

**University of Birmingham**  
**Disability Equality Scheme 2009-2012**  
**2010 Annual Report**

**Executive Summary**

The annual report provides an overview of work undertaken during 2010 under the University's Disability Equality Scheme 2009-2012. Key activities during this period include:

- The development of new mental health services for students by Disability and Learning Support Services.
- The introduction of the Employee Disability and Additional Needs Service in Human Resources Workplace Wellbeing.
- The development and launch of University Guidance on Promoting Mental Health and Wellbeing for students and staff.
- Full accreditation of Birmingham Sport by the Inclusive Fitness Initiative.
- Student and staff-focused events to promote greater understanding of mental health issues.
- The launch of Personal Emergency Evacuation Plans (PEEPS) for staff.

As required under the Disability Act 2005, the report also publishes data on the disabled student and staff populations and key processes such as recruitment and attainment. Data for the 2009/10 period shows that 5.1% of registered students and 2.2% of staff have disclosed details of a physical or mental disability to the University.

The report also identifies key activities for 2011. These include:

- The launch of campus access guides.
- Training programmes delivered by the Disability and Learning Support Services' Mental Health Team around effectively supporting disabled students.
- The Employee Disability and Additional Needs Service in HR Workplace Wellbeing will be supporting the development of support groups for staff with mental health issues.
- The delivery of mental health awareness training to staff in conjunction with the local Mental Health Trust.
- The development of a University Single Equality Scheme, inclusive of disability.

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**1. Introduction**

This report considers activities undertaken during 2010 to support the University's duty to promote disability equality as specified in its 2009-2012 Disability Equality Scheme. In particular the annual report seeks to:

- Record progress against the Disability Equality Scheme action plan
- Highlight good practice across the University
- Analyse student and staff disability data
- Outline future work to promote disability equality

**2. Background**

The Disability Discrimination Act 2005 places a duty on all public sector organisations, including higher education institutions, to promote disability equality. This is known as the Disability Equality Duty (DED). The DED requires that the University, in carrying out its functions, have 'due regard' of the need to:

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination that is unlawful under the Equality Act 2010
- Eliminate disability-related harassment
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take account of people's disabilities, even where that involves treating disabled people more favourably than other people<sup>1</sup>

The University has had a Disability Equality Scheme in place since 2006 setting out how it will meet these duties. Copies of the Disability Equality Scheme and progress reports for previous years are available on the University website [www.equality.bham.ac.uk](http://www.equality.bham.ac.uk) and on request from Academic Services and Human Resources.

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<sup>1</sup> Disability Rights Commission, 'The Duty to Promote Disability Equality – Statutory Code of Practice.'

The University is currently developing a Single Equality Scheme that will encompass all of the equality strands where the University has a duty to promote equality, including disability. The current Disability Equality Scheme and action plan will form part of the Single Equality Scheme with effect from summer 2011.

### **3. Progress during 2010 against action plan objectives**

The Disability Equality Scheme action plan focuses on 6 core areas:

- Corporate responsibilities
- Teaching and learning
- Student support services
- Promoting a positive image of disability
- Accessible Environment
- Employment

Each area has a number of objectives and actions, which were developed following consultation with disabled students and staff and analysis of institutional data. A summary of key activities in 2010 against the core areas is outlined below. A copy of the complete action plan is attached in appendix 1.

#### **a) Corporate responsibilities**

Key action plan objectives in this area for 2010 focused upon developing the University's Single Equality Scheme and progressing equality impact assessments.

##### **i) Single Equality Scheme**

The Equality Act 2010 has widened the scope of the public sector duty to promote equality from race, gender and disability to a much wider range of characteristics that includes age, sexual orientation, transgender status, religion or belief and pregnancy and maternity. This extended duty comes into effect from April 2011 and means the University will need to consider its duties to promote equality, prevent discrimination and promote understanding between different groups in relation to a much wider range of characteristics than at present.

The Equality and Diversity Committee has agreed that the most effective way to address these new duties is by developing a Single Equality Scheme, rather than continuing the current arrangement of having an individual scheme for each equality strand. A single scheme approach has been chosen as the most effective way of

addressing the promotion of equality across the 8 strands and striking a balance between approaching each protected characteristic as singular and distinct in its own right, whilst also being alert to the potential for commonality and the impact of multiple identities.

The Scheme will communicate the University's values and objectives with regards to equality and diversity, establish an evidence base of 'where we are now' in relation to each equality strand and identify what actions the University will take in relation to each strand to promote equality, prevent discrimination and promote good relations. To date, the staff and student Diversity Advisers have undertaken an extensive review of the evidence base in relation to each equality strand, considering where we are now in terms of data trends at the University, comparisons with other institutions, recognised sector best practice and consultation with staff and student representatives. A Project Advisory Group of students and staff with a personal and/or professional interest in one or more of the equality strands has been convened to support the development of objectives and actions. The Single Equality Scheme is scheduled to be completed and in place by summer term 2011, and will replace the current equality schemes, including the Disability Equality Scheme.

ii) Equality impact assessments

In 2009 training in undertaking equality impact assessments was rolled out to College and Corporate Services Diversity Champions and Leads, to support staff undertaking assessments using the University Equality Impact Assessment Toolkit. During 2010 the process of undertaking assessments has continued, with 12 assessments being undertaken. The University publishes the results of completed assessments on its website, where they are publicly accessible, at [www.equality.bham.ac.uk/eia/](http://www.equality.bham.ac.uk/eia/).

**b) Teaching and learning**

Key action plan objectives in this area focus around improving awareness amongst academics of support for disabled students:

i) Training and development of academic staff

A compulsory inclusive curriculum module is now delivered as part of the PG Certificate in Education for all newly-recruited teaching staff. This module covers aspects of recognising and supporting disabled students, as well as the legal responsibilities of lecturers. Induction and then on-going development training is delivered to Welfare Tutors throughout the year by specialists from the Disability and

Learning Support Service (DLSS). DLSS also offers individual support for teaching staff who are supporting disabled students. In addition to this, CLAD provides twice yearly courses to academic staff on supporting dyslexic students.

ii) Code of Practice on Reasonable Adjustments for Students

A code of practice on reasonable adjustments for students is currently being developed, to be ratified and implemented by the 2011/2012 academic session. This document will give standard guidance to academics and others at the University on how to make anticipatory adjustments for disabled students.

c) **Student support services**

Key action plan objectives in this area are to support disabled students' social activities, improving disability disclosure rates and analysing and acting on feedback on services.

i) Disability and Learning Support Service

The student Disability and Learning Support Service (DLSS) supported 1,758 students in 2010, including 179 with mental health or autistic spectrum disorders. Over half of all students accessing services presented with a Specific Learning Difficulty. DLSS has undertaken considerable work during 2010 to improve the service it provides to students and teaching staff, including:

- The Mental Health Team now offer supported sessions for students, including a men's group and weekly badminton sessions. The Team are also working towards improved partnership working with external agencies that support clients with mental health issues.
- A member of the Mental Health Team has been nominated by students for a Birmingham University Award For Tremendous Achievement (BUAFTA), in recognition of their work with students with mental health issues.
- A revamped DLSS website has been developed in consultation with student focus groups.
- Student suggestions for improvements to the service have been captured through an on-line student feedback survey and focus groups.
- DLSS have begun using case studies of successful disabled students to promote their services.
- A review of the admissions process has been undertaken to ensure that disabled students receive a speedy response from the University.
- New service publications have been developed for 2010.

ii) Inclusive Fitness Initiative

The Munrow Sports Centre now has full accreditation with the Inclusive Fitness Initiative (IFI). The IFI supports the fitness industry in becoming more inclusive, catering for the needs of disabled and non-disabled people and raising physical activity participation levels. The accreditation model is built around four key areas:

- Accessible Facilities
- Inclusive Fitness Equipment
- Staff Training
- Inclusive Marketing Strategies

All staff at the Munrow Sports Centre are trained in inclusive practices and supporting students and staff of all abilities in achieving their fitness goals. Staff are increasingly working in partnership with Student Support and Counselling Services and HR Workplace Wellbeing in relation to mental health projects.

iii) Student Disability Focus Group

The Student Diversity Adviser has been facilitating a focus group for students with disabilities to promote awareness and inclusivity of disability issues across campus. The group has identified the need for drinking water to be readily available and accessible in all University buildings, for the benefit of those taking medication and those with weaker immune systems, which has now been implemented. Relations have been established with the Estates Office who now attend meetings of the group to discuss proposed adaptations to the campus. The group has also undertaken a review of elements of the University website.

d) **Promoting a positive image of disability**

This area of the action plan focuses on activities that promote greater understanding of and positive perceptions of disability. In support of this objective, Student Disability and Learning Support Services' Mental Health Team worked with the Guild of Students' Disability and Mental Health Student Association (DAMSA) to celebrate World Mental Health Day and promote student services. The Human Resources Workplace Wellbeing Team has also developed a partnership with South Birmingham and Solihull Mental Health Trust to raise general awareness of mental health issues amongst the University community. (This is discussed further in section f) below).

**e) Accessible environment**

Action plan objectives in this area focus upon continuing to improve accessibility across campus. During 2010, Estates have continued to implement the findings of the University accessibility audit and have also undertaken extensive training of their staff in the standard accessibility specifications to be used when commissioning any building works on campus.

Estates have commissioned the organisation DisabledGo to undertake an audit of the campus. Disabled Go is a well-established brand amongst the disabled community. Their website [www.disabledgo.com](http://www.disabledgo.com) provides very detailed access guides to a wide range of public and commercial buildings across the UK, using measures identified as key by people with disabilities. The purpose of this activity is to provide individuals with information that enables them to more effectively plan visits and make decisions as to whether a venue is right for them, and to identify if they will need further support and adjustments for it to be fully accessible. Information on University buildings will be launched to coincide with the new student prospectus in spring 2011, with scope for this information to also be linked to by individual Schools and also used in staff recruitment.

**f) Employment**

Key action plan objectives in this area for 2010 focused on developing a disability support service specifically for staff and implementing a staff mental health strategy:

**i) Introduction of an Employee Disability and Additional Needs Service**

Whilst the University has long provided specialist disability support services for students, it was recognised that a dedicated service for disabled staff was also needed to ensure staff and managers received appropriate support and advice on key issues, such as reasonable adjustments in the workplace. The Disability and Additional Needs Service has been developed as part of the Employee Advice and Support Service in Workplace Wellbeing and is led by Angela Breen in the role of Employee Disability and Additional Needs Adviser. The service provides:

- General advice and guidance on disability in the workplace
- Advice on what 'reasonable adjustments' could be made to workplace practices to support staff in post
- Support for mental health needs
- Connecting staff with external support organisations and other in-house support provided by Employee Advice and Support Services.

40 staff have accessed DANS since March 2010, with the majority seen on an ongoing basis. Further information on the Disability and Additional Needs Service is available at [www.hr.bham.ac.uk/empsupport/disability.shtml](http://www.hr.bham.ac.uk/empsupport/disability.shtml).

ii) Implementation of a staff mental health strategy

The University's Wellbeing Advisory Group, in conjunction with our Centre of Excellence in Interdisciplinary Mental Health (CEIMH) have developed a guidance document 'Promoting Mental Health and Wellbeing' for staff and students. The purpose of the guidance is to promote greater awareness of mental health across the University, provide advice on the arrangements in place to support students and staff who experience emotional distress and mental health difficulties, and to provide practical advice about resources available outside of the University. Copies of the guidance are available from [www.hr.bham.ac.uk/empsupport/policy.shtml](http://www.hr.bham.ac.uk/empsupport/policy.shtml).

The Human Resources Workplace Wellbeing Team has agreed a programme of events with South Birmingham and Solihull Mental Health Trust to raise general awareness of mental health issues amongst the University community. The first event was a workshop that included the showing of the Health Trust's recently released DVD "Revolving Door" about living with bipolar disorder. Subsequently the Trust have agreed to run two general awareness sessions discussing mental health to be presented by a senior psychologist. These will be run as open sessions. Workplace Wellbeing have also committed to a series of mental health awareness events in March 2011, partnering with the Guild and Student Support Services.

Working with CEIMH, Workplace Wellbeing have also piloted a workshop on supporting colleagues with mental health issues. This is to be taken out to the Colleges in 2011.

iii) Other activities

- Human Resources are continuing to work with Remploy, the disability employment organisation, to place disabled job applicants into positions at the University.
- Guidance on developing Personal Emergency Evacuation Plans (PEEPS) for staff who need support in evacuating their place of work in an emergency has been introduced by Workplace Wellbeing's Health and Safety Team and rolled out across the University.

- The Staff Disability Group has continued to meet on a termly basis and has contributed to the development of staff Personal Emergency Evacuation Plans (PEEPS) and the University's internal communications project.

#### 4. Analysis of Student Population Data – 2009/10

##### a) Introduction

The disabled students referred to in this analysis are students at the University of Birmingham who have declared a disability, including dyslexia and specific learning difficulties. The data analysed is for the 2009/10 academic year.

##### b) Student population – all students

For the 2009/10 academic year:

- 12.5% of all registered students (3,395 students) chose not to disclose information relating to their disability status\*

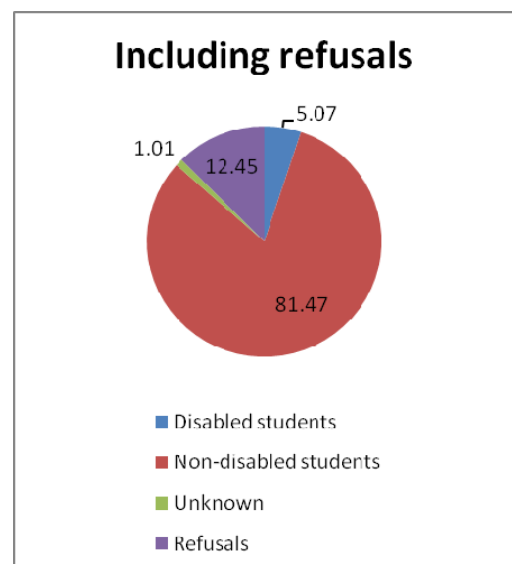
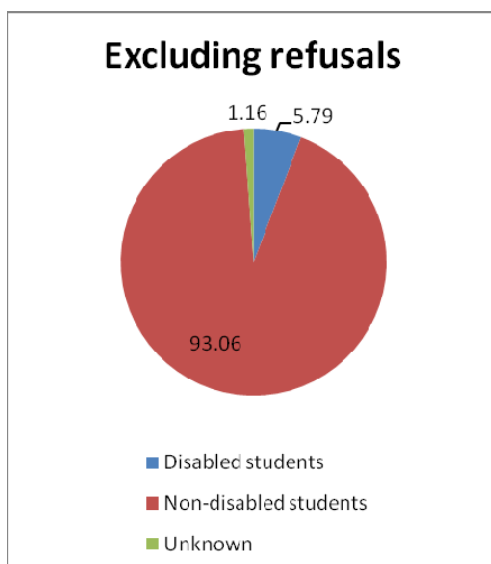
*Of those who disclosed information on their disability status:*

- 5.8% declared themselves to be disabled, (1,380 students)
- 93% did not consider themselves to have a disability, (22,225 students)
- 1.2% were of unknown status, (276 students)

Considering the entire population (including those who chose not to disclose), 81.5% did not consider themselves to have a disability, 5.1% declared themselves to be disabled, 1% were of unknown status and 12.4% refused to disclose.

\*The option for students to choose not to disclose information relating to their disability status is new to the 2009/10 session, and applies both to new students and to existing students re-registering. It is understood that HESA will in future be removing the requirement for an 'information refused' category in equality data collection, as providing such information is in itself optional rather than compulsory.

Charts 1 and 2: Proportion of Disabled Students - 2009/10, total student population:



College	Total with Disability			No Known Disability			Unknown			Refusal		Total
	No	% of all students	% of all excl. refusals	No	% of all students	% of all excl. refusals	No	% of all students	% of all excl. refusals	No	% of all students	
Arts and Law	345	5.81%	6.74%	4737	79.79%	92.54%	37	0.62%	0.72%	818	13.78%	5937
Engineering and Physical Sciences	214	4.69%	5.52%	3644	79.89%	93.99%	19	0.42%	0.49%	684	15.00%	4561
Life and Environmental Sciences	219	6.14%	6.95%	2903	81.34%	92.10%	30	0.84%	0.95%	417	11.68%	3569
Medical and Dental Sciences	173	4.04%	4.65%	3528	82.39%	94.79%	21	0.49%	0.56%	560	13.08%	4282
Social Sciences	429	4.81%	5.36%	7413	83.04%	92.54%	169	1.89%	2.11%	916	10.26%	8927
<b>University total</b>	<b>1380</b>	<b>5.06%</b>	<b>5.78%</b>	<b>22225</b>	<b>81.48%</b>	<b>93.07%</b>	<b>276</b>	<b>1.01%</b>	<b>1.16%</b>	<b>3395</b>	<b>12.45%</b>	<b>27276</b>

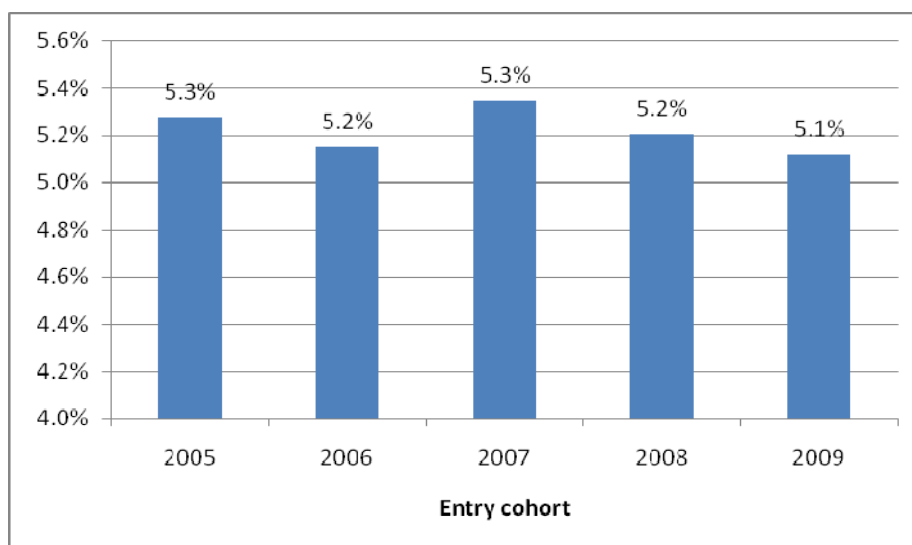
**c) Student Population – 2009/10 Entrants**

Of all student entrants in 2009/10:

- 5.1% declared themselves to be disabled, (563 students).
- 87% did not consider themselves to have a disability, (9,570 students).
- 0.6% of entrants' status was unknown, (70 students)
- 7.9% refused to disclose this information, (868 students)

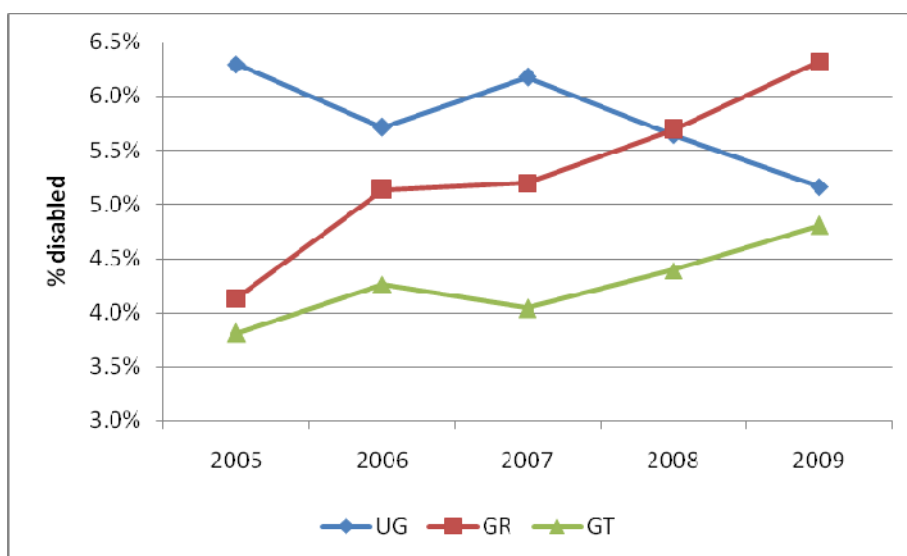
This compares with 4.6% (471 students) at the equivalent point in 2008/09 (overall the final figure for 2008 entrants, including data collected after November, was 5.2%, presumably a similar increase will be experienced using data pulled at the end of 2009/10).

Chart 3: Percentage of disabled entrants, 2005 to 2009 Entry Cohorts – all students:



N.B. 2009 entry cohort includes only data gathered to February 2010, all others include data gathered throughout the entire academic year. Note also that disability data gathered at a later date is assumed to have applied at the point of entry, so, for example, a student who entered in 2007 but did not declare their disability until 2009 will now be considered a disabled entrant in 2007, whereas in previous datasets they will not have been.

Charts 4 and 5: Percentage of disabled entrants by Level - 2004 to 2009 Entry Cohorts – all students:



			Disabled		Not Disabled		Unknown		Total Number
Student Level	College	Cohort	No.	%	No.	%	No.	%	
Research postgraduate	Arts and Law	2005	13	5.7%	198	86.1%	19	8.3%	230
		2006	18	7.8%	185	80.1%	28	12.1%	231
		2007	13	5.5%	189	80.4%	33	14.0%	235
		2008	19	8.3%	169	73.8%	41	17.9%	229
		2009	12	7.0%	125	72.7%	35	20.3%	172
	Engineering and Physical Sciences	2005	8	3.5%	197	86.0%	24	10.5%	229
		2006	11	4.5%	194	79.5%	39	16.0%	244
		2007	7	2.7%	208	80.0%	45	17.3%	260
		2008	11	4.1%	202	75.7%	54	20.2%	267
		2009	7	2.9%	201	82.4%	36	14.8%	244
	Life and Environmental	2005	8	4.7%	155	91.7%	6	3.6%	169
		2006	9	5.8%	125	81.2%	20	13.0%	154

	Sciences	2007	15	8.2%	144	78.3%	25	13.6%	184	
		2008	13	7.6%	130	76.5%	27	15.9%	170	
		2009	8	4.9%	147	89.6%	9	5.5%	164	
	Medical and Dental Sciences	2005	4	3.3%	106	87.6%	11	9.1%	121	
		2006	5	3.7%	113	83.1%	18	13.2%	136	
		2007	6	6.1%	72	72.7%	21	21.2%	99	
		2008	1	0.9%	91	78.4%	24	20.7%	116	
		2009	9	11.1%	70	86.4%	2	2.5%	81	
	Social Sciences	2005	5	2.9%	150	87.7%	16	9.4%	171	
		2006	5	2.9%	143	84.1%	22	12.9%	170	
		2007	8	4.8%	130	78.8%	27	16.4%	165	
		2008	9	6.0%	120	80.0%	21	14.0%	150	
		2009	15	10.3%	111	76.0%	20	13.7%	146	
	University total	<b>2005</b>	<b>38</b>	<b>4.1%</b>	<b>806</b>	<b>87.6%</b>	<b>76</b>	<b>8.3%</b>	<b>920</b>	
		<b>2006</b>	<b>48</b>	<b>5.1%</b>	<b>760</b>	<b>81.3%</b>	<b>127</b>	<b>13.6%</b>	<b>935</b>	
		<b>2007</b>	<b>49</b>	<b>5.2%</b>	<b>743</b>	<b>78.8%</b>	<b>151</b>	<b>16.0%</b>	<b>943</b>	
		<b>2008</b>	<b>53</b>	<b>5.7%</b>	<b>712</b>	<b>76.4%</b>	<b>167</b>	<b>17.9%</b>	<b>932</b>	
		<b>2009</b>	<b>51</b>	<b>6.3%</b>	<b>654</b>	<b>81.0%</b>	<b>102</b>	<b>12.6%</b>	<b>807</b>	
	Taught postgraduate	Arts and Law	2005	27	6.2%	392	89.5%	19	4.3%	438
			2006	31	7.3%	367	86.6%	26	6.1%	424
2007			25	6.0%	373	89.4%	19	4.6%	417	
2008			20	4.7%	360	84.3%	47	11.0%	427	
2009			31	5.8%	429	80.6%	72	13.5%	532	
Engineering and Physical Sciences		2005	11	3.5%	297	93.7%	9	2.8%	317	
		2006	11	2.7%	388	94.2%	13	3.2%	412	
		2007	19	5.2%	329	89.4%	20	5.4%	368	
		2008	15	3.8%	352	88.9%	29	7.3%	396	
		2009	15	3.4%	336	76.9%	86	19.7%	437	
Life and Environmental Sciences		2005	8	4.4%	167	92.8%	5	2.8%	180	
		2006	6	2.7%	212	94.6%	6	2.7%	224	
		2007	17	7.5%	207	91.2%	3	1.3%	227	
		2008	15	6.1%	215	88.1%	14	5.7%	244	
		2009	26	9.6%	219	81.1%	25	9.3%	270	
Medical and Dental Sciences		2005	7	2.3%	291	95.1%	8	2.6%	306	
		2006	16	6.2%	233	90.3%	9	3.5%	258	
		2007	5	2.1%	198	82.5%	37	15.4%	240	
		2008	12	4.4%	240	87.6%	22	8.0%	274	
		2009	11	4.2%	231	87.5%	22	8.3%	264	
Social Sciences		2005	86	3.6%	2283	94.8%	38	1.6%	2407	
		2006	93	3.9%	2222	93.7%	57	2.4%	2372	
		2007	81	3.4%	2207	92.4%	100	4.2%	2388	
		2008	106	4.3%	2234	90.0%	143	5.8%	2483	
	2009	106	4.4%	2122	87.3%	204	8.4%	2432		

	<b>University total</b>	<b>2005</b>	<b>139</b>	<b>3.8%</b>	<b>3430</b>	<b>94.0%</b>	<b>79</b>	<b>2.2%</b>	<b>3648</b>
		<b>2006</b>	<b>157</b>	<b>4.3%</b>	<b>3422</b>	<b>92.7%</b>	<b>111</b>	<b>3.0%</b>	<b>3690</b>
		<b>2007</b>	<b>147</b>	<b>4.0%</b>	<b>3314</b>	<b>91.0%</b>	<b>179</b>	<b>4.9%</b>	<b>3640</b>
		<b>2008</b>	<b>168</b>	<b>4.4%</b>	<b>3401</b>	<b>88.9%</b>	<b>255</b>	<b>6.7%</b>	<b>3824</b>
		<b>2009</b>	<b>189</b>	<b>4.8%</b>	<b>3337</b>	<b>84.8%</b>	<b>409</b>	<b>10.4%</b>	<b>3935</b>
Undergraduate	Arts and Law	2005	88	5.8%	1422	93.0%	19	1.2%	1529
		2006	88	6.4%	1231	88.9%	65	4.7%	1384
		2007	76	5.1%	1196	80.0%	223	14.9%	1495
		2008	97	6.1%	1266	79.8%	224	14.1%	1587
		2009	99	6.5%	1346	88.5%	76	5.0%	1521
	Engineering and Physical Sciences	2005	46	4.8%	871	90.5%	45	4.7%	962
		2006	58	6.2%	812	86.3%	71	7.5%	941
		2007	66	6.6%	788	79.4%	139	14.0%	993
		2008	62	5.6%	860	77.8%	183	16.6%	1105
		2009	47	3.7%	1132	89.8%	81	6.4%	1260
	Life and Environmental Sciences	2005	79	7.9%	903	90.8%	13	1.3%	995
		2006	63	6.8%	841	90.8%	22	2.4%	926
		2007	73	8.0%	730	79.6%	114	12.4%	917
		2008	67	6.8%	778	78.4%	147	14.8%	992
		2009	54	5.9%	812	88.2%	55	6.0%	921
	Medical and Dental Sciences	2005	56	6.8%	704	84.9%	69	8.3%	829
		2006	29	3.5%	721	87.4%	75	9.1%	825
		2007	32	4.1%	598	77.1%	146	18.8%	776
		2008	34	4.4%	625	80.2%	120	15.4%	779
		2009	28	3.5%	740	92.6%	31	3.9%	799
	Social Sciences	2005	127	6.4%	1557	78.8%	291	14.7%	1975
		2006	99	5.4%	1646	90.3%	77	4.2%	1822
		2007	118	6.8%	1410	81.6%	200	11.6%	1728
		2008	89	5.1%	1414	81.8%	226	13.1%	1729
		2009	95	5.4%	1549	88.1%	114	6.5%	1758
	<b>University total</b>	<b>2005</b>	<b>396</b>	<b>6.3%</b>	<b>5457</b>	<b>86.8%</b>	<b>437</b>	<b>6.9%</b>	<b>6290</b>
		<b>2006</b>	<b>337</b>	<b>5.7%</b>	<b>5251</b>	<b>89.0%</b>	<b>310</b>	<b>5.3%</b>	<b>5898</b>
		<b>2007</b>	<b>365</b>	<b>6.2%</b>	<b>4722</b>	<b>79.9%</b>	<b>822</b>	<b>13.9%</b>	<b>5909</b>
		<b>2008</b>	<b>349</b>	<b>5.6%</b>	<b>4943</b>	<b>79.8%</b>	<b>900</b>	<b>14.5%</b>	<b>6192</b>
		<b>2009</b>	<b>323</b>	<b>5.2%</b>	<b>5579</b>	<b>89.1%</b>	<b>357</b>	<b>5.7%</b>	<b>6259</b>

Chart 6: Russell Group comparison:

2008/09 Russell Group data							
First year student FPE by disability type							
Institution	Disabled	%age	No known disability	%age	Not known/not sought	%age	Total
The Queen's University of Belfast	385	3.76%	9090	88.81%	760	7.43%	10235
The University of Birmingham	565	5.25%	9000	83.57%	1205	11.19%	10770

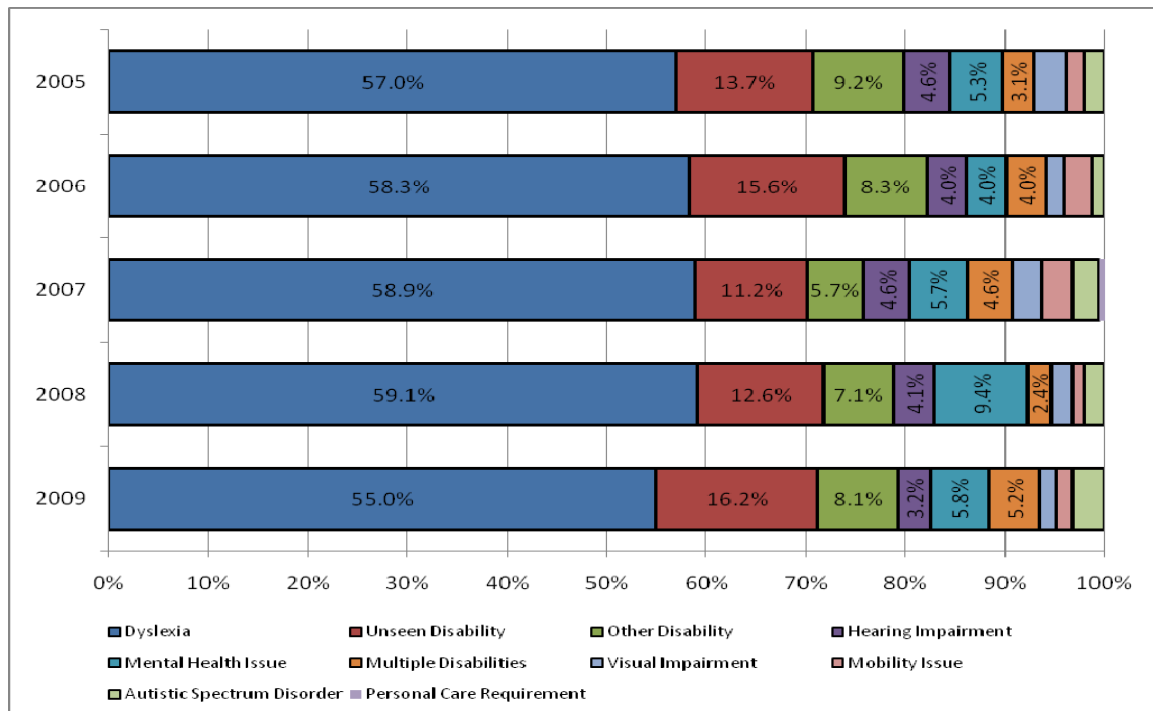
The University of Bristol	515	5.76%	7960	88.99%	470	5.25%	8945
The University of Cambridge	430	4.54%	8860	93.56%	180	1.90%	9470
Cardiff University	755	5.50%	12760	93.00%	205	1.49%	13720
The University of Edinburgh	605	6.36%	8910	93.59%	5	0.05%	9520
The University of Glasgow	750	6.71%	10315	92.30%	110	0.98%	11175
Imperial College of Science, Technology and Medicine	225	4.09%	5255	95.46%	25	0.45%	5505
King's College London	450	4.23%	10125	95.07%	75	0.70%	10650
The University of Leeds	665	5.16%	12125	94.10%	95	0.74%	12885
The University of Liverpool	525	5.77%	8480	93.14%	100	1.10%	9105
London School of Economics and Political Science	270	4.57%	5610	95.00%	25	0.42%	5905
The University of Manchester	815	5.07%	15260	94.93%	0	0.00%	16075
The University of Newcastle-upon-Tyne	350	4.23%	7920	95.71%	5	0.06%	8275
The University of Nottingham	985	7.29%	12010	88.86%	520	3.85%	13515
The University of Oxford	500	4.91%	9160	89.98%	520	5.11%	10180
The University of Sheffield	485	5.22%	8740	94.08%	65	0.70%	9290
The University of Southampton	645	6.87%	8730	93.02%	10	0.11%	9385
University College London	330	3.53%	8665	92.57%	365	3.90%	9360
The University of Warwick	825	5.27%	12820	81.94%	2000	12.78%	15645

**d) 2009/10 Entrants by Disability type – UK Undergraduate Entrants**

Of UK domiciled, undergraduate entrants in 2009 who disclosed a disability:

- 55% disclosed their disability as dyslexia or a related learning disorder, (170 students).
- The second most common disability declared was unseen disability (e.g. epilepsy), with 16.2% (50 students) in 2009 declaring an unseen disability.
- Between 1.6% and 5.8% of disabled students declared their disability as a hearing impairment (10 students), mental health issue (18 students), multiple disabilities (16 students), visual impairment (5 students), mobility issue (5 students) or autistic spectrum disorder (10 students), in total accounting for 20.7% of all disclosures.
- 8.1% declared their disability as 'other' (25 students).

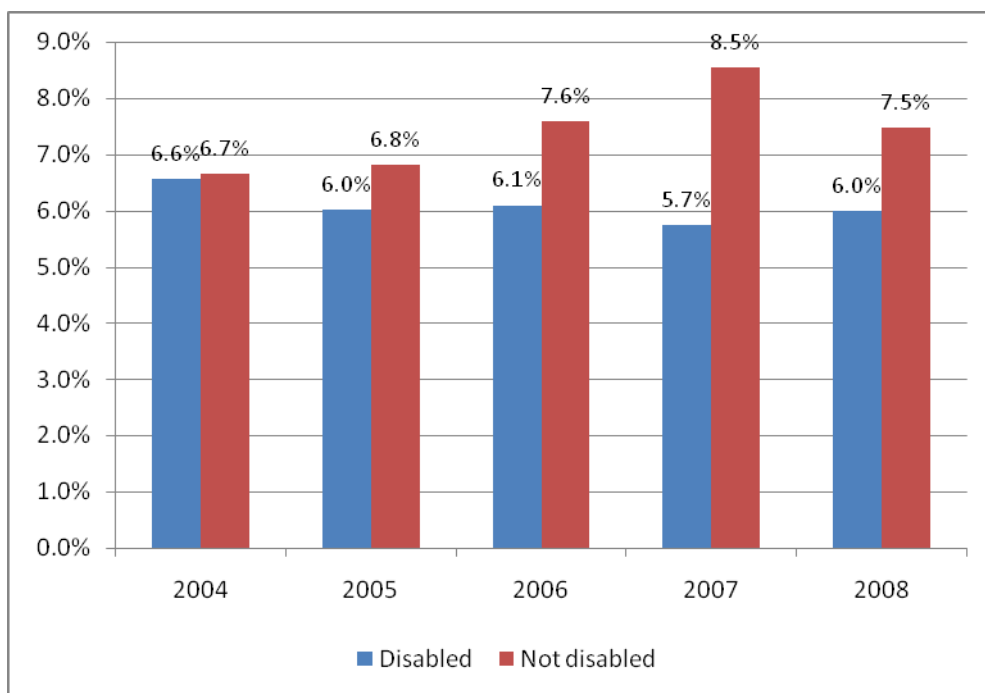
Chart 6: Percentage of types of disability among disabled, UK domiciled, undergraduate entrants, 2004 to 2009 Entry Cohorts:



**e) First Year Non-continuation in Undergraduates**

The first year non-continuation rates shown below are for full-time undergraduate students. 6% of disabled undergraduate students from the 2008 entry cohort left the University before reaching their second year (19 students), compared to 7.5% of non-disabled students.

Charts 7 and 8: Percentage undergraduate first year non-continuation, 2004 to 2008 entry cohorts:



College	Status	Cohort	Reached Year Two		Did Not Reach Year Two		Total Number
			Number	%	Number	%	
Arts and Law	Disabled	2004	79	94.0%	5	6.0%	84
		2005	75	89.3%	9	10.7%	84
		2006	78	92.9%	6	7.1%	84
		2007	68	90.7%	7	9.3%	75
		2008	89	92.7%	7	7.3%	96
	Not Disabled	2004	1144	94.0%	73	6.0%	1217
		2005	1249	92.9%	96	7.1%	1345
		2006	1065	90.6%	110	9.4%	1175
		2007	1056	91.4%	99	8.6%	1155
		2008	1124	91.4%	106	8.6%	1230

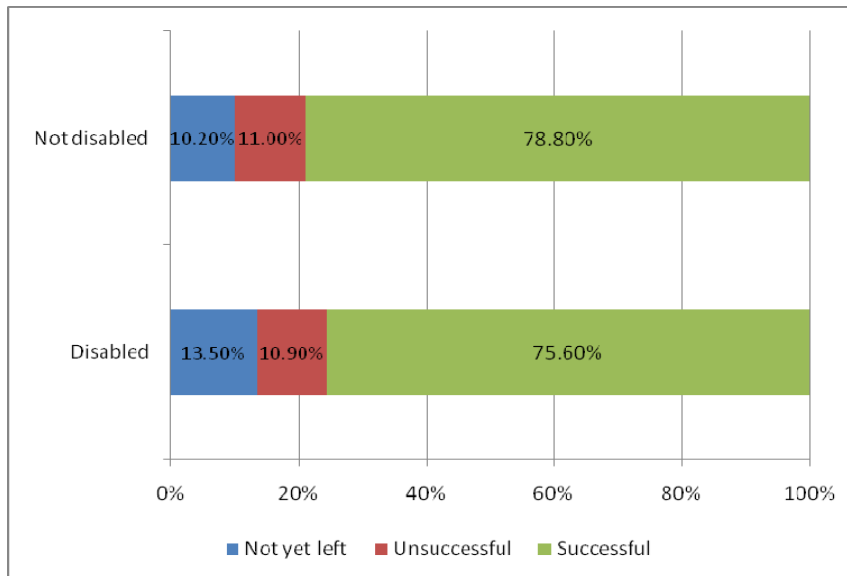
	Unknown	2004	10	83.3%	2	16.7%	12
		2005	18	94.7%	1	5.3%	19
		2006	63	100.0%	0	0.0%	63
		2007	219	98.2%	4	1.8%	223
		2008	222	99.6%	1	0.4%	223
Engineering and Physical Sciences	Disabled	2004	44	91.7%	4	8.3%	48
		2005	31	96.9%	1	3.1%	32
		2006	44	95.7%	2	4.3%	46
		2007	49	90.7%	5	9.3%	54
		2008	47	90.4%	5	9.6%	52
	Not Disabled	2004	738	89.2%	89	10.8%	827
		2005	664	93.1%	49	6.9%	713
		2006	576	93.5%	40	6.5%	616
		2007	486	90.2%	53	9.8%	539
		2008	541	90.6%	56	9.4%	597
	Unknown	2004	19	100.0%	0	0.0%	19
		2005	26	100.0%	0	0.0%	26
		2006	45	100.0%	0	0.0%	45
		2007	118	98.3%	2	1.7%	120
		2008	139	96.5%	5	3.5%	144
Life and Environmental Sciences	Disabled	2004	60	96.8%	2	3.2%	62
		2005	63	94.0%	4	6.0%	67
		2006	55	94.8%	3	5.2%	58
		2007	66	100.0%	0	0.0%	66
		2008	59	93.7%	4	6.3%	63
	Not Disabled	2004	846	95.9%	36	4.1%	882
		2005	781	94.2%	48	5.8%	829
		2006	727	93.8%	48	6.2%	775
		2007	628	92.5%	51	7.5%	679
		2008	689	93.9%	45	6.1%	734
	Unknown	2004	12	100.0%	0	0.0%	12
		2005	13	100.0%	0	0.0%	13
		2006	20	90.9%	2	9.1%	22
		2007	114	100.0%	0	0.0%	114
		2008	145	100.0%	0	0.0%	145
Medical and Dental Sciences	Disabled	2004	28	96.6%	1	3.4%	29
		2005	42	95.5%	2	4.5%	44
		2006	24	96.0%	1	4.0%	25
		2007	27	96.4%	1	3.6%	28
		2008	34	100.0%	0	0.0%	34
	Not Disabled	2004	658	94.7%	37	5.3%	695
		2005	604	93.9%	39	6.1%	643
		2006	659	96.2%	26	3.8%	685

		2007	536	94.4%	32	5.6%	568
		2008	583	95.1%	30	4.9%	613
	Unknown	2004	17	100.0%	0	0.0%	17
		2005	67	100.0%	0	0.0%	67
		2006	68	100.0%	0	0.0%	68
		2007	141	100.0%	0	0.0%	141
		2008	116	98.3%	2	1.7%	118
Social Sciences	Disabled	2004	60	89.6%	7	10.4%	67
		2005	70	97.2%	2	2.8%	72
		2006	61	92.4%	5	7.6%	66
		2007	69	94.5%	4	5.5%	73
		2008	69	95.8%	3	4.2%	72
	Not Disabled	2004	1034	92.8%	80	7.2%	1114
		2005	901	92.3%	75	7.7%	976
		2006	858	90.0%	95	10.0%	953
		2007	745	89.5%	87	10.5%	832
		2008	929	92.5%	75	7.5%	1004
	Unknown	2004	5	83.3%	1	16.7%	6
		2005	13	100.0%	0	0.0%	13
		2006	44	97.8%	1	2.2%	45
		2007	165	99.4%	1	0.6%	166
		2008	171	99.4%	1	0.6%	172
University total	Disabled	<b>2004</b>	<b>271</b>	<b>93.4%</b>	<b>19</b>	<b>6.6%</b>	<b>290</b>
		<b>2005</b>	<b>281</b>	<b>94.0%</b>	<b>18</b>	<b>6.0%</b>	<b>299</b>
		<b>2006</b>	<b>262</b>	<b>93.9%</b>	<b>17</b>	<b>6.1%</b>	<b>279</b>
		<b>2007</b>	<b>279</b>	<b>94.3%</b>	<b>17</b>	<b>5.7%</b>	<b>296</b>
		<b>2008</b>	<b>298</b>	<b>94.0%</b>	<b>19</b>	<b>6.0%</b>	<b>317</b>
	Not Disabled	<b>2004</b>	<b>4420</b>	<b>93.3%</b>	<b>315</b>	<b>6.7%</b>	<b>4735</b>
		<b>2005</b>	<b>4199</b>	<b>93.2%</b>	<b>307</b>	<b>6.8%</b>	<b>4506</b>
		<b>2006</b>	<b>3885</b>	<b>92.4%</b>	<b>319</b>	<b>7.6%</b>	<b>4204</b>
		<b>2007</b>	<b>3451</b>	<b>91.5%</b>	<b>322</b>	<b>8.5%</b>	<b>3773</b>
		<b>2008</b>	<b>3866</b>	<b>92.5%</b>	<b>312</b>	<b>7.5%</b>	<b>4178</b>
	Unknown	<b>2004</b>	<b>63</b>	<b>95.5%</b>	<b>3</b>	<b>4.5%</b>	<b>66</b>
		<b>2005</b>	<b>137</b>	<b>99.3%</b>	<b>1</b>	<b>0.7%</b>	<b>138</b>
		<b>2006</b>	<b>240</b>	<b>98.8%</b>	<b>3</b>	<b>1.2%</b>	<b>243</b>
		<b>2007</b>	<b>757</b>	<b>99.1%</b>	<b>7</b>	<b>0.9%</b>	<b>764</b>
		<b>2008</b>	<b>793</b>	<b>98.9%</b>	<b>9</b>	<b>1.1%</b>	<b>802</b>

**f) Student Progression and Completion**

- 75.6% of disabled students from the 2005 entry cohort successfully completed their courses, either by achieving their degree aim or a lower award (236 students), slightly below the proportion of non-disabled students (78.8%).
- 10.9% of the disabled group failed to successfully complete their course, an almost identical figure to the proportion of non disabled students (11%).
- 13.5% of disabled entrants from 2004 were still studying at the University (42 students) in 2009/10.

Charts 8 and 9: Full time undergraduate completions, 2005 entry cohort:



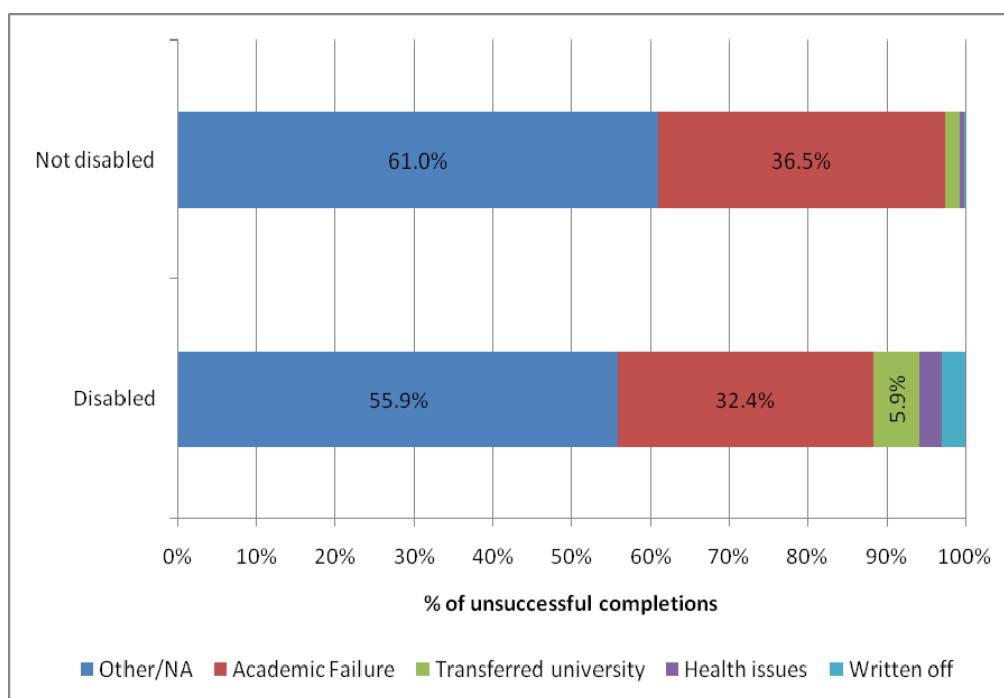
College	Status	Cohort	Passed				Discontinued				Still Here		Total Number
			Got Degree		Lower award		Dropped out		Failed		Not left yet		
			Number	%	Number	%	Number	%	Number	%	Number	%	
Arts and Law	Disabled	2002	64	85.3%	1	1.3%	6	8.0%	4	5.3%	0	0.0%	75
		2003	65	77.4%	1	1.2%	12	14.3%	3	3.6%	3	3.6%	84
		2004	70	82.4%	6	7.1%	4	4.7%	4	4.7%	1	1.2%	85
		2005	70	83.3%	1	1.2%	6	7.1%	3	3.6%	4	4.8%	84
	No Known Disability	2002	1153	85.2%	20	1.5%	120	8.9%	47	3.5%	14	1.0%	1354
		2003	1094	83.8%	34	2.6%	123	9.4%	39	3.0%	15	1.1%	1305
		2004	1086	88.4%	19	1.5%	74	6.0%	37	3.0%	13	1.1%	1229
		2005	1190	86.4%	22	1.6%	105	7.6%	31	2.2%	30	2.2%	1378
	No Data	2002	5	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5
		2003	20	66.7%	0	0.0%	0	0.0%	1	3.3%	9	30.0%	30
		2004	24	85.7%	0	0.0%	1	3.6%	2	7.1%	1	3.6%	28
		2005	14	73.7%	0	0.0%	1	5.3%	0	0.0%	4	21.1%	19
Social	Disabled	2002	74	85.1%	3	3.4%	7	8.0%	2	2.3%	1	1.1%	87

Sciences		2003	49	79.0%	3	4.8%	4	6.5%	5	8.1%	1	1.6%	62
		2004	56	78.9%	2	2.8%	6	8.5%	4	5.6%	3	4.2%	71
		2005	63	86.3%	1	1.4%	4	5.5%	1	1.4%	4	5.5%	73
	No Known Disability	2002	1063	81.5%	27	2.1%	134	10.3%	55	4.2%	25	1.9%	1304
		2003	872	82.3%	27	2.5%	81	7.6%	51	4.8%	29	2.7%	1060
		2004	953	83.9%	27	2.4%	71	6.3%	64	5.6%	21	1.8%	1136
		2005	841	84.7%	12	1.2%	68	6.8%	45	4.5%	27	2.7%	993
	No Data	2002	15	88.2%	0	0.0%	1	5.9%	0	0.0%	1	5.9%	17
		2003	9	75.0%	1	8.3%	0	0.0%	1	8.3%	1	8.3%	12
		2004	5	83.3%	0	0.0%	1	16.7%	0	0.0%	0	0.0%	6
		2005	14	93.3%	0	0.0%	0	0.0%	0	0.0%	1	6.7%	15
	Medical and Dental Sciences	Disabled	2002	16	84.2%	1	5.3%	2	10.5%	0	0.0%	0	0.0%
2003			38	97.4%	0	0.0%	0	0.0%	0	0.0%	1	2.6%	39
2004			23	76.7%	0	0.0%	1	3.3%	0	0.0%	6	20.0%	30
2005			23	43.4%	0	0.0%	4	7.5%	2	3.8%	24	45.3%	53
No Known Disability		2002	593	91.9%	5	0.8%	20	3.1%	22	3.4%	5	0.8%	645
		2003	637	90.7%	5	0.7%	32	4.6%	17	2.4%	11	1.6%	702
		2004	578	77.2%	10	1.3%	35	4.7%	30	4.0%	96	12.8%	749
		2005	260	37.7%	7	1.0%	50	7.3%	19	2.8%	353	51.2%	689
No Data		2002	3	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3
		2003	3	75.0%	0	0.0%	0	0.0%	0	0.0%	1	25.0%	4
		2004	3	17.6%	0	0.0%	0	0.0%	1	5.9%	13	76.5%	17
		2005	2	3.0%	0	0.0%	0	0.0%	0	0.0%	65	97.0%	67
Life and Environmental Sciences	Disabled	2002	51	83.6%	1	1.6%	5	8.2%	4	6.6%	0	0.0%	61
		2003	53	84.1%	1	1.6%	8	12.7%	1	1.6%	0	0.0%	63
		2004	57	91.9%	1	1.6%	3	4.8%	1	1.6%	0	0.0%	62
		2005	55	80.9%	0	0.0%	5	7.4%	3	4.4%	5	7.4%	68
	No Known Disability	2002	835	88.4%	9	1.0%	59	6.2%	32	3.4%	10	1.1%	945
		2003	804	86.6%	22	2.4%	60	6.5%	36	3.9%	6	0.6%	928
		2004	798	90.0%	23	2.6%	42	4.7%	13	1.5%	11	1.2%	887
		2005	721	86.1%	15	1.8%	55	6.6%	26	3.1%	20	2.4%	837
	No Data	2002	6	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6
		2003	8	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8
		2004	11	91.7%	0	0.0%	1	8.3%	0	0.0%	0	0.0%	12
		2005	9	69.2%	0	0.0%	0	0.0%	0	0.0%	4	30.8%	13
Engineering and Physical Sciences	Disabled	2002	36	73.5%	1	2.0%	6	12.2%	5	10.2%	1	2.0%	49
		2003	34	68.0%	4	8.0%	6	12.0%	6	12.0%	0	0.0%	50
		2004	38	76.0%	0	0.0%	4	8.0%	4	8.0%	4	8.0%	50
		2005	23	67.6%	0	0.0%	4	11.8%	2	5.9%	5	14.7%	34
	No Known Disability	2002	699	75.8%	35	3.8%	91	9.9%	80	8.7%	17	1.8%	922
		2003	705	77.4%	32	3.5%	91	10.0%	71	7.8%	12	1.3%	911
		2004	652	73.9%	46	5.2%	78	8.8%	84	9.5%	22	2.5%	882
		2005	581	76.4%	22	2.9%	46	6.1%	65	8.6%	46	6.1%	760
	No Data	2002	14	93.3%	0	0.0%	0	0.0%	0	0.0%	1	6.7%	15
		2003	10	90.9%	1	9.1%	0	0.0%	0	0.0%	0	0.0%	11
		2004	17	85.0%	0	0.0%	0	0.0%	1	5.0%	2	10.0%	20
		2005	20	74.1%	0	0.0%	0	0.0%	0	0.0%	7	25.9%	27
<b>University</b>	<b>Disabled</b>	<b>2002</b>	<b>241</b>	<b>82.8%</b>	<b>7</b>	<b>2.4%</b>	<b>26</b>	<b>8.9%</b>	<b>15</b>	<b>5.2%</b>	<b>2</b>	<b>0.7%</b>	<b>291</b>

total		2003	239	80.2%	9	3.0%	30	10.1%	15	5.0%	5	1.7%	298
		2004	244	81.9%	9	3.0%	18	6.0%	13	4.4%	14	4.7%	298
		2005	234	75.0%	2	0.6%	23	7.4%	11	3.5%	42	13.5%	312
	No Known Disability	2002	4343	84.0%	96	1.9%	424	8.2%	236	4.6%	71	1.4%	5170
		2003	4112	83.8%	120	2.4%	387	7.9%	214	4.4%	73	1.5%	4906
		2004	4067	83.3%	125	2.6%	300	6.1%	228	4.7%	163	3.3%	4883
		2005	3593	77.2%	78	1.7%	324	7.0%	186	4.0%	476	10.2%	4657
	No Data	2002	43	93.5%	0	0.0%	1	2.2%	0	0.0%	2	4.3%	46
		2003	50	76.9%	2	3.1%	0	0.0%	2	3.1%	11	16.9%	65
		2004	60	72.3%	0	0.0%	3	3.6%	4	4.8%	16	19.3%	83
		2005	59	41.8%	0	0.0%	1	0.7%	0	0.0%	81	57.4%	141

- 55.9% of unsuccessful disabled students from the 2005 entry cohort left the University for 'other/not applicable' reasons, (19 students), a smaller proportion than among non-disabled students.
- 32.4% of this group left due to academic failure (11 students), a smaller proportion than among non-disabled students.
- A higher proportion of disabled students transferred to another university, although this only represented 2 students.

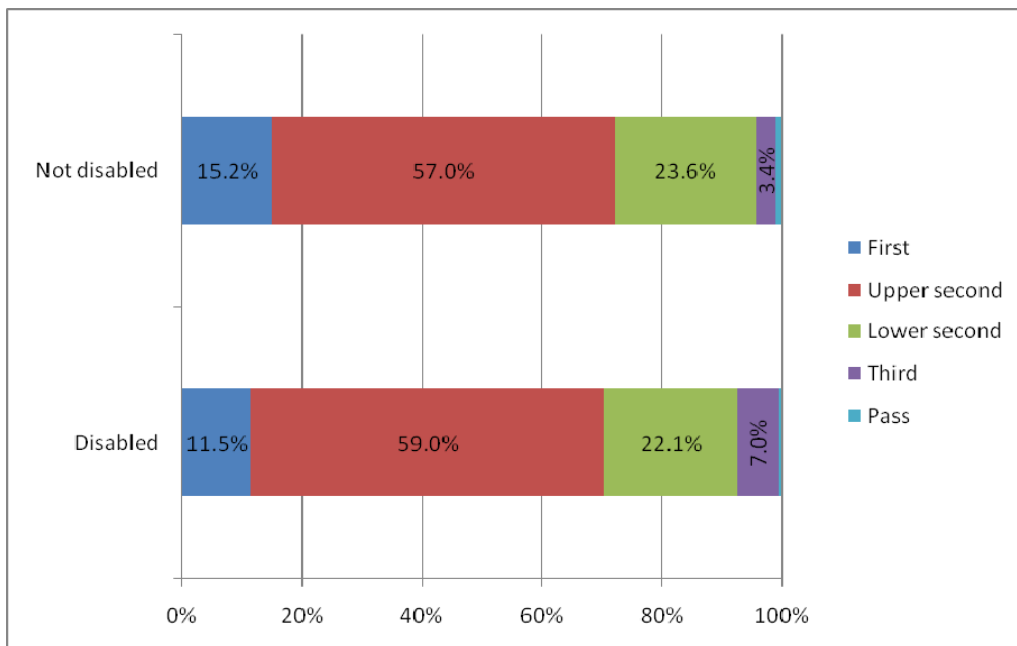
Chart 10: Reasons for Leaving of full-time undergraduate entrants:



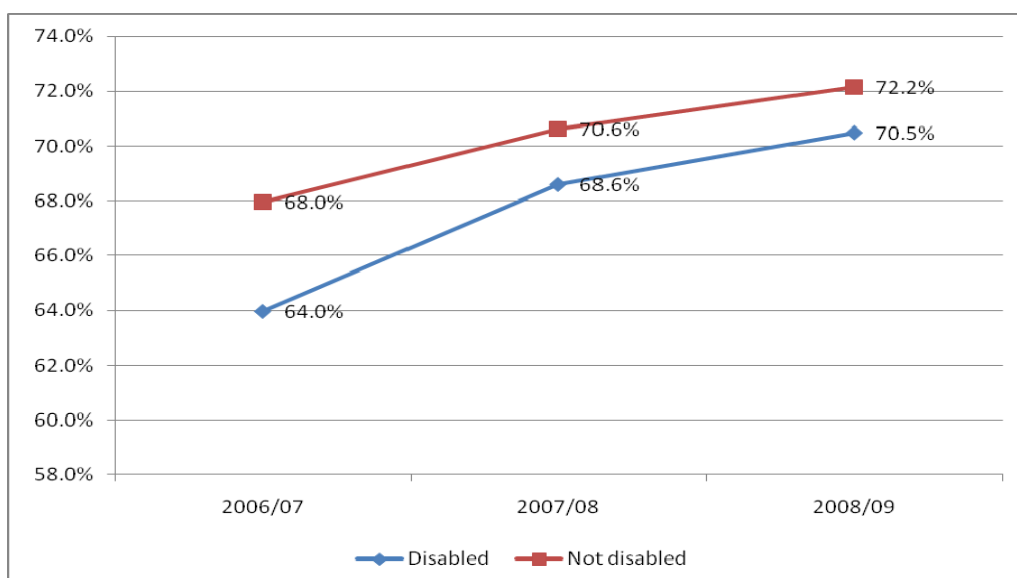
**g) First Degree - Classification of Awards**

- The proportion of first and upper second class degrees awarded to non-disabled students has been consistently higher than for disabled students, although the gap is closing.
- HESA data from across the HE sector shows that the proportion of good (1st and 2:1) degree classifications obtained by non-disabled students (63%) is slightly better than for disabled students (60%).

Chart 11: Classified awards – all undergraduates, 2008/09:



Charts 12 and 13: Combined first class and upper second degrees awarded – disabled compared to non-disabled successful undergraduates, 2006/07 to 2008/09:



College	disabled	Grad yr	First		2.1		2.2		Third		Pass		Total
			No	%age	No	%age	No	%age	No	%age	No	%age	
Arts & Law	Disabled	2006/07	5	6.5%	54	70.1%	16	20.8%	0	0.0%	2	2.6%	77
		2007/08	7	9.3%	47	62.7%	20	26.7%	0	0.0%	1	1.3%	75
		2008/09	3	4.2%	53	74.6%	13	18.3%	1	1.4%	1	1.4%	71
	Not disabled	2006/07	95	8.3%	770	67.5%	254	22.3%	14	1.2%	7	0.6%	1140
		2007/08	139	11.5%	773	64.1%	265	22.0%	17	1.4%	12	1.0%	1206
		2008/09	119	10.5%	738	65.3%	250	22.1%	17	1.5%	6	0.5%	1130
	Unknown	2006/07	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1
		2007/08	0	0.0%	2	40.0%	1	20.0%	1	20.0%	1	20.0%	5
		2008/09	4	21.1%	14	73.7%	1	5.3%	0	0.0%	0	0.0%	19
Engineering & Physical Sciences	Disabled	2006/07	6	14.6%	16	39.0%	13	31.7%	5	12.2%	1	2.4%	41
		2007/08	10	25.0%	13	32.5%	15	37.5%	2	5.0%	0	0.0%	40
		2008/09	3	7.7%	24	61.5%	8	20.5%	4	10.3%	0	0.0%	39
	Not disabled	2006/07	179	22.9%	310	39.7%	202	25.9%	74	9.5%	16	2.0%	781
		2007/08	187	25.1%	261	35.0%	226	30.3%	62	8.3%	10	1.3%	746
		2008/09	197	26.0%	304	40.1%	183	24.1%	61	8.0%	14	1.8%	759
	Unknown	2006/07	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1
		2007/08	1	16.7%	3	50.0%	2	33.3%	0	0.0%	0	0.0%	6
		2008/09	11	30.6%	8	22.2%	17	47.2%	0	0.0%	0	0.0%	36
Life & Environmental Sciences	Disabled	2006/07	5	9.1%	27	49.1%	20	36.4%	1	1.8%	2	3.6%	55
		2007/08	7	15.9%	27	61.4%	8	18.2%	2	4.5%	0	0.0%	44
		2008/09	12	18.2%	28	42.4%	20	30.3%	6	9.1%	0	0.0%	66
	Not disabled	2006/07	93	11.0%	464	54.8%	243	28.7%	41	4.8%	5	0.6%	846
		2007/08	101	13.7%	435	59.0%	165	22.4%	34	4.6%	2	0.3%	737
		2008/09	88	12.5%	398	56.5%	189	26.8%	29	4.1%	1	0.1%	705
	Unknown	2006/07	0	0.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%	2
		2007/08	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
		2008/09	3	42.9%	4	57.1%	0	0.0%	0	0.0%	0	0.0%	7
Medical & Dental Sciences	Disabled	2006/07	2	10.0%	12	60.0%	4	20.0%	1	5.0%	1	5.0%	20
		2007/08	1	5.6%	8	44.4%	7	38.9%	2	11.1%	0	0.0%	18
		2008/09	1	7.7%	6	46.2%	3	23.1%	3	23.1%	0	0.0%	13
	Not disabled	2006/07	30	10.0%	161	53.5%	100	33.2%	7	2.3%	3	1.0%	301
		2007/08	36	17.5%	107	51.9%	56	27.2%	6	2.9%	1	0.5%	206
		2008/09	33	14.0%	133	56.6%	61	26.0%	7	3.0%	1	0.4%	235
	Unknown	2006/07	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
		2007/08	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
		2008/09	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1
Social Sciences	Disabled	2006/07	4	7.4%	27	50.0%	21	38.9%	2	3.7%	0	0.0%	54
		2007/08	7	10.8%	39	60.0%	16	24.6%	2	3.1%	1	1.5%	65
		2008/09	9	16.4%	33	60.0%	10	18.2%	3	5.5%	0	0.0%	55
	Not	2006/07	108	11.2%	529	55.0%	283	29.4%	28	2.9%	14	1.5%	962

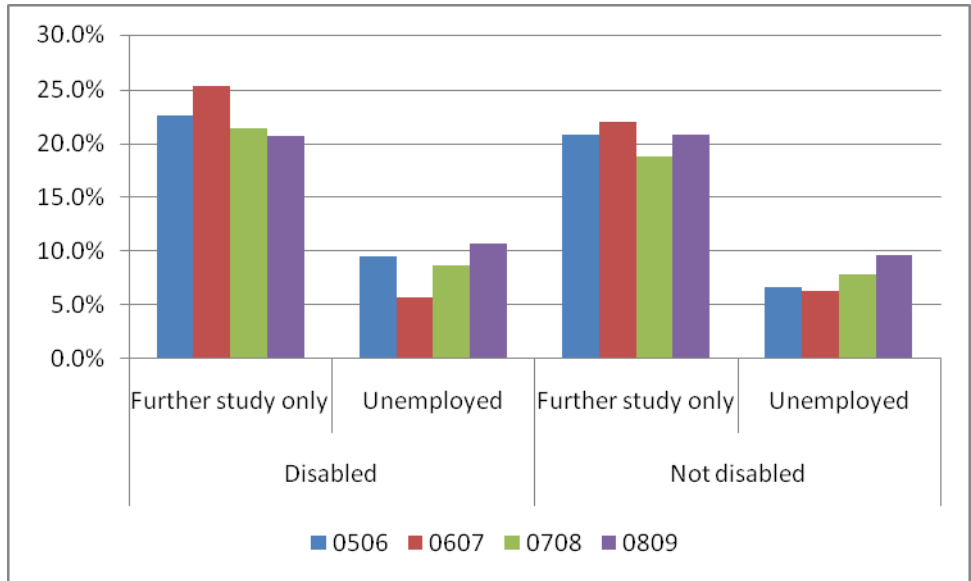
	disabled	2007/08	107	12.5%	503	58.8%	210	24.5%	19	2.2%	17	2.0%	856
		2008/09	112	14.1%	492	62.0%	171	21.5%	9	1.1%	10	1.3%	794
	Unknown	2006/07	0	0.0%	2	66.7%	1	33.3%	0	0.0%	0	0.0%	3
		2007/08	0	0.0%	2	66.7%	1	33.3%	0	0.0%	0	0.0%	3
		2008/09	4	23.5%	7	41.2%	6	35.3%	0	0.0%	0	0.0%	17
University total	Disabled	2006/07	22	8.9%	136	55.1%	74	30.0%	9	3.6%	6	2.4%	247
		2007/08	32	13.2%	134	55.4%	66	27.3%	8	3.3%	2	0.8%	242
		2008/09	28	11.5%	144	59.0%	54	22.1%	17	7.0%	1	0.4%	244
	Not disabled	2006/07	505	12.5%	2234	55.4%	1082	26.8%	164	4.1%	45	1.1%	4030
		2007/08	570	15.2%	2079	55.4%	922	24.6%	138	3.7%	42	1.1%	3751
		2008/09	549	15.2%	2065	57.0%	854	23.6%	123	3.4%	32	0.9%	3623
	Unknown	2006/07	1	14.3%	2	28.6%	4	57.1%	0	0.0%	0	0.0%	7
		2007/08	1	7.1%	7	50.0%	4	28.6%	1	7.1%	1	7.1%	14
		2008/09	22	27.5%	33	41.3%	25	31.3%	0	0.0%	0	0.0%	80

## h) Employability

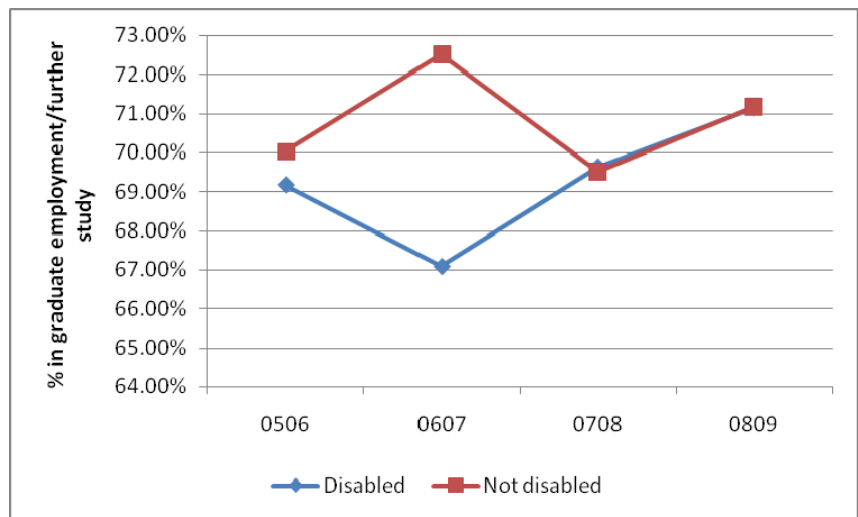
- Conclusions on employability data are difficult to draw, as employability resides very much with the individual graduate and disabled numbers here are relatively small (156 full-time UK disabled UG graduates in 2008/09).
- Based on the data, however, slightly higher proportions of non-disabled graduates enter full-time employment and graduate employment, and slightly higher proportions of disabled graduates continue with further study, enter part time employment or are unemployed.

Chart 11: Employment Destinations 2005/06 to 2008/09:





Charts 12 & 13: Graduate Employability or Further Study – 05/06 to 08/09:



			Graduate destination		Non-graduate destination		Total Number
College	Status	Year	Number	%	Number	%	
Arts and Law	Disabled	0506	22	62.9%	13	37.1%	35
		0607	29	60.4%	19	39.6%	48
		0708	22	55.0%	18	45.0%	40
		0809	24	72.7%	9	27.3%	33
	Not Disabled	0506	482	63.0%	283	37.0%	765
		0607	451	64.7%	246	35.3%	697
		0708	448	62.6%	268	37.4%	716
		0809	440	64.7%	240	35.3%	680

	Unknown	0506	0	0.0%	1	100.0%	1
		0607	0	0.0%	0	0.0%	0
		0708	0	0.0%	0	0.0%	0
		0809	15	88.2%	2	11.8%	17
Engineering and Physical Sciences	Disabled	0506	22	75.9%	7	24.1%	29
		0607	25	73.5%	9	26.5%	34
		0708	20	71.4%	8	28.6%	28
		0809	14	53.8%	12	46.2%	26
	Not Disabled	0506	334	74.7%	113	25.3%	447
		0607	294	78.4%	81	21.6%	375
		0708	286	73.5%	103	26.5%	389
		0809	258	70.9%	106	29.1%	364
	Unknown	0506	0	0.0%	0	0.0%	0
		0607	0	0.0%	0	0.0%	0
		0708	0	0.0%	0	0.0%	0
		0809	21	100.0%	0	0.0%	21
Life and Environmental Sciences	Disabled	0506	27	65.9%	14	34.1%	41
		0607	21	67.7%	10	32.3%	31
		0708	22	61.1%	14	38.9%	36
		0809	26	66.7%	13	33.3%	39
	Not Disabled	0506	357	61.6%	223	38.4%	580
		0607	360	67.2%	176	32.8%	536
		0708	310	61.1%	197	38.9%	507
		0809	271	60.1%	180	39.9%	451
	Unknown	0506	0	0.0%	1	100.0%	1
		0607	1	50.0%	1	50.0%	2
		0708	0	0.0%	0	0.0%	0
		0809	8	88.9%	1	11.1%	9
Medical and Dental Sciences	Disabled	0506	22	88.0%	3	12.0%	25
		0607	17	89.5%	2	10.5%	19
		0708	23	85.2%	4	14.8%	27
		0809	17	89.5%	2	10.5%	19
	Not Disabled	0506	482	91.8%	43	8.2%	525
		0607	395	92.3%	33	7.7%	428
		0708	457	94.6%	26	5.4%	483
		0809	540	94.9%	29	5.1%	569
	Unknown	0506	0	0.0%	0	0.0%	0
		0607	1	100.0%	0	0.0%	1
		0708	0	0.0%	0	0.0%	0
		0809	2	100.0%	0	0.0%	2
Social Sciences	Disabled	0506	17	58.6%	12	41.4%	29
		0607	12	52.2%	11	47.8%	23
		0708	30	81.1%	7	18.9%	37

		0809	30	76.9%	9	23.1%	39
	Not Disabled	0506	310	63.4%	179	36.6%	489
		0607	320	67.5%	154	32.5%	474
		0708	296	60.4%	194	39.6%	490
		0809	283	62.3%	171	37.7%	454
	Unknown	0506	0	0.0%	0	0.0%	0
		0607	1	100.0%	0	0.0%	1
		0708	0	0.0%	1	100.0%	1
		0809	7	87.5%	1	12.5%	8
University total	Disabled	<b>0506</b>	<b>110</b>	<b>69.2%</b>	<b>49</b>	<b>30.8%</b>	<b>159</b>
		<b>0607</b>	<b>104</b>	<b>67.1%</b>	<b>51</b>	<b>32.9%</b>	<b>155</b>
		<b>0708</b>	<b>117</b>	<b>69.6%</b>	<b>51</b>	<b>30.4%</b>	<b>168</b>
		<b>0809</b>	<b>111</b>	<b>71.2%</b>	<b>45</b>	<b>28.8%</b>	<b>156</b>
	Not Disabled	<b>0506</b>	<b>1965</b>	<b>70.0%</b>	<b>841</b>	<b>30.0%</b>	<b>2806</b>
		<b>0607</b>	<b>1820</b>	<b>72.5%</b>	<b>690</b>	<b>27.5%</b>	<b>2510</b>
		<b>0708</b>	<b>1797</b>	<b>69.5%</b>	<b>788</b>	<b>30.5%</b>	<b>2585</b>
		<b>0809</b>	<b>1792</b>	<b>71.2%</b>	<b>726</b>	<b>28.8%</b>	<b>2518</b>
	Unknown	<b>0506</b>	<b>0</b>	<b>0.0%</b>	<b>2</b>	<b>100.0%</b>	<b>2</b>
		<b>0607</b>	<b>3</b>	<b>75.0%</b>	<b>1</b>	<b>25.0%</b>	<b>4</b>
		<b>0708</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>100.0%</b>	<b>1</b>
		<b>0809</b>	<b>53</b>	<b>93.0%</b>	<b>4</b>	<b>7.0%</b>	<b>57</b>

## 5. Analysis of Staff Population Data – 2009/10

### a) Introduction

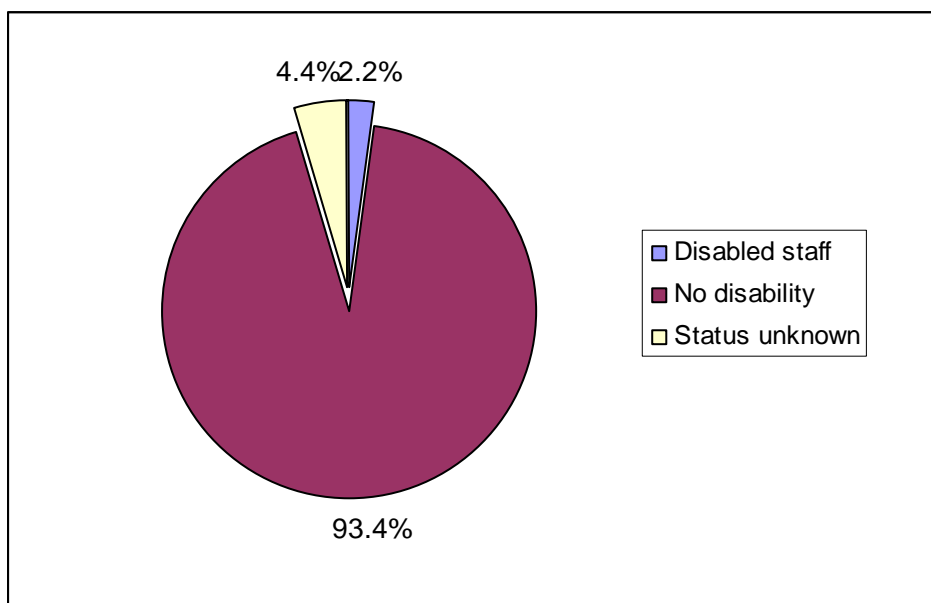
All staff are asked to provide the University with information on their disability status on joining the institution. They then have the opportunity to update their status through the Staff Data Survey – the most recent being in 2007 - or by informing Human Resources directly. Staff are asked to define their disability status against either the Equality Act 2010 definition of disability as ‘a physical or mental impairment which has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities’<sup>2</sup>, or against the social model of disability. The social model of disability emphasises the physical, social, attitudinal and environmental barriers that exist in society and disable individuals by limiting their participation and access to opportunities. Data for the 2010 report is based on a snapshot of the staff body in November 2010. Data on staff recruitment processes and turnover is based on data for the entirety of the 2010 calendar year.

### b) Staff Body

As of November 2010, the University employs 5,998 staff. Of these staff:

- 2.2% describe themselves as disabled, (132 staff)
- 93.4% of staff do not consider themselves to have a disability, (5,603 staff)
- 4.4% of staff members' status is unknown, (263 staff)

Chart 1:: Proportion of disabled staff, 2010



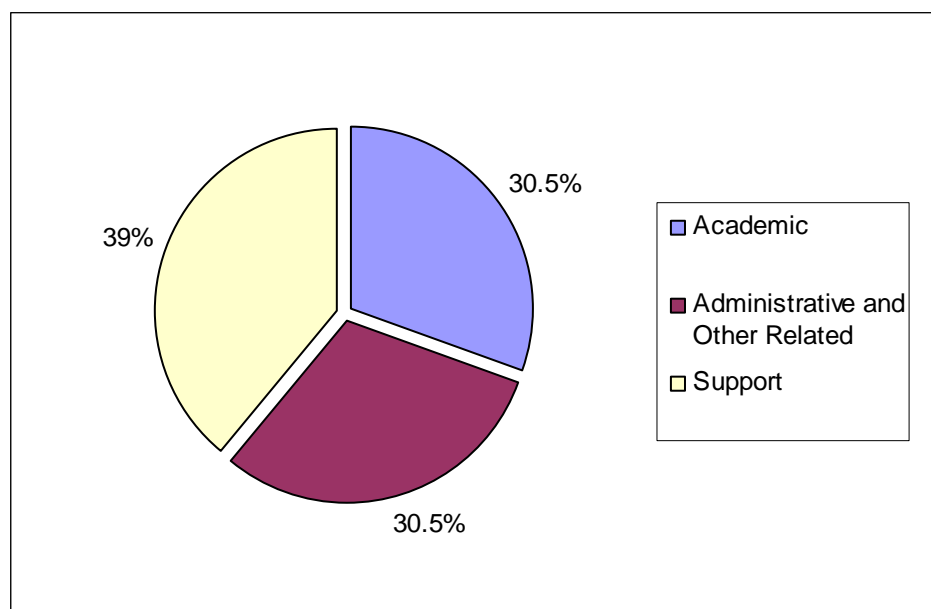
<sup>2</sup> Equality Act 2010.

The proportion of University staff who have disclosed a disability is slightly below the Higher Education sector average of 3%. The University has a much lower number of 'unknowns' - staff who have not disclosed their disability status – compared to the sector average of 10%.<sup>3</sup>

By staff group:

- 39% of disabled staff are employed in Support roles, (52 staff or 2.3% of all Support staff)
- 30.5% are employed in Academic roles, (40 staff or 1.6% of all Academic staff)
- 30.5% are employed in Academic Related roles, (40 staff or 3% of all Academic Related staff)

Chart 2: Disabled staff by staff group, 2010



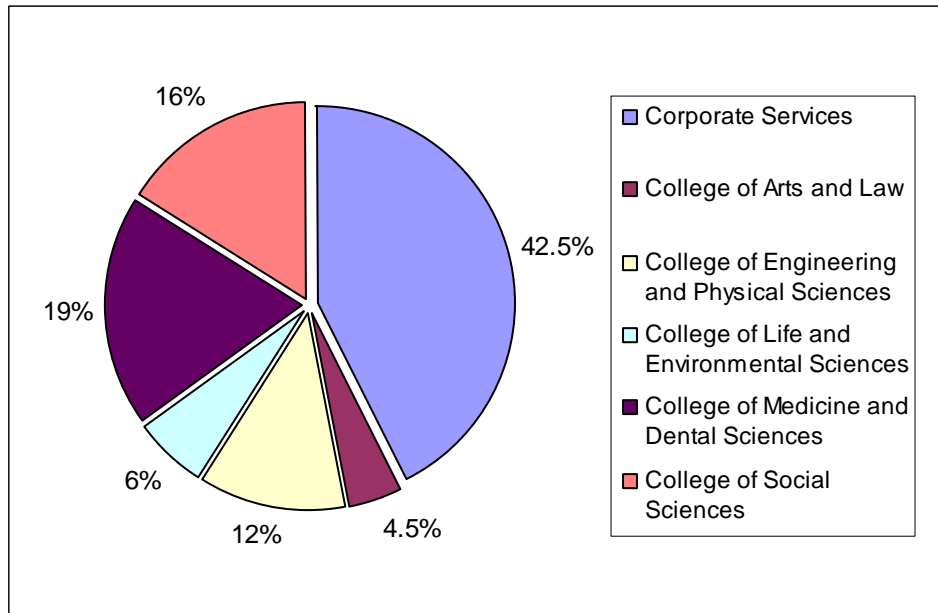
By College:

- The largest proportion of disabled staff work in Corporate Services Budget Centres (42.5% of all staff with disabilities).
- The remaining 57.5% are employed across the Colleges, with the smallest proportion employed by the College of Arts and Law and the largest in the College of Medicine and Dental Sciences.

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<sup>3</sup> HESA 2008/09

Chart 3: Disabled staff by College, 2010



Trends in the staff data:

- The overall number of staff with disabilities has decreased by 2 members of staff since 2009, although the overall proportion of disabled staff as a percentage of the University population has remained the same at 2.2%.
- Since 2004, the overall trend has been towards the University employing an increasing number of disabled staff, although they continue to be a comparatively small proportion of the University population overall.
- By staff group, the trend has been towards increasing numbers of disabled Support and Academic Related staff, but the number and proportion of disabled Academic staff has remained relatively static since 2004.

Staff with disabilities, 2004-2010							
	2004	2005	2006	2007	2008	2009	2010
Number of disabled staff	79	91	93	119	132	134	132
Disabled staff as % of the workforce	1.4%	1.6%	1.6%	2%	2.2%	2.2%	2.2%

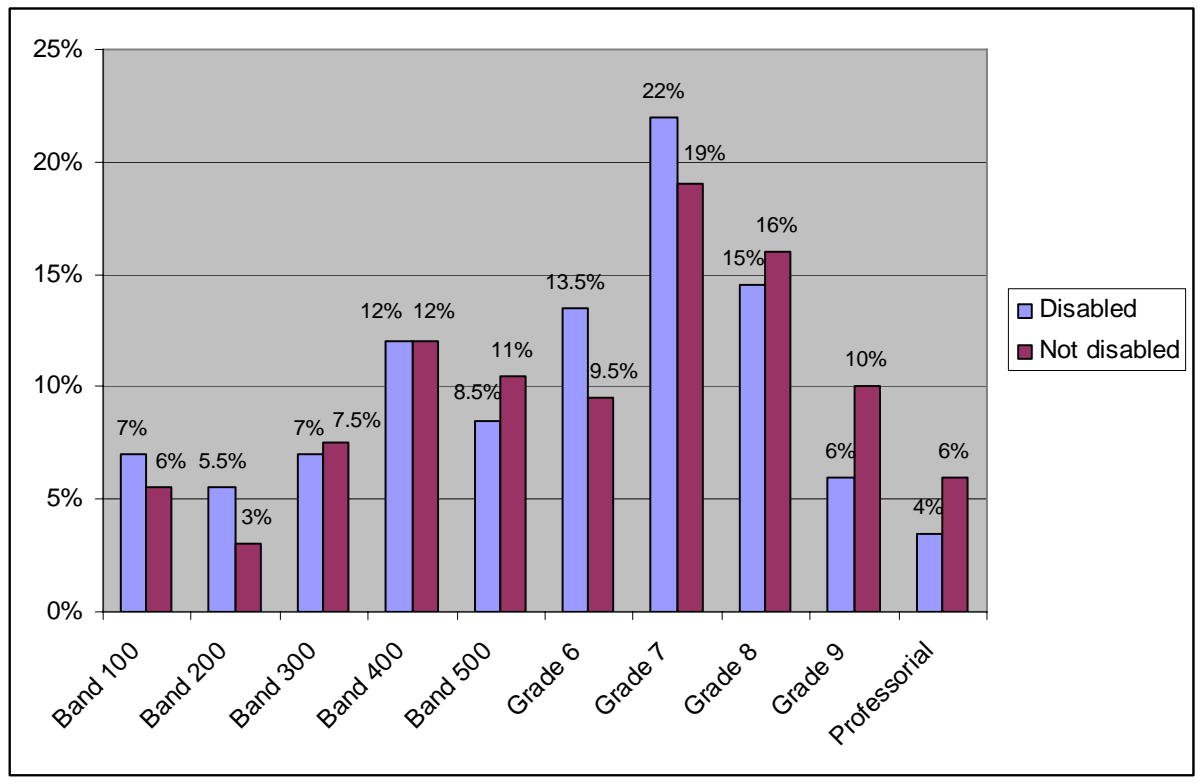
Staff with disabilities by staff group, 2006-2010					
	2006	2007	2008	2009	2010
Academic	1.6% (37)	1.6% (41)	1.6% (39)	1.6% (40)	1.6% (40)
Academic Related	1.1% (8)	1.8% (21)	2.4% (30)	2.5% (31)	3% (40)
Support	1.9% (48)	2.4% (57)	2.7% (63)	2.6% (63)	2.3% (52)
Total	1.6% (93)	2% (119)	2.2% (132)	2.2% (134)	2.2% (132)

**c) Staff Seniority**

The chart below compares the distribution of disabled and non-disabled staff across the University's Support and Academic and Related staff grades. It demonstrates that the distribution of disabled staff is broadly in proportion with that of non-disabled staff, with the greatest difference between the two groups being 4% (grade 9).

Within this overall picture, there is also a trend whereby a greater proportion of disabled staff are employed in the lower grades of a staff group (Support bands 100 and 200 and Academic Related 7 and 8), and a greater proportion of non-disabled staff in the higher grades. This is particularly true of the Academic Related staff group.

Chart 4: Staff seniority by disability status, 2010



**d) Staff Recruitment**

**i) Applications**

The University received 27,340 job applications between 1<sup>st</sup> January 2010 and 30<sup>th</sup> November 2010. Of these:

- 3.3% (893 applicants) were from disabled applicants.

- 96.7% (26,447 applicants) were from non-disabled applicants or applicants who chose not to disclose their disability status

When compared with recruitment during the 2009 calendar year, the proportion of disabled applicants has decreased by 0.2%, although the actual number of applications by individuals with disabilities has increased by 268.

ii) Short-listing

Of the 27,340 job applicants during 2009, 3,415 were short-listed for interview. Of these short-listed candidates:

- 4.4% (151 candidates) were disabled
- 95.5% (3,264 candidates) were non-disabled or chose not to disclose their disability status

iii) Appointments

1,217 candidates were appointed to posts between 1<sup>st</sup> January 2010 and 30<sup>th</sup> November 2010. Of these:

- 2.4% (29 appointments) were of disabled applicants.
- 97.6% (1,188 appointments) were of staff without disabilities

When compared with appointments during the 2009 calendar year, the proportion of appointed staff with disabilities in 2010 has increased by 0.2% or 26 staff.

The recruitment data for 2010 indicates that a lower proportion of disabled applicants were appointed (2.4%) than might otherwise be expected when compared with the proportion of disabled applicants short-listed (4.4%). As part of the University's commitments under the Positive About Disabled People ('Two Ticks') Scheme, all disabled applicants who meet the minimum criteria for a post are guaranteed an interview. This provision may account for the slight difference between short-listing and appointment rates for disabled applicants.

e) **Staff Retention**

During 2010, 814 staff left the University. The proportion of disabled and non-disabled leavers were as follows:

- 2.7% of leavers were disabled staff, (22 staff or 15% of the disabled staff population as it stood on 1<sup>st</sup> January 2010)

- 97.3 % were non-disabled staff, (792 staff or 14% of the non-disabled staff population as it stood on 1<sup>st</sup> January 2010)

Since 2006 (when the Disability Equality Scheme was introduced), the number of disabled staff leaving the University as a proportion of all leavers has varied from 1.8% to 3.2% and from 15 to 22 staff in actual numbers. Turnover data for 2010 is within this range.

## **6. Activities planned for 2010-11**

The following major activities are planned during 2011 under the Disability Equality Scheme core areas:

### **a) Corporate Responsibilities**

The main area of activity in this core area will be the ongoing development of the University's Single Equality Scheme. The Equality Scheme will address the actions the University will take to promote equality, prevent discrimination and promote good relations between different groups of people in relation to race, gender, disability, age, sexual orientation, transgender status, religion or belief and pregnancy and maternity. A consultation with students and staff on the content of the Scheme is planned for spring term 2011, with publication due in the summer term 2011.

### **b) Teaching and Learning**

The development and implementation of a Student Code of Practice on Reasonable Adjustments by autumn term 2011.

### **c) Student Support Services**

Disability and Learning Support Services (DLSS) will be working on the following activities:

- Implementing a training programme for academics to include deaf and mobility awareness and training on supporting dyslexic students and students with hidden impairments.
- Improving accessibility for students with sensory and mobility impairments, led by the DLSS's Assistive Technology Advisor.
- Developing services for students with Asperger's Syndrome.
- Working with the Guild of Students to provide 'welcome buddies' to aid the smooth transition to university for students with disabilities.
- Piloting new procedures with the aim of reducing waiting lists for students registered with the service.
- Setting new service standards in the drive to offer a high quality service.
- Continuing to develop new ways to improve feedback from all stakeholders.

Disability awareness training for Sabbatical and Association officers at the Guild of Students is also planned and, if successful, will be rolled out to all interested students.

**d) Promoting a positive image of disability**

- The DLSS Mental Health Team, Human Resources Workplace Wellbeing and the Guild of Students will be running a series of events in March 2011 to mark Mental Health Week.
- A student diversity newsletter will be launched in February 2011, with the aims of promoting positive images, celebrating the achievements of minority groups and advertising events to promote equality and celebrate diversity.

**e) Accessible Environment**

In addition to ongoing work to improve accessibility across the campus, specific projects for 2011 will include major refurbishments of the Law Building, Main Library, Gisbert Kapp Building and Metallurgy and Materials, in line with accessibility standards. Estates will also be working with DisabledGo to launch their access guides to the University in the spring term.

**f) Employment**

Human Resources will be focusing on the following disability-related activities in 2011:

- The Disability and Additional Needs Service (DANS) in Workplace Wellbeing will be developing 'friendship groups' for staff with particular mental health needs such as bipolar, anxiety and depression and also for hearing impaired staff.
- Policy and Workplace Wellbeing will be developing guidance on disability disclosure for staff.
- The Workplace Wellbeing Team will be running a programme of events with the South Birmingham and Solihull Mental Health Trust to raise awareness of mental health issues. Workplace Wellbeing will also be working with the University's Centre for Excellence in Mental Health (CEIMH) to deliver workshops to the University Colleges around supporting colleagues with mental health issues and taking care of one's own mental health and wellbeing.
- Policy will be supporting the further development of the Staff Disability Group, in particular undertaking a survey of current and potential members needs to review and refocus the group's activities.
- POD and Policy will be rolling out an online training programme - 'Diversity in the Workplace' - to the Colleges with the objectives of developing staff members' knowledge and understanding of equality legislation, University policies and practices and their responsibilities as a member of staff.

As noted in 'Corporate Responsibilities' above, the University is in the process of developing a Single Equality Scheme for publication in summer 2011. The current Disability Equality Scheme and actions will be integrated into the new Scheme and disability-related activities will in future be reported on as part of the Single Equality Scheme annual report.

## Appendix 1 Disability Equality Scheme Action Plan (2009-2012)\*

\*The University will be developing a Single Equality Scheme for implementation by summer 2011 that will incorporate all equality strands, including disability.

<b>Corporate Responsibilities</b>				
<b>a) Produce and publish a Disability Equality Scheme for 2009-2012</b>				
<b>Actions</b>	<b>Responsible Person(s)</b>	<b>Outputs</b>	<b>Timescale for completion</b>	<b>Progress during 2010</b>
i) Review progress under the 2006-2009 Scheme	Jane Tope (Academic Services Diversity Adviser), Susan Squire (HR Diversity Adviser)	2006-2009 review produced and reported to the Equality & Diversity Committee Actions to be carried over into the 2009-2012 Scheme are identified	September 2009	<u>Completed</u> A Scheme review was undertaken and published on <a href="http://www.equality.bham.ac.uk">www.equality.bham.ac.uk</a> in December 2009.
ii) Consult with student and staff disability groups over content of the 2009-12 Scheme	Jane Tope (Academic Services Diversity Adviser), Susan Squire (HR Diversity Adviser)	Student and staff stakeholders identify and agree actions for 2009-12 Scheme	October 2009	<u>Completed</u> Student and staff disability groups were consulted with over the content of the Scheme.

iii) Draft 2009-2012 Disability Equality Scheme and Action Plan	Jane Tope (Academic Services Diversity Adviser), Susan Squire (HR Diversity Adviser)	2009-2012 Scheme is approved by the Equality and Diversity Committee and published on the <a href="http://www.equality.bham.ac.uk">www.equality.bham.ac.uk</a> website	By 4 <sup>th</sup> December 2009	<u>Completed</u> Completed and published on <a href="http://www.equality.bham.ac.uk">www.equality.bham.ac.uk</a> in December 2009.
<b>b) Equality Impact Assessments</b>				
<b>Actions</b>	<b>Responsible Person(s)</b>	<b>Outputs</b>	<b>Timescale for completion</b>	<b>Progress during 2010</b>
i) Continue to progress the EIA process within Corporate Services and Colleges	College and Corporate Services Diversity Champions and Leads	<ul style="list-style-type: none"> <li>Mapping and assessment of policies and practices are undertaken and progress reported to the Equality Committee Monitoring Group and published</li> </ul>	Ongoing throughout 2010	<u>Ongoing</u> A total of 32 University policies have been equality impact assessed during this period. Results of the assessments are published at <a href="http://www.equality.bham.ac.uk/eia/">www.equality.bham.ac.uk/eia/</a>
<b>c) Produce and publish a Single Equality Scheme for 2010-2013</b>				
<b>Actions</b>	<b>Responsible Person(s)</b>	<b>Outputs</b>	<b>Timescale for</b>	<b>Progress during 2010</b>

			<b>completion</b>	
i) Gain agreement from the Equality and Diversity Committee for the development of a Single Scheme	Jane Tope (Academic Services Diversity Adviser), Susan Squire (HR Diversity Adviser)	<ul style="list-style-type: none"> <li>Form, content and timescales for the Single Equality Scheme are agreed</li> </ul>	Autumn term 2009	<u>Completed</u> The University's race, gender and disability equality schemes will be replaced by a single scheme that incorporates age, disability, gender, marriage and civil partnership, race, religion/belief, sexual orientation and transgender.
ii) Develop an implementation plan	Jane Tope (Academic Services Diversity Adviser), Susan Squire (HR Diversity Adviser)	<ul style="list-style-type: none"> <li>Stakeholders are identified and consultation methods and methods of data analysis agreed</li> </ul>	February 2010	<u>Completed</u> Due to delays in the publication of the Equality Act 2010 and the pending publication of the Codes of Practice, the scheme is due for completion by June 2011.
iii) Consult with students, staff and other internal stakeholders on Scheme content	Jane Tope (Academic Services Diversity Adviser), Susan Squire (HR Diversity Adviser)	<ul style="list-style-type: none"> <li>Student and staff consultation activities take place</li> <li>Consultations with other stakeholders are held</li> </ul>	End of summer term 2010	<u>Ongoing</u> Consultation has begun with a project advisory group made up of students and staff with a personal and/or professional interest in one or more of the equality strands. Wider consultation with students, staff and external stakeholders will be undertaken in the spring term 2011.
iv) Draft Single Equality Scheme and action plan for	Jane Tope (Academic Services Diversity	<ul style="list-style-type: none"> <li>Scheme is approved by Council and</li> </ul>	End of autumn	<u>Ongoing</u> As noted above, the completion date for this is

2010-13	Adviser), Susan Squire (HR Diversity Adviser)	published on <a href="http://www.equality.bham.ac.uk">www.equality.bham.ac.uk</a>	term 2010	now June 2011.
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## Teaching and Learning

### d) Improve awareness by academics of support for disabled students

Actions	Responsible Person(s)	Outputs	Timescale for completion	Progress during 2010
i) Further training sessions delivered to Welfare Tutors, Heads of School DAs and other relevant staff on how to effectively support disabled learners	Disability and Learning Support Services (DLSS)	<ul style="list-style-type: none"> <li>3 sessions to be delivered</li> <li>Teachers are aware at the earliest opportunity of a student's disability and know how best to support that student</li> </ul>	Ongoing throughout 2010 - 11	<u>Ongoing</u> All new Welfare Tutors are inducted into the process of how to support students with disabilities and the importance for all of making anticipatory adjustments. New teaching staff undertake a compulsory inclusive curriculum module as part of their PGCert.
ii) Audit the new student Disability Protocol to ensure	Dawn Egging (Manager, Disability &	<ul style="list-style-type: none"> <li>Audit report is produced by January</li> </ul>	January 2011	<u>Completed</u> An audit has been undertaken. As a result of the

that academics and students are aware of it and that it is effective	Learning Support Services), Jane Tope (Academic Services Diversity Adviser)	2011	June 2010	audit, work is currently underway on a University Code of Practice on Reasonable Adjustments.  As part of the University's quality assurance system, all programme annual reviews are now required to consider the success of disabled learners.
ii) Continue to improve the pool of supportive resources for teaching staff	Corony Edwards (CLAD), Bob Hunter (Learning Development Unit)	<ul style="list-style-type: none"> <li>Teaching staff are aware of and can access resources to support disabled students</li> </ul>	Ongoing throughout 2010	<i>Awaiting further information from CLAD</i>

### Student Support Services

#### e) Support disabled students' social contacts

Actions	Responsible Person(s)	Outputs	Timescale for completion	Progress during 2010
i) Identify means of putting disabled students in contact with each other	Dawn Egging (Manager, Disability & Learning Support)	<ul style="list-style-type: none"> <li>Contact system(s) are in place</li> <li>Improved peer</li> </ul>	Start September 2009	<u>Ongoing</u> This project is still in the development stages. The DLSS manager is considering the best way

	Services)	support for students with disabilities		to advance this, in consultation with students.
<b>f) Improve the disability disclosure rate of students</b>				
<b>Actions</b>	<b>Responsible Person(s)</b>	<b>Outputs</b>	<b>Timescale for completion</b>	<b>Progress during 2010</b>
i) Publicise the benefits of disclosure in student materials	Student Recruitment	<ul style="list-style-type: none"> <li>• Student Handbook, Prospectus and Welcome Week materials include information on disability disclosure</li> <li>• Students feel encouraged and supported in their disclose of a disability</li> </ul>	Ongoing throughout 2010 - 11	<u>Ongoing</u> Work to publicise the importance of student disclosure has continued via Welfare Tutors, through publicity on student-facing sections of the University website, University prospectuses and on the new DLSS website.  During 2009/10 session, 5.1% of students have disclosed a disability, compared to 4.6% during the 2008/09 session
ii) Welfare tutors to ensure that all students are periodically made aware of the importance of disclosure.	HoSDAs and Welfare Tutors in the Schools	<ul style="list-style-type: none"> <li>• DLSS services to train and remind tutors x3 during 2009/2010</li> <li>• Reminder from the DLSS to tutors October, January and</li> </ul>	On-going	<u>Ongoing</u> Training sessions for Welfare Tutors have been delivered, reinforcing the importance of encouraging student disclosure.  The Code of Practice on Reasonable Adjustments for students that is currently under

		March 2009/10		development will advise tutors ask students about support needs throughout their programmes of study.
<b>g) Disability &amp; Learning Support Services to gather feedback from all stakeholders</b>				
<b>Actions</b>	<b>Responsible Person(s)</b>	<b>Outputs</b>	<b>Timescale for completion</b>	<b>Progress during 2010</b>
i) Undertake research with stakeholders via various methods, such as questionnaires and focus groups	Dawn Egging (Manager, Disability & Learning Support Services) Sue Onens (Learning Support Coordinator, Disability & Learning Support Services)	<ul style="list-style-type: none"> <li>Improved services for all service users</li> <li>Questionnaires, surveys, comment-cards and focus groups to be used to ascertain views from not only students but all users and stakeholders of the DLSS</li> </ul>	Ongoing throughout 2010  Start date January 2010	<u>Completed</u> DLSS have sought the views of students, staff and other stakeholders during 2010 via a 'first impressions' survey, student focus groups, an on-line survey and the use of comments cards. This information is now being used to develop and improve services.

<b>h) Improve the numbers of students who feel satisfied with the adjustments provided to support their learning</b>				
<b>Actions</b>	<b>Responsible Person(s)</b>	<b>Outputs</b>	<b>Timescale for completion</b>	<b>Progress during 2010</b>
ii) Continue to monitor via the Student Satisfaction Survey and asking students how further improvements can be made	SSS Manager  Jane Tope- Equality and Diversity Adviser for students	<ul style="list-style-type: none"> <li>Improved rates/numbers of students satisfied with the adjustments made to support their learning – monitored via focus groups, SSS , Welcome and Staying Local events feedback</li> </ul>	On-going: The SSS results available from May 2010	<i>Awaiting information from Paul Ashby</i>
<b>i) Continue to improve access to full range of student employment/training opportunities</b>				
<b>Actions</b>	<b>Responsible Person(s)</b>	<b>Outputs</b>	<b>Timescale for completion</b>	<b>Progress during 2010</b>
<ul style="list-style-type: none"> <li>Monitor use of CEC services by disabled</li> </ul>	Eluned Jones- Director of Student	<ul style="list-style-type: none"> <li>Improve CEC services to all users</li> </ul>	On-going	<i>Awaiting information from Eluned Jones</i>

<p>students</p> <ul style="list-style-type: none"> <li>• Work with opportunity providers to ensure awareness of E&amp;D issues</li> </ul>	Employability	<ul style="list-style-type: none"> <li>• Improve uptake of opportunities by disabled students</li> </ul>		
<b>j) Continue to improve the accessibility/inclusivity of the sports facilities at the University</b>				
<b>Actions</b>	<b>Responsible Person(s)</b>	<b>Outputs</b>	<b>Timescale for completion</b>	<b>Progress during 2010</b>
i) Gain full accreditation from the Inclusive Fitness Initiative (IFI)	Lee Costin (Health and Fitness Manager, UoB Sport)	<ul style="list-style-type: none"> <li>• Promotion of University sports facilities at the Munrow Centre as fully inclusive</li> </ul>	End of autumn term 2009	<p><u>Completed</u></p> <p>The University achieved full accreditation of the Inclusive Fitness Initiative (IFI) in autumn 2009, meaning that it has reached IFI standards in relation to:</p> <ul style="list-style-type: none"> <li>• Accessible Facilities</li> <li>• Inclusive Fitness Equipment</li> <li>• Staff Training</li> <li>• Inclusive Marketing Strategies</li> </ul>

## Promoting a Positive Image of Disability

### k) Recognise World Mental Health Day

Actions	Responsible Person(s)	Outputs	Timescale for completion	Progress during 2010
i) Activities to raise awareness of mental health and support for mental health issues are organised	Fay Hunkins, (Mental Health Adviser) David Harrison, (HR Assistant Director, Workplace Wellbeing), Johnny Davis – VP Welfare at the Guild	<ul style="list-style-type: none"> <li>Awareness of mental health issues is raised across the University</li> </ul>	October 2010 and then ongoing	<p><u>Completed</u> World Mental Health Awareness Week was celebrated in March with week-long programme of activities for staff and students.</p> <p>Human Resources have developed a partnership with Birmingham &amp; Solihull Mental Health Trust to provide staff with Mental Health Awareness training. Sessions on bi-polar disorder have been delivered during 2010, with further sessions on this and broader mental health support to be delivered during 2010/11</p>

<b>i) Continue to work with student focus group</b>				
<b>Actions</b>	<b>Responsible Person(s)</b>	<b>Outputs</b>	<b>Timescale for completion</b>	<b>Progress during 2010</b>
i) Regular meetings of the Student Disability Focus Group are advertised on the student portal and via the Guild	Jane Tope Equality and Diversity Adviser for Students	Meetings arranged for every 6 weeks starting in October 2009	From October 2009	<u>Ongoing</u> First meeting took place November 2010. Actions arising from the meeting included the possibility of disability awareness/diversity training for Guild officers that could be rolled out for students.
<b>Student Data</b>				
<b>m) A more detailed examination of student disability by degree attainment</b>				
<b>Actions</b>	<b>Responsible Person(s)</b>	<b>Outputs</b>	<b>Timescale for completion</b>	<b>Progress during 2010</b>
i) Fuller examination of the student data on degree attainment by disability to	Julie Darroch- Head of Planning	Ascertain any issues that could warrant differential support for disabled	By October 2010	<u>Completed</u> The data report is included as part of this annual review.

discover if there are any particular issues for particular groups of students by disability that inhibit their degree classification.	Jane Tope – Equality and Diversity adviser for Students	students.		
<b>n) To find out if disabled students are more likely to study on particular programmes</b>				
<b>Actions</b>	<b>Responsible Person(s)</b>	<b>Outputs</b>	<b>Timescale for completion</b>	<b>Progress during 2010</b>
i) Look at the student data by disability and programme	Julie Darroch- Head of Planning  Jane Tope- Diversity Adviser for students	To see if disabled students are located on certain programmes of study - this might warrant particular support.	By October 2010	<u>Ongoing</u> All of this is available through BIQAES data and is assessed annually as part of the annual programme review.
<b>Accessible Environment</b>				
<b>o) Implement the findings of the University access audit</b>				
<b>Actions</b>	<b>Responsible Person(s)</b>	<b>Outputs</b>	<b>Timescale for completion</b>	<b>Progress during 2010</b>
i) Work on prioritised	Owen Thompson	• Improvements to	Throughout	<u>Ongoing</u>

actions to begin in 2009-10.	(Estates)	<p>accessibility are implemented as per identified priorities</p> <ul style="list-style-type: none"> <li>• Student and staff disability groups receive termly updates on progress</li> </ul>	2010 - 11	<p>Work on campus accessibility improvements following the campus audit have been ongoing throughout 2010.</p> <p>Standard Specification workshops have been delivered to Estates staff, to develop staff member's understanding about accessibility when commissioning building works. By April 2011, standard specifications will be built into all Estates projects.</p> <p>Disabled Go have undertaken an audit of the campus and access information about key University buildings is now available on their website <a href="http://www.disabledgo.com">www.disabledgo.com</a>. This guidance will be launched internally in April 2011 with the launch of the new student prospectus.</p>
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<b>p) Continue to consult with disabled stakeholders about accessibility</b>				
<b>Actions</b>	<b>Responsible Person(s)</b>	<b>Outputs</b>	<b>Timescale for completion</b>	<b>Progress during 2010</b>
i) An Estates representative to attend each meeting of the student and staff disability groups to consult with stakeholders on concerns and proposed changes to campus	Owen Thompson (Estates) Jane Tope (Academic Services Diversity Adviser), Susan Squire (HR Diversity Adviser)	<ul style="list-style-type: none"> <li>Student and staff groups are consulted about and have input into the improvement of campus accessibility issues, such as the access audit outcomes</li> </ul>	Throughout 2010 - 11	<u>Ongoing</u> Estates attend meetings of the staff and student disability groups to update and consult with the groups on progress and planned changes to the campus and its buildings.
<b>Employment</b>				
<b>q) Develop the HR Workplace Wellbeing Employee Disability and Additional Needs Service</b>				
<b>Actions</b>	<b>Responsible Person(s)</b>	<b>Outputs</b>	<b>Timescale for completion</b>	<b>Progress during 2010</b>
i) Publicise the new service to disabled staff through a range of mediums	Employee Disability and Additional Needs Adviser (Angela Breen) Alison McNeil (HR	<ul style="list-style-type: none"> <li>Staff who have disclosed a disability are confidentially contacted with</li> </ul>	End of Spring term 2010 initially and then an	<u>Initial activities completed – now ongoing</u> All staff who have disclosed a disability have been sent information on the new staff disability service and encouraged to make use of it if they

	<p>Employee Support Manager), Susan Squire (HR Diversity Adviser)</p>	<p>information on this service (see 't' below)</p> <ul style="list-style-type: none"> <li>• Information on the service is provided to all new staff at central induction</li> <li>• Disability Adviser to attend the termly meetings of the Staff Disability Group</li> <li>• Information on the service is provided in an electronic format on the Workplace Wellbeing website and the staff disability pages on the University equality website</li> <li>• Information is available in hard copy from key</li> </ul>	<p>ongoing activity</p>	<p>need reasonable adjustments.</p> <p>Automatic standard letters introducing the service have been developed for new starters and current staff who disclose.</p> <p>Information on the service is provided at the monthly staff induction.</p> <p>A Disability and Additional Needs Service webpage has been developed at <a href="http://www.hr.bham.ac.uk/empsupport/disability.shtml">www.hr.bham.ac.uk/empsupport/disability.shtml</a></p> <p>40 staff have accessed the Disability and Additional Needs service since March 2010, with the majority seen on an ongoing basis.</p>
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		services and points (e.g. HR sign-on area, Workplace Wellbeing reception)		
ii) Publicise the service to HR and managers	Employee Disability and Additional Needs Adviser (Angela Breen) Alison McNeil (HR Employee Support Manager), Susan Squire (HR Diversity Adviser)	<ul style="list-style-type: none"> <li>Information is provided on the Workplace Wellbeing website and the staff disability pages on the University equality website</li> <li>Other promotions as identified with the Adviser once in post</li> </ul>	End of Spring term 2010 initially and then an ongoing activity	<p><u>Initial activities completed – now ongoing</u></p> <p>Disability Awareness Training sessions have been delivered by the Disability and Additional Needs Adviser to Library Services, the Medical School and IT Services. A Best Practice Session has also been run for Human Resources.</p> <p>Externally, a partnership has been developed with the Bipolar Association who have delivered two awareness sessions for colleagues working with a member of staff with bipolar.</p>
<b>r) Continue to develop the Staff Disability Group as a forum for disabled staff</b>				
<b>Actions</b>	<b>Responsible Person(s)</b>	<b>Outputs</b>	<b>Timescale</b>	<b>Progress during 2010</b>

			<b>for completion</b>	
i) Undertake a survey of members' needs	David Cottam (Chair of the Staff Disability Group), Susan Squire (HR Diversity Adviser)	<ul style="list-style-type: none"> <li>Staff Disability Group's remit is revised accordingly</li> </ul>	End of Summer term 2010	<u>Ongoing</u> A survey of members' needs from the group has not yet been undertaken and will now take place in 2011.  During 2010, the group has supported the development and roll-out of the University's Personal Emergency Evacuation Plans (PEEPS) process and the University's internal communications project.
<b>s) Develop and implement a staff mental health strategy</b>				
<b>Actions</b>	<b>Responsible Person(s)</b>	<b>Outputs</b>	<b>Timescale for completion</b>	<b>Progress during 2010</b>
i) University Wellbeing Advisory Group to develop guidelines on mental health for staff and students	David Harrison (HR Assistant Director, Workplace Wellbeing)	<ul style="list-style-type: none"> <li>Guidelines are launched and support services publicised to staff</li> </ul>	By end of Spring term 2010	<u>Completed</u> University Guidance on Promoting Mental Health and Wellbeing has been developed and launched by the University's Wellbeing Advisory Group. Copies of the Guidelines are available at <a href="http://www.hr.bham.ac.uk/empsupport/policy.shtml">www.hr.bham.ac.uk/empsupport/policy.shtml</a>

ii) Local Mental Health Trust to deliver mental-health awareness sessions to managers	David Harrison (HR Assistant Director, Workplace Wellbeing)	<ul style="list-style-type: none"> <li>• Training groups are identified and awareness sessions delivered</li> </ul>	By end of Summer term 2010	<u>Initial activities completed – now ongoing</u> A partnership has been developed with Birmingham & Solihull Mental Health Trust to provide staff with Mental Health Awareness training throughout the year. Beresford Dawkins from the Trust has facilitated a session using the film 'The Revolving Door' to highlight the difficulties people with bipolar face in the workplace. Further sessions are planned in 2011.
<b>t) Continue to develop processes for staff disability disclosure</b>				
<b>Actions</b>	<b>Responsible Person(s)</b>	<b>Outputs</b>	<b>Timescale for completion</b>	<b>Progress during 2010</b>
i) New self-service personal records system to include medical and social models of disability and types of disability	Susan Squire (HR Diversity Adviser), Julia Jones (HR Project Manager), Lesley Driscoll (HR Pay & Records Manager)	<ul style="list-style-type: none"> <li>• Staff Disability Group are consulted over the disability content of the self-service system</li> </ul>	By start of Spring term 2010	<u>Ongoing</u> The Staff Disability Group have been consulted over the wording of questions around disability status, and systems have been put in place to ensure staff who disclose a disability receive information about support services at the University.

		<ul style="list-style-type: none"> <li>Self-service system is launched and data monitoring reports on disability are produced on a regular basis</li> </ul>		The launch of the self-service system will now take place in 2011.
ii) Self-service disability disclosure model to be mapped across to other personal data collection systems	Susan Squire (HR Diversity Adviser), Alison Jinks (HR Consultant, Operations)	<ul style="list-style-type: none"> <li>A single, standardised model for recording information on disability is in place across staff data collection systems</li> </ul>	By start of Spring term 2010	<u>Ongoing</u> Arrangements are in place to map across disclosure to all staff data collection systems once self-service is launched.
iii) Develop standard response procedure to the disclosure of a disability	Susan Squire (HR Diversity Adviser) in conjunction with the Staff Disability Adviser (to be appointed)	<ul style="list-style-type: none"> <li>Staff who disclose a disability are confidentially</li> </ul>	End of Spring term 2010	<u>Initial activities completed – now ongoing</u> Staff who disclose a disability as a new starter or as a current member of staff now receive information on the Employee Disability and

		contacted and information on support services provided		Additional Needs Service, Staff Disability Group and Personal Emergency Evacuation Plans (PEEPS).  Further guidance on disclosure is to be developed in 2011.
iv) Develop overarching guidelines on staff disability disclosure	Susan Squire (HR Diversity Adviser)	<ul style="list-style-type: none"> <li>Guidelines on staff disability disclosure, outlining how and why to disclose a disability, are in place and publicised to staff</li> </ul>	End of Spring term 2010	<u>Ongoing</u> This project is currently underway and is being developed in conjunction with the newly appointed Employee Disability and Additional Needs Adviser for 2011.
<b>u) Implement disability awareness training</b>				
<b>Actions</b>	<b>Responsible Person(s)</b>	<b>Outputs</b>	<b>Timescale for completion</b>	<b>Progress during 2010</b>
i) Pilot and re-launch the University online equality	Luke Mantle (APOD, Senior Consultant),	<ul style="list-style-type: none"> <li>Training is piloted by HR</li> </ul>	Beginning of Spring term	<u>Ongoing</u> The online equality training package has been

and diversity training (including disability-awareness)	Susan Squire (HR Diversity Adviser)	<ul style="list-style-type: none"> <li>• New staff undergo training as part of their probationary period</li> <li>• Training is rolled out on a Budget Centre and College basis</li> <li>• Monthly reports on training uptake are produced and monitored</li> </ul>	2010 and then ongoing	<p>piloted in Human Resources and rolled out to IT Services. The full roll out to new starters will begin in January 2011, and to current staff on a College by College basis from February to August 2011.</p> <p>A partnership has been developed with Birmingham &amp; Solihull Mental Health Trust to provide staff with Mental Health Awareness training. The Trust has facilitated two sessions for staff using the film 'The Revolving Door' to highlight the difficulties people with bipolar face in the workplace. Further sessions are planned in 2011.</p> <p>Working with CEIMH, Workplace Wellbeing have also piloted a workshop on supporting colleagues with mental health issues. This is to be taken out to the Colleges in 2011.</p>
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**v) Revise the staff disability webpages at [www.equality.bham.ac.uk](http://www.equality.bham.ac.uk)**

Actions	Responsible Person(s)	Outputs	Timescale	Progress during 2010
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			<b>for completion</b>	
i) Review effectiveness of the current pages in consultation with the Staff Disability Group	Susan Squire (HR Diversity Adviser)	<ul style="list-style-type: none"> <li>Content of webpages is revised in accordance with review outcomes</li> </ul>	End of Summer term 2010	<u>Completed</u> The website has been reviewed and revised to highlight key support services at the University that can be accessed by disabled staff. reorganisation of the web pages.
<b>w) Analyse the views of disabled respondents in the Staff Satisfaction Survey 2009</b>				
<b>Actions</b>	<b>Responsible Person(s)</b>	<b>Outputs</b>	<b>Timescale for completion</b>	<b>Progress during 2010</b>
i) Review and compare responses by equality groups to the 'equal opportunities and diversity' section of the survey	Susan Squire (HR Diversity Adviser)	<ul style="list-style-type: none"> <li>Results are reported to the Survey project group</li> <li>Actions to address issues arising from the Survey are incorporated into the Single Equality Scheme</li> </ul>	Spring term 2010  Autumn term 2010	<u>Completed</u> The survey responses have been reviewed as part of the preparation for the Single Equality Scheme and action points for the Scheme are currently under development.

