



Queen Margaret University College
EDINBURGH

DISABILITY EQUALITY SCHEME
DECEMBER 2006 TO DECEMBER 2009

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Foreword

Through its mission statement, QMUC continues to demonstrate a commitment to inclusion and participation in all aspects of its work. This is more than just a high level statement and it can be identified through all areas of our work, including the research that we do, the courses that we offer, the students who we enrol onto programmes of study, the staff who we recruit to work at QMUC and in our choice of collaborative partnerships.

This is the first Disability Equality Scheme that has been developed by QMUC and we see it complementing what we do currently to encourage and support disabled staff, students and visitors.

In that sense, we see this Disability Equality Statement as a natural evolution from what we already do in these areas. The results of our current activities can be demonstrated in a number of ways. For example, in terms of student recruitment, we consistently outperform both the national average figures for higher education and our benchmark figures, as demonstrated independently through annual Higher Education Statistical Agency (HESA) reports. In terms of staffing, our achievement of the 'Positive About Disabled People' demonstrates an on-going commitment to recruitment. Furthermore, it has been agreed that the Teachability framework will be used as part of our periodic programme review process.

This Disability Equality Scheme, together with its associated Action Plan, forms a central component of our diversity and equality agenda for the future.

Professor A Cohen
Principal
QMUC

1: SUMMARY

This Disability Equality Scheme for Queen Margaret University College is designed, together with the Disability Action Plan, to satisfy the requirements of the Disability Discrimination Act (DDA) 2005. DDA (2005) places a responsibility on all public authorities, including institutions of higher education, to actively promote the equal treatment of disabled people.

The required publication date for this scheme is 4 December 2006 at the latest. The Disability Equality Scheme (DES) and the Disability Action Plan (DAP) have been developed by a working group of the Equal Opportunities Committee (EOC) and have been approved by the Governing Body.

EOC is responsible for agreeing targets and monitoring outcomes against the DES and DAP and is also responsible for the annual review of the DAP and the review of the DES for December 2009.

2: INTRODUCTION

QMUC's mission statement demonstrates a commitment to inclusion and participation:

“To enhance the quality of life and serve communities through excellence and leadership in vocationally and professionally relevant education, research and consultancy, as a university which is outward looking and committed to innovation, participation and lifelong learning.”

This mission is operationalised in part through one of five published objectives which refers to the need to respond to an increasingly diverse student population:

“Extending educational provision of sustained quality – through the development of innovative educational programmes capable of responding flexibly, efficiently and effectively to increasingly diverse student needs and market demands.”

The duty requires colleges and universities, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act 1995;
- eliminate disability related harassment;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to meet disabled peoples needs, even if this requires more favourable treatment.

The development of this Disability Equality Scheme was co-ordinated by a Working Group established by the Equal Opportunities Committee, which included the Equalities Officer of the Students' Union. As part of the process, we have surveyed all staff and students and held a focus group with students.

3: CONTEXT

Queen Margaret University College has a proud history of achievement and progress extending for over a century. Founded in 1875, the institution has always been driven by the highest ideals and purposes, focusing on contributing in practical ways to improving the quality of human life and serving the community.

QMUC is now at a watershed moment in its history, with rapid progress being made on the plans for the new campus at Craighall, due for completion in September 2007, and with the recent submission of an application for full university title.

The forerunner to the college was The Edinburgh School of Cookery which emerged in a period that was notable for real economic progress, but also characterised by many social and economic divisions and inequalities and widespread poverty. The College was established as a voluntary effort to address some of the key problems. It was set up in 1875 for two basic reasons.

- As part of the U.K.-wide mid Victorian "Women's Movement", which was a campaign for better education and improved career opportunities for females. A main element of this campaign was, of course, directed at securing equality of opportunity for school girls, but another purpose was to open up post-school education at both university and technical levels. To this point young women had been excluded from higher and technical education, with an inevitable consequence being widespread female poverty. (One of the key leaders of the women's movement was Queen Victoria's fourth daughter, Princess Louise, Duchess of Argyll, and she became the School's leading patron.)
- As a key part of an effort to bring about an improvement in diets, particularly the diets of working class families.

In the implementation of the mission, QMUC has responded positively to the Scottish Executive widening access agenda and has made positive steps to both widen access to under represented groups in the university college, and also to support those students whilst they are with us. This is reflected in Higher Education Statistical Agency (HESA) derived benchmark statistics, where we outperform our benchmark in most aspects of the widening access agenda.

QMUC fully subscribes to the social model of disability and, as such, we endeavour to remove physical, environmental and attitudinal barriers which prevent disabled people, be they staff, students or visitors, from participating in full in our activities and, in this way we aim to remove any form of institutional discrimination.

We can demonstrate progress in the expanded recruitment of disabled students, as demonstrated by HESA statistics. All HEIs report data on an annual basis to HESA. Reference to HESA data for 2002-03, 2003-04 and 2004-05 shows that QMUC has reported a growing proportion of full time first degree students who are in receipt of the Disability Student Allowance from 3.3% in 2002-03 to 4.5% in 2004-05. In each of these years, QMUC is ahead both of the average figure for Scottish HEIs and the benchmark figure for QMUC, as shown in Table 1. Given that these data are set against the

background of an absolute increase in student numbers, they represent significant progress.

Table 1: Participation of students who are in receipt of the Disability Student Allowance

Year	2002-03	2003-04	2004-05
UK Total	2.6%	3.1%	3.6%
Scotland Total	2.2%	2.5%	3.1%
QMUC	3.3%	4.1%	4.5%
QMUC benchmark	2.6%	3.0%	3.6%

Our commitment to this strategy is also reflected through our employment policies. Examples include the use of the 'Positive About Disabled People' standard demonstrating that our recruitment, selection and staff management processes are inclusive.

A key driver for our Re:locate project has been as a response to some of the difficulties encountered in attempting to make our existing estate more suitable for disabled people, be they staff, students or visitors.

QMUC has had an Equality and Diversity Strategy (EDS) since 2004. The action plan for this strategy included the duty to implement DDA (1995) but it is recognised that this needs to be revised to cover DDA (2005). It is planned that the Disability Equality Scheme will, as far as is practicable, be linked to the Equality and Diversity Strategy. The Equality and Diversity Strategy sits alongside, and is cross-referenced to other policies on: Dignity at Work; Race Relations; and Flexible Working. The Dignity at Work Policy includes a section on harassment and bullying, which makes specific reference to disability.

As a part of our consultation with staff and students on the development of this scheme, we conducted a survey of staff and students in order to benchmark our current position and to identify issues and concerns. A summary report of this consultation is given in Appendix 1. The main findings are incorporated into the impact assessment sections of this scheme and were also used as the focus of discussions with students.

4: MANAGMENT AND STRATEGIC PLANNING

4.1 Senior Management Responsibility

In accordance with its Statutory Instrument the Governing Body is responsible for setting the strategic direction of Queen Margaret University College. The Statutory Instrument does not refer to any specific legislation, including its duty under DDA(2005). However, the Governing Body of QMUC has, under its Statutory Instrument, the responsibility to ensure that QMUC operates within the law.

The Governing Body is advised by a number of sub-committees, including the Equal Opportunities Committee(EOC) and the Staff Development and Policy Committee(SDPC). EOC is responsible for the formulation, implementation, evaluation and review of equal opportunities policies. It should be noted that the Students' Union has an Equality Officer, who sits on the Equal Opportunities Committee. The terms of reference for key sub-committees are given in Appendix 2.

The QMUC Disability Policy states that the Governing Body and Principal have overall responsibility for ensuring the implementation of policy and practice. Head of Student Services has responsibility for writing/updating of the disability policy.

At the programme level, the Head of School is responsible for the implementation and evaluation of the DES. For example, Heads of School are responsible for ensuring that all programmes have Academic Disabled Student Co-ordinator(s) and that these duties are taken into account as part of activity planning and workload management. The Heads of School are also responsible for ensuring that the annual monitoring process incorporates a consideration of issues of disability and equality.

4.2 Policy and Planning

At the highest level of planning, QMUC has a published mission, vision and objectives statement. The Mission Statement refers to a commitment to the promotion of participation.

Whilst the vision statement for QMUC does not refer specifically to disability, it does state that:

“Accessibility, flexibility, innovation and responsiveness to ‘stakeholders’ will be key characteristics and we will enhance our reputation for excellence and quality as leaders in teaching and research and by promoting excellent management practices” and summarises that QMUC aims to be *“a highly focussed university committed to the promotion of equality of opportunity and widening participation, working with and for its communities”* and *“enabling and promoting access through student recruitment and the dissemination of expertise.”*

The Objectives of QMUC refer specifically to diversity, through the intention to extend

“educational provision of sustained quality – through the development of innovative educational programmes capable of responding flexibly, efficiently and effectively to increasingly diverse student needs and market demands”

The preparation, implementation and monitoring of the Disability Equality Scheme and its Action Plan is the responsibility of the Equal Opportunities Committee (EOC), which is then formally approved by the Governing Body (GB).

4.3 The Strategic Planning Process

Disability-related matters are considered throughout the management and strategic planning process. For example, Strategic Planning Guidelines for Faculties, Schools and Divisions require staff to address issues of equality. In section 6.2 (Equal Opportunities) of these guidelines, Schools are instructed that:

“It is essential that the strategic planning process and its outcomes promote and articulate the University College’s commitment to equality of opportunity whereby it strives to create and celebrate a positive, inclusive atmosphere based on respect for individuals’ differences and in which students and staff are actively encouraged to reach their full potential.”

In Section 4.2 of the Strategic Planning Guidelines, School Operational Plans are required to respond to QELTA priorities (see Appendix 3) , which includes reference to the need to:

“1.3: Place the student at the centre of the educational provision. Programmes will recognise and engage with learning strategies that support diversity in the student body, inclusive of those with disabilities, and will encourage exploration and experimentation and will provide a variety of learning experiences exploring the strengths of active learning and other student centred strategies.”

In Appendix 4 of the Strategic Planning Guidelines, Schools are instructed that they must address a number of issues, including *“Actions for complying with the SHEFC condition of grant for widening access and increasing participation, continuous improvement of quality, and contributing to IT pervasiveness and the development of transferable skills, especially IT competence.”*

The strategic planning process allows Schools and Units to bid for additional resources based upon both compliance and business cases. This includes the need to comply with legal requirements.

5: DISABLED STAFF

5.1 Information sources

Human Resources collects data on staff who self-report on any disabilities. This is done both through the application process for new members of staff but also through a survey of existing staff. This information is held on the Human Resource Department (HR) database. The reporting of specific disabilities is done as free text, with no attempt to develop categories within the data set, although where staff do disclose a specific form of disability, this information is also held on the database.

The implementation of the TRENT – HR system allows QMUC to both record and analyse management information across all equality/diversity dimensions. The system also supports the monitoring and continuous improvement process through data collected from both applicants and successful candidates.

5.2 The current position

We have made progress on the implementation of staff policies relevant to disabled staff in a number of areas. Currently policies are in place covering Equal Opportunities, Diversity, Dignity at Work Policy, Grievance Procedure and a Health and Well Being Strategy. As part of the latter, a Health Promotion Group has been developed which has resulted in health and well being events, stress management workshops, on-line courses and management guidance. As part of the change management process for the new campus, guidance on flexible working has been developed. The Equal Opportunities Policy cross refers to a number of other procedures. For example, all School, Subject and Departmental managers use formal Activity and Personal Development Planning, which includes a statement on equal opportunities. All HR Policies are equal opportunities proofed.

The implementation of Health and Safety Policies have included: the launching of on-line delivery of health and safety courses; and the expansion of risk assessment processes. At the same time, Occupational Health Policies have been expanded through the use of an external confidential Occupational Health Service and an Employee Counselling Service.

During the recruitment of staff, the use of the double tick symbol (part of the Positive About Disabled People scheme) conveys that we are inclusive and that we interview all declared disabled applicants who meet the minimum criteria. HR runs recruitment and selection workshops and has developed a handbook on this topic. There is a requirement for a pre-employment medical check, which ensures declarations of disability are supported at the point of employment. An approved Exit Process supports the monitoring and continuous improvement process through feedback from leavers.

In the implementation of relevant policies, HR, the Centre for Academic Practice (CAP) and Student Services have developed a series of staff development and learning activities, publicised through a Learning Directory and Calendar. In order to deliver these activities, the staff of HR works with other internal and external groups. For example, HR works in partnership with CAP to mainstream diversity/equality (including disability) into teaching and learning programmes. The staff of HR work in partnership with the Disability Adviser, to identify, design, implement and review, induction programmes and on-going learning and development for Disability Co-ordinators. Additionally, staff

development activities are shared with other HEIs. External agencies, such as the Leadership Foundation are used to deliver staff management and leadership development. Staff of HR are active members of the Equal Opportunities Committee through which they help to inform and lead policy and to provide legislative updates.

The staff of HR actively network and contribute to national forums, committees, seminars etc representing QMUC on equality/diversity matters (including disability) as part of their continuous professional development.

5.3 Impact assessment

At present no systematic reporting to EOC on the impact of staff recruitment, performance and retention takes place. Also, there is no consultation with disabled staff on a proactive or systematic basis. However one:one on-going support is provided in a reactionary way – this provides feedback for policy/procedural development and implementing practices.

It is too early to judge the impact of new policies such as flexible ways of working, although it is expected that these will have impacts on disabled members of staff.

One issue which did come to the fore during the consultation process was recognition of the need for more staff awareness and training around issues of disability. Whilst many of these related specifically to the often positive contribution of staff of QMUC to the student experience, it was recognised that there remains a need for a better communication of policies and additional training, particularly of Academic Disabled Student Co-ordinators (ADSCs).

There was also general support for the work of existing staff who work to support disabled students (in particular the high regard for the work of the Disability Adviser [DA] and the ADSCs with a recognition that this service was at the limit of what can be achieved from this resource base.

One specific impact on both students and academic staff is the structure of the academic timetable. In particular, the fact that it is not known in advance of the start of term makes it difficult for disabled staff to advance plan any adjustments they may need to make and increases stress at specific periods.

5.4 Future challenges

The conflicting demands on resources was seen by many involved in the consultation as a key issue for QMUC going forward. This included the need to engage with the strategic planning process in terms of the allocation of staffing and training and development budgets.

The impact of financial constraints will increase the competition for resources. The significant investment into estates and technology will have a positive impact on diversity and equality, but puts pressure on the organisation in terms of other competing resources. Given the extensive programme of organisational change associated with

the move to the new campus, there will be an increased pressure on managers to deliver this change.

For academic staff, one of the central issues is the impact of an increasing number of pressures on curriculum design and learning strategies. Academic programmes are required to respond to the needs of the academic infrastructure, professional body requirements, the equality agenda, accessibility and sustainability. This puts increasing pressures on academics in terms of programme design.

Leadership development is seen to be central to the achievement of both challenging and competing objectives. The ongoing development of QMUC people managers will be incorporated into existing management/leadership programmes, with full use being made of printed materials and on-line courses.

6: DISABLED STUDENTS

6.1 Information sources

Data on students is captured through the admissions and matriculation process and through individual interviews between a student and the Disability Adviser (DA). At the application stage, applicants are invited to give information about any disabilities on the UCAS and on direct application forms. If a disability is declared then the application is referred to the ADSC for consideration. All applicants are sent details about how to contact the ADSC or the Disability office to discuss any requirements prior to admission. If an applicant with a disability is offered a place then the Academic Disabled Student Co-ordinator (ADSC) will liaise with the applicant about any special requirements, should the applicants be invited for an interview or audition or wish to attend the subject area visit day.

When an applicant who has declared a disability firmly accepts a place, the ADSC and the DA are informed.

Staff of the Admissions Office gather information that is recorded on the ISIS database and admissions send some information on new disabled students to the DA. ADSCs may pass on information to the DA when they meet with disabled students. The DA gathers information on all students or prospective students if received from admissions or ADSCs or when the student presents to the DA for individual interviews. This information is provided for HESA annually. For the purpose of recording this data we use the HESA two digit categories:

- 00 No known disability.
- 01 Dyslexia.
- 02 Blind/are partially sighted.
- 03 Deaf/have a hearing impairment.
- 04 Wheelchair user/have mobility difficulties.
- 05 Personal care support.
- 06 Mental health difficulties.
- 07 An unseen disability, e.g. diabetes, epilepsy, asthma.
- 08 Multiple disabilities.
- 09 A disability not listed above.
- 10 Autistic Spectrum Disorder.
- 98 Information not sought.
- 99 Not known.

The DA updates staff of the Records Section at the end of the session regarding all students with a known disability together with information regarding whether they are in receipt of a DSA. This information is updated on the Student Records System and sent to HESA as part of the annual student return. Students are asked to confirm the accuracy of this data on an annual basis through the matriculation process. Staff of the Records Section also gain information on student disabilities via ADSCs who inform the Examinations Officer of any special requirements for examinations as detailed in student Individual Learning Plans (ILPs).

Student Services feeds back to ADSCs, DSCs and sometimes Heads of Schools when:

- i) DA or Head of Student Services receives requests from students in relation to reasonable adjustments or;
- ii) when receives complaints about non compliance in delivering reasonable adjustments;
- iii) details of needs of prospective disabled students.

Student Services is currently working on improving its database and the student disability service is implicated in this and is currently looking at extending the information to be collected in order to give more detail on support received by disabled students, funding received by disabled students; and the provision of equipment by Student Services to disabled students.

6.2 The current position

Queen Margaret University College is committed to equality of opportunity and believes in a culture of diversity and inclusion. We offer flexible educational programmes to suit many different groups of students.

The aim is to offer an accessible curriculum, which can be adapted to meet individual needs in an environment where consideration is given to enabling everyone to participate in all aspects of academic and social life.

Within Student Services there is a Disability Service, with a Disability Adviser. The service is available at both Corstorphine and Leith Campuses 3 days per week.

At programme level, a team of Academic Disabled Student Co-ordinators (ADSCs) in academic and support departments, specialist tutors and student assistants, supported by a full time Disability Adviser are dedicated to the provision of information, support and guidance for disabled students. Through a system involving the negotiation of an Individual Learning Plan (ILP) for each disabled student, QMUC offers a package of academic and personal support, which is constantly monitored and adapted to meet individual needs. The information from this plan is then shared with other staff to ensure the requirements of the plan are taken into consideration.

Currently the DA liaises with students and with ADSCs (and sometimes with the Heads of School) to give feedback received from disabled students.

Student Services provide a range of printed materials and presentations describing the services and facilities available for disabled students. The DA gives presentations to student groups and staff groups to outline the services when requested, or as often as resources permit.

Currently the responsibility for ensuring that academic staff are trained in disability issues is shared between our Centre for Academic Practice and Human Resources Department, but in practice staff sometimes involve the Disability Adviser, although that post is largely to support students and has a full caseload and timetable of student clients.

Within Student Services, the Disability Service is co-ordinated by the Disability Adviser (DA). The Disability Adviser offers advice, information and guidance relating to QMUC's disability policy and procedures, and on relevant external and internal funding and assessment processes. The service is available at both Corstorphine and Leith Campuses 3 days per week, with a further 2 days being devoted to administrating the support requirements that have emerged from the 3 days spent meeting with disabled students. The DA arranges diagnostic assessments for students who present with possible, but previously undiagnosed, specific learning difficulties. The DA advises and assists disabled students with applications for Disabled Student's Allowance. If disabled students are not eligible for this external funding, the DA arranges for the student to receive the relevant funding and support from the QMUC disability fund. The DA, whenever possible, arranges relevant non-medical personal helpers e.g. dyslexia tutors, sign language interpreters, proof readers, scribes, personal assistants, readers etc for disabled students.

Staff of Student Services include, as part of their work, communication with other staff about disability. This includes staff development, new staff induction and diversity and disability workshops. Student Services staff liaise with the QMUC Learning Development Officer, to co-ordinate staff development activities in this area. The current communication with staff about disability is in relation specifically to discussing the role of an ADSC with a new ADSC, and discussing issues that relate to difficulties or queries which arise in relation to non compliance with ILPs or new reasonable adjustments in ILPs for individual disabled students. There is a need to link this work into the learning and development activities co-ordinated by HR and the Centre for Academic Practice (CAP).

Programme design is being developed to incorporate issues of accessibility. This is in line with a QELTA target for 2006-07, which is to:

'Support staff to incorporate disability equality in learning and teaching practices and audit impact on programmes.'

Whilst many staff know about Teachability, and some subject areas have incorporated Teachability into curriculum development, other areas require additional support. It is the institution's intention to fully embed Teachability by:

- revising guidance and procedures for validation and review to incorporate Teachability;
- providing training, advice and support for programme teams to review the curriculum within the Teachability framework;
- specifying that programme teams must provide evidence at validation that Teachability has been used to scrutinise programmes in respect of equality and disability.

Issues of programme delivery and support, as well as content, relating to accessibility and equality are a core element of the Short Courses in Learning, Teaching and Assessment for academic staff and postgraduate teaching assistants. These course are offered twice annually for new teachers or those wishing a refresher. Similarly, all such topics form a key part of the curriculum for the MSc in Professional Education on which a number of staff have enrolled. Staff from Student Services and the Library contribute to

these sessions currently, however plans are to involve the Learning Development Co-ordinator within Human Resources in order to broaden the perspective.

Additional workshops have been held regularly for all academic staff on issues related to legislation and awareness, support through learning and teaching, pastoral guidance (personal academic tutoring), physical facilities and access, and curriculum design. Workshop leaders have included staff from CAP, Student Services, RNIB, SFC and other universities.

The staff of CAP have participated in a range of development activities related to accessibility. For example CAP staff consistently emphasise the importance of equality for all students and inform them of accessibility requirements of online materials.

A narrated PowerPoint presentation 'Accessibility and eLearning' is available to all staff in the WebCT area for Online Tutors.

Key points raised with staff during staff development sessions are:

- **Awareness** and the need to consider all students. We refer staff to our obligations under the DDA and SENDA legislation;
- **Content**, including content format which is most accessible - well structured HTML. We support the tool Course Genie which can be used to produce valid HTML from Word documents;
- **Delivery**, in which staff are encouraged to use different modes of delivery and supporting materials to offer multiple options for different learners;
- **Navigation**, which should be consistent, such as keeping a standard menu to the left of the WebCT interface;
- **Appearance**, which should account for readability by avoiding dark coloured background on pages, use text labels on screen, and make link names meaningful;
- **Responsiveness** by all staff to ensure those students experiencing access issues are advised and assisted.

Library staff participate in staff development workshops to discuss experiences of supporting disabled learners, and to give tours of the facilities in the Rosita Green Room.

All Programme Leaders are required to report on curriculum accessibility and equal opportunities in Annual Monitoring Reports. Within subject areas these reports are reviewed and summarised by Heads of Subjects. Good practice emerging from the reports is shared at Good Practice Forums and will be posted on the Good Practice website, to be completed end of December 2006.

CAP also disseminates good practice during consultations with staff and programme teams. QMUC guidelines refer to CAP programme teams preparing for validation and review to CAP for guidance.

QMUC supports disabled students to engage with careers advisers/services and vice versa in order to identify potential employment opportunities and areas for skill

development. Currently the Career's Adviser meets with relevant groups who offer employment opportunities or training for disabled students and places this information in the Careers Library or makes available when doing stalls/passes information to the DA who occasionally puts out on moderator or passes on to relevant students; however this area needs to be developed. The Jobshop is also working on promoting opportunities for disabled students in a more proactive way.

6.3 Impact assessment

A working group of the Equal Opportunities Committee has conducted an audit of current performance against the Scottish Funding Council Toolkit and has used this to recommend the format of the DES and Action Plan to the Equal Opportunities Committee and Governing Body.

What is clear is that although QMUC has relevant policies and supporting structures in place, significant action is required: some revision of policy is required; there needs to be an awareness raising campaign; there needs to be more real involvement of disabled staff, students and visitors; and policies need to be more generally applied and monitored and evaluated across the institution. We need to do more about involving disabled students and staff in planning and strategic issues, but that is an area that all institutions find difficult. It is particularly difficult to find disabled students who are able to represent the views of the full range of disabilities.

We recognise that we need to do more to develop our management information. We do collect the appropriate information at the point of application and matriculation, but we need to develop specific reports that would provide readily available information on disabled students' progression and retention, and which would inform strategic planning at the institutional level. Having said that, we do use this information to plan at the level of student services/registry operational planning and most certainly in terms of anticipating what might be in individual learning plans e.g. assessment adaptations.

To date there has been very little evaluation of what we have done and the impact on disabled people. While very useful practices and procedures have been developed e.g. full time DA, creation of DSCs and the use of ILPs, development of support for disabled students, etc there has been no formal evaluation of the impact of this. For example, until recently there has been no systematic analysis of the performance of students with disabilities. Student services has attempted to use information about numbers of disabled students and students receiving the Disabled Student Allowance (DSA) and information on numbers of students with specific impairments to feed into the strategic plan for Student Services (SS) and the institutional strategic plan to outline resources needed to meet developing requirements.

During 2005/6 statistics on progression and award by gender and ethnicity were prepared for the first time as part of QMUC's application for University Title. Further work needs to be done on the format of these statistics to include analysis on progression and award for students with disabilities. Agreement also needs to be reached on the mechanism for analysis and monitoring of these statistics within the institution i.e. through the Strategic Management Group (SMG) or Academic Council. A focus group will review the format of Annual Course Monitoring statistics in December 2006 with the intention that statistics on gender, ethnicity and disability will become part of the annual

cycle of analysis in relation to progression and award. An analysis of student appeals and complaints by disability was presented to Academic Council in November 2006. The level of awareness of disability across senior and middle management needs to be improved in order that the full range of management functions and responsibilities take account of disability issues in strategic planning.

It is planned to further analyse the data to: evaluate the performance of disabled students; to use focus groups of disabled students; to request information from Students' Union and their feedback from disabled students; and to proactively promote disability issues and questions. The analysis will help to identify barriers to students resulting in unsatisfactory outcomes. This will include analysis of student progression, appeals, complaints, the number of disabled students offered places in halls and the take up of DSA.

In October 2005 the DA participated with Glasgow Caledonian University in a survey of disabled students to obtain views of how we were responding to disabled students in different areas and whether this was satisfactory or unsatisfactory. The importance of developing a curriculum which promotes equality of access is recognised by EPC and implemented through the QELTA strategy. It is also recognised that this is an area that needs development. Two subject areas took part in the Teachability project and, in 2006, EPC agreed that the Teachability framework should be used as a means of monitoring the progress of programmes in promoting an accessible curriculum. This will be fully implemented in academic year 2007-8.

In terms of our approach to students, we believe that we are largely compliant, but the volume of enquiries and the number of requests for special adjustments/adaptations is increasing year on year, putting pressure on the current resources available. QMUC does meet its general and specific duties as they relate to adaptations for students as they enter the University College, but we do need to do more in terms of reaching out to disabled applicants and members of the public. However, to do that, we need to be confident that all staff understand the needs of disabled applicants/students/staff/visitors and their role in supporting such individuals.

Programme validation procedures include a requirement for validation panels to consider "The accessibility of the award for all students including those from diverse cultural and ethnic backgrounds and disabled students". This has resulted in the fact that students now receive clear information on course content, requirements and style of teaching and assessment for each subject (both in prospectus and through admissions) including core requirements. Induction includes an emphasis on the roles of the DA and ADSCs.

Assessment processes are linked into the work of the DA and ADSCs. For example, the Examinations Officer works closely with the DA to ensure that appropriate adjustments are made or support made available for disabled students. The type of adjustments and support offered includes, but is not restricted to, the following:

- 25% extra time
- Separate room
- Separate room suitable for wheelchair access
- Separate room with adjustable seat
- Separate room with computer

- Separate room with computer and Reader
- Computer with Inspiration Software (for making mind-maps)
- Separate room with Scribe
- Exam papers in Braille
- Lectern style stand so exam is vertical rather than horizontal for student with sight problem
- Exam papers printed on different coloured papers
- Exam papers printed in a larger font size
- Extra reading time on top of the 5 minutes usually allocated
- Respite breaks
- Administration of ice pack/ custom made wooden plank so student could lay down on a flat surface during examination (due to back problems).

Staff awareness has increased, with an emphasis on training in relation to disability awareness and the need to make reasonable adjustments and the reasons and need for these. The impact of this is shown by an increasing number who notify us and who receive an ILP.

Disclosure and confidentiality issues are incorporated into current practice. The DA always discusses issues relating to disclosure and confidentiality with individual disabled students presenting with evidence of disability. The DA advises disabled students on the implications of disclosure and advises as to who will be informed of the required reasonable adjustments. The ADSC also informs the student to whom and what information will be shared. The ILP is disseminated to relevant tutors and role holders only.

We recognise the need for clearer channels of communication between QMUC and its students. As a response to this, the Students' Union Equality Officer and Student Services have arranged for a focus group of disabled students to meet to discuss and provide input on the DES and action plan. Additionally, Student Services is working with the Students' Union Equality Officer and others to set up a good practice group/disability forum on disability.

From consultation with students, the current system of ADSCs working through a Disability Adviser in Student Services is valued, but is seen to be a minimal service. Student Services are benchmarking HE disability provision and this information will be used to inform policy and resource allocation.

The need for advance timetabling is recognised as a key to arranging any necessary support for disabled students who require personal assistants e.g. note takers, mobility assistance and sign language interpreters. In practice there is often a delay in publishing definitive timetables until the start of the academic year, which has a negative impact. For this reason, EPC has reviewed the timetable policy in academic year 2006-07.

The use of our virtual learning environment (vle) has improved the availability of information to students in an accessible format. A service is available through CAP to test the accessibility of web based information. We have also worked with the supplier of our e-PDP to ensure that this is delivered in an accessible format, including reference to TECHDIS.

In the future we intend to hold regular focus groups and feed back to relevant policy making bodies at QMUC.

Student Services has access to a number of tools which have been used to evaluate what has been done and of the impact for disabled students on, for example, performance on academic programmes of study. The volume of activity has greatly increased in last 3 years and there is some feedback on the ILP system. Student Services is currently about to evaluate student services disability service by sending questionnaires to students.

6.4 Future challenges

The challenge will be to balance the specific and collective duties and responsibilities under an increasing range of equality responsibilities. Given the relatively small size of QMUC and its associated limited administrative infrastructure, we need to simplify and combine procedures where possible, without compromising the specific duties under individual pieces of legislation.

What is also clear is that although QMUC refers to equality and diversity at the highest level of policy, the way in which this policy is promoted and our performance audited is less comprehensive. Similarly, it is clear that the strategic planning process takes into account issues of equality, but the impact of this on the outcome of the planning has not yet been evaluated. This will form part of the action plan.

Associated with this is the need to raise awareness of everyone in the organisation about their duties under the act. Whilst we have made significant progress with this, we recognise that if we are to mainstream these issues throughout the institution, this will require a significant level of resources.

In terms of our duties to disabled students, a key role is that of the Academic Disabled Student Co-ordinator and it is recognised that there is inconsistency across QMUC in the way that these individuals carry out this role, with much good practice in evidence. We will have to determine if this is the most appropriate mechanism to satisfy the requirements of the Act and, if so, to provide additional development, support and recognition for these individuals and the role they play. At a central level, the resources available for student support are via the Student Disability Adviser. However, this service is fully stretched meeting existing demand and any increase in demand will pose issues of resources.

Although the use of Independent Learning Plans is now used effectively across the institution, there is a need for published guidelines for both staff and students. Within these guidelines there needs to be clarity on lines of accountability and informal complaints procedures, when needed, to enhance the compliance with the required reasonable adjustments. Currently the student is often forced down a route of a formal complaint when this is not what is required to resolve an issue.

In terms of the new legislation, one of the main challenges is to be truly inclusive, rather than providing adaptations on an ad hoc basis. Also, as the definition and spectrum of disability changes and widens, we need to be more aware of the range of disabilities and

our responses to those. However, we also need to be able to separate out real issues of performance or competence [of students and/or staff] and issues related to disability.

Currently we have no visible forum through which the voice of disabled students, staff and visitors can be heard. However, the Disability Adviser provides feedback on student experiences through her membership of the Equal Opportunities Committee and by contribution to the development of the student services area. This will be considered as we develop our Disability Equality Statement and Action Plan.

One specific issue is the large number of students whose programmes are delivered through a collaborative partnership. We will need to identify our particular responsibilities under DDA (2005). This is complicated by the fact that some of these collaborations are with international partners and therefore operate in differing cultures and have different legislative frameworks. The Collaborations Forum has already started this dialogue.

We have not completed a thorough analysis of the extent to which teams are currently using Teachability and we need to do this. We also need to incorporate Teachability into the work plan of the Centre for Academic Practice, to ensure that this activity is the subject of staff development.

The move to the new campus, whilst it is an opportunity to resolve many of the physical issues of accessibility, will introduce new challenges in terms of: access to academic staff; the operation of the halls of residence through a contracted service;; the green travel plan. Whilst all of these items are included in the change management programme, inevitably there will be some unforeseen consequences that will require early action.

Early access to timetable information is critical to the support of disabled students. Currently the final published timetable does not occur until very close to the start of a semester. Educational Policy Committee (EPC) is developing a new timetable policy, to coincide with the move to the new campus.

7: DISABLED MEMBERS OF THE PUBLIC

7.1 Collection of information

When people are invited to attend QMUC, there is no centralised procedure for collecting and recording information in advance of any disabilities or on the need for any specific requirements of the putative visitors.

Currently there is no centralised collection of data on visitors to the University College, other than the requirement of visitors to sign in to the visitor's book. The data collected does not seek any information on disabilities.

7.2 Current position

Few specific measures are in place within the current procedures to accommodate disabled members of the public, beyond the existing arrangements for both members of staff and students (see section 8).

7.3 Impact assessment

Disabled and designated car parking spaces are available for members of the public who declare in advance that they have this requirement, but given the lack of a centralised system for the notification of visitors and the determination of their specific requirements, the effectiveness of this cannot be evaluated.

In addition to the above, accessibility problems with the current estate is a known problem that affects all users of the buildings.

In terms of virtual visitors to QMUC, the consultation indicated the need to do more in terms of publications (print and web based), both in terms of accessibility and in terms of showing positive images of disabled people.

7.4 Future challenges

Whilst the new estate is designed with a high level of accessibility built in and with a much more logical layout of functions and clearer signage, some aspects of the new campus will need to be evaluated based on experience. These include:

- the impact of the green travel plan on visitors;
- the impact of access control procedures on visitors;
- the impact of fire evacuation procedures on visitors.

8: THE PHYSICAL ESTATE

8.1 The current estate

Currently QMUC has three campuses, Corstorphine, Leith and Gateway. However, it was decided that the current estate provision was unsustainable (including issues of DDA/SENDA compliance) and that QMUC should move to a single campus, with a vision to:

- create a campus that provides a student-centred learning experience, encourages lifelong learning and facilitates research and commercialisation in QMUC's specialist subject areas;
- create a sustainable campus that is welcoming and inspiring to staff, students, visitors and the local community;
- create modern attractive buildings in a 'campus in the park' setting;
- create an attractive, distinctive campus that represents the unique characteristics of QMUC;
- create a campus that is fit for purpose and achieves value for money.

The new campus will :

“be a vibrant new academic village with high-tech buildings and attractive landscaped spaces, featuring an innovative learning resource centre at the heart of the development. The new campus is planned to include student residences, a student union building, indoor sports facilities and all weather surfaces, a variety of catering outlets, a shop, a nursery, and landscaped gardens with a range of environmental features. We aim to create a 24/7 learning environment with facilities, including the learning resource centre, open 24 hours a day. The design takes full account of the needs of today's students. Current students have been consulted throughout the relocation project, from involvement in the choice of site and input into the design of buildings, to decisions on the types of catering facilities on campus. There will be appropriate disabled access to residences and academic buildings.”

<http://www.qmuc.ac.uk/marketing/relocate/default.htm#VIS>).

From the initial stages of this project consideration of access, egress, horizontal and vertical movement, identity and aesthetics have been some of the factors which have influenced the design. As the design process has developed to Stage D so has the detail and level of consideration given to a number of key aspects. These are:

1. Approach and parking outside the building;
2. Routes and external level change including ramps and steps around the building and the adjoining premises;
3. Entrances, including reception area;
4. Horizontal movement and activities within the building;
5. Vertical movement and internal levels changes within the building;
6. Doors;
7. Lavatories and showers;
8. Fixtures, fittings and equipment;
9. Information and controls;

10. Means of escape.

8.2 Impact assessment

Many of the issues raised by both staff and students during discussions on the development of the DES relate to problems with the current estate in terms of car parking, access, lifts, signage and ease of navigation (particularly for those with auditory and visual disabilities). It was recognised that the new campus would resolve many of these issues, although there was a concern that car parking would remain an issue.

In order to ensure compliance with DDA, In the summer of 2005 Summers Inman were appointed to conduct a desktop design audit of the Stage D and Stage E design process to challenge the design team.

9: THE ACTION PLAN: January 2007 to December 2007

9.1 Strategic Planning & Management	Responsible	Completed by date
Revision of Equality and Diversity Strategy (EDS)	EOC	Dec 07
(a) include specific reference to SENDA not to DDA(2005).	EOC	Dec 07
(b) Development of Disability Policy, linked to the EDS	EOC	Dec 07
(c) Audit of School Plans against the requirements of DDA(2005)	SMG	April 07
Greater involvement of key stakeholders in strategic planning	SMG	April 07
9.2 Staff		
Management Information – HR to provide Equal Opportunities Committee with statistics in relation to diversity spread of applicants and employees on quarterly basis	HR	Jan 07
Develop routine methods of consultation with staff on issues of equality and diversity (including disabled people).	EOC	July 2007
Amend Activity and Personal Development Planning Policy and Procedure to provide mechanism for disabled employees to have dialogue with line manager about support required to support specific needs (including disability)	HR	March 2007
Develop Staff/Employee Policy and Development Committee role within QMUC to support HR Policy identification, design, implementation review/monitoring (including equality/diversity policies)	HR	July 07
Embed Dignity at Work Policy and Procedure	HR	Sep 07
Produce Diversity Toolkit (including disability)	HR	Dec 07
Evaluate existing management information to improve the decision making and action planning process	HR	Dec 07

Performance Management and Activity Planning Workshops for Managers to develop/embed performance management culture with non-discriminatory practices throughout 2007	HR	Dec 07
Career Advancement Policy to be developed/updated to demonstrate commitment to equality/diversity and to ensure non-discrimination	HR	Dec 07
Implement/embed Framework Agreement ensuring equal pay for equal value work ensuring non-discriminatory practices (including disability)	HR	Dec 07
Implement/embed a QMUC Competency Framework which ensure all employees are developed in line with the needs of the organisation regardless of specific needs/difference	HR	Dec 07
Evaluate the impact of the green travel plan on disabled staff and amend the plan as appropriate	Estates	Dec 07
9.3 Students		
Develop a Disability Working Group/Disabled Students Forum to: Collect information via focus groups, questionnaires, consultation Advise QMUC on policy, resource and curricular issues	SS/SU	July 07
Work with disabled students to identify what we must do to encourage disclosure	SS/SU	Nov 07
Routine analysis of performance of disabled students on programmes to EOC	Registry	Nov 07
Guidance for use of Teachability in programme design, programme review and annual monitoring	EPC/QEU/CAP	Sep 07
Train programme teams and validation panels in the use of revised validation procedures:	QEU/CAP	Sep 07
Develop staff and student guidance on the use of ILPs to include clear lines of accountability in relation to implementation of reasonable adjustments	SS/QEU/CAP	Jul 07
Evaluate the impact of the green travel plan on disabled students and amend the plan as appropriate	Estates	Dec 07

9.3 Visitors		
Agree format of routine communication from Schools/Departments to Reception of data on pre-visit information about disabled visitors	Estates	March 07
Institute procedures for the routine collection of data on disabled visitors	Estates	March 07
Evaluate the impact of the green travel plan on disabled visitors and amend the plan as appropriate	Estates	Dec 07

APPENDICES

Appendix 1: Outcome of an email survey of staff and students

The email survey was conducted in October 2006. The survey generated 17 replies. Below is an analysis of the questions, which was used both to inform the action plan and was the subject of a group discussion with disabled students.

1. Are you a member of staff or a student?

Of the 17 replies, 9 were from students and 8 from staff.

2. Do you consider yourself to be a disabled person?

Of the respondents, 9 replied that they considered themselves to be disabled, of these 7 were students (78% of student replies) and 2 staff (11% of staff replies). Amongst the replies from students there was a degree of uncertainty about whether a learning disability or mental health problems made them a disabled person. In terms of the analysis, these were considered as disabilities.

3. Is there anything you think that QMUC could do better or differently to ensure that the needs of disabled people are met?

Most of the focus of comments from both staff and students focussed on the needs of disabled students.

Most comments were about the need for a better communication of policies, procedures and services. This included increasing the awareness that our disability procedures are not just about those students with a mobility problem, but includes both those students with learning difficulties and those mental health problems. There was also a proposal that we should involve disabled students more in the development of policy, possibly through a disability forum. There was some criticism of some of our regular communications, such as the format of the prospectus and also the format of emails (the latter also including a member of staff with a visual impairment). There was also a comment that, given finite resources, we should be managing expectations more effectively. This included a suggestion that we should have a unified approach to all issues of diversity and equality.

Another set of issues were around the training and development of staff. This includes issues such as better briefing of Disability Co-ordinators before the start of term, staff training on communicating with disabled people: including a greater respect/understanding of the need for confidentiality when dealing with disabled students; improved understanding of the full range of issues that come under disability; and the development of support for people with visual/auditory and mental health problems.

The final category of comments related to the need for more resources. In this area, the largest number of comments were about the physical estate. Whilst comment was made on the poor physical condition of the current estate, there was some concern that the development of the new campus is being used as an excuse for lack of action on the existing estate. Issues included the state of lifts, better support for people with auditory and visual problems, including the need for better signage for staff, students and visitors.

One suggestion was that disabled staff and students would require a greater level of induction into the new building. There were also comments about a need for more staffing resources. These included the view that there was a need for better access to the Student Disability Adviser, with a suggestion that one person is insufficient. Other specific comments included the need for more social activities for disabled people and the need for extra support with assessment/examinations. There was also a view that the demands placed on the Disability Co-ordinators at subject level was multiplying and that this demand was not recognised when allocating staff duties.

4. Is there anything that QMUC does particularly well that you would not want to see changed?

There was strong agreement about the general supportive environment within QMUC and, in particular, the work of Student Services. Specifically the ILP system for students was considered to be effective, as was the support for staff received through HR and Health & Safety Adviser. Some students comment on the effective work of subject based Disability Co-ordinators and also singled out for comment was the friendly approach of QMUC reception staff. One student commented on the value of the Rosita Green room.

5. Is there anything that QMUC could do actively to promote disability equality and to encourage positive attitudes towards disabled people?

In many cases these points overlapped with those raised in Q3.

The overwhelming number of comments related to the need for staff training in communicating with disabled people, the familiarisation with policy, practice, the removal of political correctness when communicating with disabled people and the need for involvement thorough a forum or focus groups. There was also a need for the positive use of disabled people in literature used for promotion/marketing/website.

There was also some support for the need to help all students to manage their relationships with fellow disabled students; through the use of focus groups and social activities. This could include a meet and greet/induction programme for disabled students, similar to QMAvance, with one suggestion that there could be some form of incentive or prize for those promoting disability.

Other minority issues raised included: the need for more training of disability co-ordinators in use of ILPs; more support for individuals with mental health problems; a realism/prioritisation of what QMUC can deliver; the careful choice of furniture to suit all; work with professional bodies to remove barriers to the professions; greater support for disabled staff; the use of larger print in documents and emails; and the promotion of the 'Positive About Disabled People' scheme.

6. Are there particular issues in relation to disabled people who are:

Members of staff:

A range of issues was identified, with no obvious clustering into themes. Issues included: the need to recognise the difficulty for teachers who have a disability such as dyslexia, who may have problems instructing students on the correct use of written English; more support for staff in developing effective communication with disabled

colleagues, students and visitors; more support for staff who are having to manage an increased workload in terms of ILPs, support for assessments, invigilation; and the ergonomics of the building. The limited car parking will affect disabled members of staff.

Students:

Managing expectations is a key issue. Staff may feel unable to say "thus far and no further" and to set a limit on what is "reasonable adjustment".

Academic disabled student co-ordinators are fairly isolated within subjects at the moment. The Disability adviser liaises with them, but there is no connection with the head of subject. To properly 'embed' disability equality, it would be useful/vital to improve practice within all subjects, rather than just react to the situation of individual students, which should involve all subject heads in examining current practice and establishing and clarifying good procedures.

The limited car parking will affect disabled students.

Visitors:

Visitors will need more help in finding their way around the building.

The front desk should be accessible for people in wheelchairs.

The limited car parking will affect disabled members of staff.

7.Are you interested in becoming more actively involved with QMUC to ensure that the needs of disabled people are met through the development of the Disability Equality Scheme?

Students: of the 7 students indicated that they considered themselves to be a disabled person, 5 were willing to take part in further activities (70%).

Staff: of the 2 members of staff who indicated that they considered themselves to be a disabled person, 1 was willing to take part in further activities. Of the 16 staff who indicated that they did not have a disability, 6 were willing to take part in further activities (40%).

Appendix 2: Terms of reference of major committees responsible for delivering aspects of the DES and Action Plan

Staff Policy and Development Committee

Terms of Reference:

- provide advice on the development and implementation of a human resource strategy for QMUC;
- comment on the development of the Human Resources Operational Plan, advising the Strategic Management Group and Governing Body as required. Reports will be provided to Governing Body in accordance with a format and timetable to be determined;
- act as a consultative forum for the development and implementation of staff strategies and policies, providing input to the Director of Human Resources and other relevant managers as required.

Equal Opportunities Committee

Terms of Reference:

- to consider the implications of changes in legislation for the implementation of equal opportunities in the University; and generally to advise on any related issues, alerting the Planning & Resources Committee and other committees of the implications of current practices for equal opportunities;
- to prepare or instigate appropriate policies, advice and guidance in relation to equal opportunities;
- to monitor implementation of equal opportunities policies in the institution and to receive reports as requested from relevant areas within the University College;
- to instigate as appropriate independent audit of the implementation of the Institution's equality of opportunity policy;
- to establish working groups to investigate and report on the equal opportunities dimension of any aspect of the University's policies and procedures and to receive feedback from staff and students on relevant issues;
- to prepare and maintain an institutional action plan, including performance targets, to ensure that the equal opportunities policies are translated into programmes of action;
- to define and request resources required to deliver this implementation plan;
- to assist academic and support areas in the implementation of University College equal opportunities policies;

- to maintain sector links with professional bodies e.g. Equality Challenge Unit;
- to report regularly to the Planning & Resources Committee and to Governing Body through the Principal.

Educational Policy Committee

Terms of reference:

- formulate, develop and evaluate strategies, policies and procedures directed at the maintenance, assurance and enhancement of academic standards;
- maintain a strategic focus on matters relating to academic standards and quality enhancement within the University College, advising Academic Council on current educational thinking and on the development of best practice in relation to quality enhancement within higher education nationally and internationally;
- seek to enhance the quality of learning resources provision within the University College;
- monitor the extent to which learning resources provision meets the needs of academic programmes and advise Academic Council on any emerging issues relating to that provision;
- remit particular issues for discussion and/or review by Faculty Academic Boards or other standing Committees of Academic Council as appropriate;
- act and advise on issues remitted to it by other Committees of Academic Council, and remit items to these Committees as appropriate;
- submit minutes of its meetings to the Academic Council.

Appendix 3: QELTA Primary Goal 1: Maximising Potential Through Learning

We will:

- 1.1 Design educational programmes both to satisfy a range of professional and vocational needs (for entry level, postgraduate and professional development) but also to develop individuals for a broader role, both in future employment and society. This will be done through programmes that have a balance of 'fitness for purpose', generic attributes and creativity.
- 1.2 Design programmes that will maximise the potential of the individual, irrespective of their background, to ensure 'sought-after' graduates and postgraduates, who are flexible and with a range of academic, multi-disciplinary and transferable skills, who have an enthusiasm for lifelong learning, and who are creative, independent and reflective citizens.
- 1.3 Place the student at the centre of the educational provision. Programmes will recognise and engage with learning strategies that support diversity in the student body, inclusive of those with disabilities, and will encourage exploration, experimentation and will provide a variety of learning experiences exploring the strengths of active learning and other student centred strategies.
- 1.4 Recognise the need for flexibility in patterns of attendance and the needs of all learners, be they full-time, part-time, on-campus, off-campus, engaging in an initial award, undertaking a postgraduate programme or engaged in life-long learning. To achieve this, there will be a flexibility and innovation of design and delivery of programmes that allows learners to step-on and step-off programmes.
- 1.5 Maximise pro-active articulation links with external organisations to ensure the smooth transition of students into, through and from our programmes in line with their chosen goals.
- 1.6 Develop academic and pastoral support structures appropriate to the needs of learners and to support the learner at all stages from pre-entry, entry, progression, graduation and post-graduation and in support of initiatives such as the personal development plan.
- 1.7 Ensure that the planning processes will include the contributing strengths of students, staff, the professions and employers to add value and meet the needs of the student, the economy, employers and society.
- 1.8 Enhance our multi-disciplinary delivery of programmes, based on further exploration of the relationship between disciplines, research (both discipline based and pedagogic), scholarship and the role of the professions.
- 1.9 Exploit the appropriate use of information resources and learning technologies.
- 1.10 Develop and evaluate strategies for assessment that ensure: that all learning outcomes are assessed appropriately; that we utilise diverse, creative and innovative methods of assessment to ensure that all learners, including those with disabilities, can demonstrate their achievements; and that we ensure the elimination of over-assessment.

Glossary

ADSC	Academic Disabled Student Co-ordinator
CAP	Centre for Academic Practice
DA	Disability Adviser
DAP	Disability Action Plan
DDA(2005)	Disability Discrimination Act (2005)
DES	Disability Equality Scheme
DSA	Disabled Student Allowance
EOC	Equal Opportunities Committee
EPC	Educational Policy Committee
e-PDP	Electronic personal development plan
GB	Governing body
HEI	Higher Education Institution
HESA	Higher Education Statistical Agency
HR	Human Resources Department
ILP	Individual Learning Plan for disabled student
ISIS	Integrated Student Information Service – student record system
QELTA	Quality Enhancement of Learning, Teaching and Assessment
QEU	Quality Enhancement Unit
SMG	Strategic Management Group
SS	Student Services
SDPC	Staff Development and Policy Committee
SU	Students' Union of QMUC
TECHDIS	Educational advisory service on the use of technology to support disabled students
UCAS	Universities and Colleges Admissions Service

Document	Disability Equality Scheme	
Version	Author	Date
Final Draft	D Kirk, VP (L&T)	29 Nov 2006
Version 1.0	D Kirk	4 Dec 2006
Version 1.1	D Kirk	12 Dec 2006