether it has a differential impact on a particular group".

The benefits of Impact Assessment are huge. As well as being a legal requirement for Race Equality, it is good practice to conduct quality checks and Impact on all areas of Equality.

5.2 The stages of Impact Assessment

There are seven major stages to Impact Assessment:

5.2.1 Identify aims

The first step is to identify if the policy or procedure in question is relevant to equality and diversity. If not, the process can be ended, and the policy or procedure can be reviewed again at a later date.

5.2.2 Data Analysis

Once established that the policy or procedure is relevant to Equality & Diversity, all appropriate data needs to be analysed. In this case, disability statistics should be looked at. If any further information is required, it should be collected and analysed. The results of the analysis should be presented clearly to the relevant people.

5.2.3 Assess impact of policy

When the data has been assessed, any adverse impact should be identified. If there are no adverse impacts, the process can be ended and the policy or procedure can continue until it's next assessment. If there is adverse impact, appropriate action should be taken.

5.2.4 Mitigate adverse impacts.

It may be possible to adjust the existing policy or procedure in order to bring it up to the required standards. However, it may also be necessary to re-vamp the policy or procedure in order to iron out inequalities. It may even be necessary to consider other ways of achieving the same aims.

5.2.5 Consult on final policy

Once any changes have been made, it is crucial that all relevant parties are consulted. This includes all appropriate equality groups and trade unions.

5.2.6 Publish Impact Assessment & Findings

When everything in the new policy or procedure has been written, agreed and time scales have been attached, the assessment should be published in report format. This will enable the University to see what has been done, monitor progress and try to avoid any mistakes in the future.

5.2.7 Monitor for future adverse impacts

After the publication, implementation, delivery and progress of the new policy or procedure is important. New plans often have teething problems, therefore the University will monitor their progress very carefully as they are implemented

5.3 Impact Assessment at the University of Derby

5.3.1 Staff

In 2006, the Equality & Diversity Co-ordinator ran a major Impact Assessment exercise on all HR policy & procedure. The outcomes can be obtained from the HR department. It is important to ensure that impact assessment is an ongoing operation and that the findings from them are incorporated into all the appropriate action plans and that there are systems in place to monitor the impact of the changes.

With legislation changing regularly, it is sometimes necessary for us to change our policies & procedures. Therefore Impact Assessment must be a rolling process. It is

also crucial that the appropriate faculties & departments take ownership of the Impact Assessments. We will aim to ensure that adequate depth and attention to detail are present in these Impact Assessments.

5.3.2 Students

The student journey has been carefully studied and documented in early 2007. This will enable full Impact Assessment to be carried out on policies and procedures that influence this journey.

5.3.3 Facilities

All work carried out by the Facilities is fully Impact Assessed in the planning and preparation stages. Any work undertaken will be considered with strong input from a disability equality perspective.

5.3.4 Suppliers/Contractors

As mentioned earlier in this document, the University asks partner organisations to have their own Equality & Diversity procedures, that at least comply with EU legislation (if they are an EU-based organisation). As the laws change and develop, we will work with our partners to ensure that any changes are suitably Impact Assessed.

6 THE ACTION PLAN

The following action plans are correct as at 31 December 2006.

6.1 Staff

The staff scheme is currently being updated and will be appear here soon.

6.2 Students

Issue Identified	Recommended Action	Resource Implications	Persons Involved	Milestones	Outcome For Students/ <i>other stakeholders</i>
1. Lack of maps for all buildings and not centrally located on the web.	Maps of all buildings to be developed with parking and access points on website in one easily accessible place.	Time and cost for development	Visual Media/ Marketing/ Interactive Media unit /Estates	Phased approach approved by Equality and Diversity Committee (EDC)	Maps available on web and at receptions.
No indication of- parking symbols for the disabled on current maps or access points for the disabled	Hard copies of non- specialist maps to be available at main receptions.	As above	Reception staff	Phased approach by campus	Easier access for people with mobility issues
Tactile maps not available for Blind/Partially sighted people for any location.	Tactile maps to be developed and located with Specialist Support for all campuses.	As above	SSIS	Phased approach by building	Tactile maps available through Specialist Support
Lack of student access group at all main sites to identify on going access issues, for example, parking, signage, maintenance issues.	SU and Buxton Campus to be asked to set up two groups to support the \ University in meeting needs	Student	SU Welfare Officer/ SSIS	Issues raised at Disability Co-ordinators Group/Estates action plan	Student focused improvement plan identified by student with disabilities

Issue Identified	Recommended Action	Resource Implications	People Involved	Milestones	Outcome For Students/ other stakeholders
An audit of all sites from a disability perspective to identify any physical and environmental barriers to access and make recommendations	To employ a nationally registered disability access auditor to audit all sites	Funding project	Facilities and Estates SSIS	Phased approach by site	Survey of all sites and report with recommended actions
No clear guidance for staff to cover visit days and other events which require specialist support for potential students with a disability outside the annex A or Student Disability Allowance process	Ensure a procedure for the use of specialist staff at key times-for example, BSL users on open days.	Payment for specialist support	SSIS/UDB/Marketing/ Faculty Disability Co-ordinators	Draft guidelines for Faculties covering events requiring specialist staff to be approved by EDC	Students able to access open days, transition programmes with appropriate levels of support.

Issue Identified	Recommended Action	Resource Implications	Persons Involved	Milestones	Outcome For Students/ other stakeholders
Lack of evidence and standardisation of induction for all learners covering essential information for example what services we offer and as part of the student entitlement.	Development of standardised inclusive checklist for induction signed by student and kept in student records in Faculty office for under graduate and post graduate students. FE/HE and collaborative	Available funding and staff time	Faculty Representatives BDU FPL	Shared with EDC and approved by Academic Board	Evidence of coverage for DDA and RRAA purposes.
Lack of knowledge amongst some academic/support staff in making reasonable adjustments for disabled group(s) in academic areas	Staff recording their own personal development activities with regard to inclusive practice as a standard item on their DPR	Staff Time	QED, Faculty Staff development Co-ordinators and Departmental Managers	Data gathered by the faculty supplied to QED, EDC and Academic Board	Data for annual monitoring report. Evidence of staff training
Clarity of guidance for academic staff on extenuating circumstances for extensions	Refining of guidance taking in equality aspects	Staff time	Group established	Shared with EDC and approved Academic Board	Clarity of procedure and grounds for extensions

Issue Identified	Recommended Action	Resource Implications	Persons Involved	Milestones	Outcome For Students/ other stakeholders
Lack of a consistent method in Faculties to identify gaps or amendments required to programmes, before revalidation or for the development of a new programme from an inclusive perspective.	The development of an audit tool to support subject areas to audit their programmes to identify gaps or amendments or to assist in the development of new programmes with regard to inclusive best practice before validation or revalidation as standard practice	Funding for TEQF Project Investigate funding for an FE model.	QED/ Faculty representatives, Quality Managers. AQSC	Audit tool approval by EDC and Academic Board	
Lack of a visual format of the Student Equality and Diversity Scheme for ILP students	An appropriate format be developed for learners on the ILP programmes	Available funding and staff time	UDB	Draft version for approval by EDC and SMT of Faculty	Appropriate version for learners
Lack of a guidance document to support the Student Equality and Diversity Scheme for academic and support staff	Guidance document to interpret student scheme for staff. In a hard copy and an on line version.	Staff cost and time	Faculty representatives working party	Draft Guidance notes approved by EDC and Academic Board	Appropriate guidance document to support staff
In the OMST process not identifying cultural bias in teaching or other areas of diversity other than	To ensure areas of diversity are assessed as part of the OMST process	Staff time and staff training	Quality Managers, QED Senior Teaching Fellows.	To draft and trial an amended OMST process	Inclusive teaching practice in subject areas

disability in most cases.					
Issue Identified	Recommended Action	Resource Implications	Persons Involved	Milestones	Outcome For Students/ <i>other stakeholders</i>
In particular to consider navigation issues related to the University website for visitors and partners to support sessional, collaborative and visiting staff in being aware of inclusive policy and practices at the University.	To signpost all sessional, collaborative and visiting staff to the University website where information on inclusive practice and policies are located. Through a redesigned website area for this group	Staff time and costs. Source funding.	CDM, FPL, LIS representatives for Further education and Higher education	To use a phased approach identified by the working group to create and /or amend current website.	Accessible easily located information to help other comply with legal responsibilities.

6.3 Facilities

Issue Identified	Recommended Action	Responsibility	Milestones/ Timescales	Outcomes
Car Parking – Clearly signed disabled parking spaces are required	Allocate spaces and mark them clearly	Facilities Management	2006 – Done	Improved access for disabled staff & students
Entrances – Buxton has some buildings that are not accessible for disabled people	Adapt entrances on all sites to accommodate disabled people wherever possible	Facilities Management	Ongoing	Improved access for disabled staff & students
Room Layout	Ensure that rooms are arranged in a way that disabled people will be able to access & use them	Facilities Management / academic accommodation	Ongoing	Improved conditions for disabled people.
PEEPS – All staff & students should have a Personal Emergency Evacuation Plan.	Consultation with staff & students to ensure that everyone has a plan	Facilities/OPD/SSIS/LIS	Dec 2006	Health & Safety improvement

Issue Identified	Recommended Action	Responsibility	Milestones/ Timescales	Outcomes
Signage	Clear signs to be displayed that are visible and easy to understand for people with disabilities that may not always find it easy. Consideration to be given to size, height, font size, colour and contrasts.	Facilities Management	On-going	Easier navigation and involvement for disabled people
Catering outlets are not all suitable for wheelchair users (e.g. the upper-crust in the Atrium at KR is too high.)	Analysis of all catering facilities and reasonable adjustments suggested to catering suppliers.	BDU	May 2007	Increased satisfaction amongst disabled staff & students
Visually impaired or dyslexic people can't always read the menus	Menus should be printed in Large Font size	BDU	May 2007	Increased satisfaction amongst disabled staff & students
Access to the library and computers	Easier access require to KE learning centre	LIS	2006	Automatic door installed to improve access for disabled people

Software – Many different disabilities lead to problems with software	Equality for all in the use of University computers	LIS	2006	Improved access to software for disabled people
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6.4 Suppliers

Issue Identified	Recommended Action	Responsibility	Milestones/ Timescales	Outcomes
All EU new suppliers/service providers should be committed to Equality & Diversity.	Issue all new suppliers/service providers with our equal opportunities letter & questionnaire	Finance	Ongoing	Any anomalies must be picked up and questioned. Only suppliers/service providers that can fully meet Equal Opportunities requirements should be used.
Responses to questions are currently recorded manually as peoplesoft has no facility to do this	Explore possibilities of having an additional field on peoplesoft to capture Equality & Diversity data.	Finance	May 2007	Reporting will be made easier.
Some partners are unable to provide documented evidence of their policies and procedures in regard to Equality & Diversity	The University will work with partners to ensure that any policies are deemed to be out of line with the University's are brought up to standard, supported with our existing collaborative programme.	FPL	Ongoing	Better compliance with Equality & Diversity legislation from our suppliers/service providers.
Some partners are not from the EU	Non-EU members will be encouraged to work towards their own countries own Equality & Diversity standards.	FPL	Ongoing	Confidence that our non-EU partners are not unfairly discriminating against disabled people

Issue Identified	Recommended Action	Responsibility	Milestones/ Timescales	Outcomes
Potential issues at other institutions	Continue monitoring of student profiles at partner institutions	FPL	Ongoing	Improve student recruitment & retention.
Compact taster days	Ensure that Equality & Diversity issues are considered	FPL	Ongoing (already common practice)	Ensure high levels of satisfaction amongst disabled participants.

7 MAKING THINGS HAPPEN

2007 is an important year for Equality & Diversity at the University. A lot of work has been done so far, but now is when everything should be tied up. The action plan in section 6 contains many targets for 2007. It is critical that all people concerned pull together in order to achieve these goals.

8 LOOKING AHEAD

Changes in Legislation are due in 2007, which will require policy changes. The changes will be impact assessed, as will the developments made as a result of the action plan.

The University will endeavour to increase it's consultation with disability representative groups and improve knowledge and understanding of what we can do.

Ultimately, the University aims to completely eliminate all forms of discrimination, in order to reflect and celebrate the diverse culture of the local area.

9 APPENDICES

- Equality & Diversity Policy
- Procurement Policy
- EDC Report 2005/6
- Staff Journey
- Student Journey
- Supplier/Contractor Journey
- PEEPS (E&D File under HR)