



Faculty of Health
and Social Care

Disability Equality Protocol and Strategy

**Produced by the Faculty's Disability
Equality Strategic Group in consultation
with external partners and organisations**

February 2007

University of the West of England, Bristol

If you would like to receive this document in a different format (eg large print, tape, Braille) please contact Shekar Bheenuck. Telephone 0117 32 88596. E-mail Shekar.Bheenuck@uwe.ac.uk

Signed off: **February 2006**
by: **Dean of Faculty**
Chair of Faculty Board

Review Date: **February 2007**

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*The Faculty would like to thank everyone who contributed to the
development of this document*

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This protocol and strategy should be read in conjunction with the 'Pre-Entry Guidance for Disabled Applicants' (Bristol UWE, 2006) produced by the University's Admissions and International Recruitment team

Summary of Disability Equality Protocol and Strategy

The Faculty of Health and Social Care protocol fully supports the University statements regarding equality and disability. This strategy and protocol adheres to the core anticipatory duty under the Disability Discrimination Act (DDA). This requires the Faculty to ensure that its policies, procedures and processes are anticipatory rather than reactive to the requirements of disabled students. The Faculty is committed to anticipating the needs of all its students, including disabled students. The protocol therefore has a twin approach:

- a strategy for the whole Faculty towards **inclusive** provision, and
- a set of procedures to enhance **access** arrangements for disabled students

The strategy for **inclusion** covers all areas of University life. An annual Action Plan is produced and is co-ordinated through existing Faculty structures reporting to Faculty Board. This Action Plan includes inclusive practice in relation to teaching and assessment, environment, administration processes and social participation. Evaluation of the strategy and the access procedures is key for learning and development. The **participation of disabled students** in policy development is part of the strategy.

The procedures relate to **access** for disabled students. These detail the process and roles of responsibility from application to full student life. An offer of a place is a decision made in relation to entry criteria. Disabled students are encouraged to provide information so that an access plan can be produced. The Faculty Student Adviser service is responsible for ensuring that the access plan is implemented involving relevant staff in the Faculty and in practice. In some situations at application or later stages of study, the Faculty may need to consider if the adjustments are possible (considered 'reasonable' in legal terms). In this event a disability equality panel is convened. The purpose of the panel is for the student and the staff to have the best advice available for decision making. The decision is based on the criteria specified in this document.

Faculty Protocol and Strategy for Disability Equality

Introduction

The University's philosophy is to integrate provision for disabled students within the services offered to all students at the University and so remove the barriers that can be disabling. The aim is to provide an inclusive educational experience and so to respond fully to the spirit as well as the letter of current legislation. The Faculty is committed to supporting the University's mission and work towards removing the educational, attitudinal and physical barriers that may prevent their participation in the full University community. (*Centre for Student Affairs, UWE, 2006-2007*)

The 1995 amendment to the DDA - the Disability Equality Duty - provides an opportunity for institutional change and the creation of a more inclusive environment for both disabled students and staff. The new legislation requires all public bodies to be more proactive in meeting the access requirements of disabled people, asks for analysis of potential patterns of discrimination and stresses the involvement of disabled people, not mere consultation.

The DDA was extended to education from September 2002 following amendments introduced by the Special Education Needs and Disability Act 2001. The legislation aims to ensure that disabled people have equal opportunities to benefit from, and contribute to, the learning and services available in higher education institutions. The legislation protects disabled students, applicants and potential students. (*Disability Rights Commission, 2002*)

In the context of higher education the term 'disabled student' is used to describe students whose impairment, medical condition, mental health or specific learning difficulty may have an impact on their means of fully accessing the University. The term is used to ensure that disabled students can access support systems aimed at providing genuine equality of educational opportunity. (*UWE, disability statement*)

The amendments to the DDA make it unlawful for the Faculty to discriminate against disabled applicants or students. All activities and facilities provided by the Faculty and the University come under the scrutiny of the DDA including the provision of work placements. According to the Act discrimination can occur if the Faculty:

- treats an applicant or student less favourably than others for a reason related to the individual's disability (direct discrimination)

- places an applicant or student at a substantial disadvantage, compared to others, by failing to make a reasonable adjustment
- treats an applicant or a student less favourably because they have either asserted a right under the DDA or assisted someone in doing so (victimisation)
- violates a disabled person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for that person (harassment)

The development of this Protocol has been informed by the University's *Pre-Entry Guidance for Disabled Applicants (Bristol UWE, 2006)*.

The Faculty Protocol has two parts:

- Part 1 The strategy for Inclusive Education: a strategy to promote inclusive approaches on all aspects of the students' experiences, and**
- Part 2 Facilitating Access for Disabled Students: an operational procedure for facilitating access for disabled students**

Part 1 The Strategy for Inclusive Education

1.1 The Strategy

The Faculty's strategy is being developed in conjunction with the University wide strategy for inclusive education. An Action Plan, reviewed annually, ensures progress in key areas of Faculty provision and the student's experience, and includes the following:

- Marketing and recruitment
- Admission and induction
- Teaching, learning and assessment
- Student experiences on Faculty premises and on placements
- Extra curricular student experience

Implementation of the Action Plan is co-ordinated through existing Faculty structures reporting to Faculty Board (see Appendix 1).

The strategy is:

- comprehensive to meet the requirements of legislation; including the Faculty's duty not to treat people 'less favourably' and to make reasonable adjustments;
- understood and owned by all staff;
- empowering and enabling to disabled students;
- owned and understood by external partners;
- updated to reflect results of evaluation and monitoring, and legislative changes.

1.2 The Faculty Disability Equality Strategy Group

This group has a wide membership which includes representation from students, academic and administrative staff, external partners and consults with disability rights organisations. The group has the following roles:

Advise on

- Aspects of the strategy that need reviewing
- Training and assistance required for specific groups of staff

- Ensuring information, policies, protocols are available to disabled students in accessible format
- Ensuring staff development is available to make teaching accessible to disabled students
- Matters pertaining to making ‘reasonable adjustments’
- Enhancing collaborative working and joint ownership of the strategy with external partners
- Aspects of the Faculty’s business that are potentially in breach of the DDA

Monitoring and Evaluation

- Monitoring the effectiveness of the Faculty’s Strategy
- Identifying specific aspects of the Strategy that are working well and those in need of attention
- Redrafting of the Strategy where and when appropriate
- Ensuring an annual audit of the effectiveness of the Strategy is undertaken through existing committee structures

Part 2 **Facilitating Access for Disabled Students**

- 2.1 The Faculty of Health and Social Care supports the University admissions principles and procedures and also takes account of specific professional requirements for individual programmes. This document uses the term **entry criteria** to refer to both the **academic** and **professional** requirements for admission to individual programmes.
- 2.2 Applicants should be judged against the stated entry criteria for academic suitability. No applicant who is judged to be academically suitable for a programme of study should be refused admission on the grounds of disability without compelling reason.
- 2.3 The principles and procedures aim to ensure that the University is fully aware of the implications of a decision to offer a place to an applicant who registers as disabled. It also aims to ensure that the applicant is fully aware of the support available so that they can make an informed decision about whether UWE is the right choice for them.
- (See *Pre-Entry Guidance for Disabled Applicants (Bristol UWE, 2006)*)
- 2.4 In the Faculty of Health and Social Care the strategy reflects the principles and practices of the University admission procedure for disabled students. The Faculty has included a Faculty Disability Equality Access Panel (see 2.13) process for decision-making for the best advice to be available to the students and staff.
- 2.5 Disabled students requiring disability related support to access the teaching and learning environment first need to identify their support needs. Therefore the Faculty encourages disabled students to provide information about their impairment and their support needs. This normally involves having an assessment of educational support needs. (For details of arrangements and funding please refer to the information for disabled students' booklet from Centre for Students Affairs entitled Information for Students with an Impairment, Medical Condition, Mental Health or specific Learning Difficulty: Disability Statement 2006-2007). It also includes an information visit to the Faculty, the details of which are in the *Pre-Entry Guidance for Disabled Applicants (Bristol UWE, 2006)*. There may also be an Occupational Health assessment.
- 2.6 Where information needs to be shared with others in order to address access issues the student's permission will be sought except in circumstances where individuals present a risk to the health and safety of themselves and/or others and the procedure for addressing this matter is detailed from page 7.

Stage 1 - Pre-application enquiries	2.7
Disabled students may seek guidance about access issues prior to making a formal application to a programme in the Faculty of Health and Social Care. The following sections explain who the contact person will be for the different types of programmes.	2.7.1
For Undergraduate/pre-qualifying (UG) programmes enquiries will be managed through the Faculty Admissions Office, where necessary, enquiries will be passed onto the Faculty's Academic Admissions Co-ordinator. Any enquiries received by Admissions and International Recruitment (AIR) are passed to the Faculty Admissions Office to process.	2.7.2
For Post-Graduate Taught (PGT) and Post-Qualifying (PQ) programmes enquiries will be managed by Continuing Professional Development (CPD) and Conference Unit and the relevant Programme Leader.	2.7.3
For Post-Graduate Research (PGR) programmes enquiries will be managed by the Faculty Research Administrator (FRA) working with the Director of Post-Graduate Research Studies (DPRS).	2.7.4
Some students may be advised to have a preliminary discussion with the Occupational Health Department, in which case contact details are provided.	2.7.5
Stage 2 - Application	2.8
Applicants may identify themselves as disabled on the relevant application form. In these cases the matter will be addressed as detailed here.	2.8.1
For Undergraduate/pre-qualifying (UG) programmes the form is forwarded to the Faculty Admissions Office for processing in liaison with the Faculty Admissions Co-ordinator.	2.8.2
For Post-Graduate Taught (PGT) and Post-Qualifying (PQ) programmes the form is forwarded to Continuing Professional Development (CPD) and Conference Unit for processing in liaison with the relevant Programme Leader.	2.8.3
For Post-Graduate Research (PGR) programmes the form is forwarded to the Faculty Research Administrator (FRA) for processing in liaison with the Director of Post-Graduate Research Studies (DPRS).	2.8.4
In all cases consultation with the Disability Resource Centre (DRC) is instigated by the Admissions contact person. Where necessary advice on access issues at this stage can be sought from the Occupational Health Department.	2.8.5
“Applicants may be asked to provide additional information about their impairment and their support needs or attend a pre-entry visit before an offer of a place is made. The aim of this is to ensure that it is possible for the	2.8.6

University to meet the needs of its students and to provide them with equality of educational opportunity. The ability of the University to assist students depends on full disclosure by the student of relevant information. The University treats such information in confidence and it is not disclosed to any staff other than those directly concerned with the organisation of support arrangements.” (*University prospectus, 2006*)

- 2.8.7 Applicants declaring themselves as disabled (excluding those with dyslexia) are forwarded a *Disability Questionnaire* along with the *Information for Students with an Impairment, Medical Condition, Mental Health or Specific Learning Difficulty: Disability Statement Booklet (Bristol UWE, 2006/7)*, if additional information for support requirements is needed. For UG students these are forwarded by AIR (or the Faculty Admissions Office, as appropriate), for PGT and PQ students this is co-ordinated through the CPD and Conference Unit, and for PGR students through the Faculty Research Administrator. In some instances eg physical disability this may result in some applicants being invited to attend an information visit to discuss study-related support needs in both the University and practice placement as well as accommodation requirements. Information visits will be co-ordinated through the Faculty Admissions Office for UG students, the CPD and Conference Unit for PGT and PQ students, and the Faculty Research Administrator for PGR students. The co-ordinators of visits are informed by the Disability Resource Centre if an information visit is required. The co-ordinators then liaise with the Programme Leader and student Faculty Student Advisers for a suitable date.
- 2.8.8 The applicant may also personally request an information visit. It is recommended that a Faculty Student Adviser is also involved at this stage and, if applicable, meets with the applicant to complete a Disabled Student Access Plan (see **Stage 3 - Access Planning** for further details).
- 2.8.9 For further details concerning the purpose and content of the information visit please see *Pre-Entry Guidance for Disabled Applicants (Bristol UWE, 2006)*.
- 2.8.10 Where an interview forms part of the admissions process, this may be combined with the information visit.

2.9 **Stage 3 - Access Planning**

- 2.9.1 All access issues are co-ordinated by Faculty Student Advisers. Once an offer of a place is made and accepted the Faculty Student Adviser service receives a list of names of disabled students provided by the Faculty Admissions Office for UG students, the CPD and Conference Unit for PGT and PQ students, and the Faculty Research Administrator for PGR students. A Faculty Student Adviser then contacts individual students (including those with dyslexia) to arrange a meeting to discuss their access issues if these have not already been

addressed at an information visit. The meeting will also consider any additional assessment of students' support needs where this is not already available. Existing assessments will inform the action planning process. At the meeting a *Disabled Student Access Plan* is completed to address Faculty and practice placement access issues and an action plan is agreed. This could be undertaken during the information visit at Stage 1 to reduce the number of meetings. In some cases, a Faculty Student Adviser and the student may decide that to meet access requirements, advice and input from appropriate additional staff may be necessary. In such cases, a meeting may be agreed, attended by the student, a Faculty Student Adviser and other pertinent individual/s. It is recommended that meetings are kept to a minimum and in most cases one meeting will be sufficient to address the disabled student's access requirements.

The Faculty Student Adviser is therefore the key contact person for the student and is responsible for ensuring action is implemented. 2.9.2

A database of disabled students' access requirements is maintained by Faculty Student Advisers and relevant Faculty staff are notified and are expected to meet the requirements listed or to discuss any difficulty arising with the Faculty Student Adviser. 2.9.3

The following is a list of individuals and departments that could be approached for advice: 2.9.4

- Faculty Academic Admissions Co-ordinator
- Programme and Module Leader/s
- Learning Technologies Technical Unit (LTTU)
- Library staff
- Disability Adviser from Disability Resource Centre (DRC)
- Assessor from West of England Assessment Centre (WEAC)
- Occupational Health Department
- Director of the Placement Learning Unit (PLU)
- Service representatives
- Study Skills Tutors

For information on support, advice and funding please refer to the *Information for Students with an Impairment, Medical Condition, Mental Health or Specific Learning Difficulty: Disability Statement Booklet (Bristol UWE, 2006/7)*.

2.9.5 Students studying on professional programmes in the Faculty of Health and Social Care spend significant amount of their study time in practice settings. Requirements for disabled students therefore involve collaboration between the Faculty and external partners involved in the education, assessment and support of students.

2.10 **The Practice Learning Unit**

2.10.1 The Practice Learning Unit is responsible for liaising with relevant colleagues from service. The Director of the Practice Learning Unit will liaise with each health care organisation to identify a named individual who will advise on all matters pertaining to access for disabled students. The Director of the Practice Learning Unit will maintain a register of the named individuals who will be consulted by Faculty Student Advisers where the access needs of a disabled student need addressing. It is recommended that each placement provider makes available to the Practice Learning Unit a profile of all placements within their respective health care organisation. The profiles include information on access and will inform decisions concerning the placement of disabled students by the Practice Learning Unit. They will be updated annually.

2.10.2 The Practice Learning Unit does not currently administer practice placements for Social Work and Occupational Therapy students. Until this is the case it is suggested that Faculty Student Advisers liaise with the appropriate Programme/Module Leader to access the relevant service personnel to discuss access issues.

2.11 **The Occupational Health Department**

2.11.1 All UG students on pre-qualifying health and social care programmes are sent an *Occupational Health Questionnaire* which is returned to the Faculty Admissions Office where receipt is recorded before being forwarded to the Occupational Health Department. PGT, and PQ students, who have declared a disability (excluding dyslexia) and where a practice placement is part of the programme of study, may be sent an *Occupational Health Questionnaire* through the CPD and Conference Unit. Some disabled students, dependent on self declaration, are invited to attend Occupational Health for further assessment. The Occupational Health Department will provide a report to the Faculty Admissions Office for UG students, to the CPD and Conference Unit for PGT and PQ students (see Appendix 2).

2.11.2 If any of the assessments/reports or other information received indicates that any of the following is evident, the Dean is notified:

- Individuals present a risk to the health and safety of themselves and/or others

- Benchmark skills cannot be met because of an impairment
- The level of adjustment required is not considered to be reasonable

The Dean will then notify the Chair of the Faculty Disability Equality Access Panel (see 2.13).

Post Enrolment Issues

2.12

Students may identify themselves as disabled at any stage after enrolment and are advised to bring this matter to the attention of a Faculty Student Adviser. Issues pertaining to a student's impairment and access may also be identified by others involved in the students learning, including colleagues from practice. In such situations permission will be sought from the student to share information with others involved in addressing access issues except in circumstances where the student presents a risk to the health and safety of themselves and/or others. A Faculty Student Adviser then contacts individual students to arrange a meeting to discuss their access issues. The meeting will also consider arrangements for any assessment of students' support needs where this is not already available. Faculty Student Advisers will consult with appropriate individuals such as Programme Leaders and Director of the Practice Learning Unit. In some cases the advice of the Occupational Health Department may be sought.

2.12.1

In the event that any assessments/reports or other information indicate that where there are concerns about any of the following are evident, the Dean will be notified by the Student Adviser:

2.12.2

- Individuals present a risk to the health and safety of themselves and/or others
- Benchmark skills cannot be met because of an impairment
- The level of adjustment required is not considered to be reasonable

The Dean will then notify the Chair of the Faculty Disability Equality Access Panel (see 2.13).

Faculty Disability Equality Access Panel

2.13

The Chair of the Faculty Disability Equality Access Panel (see Appendix 5 for Faculty Disability Equality Access Panel Membership), decides whether a panel is convened.

2.13.1

The purpose of the Panel is to explore mechanisms for making reasonable adjustments to meet the access requirements of the applicant/student. The applicant may wish to be accompanied by a friend for support when attending the panel. On the rare occasion where the recommendation of the Panel is that

2.13.2

the Faculty is not able to make reasonable adjustments, the decision will be communicated in writing to applicants within five working days and they will also be informed of the appeal process (see Appendix 6 for Faculty Disability Equality Access Appeal Panel Membership). For applicants who continue onto the programme of study, their access requirement details will be forwarded to the Faculty Student Adviser, who will be responsible for ensuring that access requirements are entered on the database and that relevant staff are notified.

2.14 **Stage 4 - Review, Monitoring and Evaluation**

- 2.14.1 It is important that the experiences of disabled students are monitored and evaluated to ensure efficient and effective student support. Faculty Student Advisers will send a questionnaire to disabled students at the end of each academic year to evaluate their experiences of access and support. The Faculty's Disability Equality Protocol and Strategy will be reviewed and revised, in light of evaluation.
- 2.14.2 Faculty Student Advisers will collate relevant information from the review to inform the Faculty's quality monitoring and evaluation process. The information will be forwarded to the Faculty's Quality Committee (QC). The QC report submitted to Faculty Board will address issues pertaining to the experiences of disabled students. Faculty Board will agree strategies to address specific issues including staff development requirements. Information pertaining to practice issues will be submitted to the Learning Environment Collaborative (LEC) or other relevant forum for discussion and action where appropriate.

Appendices

Appendix 1 Action Plan: Implementing the Strategy for Inclusive Education 2006

Appendix 2 Application Process:

Undergraduate/Pre-qualifying

Postgraduate taught and Post-qualifying

Postgraduate Research

Appendix 3 Occupational Health Procedure:

Undergraduate/Pre-qualifying

Postgraduate taught and Post-qualifying

Appendix 4 Review, Monitoring and Evaluation of Access Protocol

Appendix 5 Disabled Students Access Plan

Appendix 6 Faculty Disability Equality Access Panel Membership

Appendix 7 Faculty Disability Equality Access Appeal Panel Membership

Action Plan: Implementing the Strategy for Inclusive Education 2006

Introduction

This paper outlines a number of strategies which the Faculty is taking action on to be compliant with the SENDA requirements. Progress has been made in some of these areas and these are indicated in this paper. This paper is informed by the outcome of a workshop facilitated by Anne Boothe, Bristol City Council Equality Unit. The action points below are prioritised as follows:

Priority A Urgent: 2006 - 2007

Priority B 2007 – 2008

Marketing and Admissions

All Faculty handbooks and publicity materials should:

- Adopt and reflect the University's statement on equal opportunities.
- Adopt and reflect the University's welcoming statement to disabled students.
- Compose a statement outlining the resources available from the Employment Service for access arrangements to disabled students for employment purposes on completion of programmes of study.
- Adopt a definition of disability which reflects a social model of disability and includes all impairments (ie Includes specific learning difficulties and mental health).

Priority B

Admissions and Marketing staff to identify build and continue active relationships with appropriate internal and external agencies to establish a network of resources and skills to support and inform the Faculty's protocol and procedures (eg Student Union and the Disability Resource Centre, Bristol City Council Equalities Unit, and The Employment Service).

Priority B

Admission and Marketing staff to agree a plan to recruit disabled applicants from schools, colleges etc. through open days and outreach marketing utilising above networks.

Priority B

University Life

- Disabled students included in promotional material advertising extra curricular activities.
- Promotional material to be available in range of accessible formats.
- Welcome diversity - review curriculum materials eg case studies to reflect disabled people in

range of roles, encourage diverse extra curricula activities/societies, student dyslexia/disabled student group, representation of disabled students in union forums, option of privilege cards for library and photocopying.

- Investigate need to increase accessible transport between sites.
- Continue implementation of Access Audit action plan for Glenside Campus.
- Identify and publicise local accessible housing for disabled students (Accommodation Services, Bristol UWE).
- Employment of disabled staff in full range of roles.

Priority B

Application and Admission

- Staff involved in open days and other recruitment strategies to be inducted in order to be prepared for queries from disabled applicants such as finance, housing and university life.
- Access planning with Student Adviser and Disability Resource Centre as currently developed. This is become more part of every process rather than 'bolt on'. Disabled students offered places to have letter of welcome stating who is available on first day for access issues arising or problems with plan.
- Staff with direct involvement in arranging access resources to have induction in negotiation skills necessary to access maximum relevant resources from appropriate sources. Staff also to know arrangements for insurance and maintenance of any equipment.

Priority B

Induction

- Learning time planned for students and staff to get to know each other at start of each module for quality group building for diversity and life.
- One Stop Shop to be open additional hours during this period.
- One Stop Shop to have sufficient administrative support.
- Disabled students have contact point for any hitches in access plan.
- Inclusive approach to sessions - facilitation for all to be involved, can everyone hear, has a copy etc.
- In the event of funding delays have fund available for fast track expenses required as a matter of urgency. This is to prevent delay in students learning and participation.

Priority A

Retention on Course

- Ensure student access to maximum support available.
- Staff development for awareness on such issues as sensory impairment and access provision.
- Audit of materials accessible to students with visual and other impairments.
- Lecturers to have notes of their sessions available at start of the session or in advance in accessible formats.
- Review all programme/curriculum requirements to identify which are essential and which are desirable to inform decisions concerning disabled students' exemptions. Consultation with award governing bodies and Disability Right Commission are recommended.
- Ensure alternative/default awards are available if disabled students are not able to progress with original choice of programme.
- Review programme to allow for students to have periods out of university or practice without penalty for periods when a break from the programme is recommended on health or other pertinent grounds.
- access to disability equality consultant for appropriate Faculty staff for advice on relevant matters.
- Prioritise accommodation arrangements to meet requirements of disabled students, eg accessible inclusive timetable.
- Develop a pool of equipment and resources - preferably as a University resource, managed centrally.

Priority B

Retention on Placements

- Staff involved (eg PEF's) to have induction to understand access and needs for 'reasonable adjustments'.
- Include relevant practice staff in drawing up the disabled student's access plan through recently devised protocol.
- Revising existing audit tools to take account of access requirements.
- Staff and students to have information on how to access a key person in local centres of expertise (eg West of England Centre for Inclusive Living (WECIL), The Vassall Centre Trust). This would need to be co-ordinated through the student advisers and the DRC.
- Ensure effective communication between the Faculty and placement providers in support of students in practice.

- Ensure appropriate placements are planned well in advance in partnership with the student.
- Ensure student access to maximum support possible.

Priority B

Assessment

- Access requirements for assessment to be arranged through recently developed Faculty protocol with student, student adviser and relevant programme staff.
- Variety of methods of assessment and alternatives to be developed in programmes through field committees.
- Examinations to be in accessible rooms near to amenities.

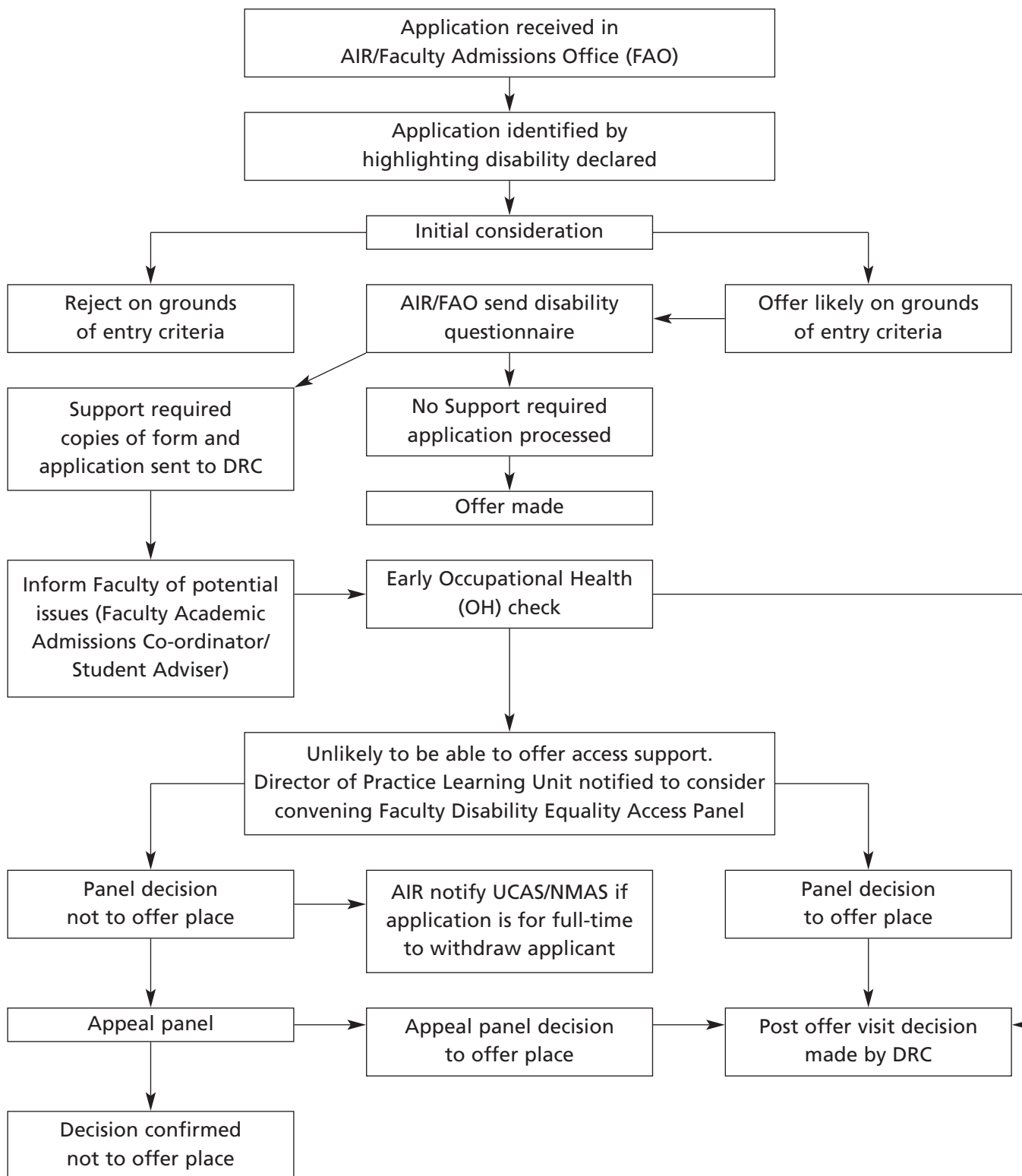
Priority B

Co-ordination of this Action Plan

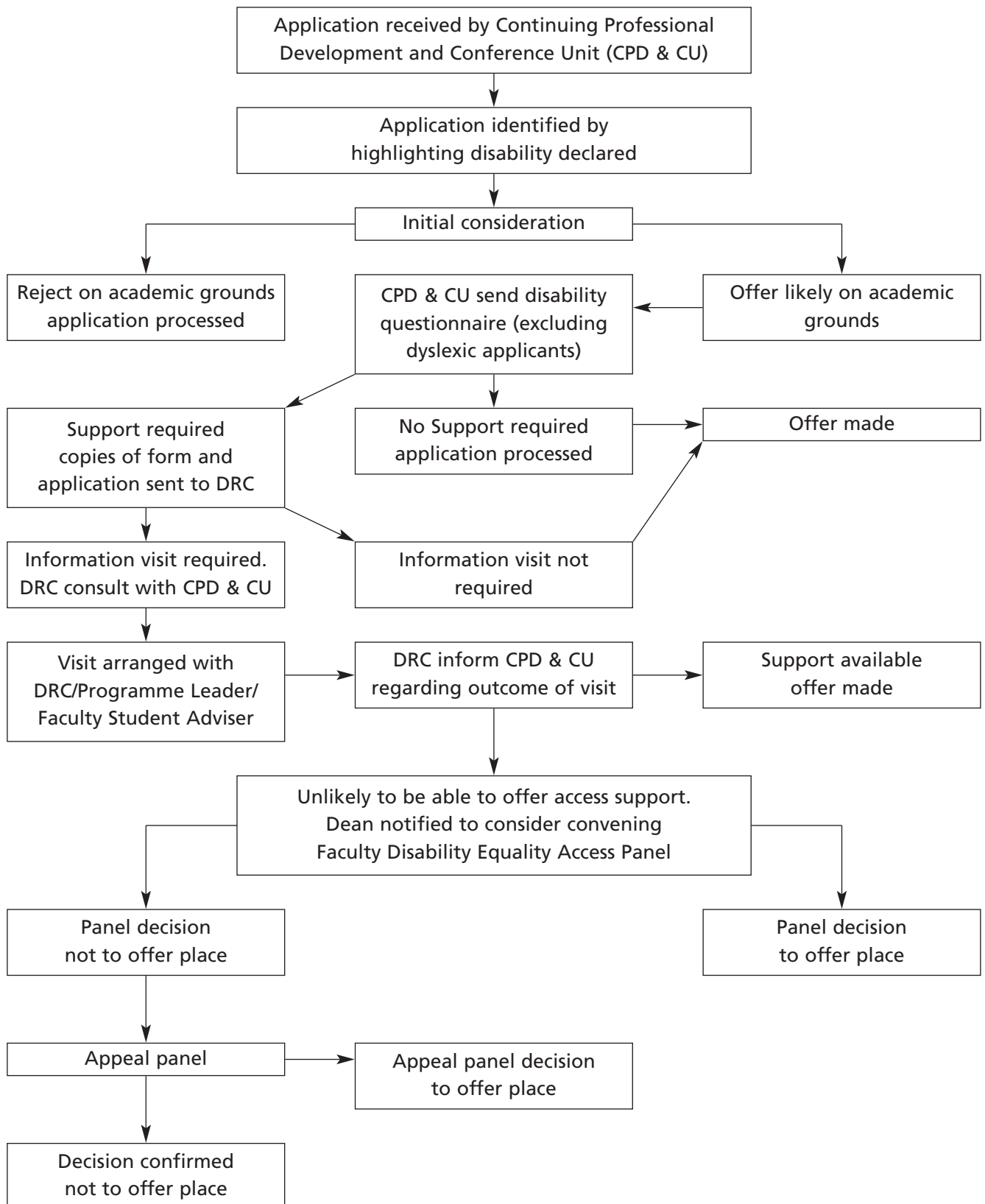
- Implement recommendation made in the University' report Review of University's provision and the student experience for disabled students to establish a mechanism for championing and overseeing the introduction and uptake of an inclusive approach. We would recommend that a similar framework is provided within the Faculty. The creation of a time limited post is recommended to the Faculty to initiate this development as considerable development is required to ensure the Faculty is compliant with the amended legislation. We envisage this individual engaging with all matters pertaining to diversity and inclusive education. This role will also require effective networking with pertinent departments/organisations.
- Identifying and making readily available a contingent fund for fast track action on matters requiring immediate action whilst awaiting decisions and resources from other sources.
- Identification of a member of staff with specific responsibility for operationalising, tracking and monitoring access requirements of disabled students. This individual will act as a resource to students and academic staff on matters pertaining to access issues. This will require effective liaison with existing services to effectively implement each student's access requirements. The individual will ensure that all relevant parties/individuals are informed about their responsibilities and actions/arrangements they would need to have in place for each disabled student.

Priority A

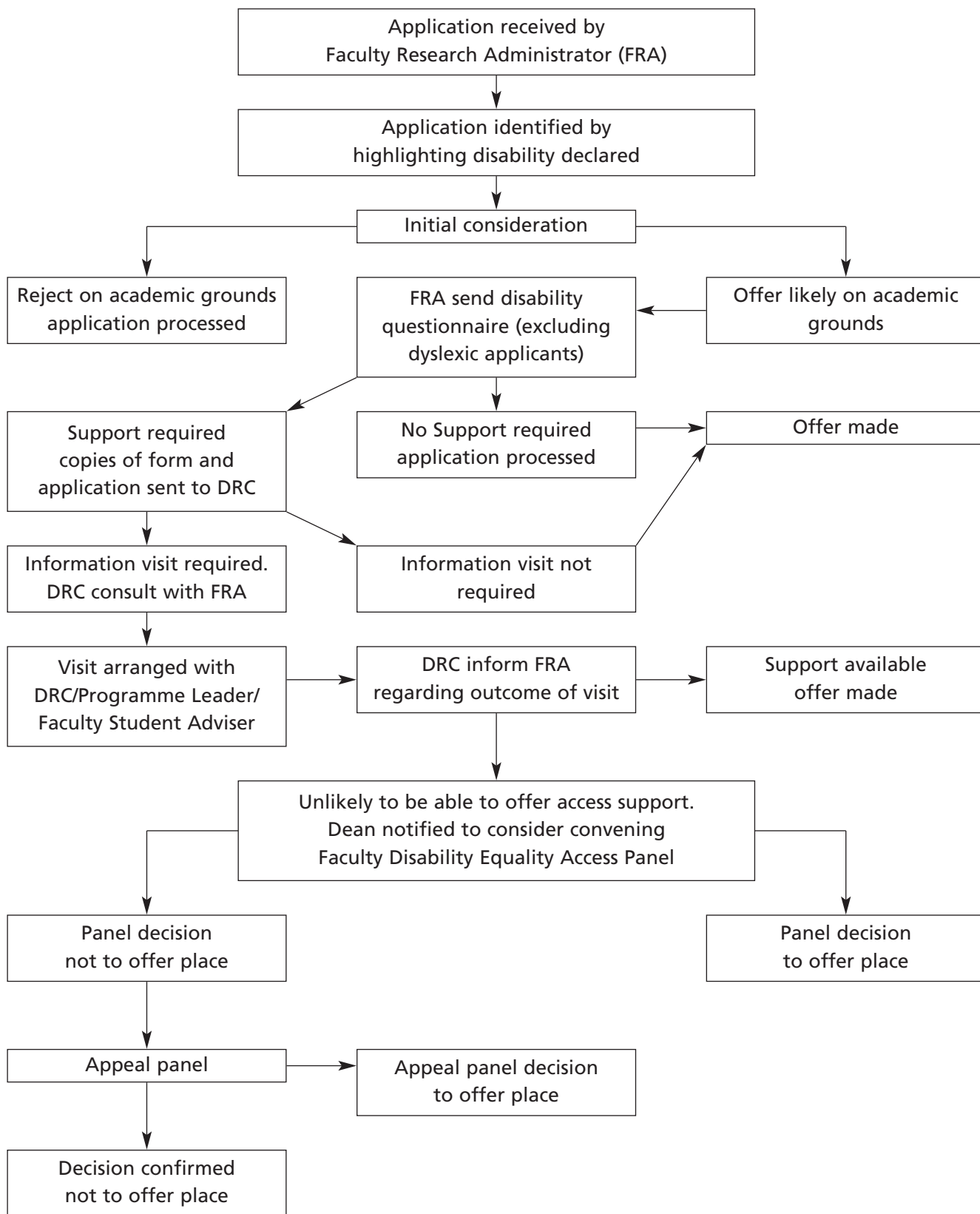
Application Process: Undergraduate/Pre-qualifying



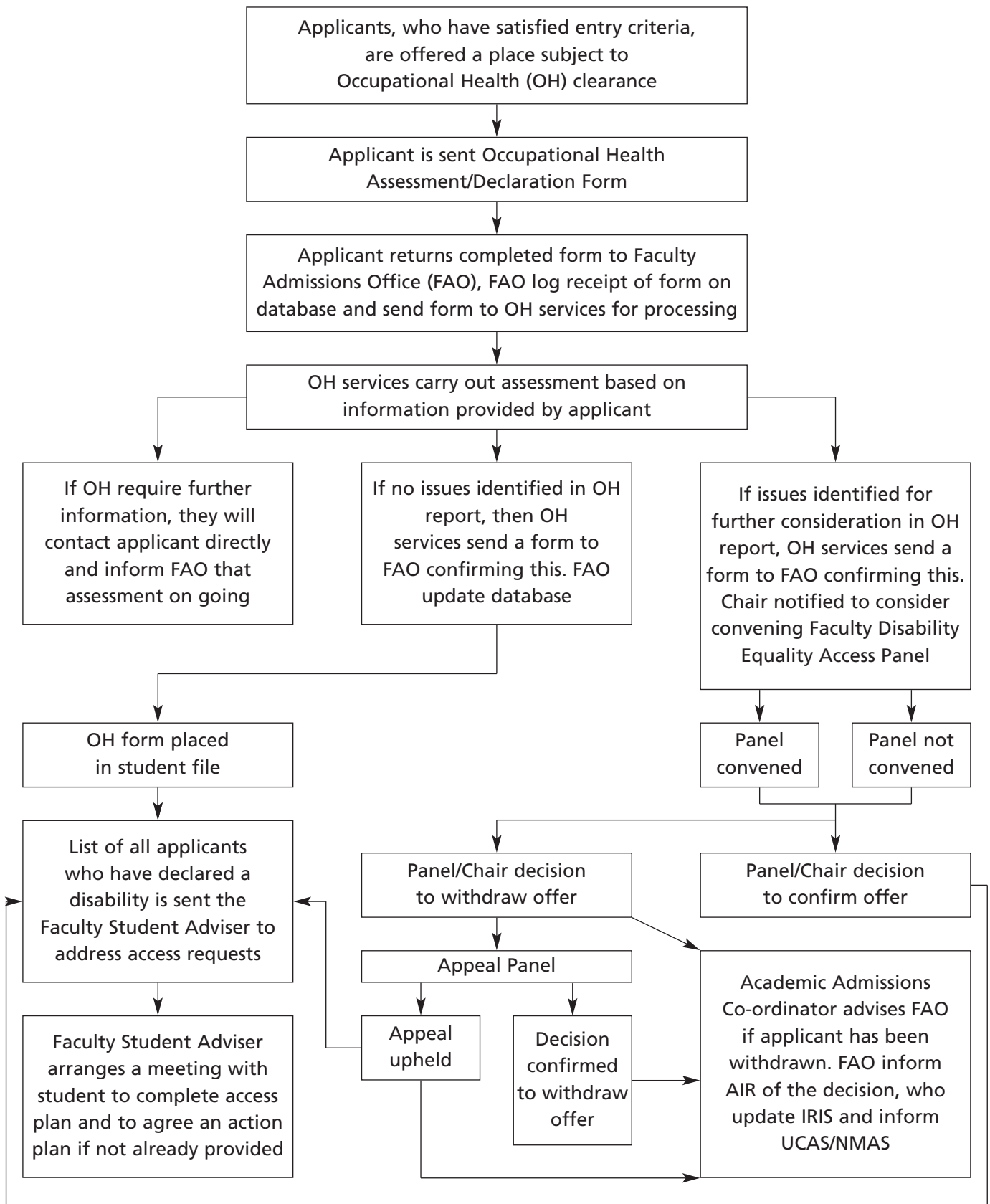
Application Process: Post-graduate taught and Post-qualifying



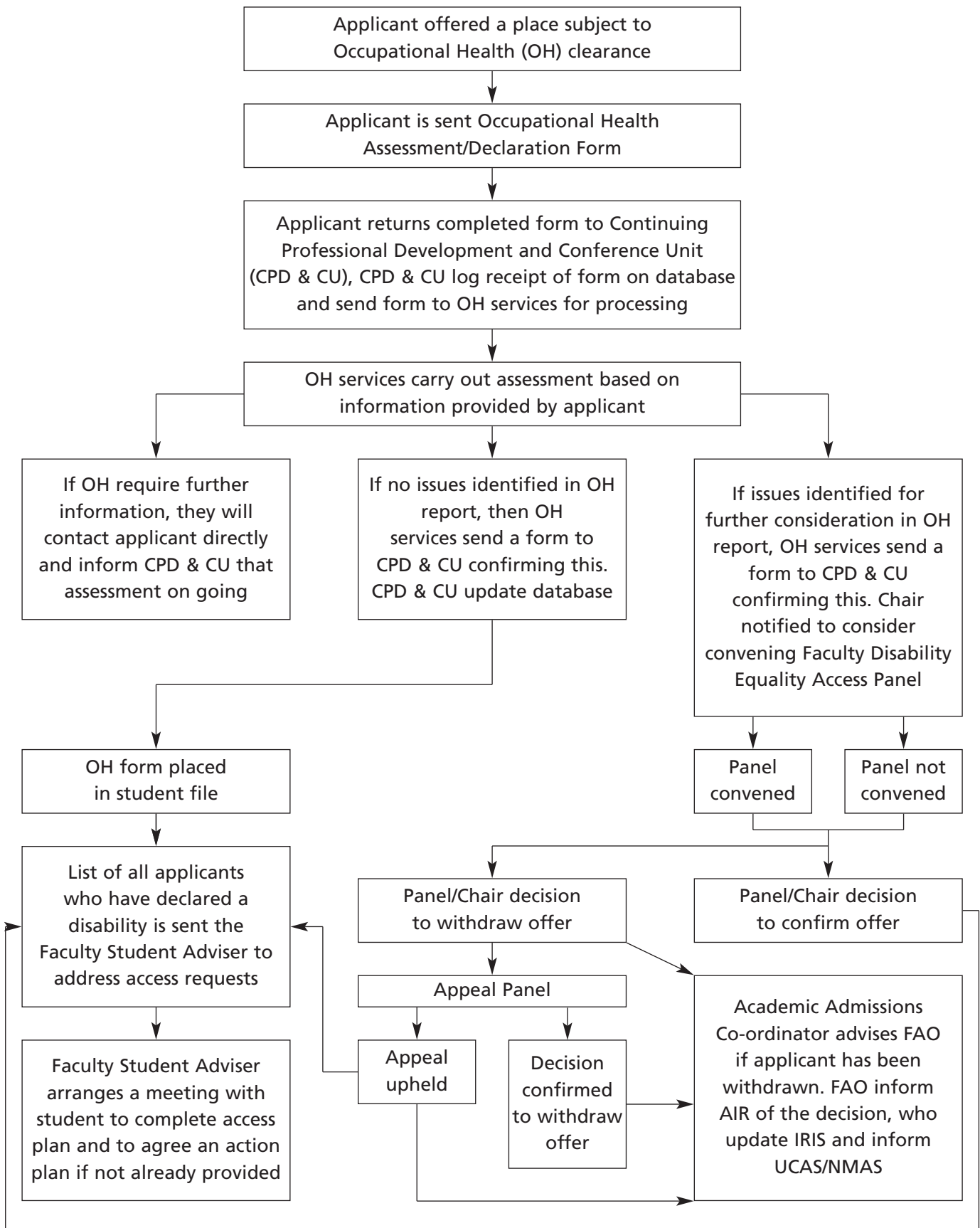
Application Process: Post-graduate Research



Occupational Health Procedure: Undergraduate/Pre-qualifying

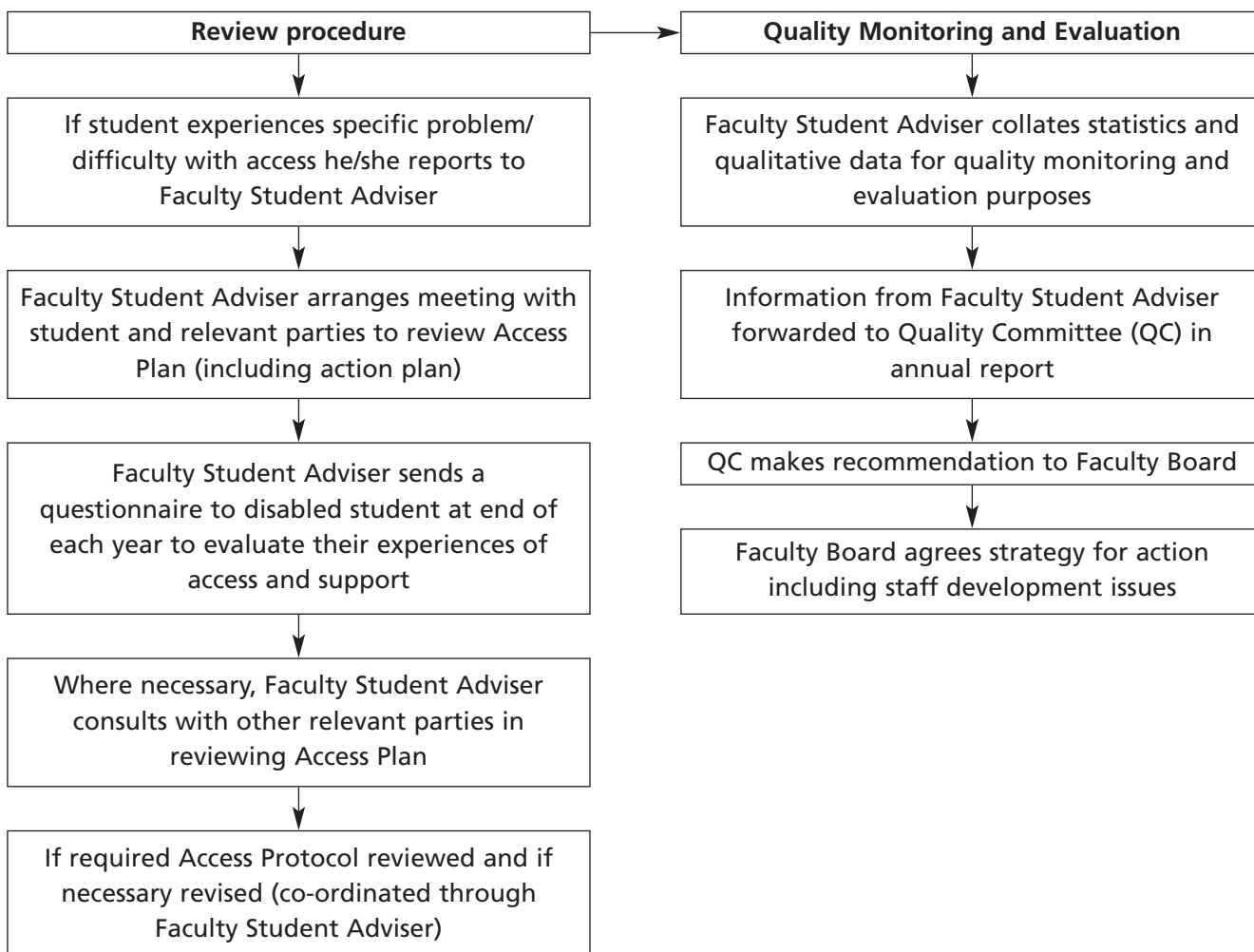


Occupational Health Procedure: Post-graduate taught and Post-qualifying



Review, Monitoring and Evaluation of Access Protocol

Please note: this does not replace the Monitoring and Evaluation procedure for the collation of student feedback



Disabled Students Access Plan (database)

Student Number: Award:
Forename: Pathway:
Surname: Cohort:
Campus: Attendance: Year: CPD:

Impairment(s):

Exam arrangements:
Materials/Handouts:
Coursework arrangements:
Placement arrangements: Placement arrangements agreed on (date):

Placement Details:

Other Notes:
to include need for support workers or assistive technology

Date of interview:

Date ISIS updated (if applicable):

Date student added to database:

Arrangements for Disabled Students

Name		Course
Student Number		
Intake		
Disability		
Support Needs	Exam arrangements	
	Materials / Handouts to students	
	Coursework / Assignment arrangements	
	Placement arrangements	
	Other notes	

Arrangements for Disabled Students

Information regarding your arrangements will be held on a database where it will be accessible by the Student Advisers and all other staff in the Faculty who need to set up your support arrangements (eg exams, placement, library) and the Module Leaders listed here:

I agree with these arrangements and for this information to be held on a database for appropriate staff to access to ensure my support arrangements are met.

Signed Date

Student Advisers are able to offer advice on a number of disability related issues such as how to access the Disabled Students Allowance, how to access extra study skills support or what to do if your requirements change. If you would like to talk to a Student Adviser about any issue to do with your disability please book an appointment via Glenside Reception, telephone 0117 32 88534 or e-mail hsc.studentadvisers@uwe.ac.uk

Faculty Disability Equality Access Panel Membership

Director of the Practice Learning Unit (Chair)

Faculty Academic Admissions Co-ordinator (if applicable)

Director of Post-Graduate Research Studies (if applicable)

Appropriate Programme Leader

Occupational Health Representative

DRC Representative

Student Adviser

Applicant/Student (and friend)

Faculty Disability Equality Access Appeal Panel Membership

Dean of Faculty (Chair)

Faculty Director of Student Affairs

Student Union representative

Centre for Student Affairs representative

External Adviser

Applicant/Student (and friend)