

Disability Action Committee Plan 2018-19

Focus	Actions	Responsibility	Date	Current Status
1. Raise awareness <ul style="list-style-type: none"> ● Increase awareness of the support available to disabled staff and students through a range of communication activities ● Promote a positive attitude towards disability 	<p><i>1.1 Run a communication campaign incorporating various media to help increase the number of staff completing the protected characteristics form.</i></p>	<p>Able Chairs, Comms, DAS, EDIC, ICU</p>	<p>Ongoing and leading up to the annual declaration in 2019</p>	<p>The campaign will use graphics-led posters, flyers and digital screens across campuses ahead of the email from HR inviting staff to declare. This will be followed by an ongoing 'drip feed' of messaging during EDIC events and activities throughout the year.</p> <p>Key messages:</p> <ul style="list-style-type: none"> ● We need to understand the profile of our staff community in order to support them. ● Everyone has a part to play – you are helping your colleagues by sharing your own data. ● The data we have on diversity informs our decision-making – better data will mean we are able to support staff better and prioritise services appropriately. ● Better data means that EDI initiatives can be based on evidence rather than assumptions, increasing their likelihood of success. ● We are very careful with how we use and share your data. Data is only shared anonymously, and no-one in your department will have access to your declaration data.
	<p>1.2 Publish the DAC plan and regular updates on progress towards specific goals on our website.</p>	<p>DAC Secretary</p>	<p>Ongoing</p>	<p>The DAC Plan and minutes will be made available on the DAC webpage.</p>
	<p>1.3 Promote participation in the Able@Imperial staff network.</p>	<p>Able</p>	<p>Ongoing</p>	<p>Able is being relaunched and new communication material has been developed. A new Co-Chair has been appointed and the network plans to recruit new members.</p>

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<p>2. Remove barriers</p> <ul style="list-style-type: none"> ● <i>Eliminate barriers in the physical environment so that staff, students and visitors to College can participate fully</i> ● <i>Continue to improve the inclusiveness of all aspects of the learning, teaching and assessment process</i> ● <i>Increase the number of disabled people entering employment and/or study at the College and address barriers preventing disabled people from progressing within Imperial</i> 	<p>New for 2018-19</p> <p><i>2.1 Revisit the Action on Disability initiative, with potential for employing disabled people through apprenticeships.</i></p> <p><i>2.2 Identify existing College facilities that are used for College-wide events but not equipped to be fully accessible (e.g. wheelchair ramps/lifts; hearing loops). Devise & resource a plan to improve the accessibility of prioritised buildings/rooms.</i></p> <p><i>2.3 Mainstream disability in the College's educational offering by adopting as general practice strategies that may be of</i></p>	<p>Secretary, EDIC, DAC members</p> <p>Estates</p> <p>Estates, ICT, DAS</p>	<p>Ongoing</p> <p>End of 2018 – ongoing</p> <p>Ongoing</p>	<p>The Apprenticeships Manager is in an ongoing effort to promote the benefits of apprenticeships and engage with departments across College. Like the Action on Disability initiative, apprenticeships could provide an opportunity for disabled people to have access to a guided learning programme, alongside work experience.</p> <p>AccessAble have completed surveys of all College buildings, including teaching rooms, some meeting rooms and the new buildings at White City. Requirements are being considered and reports will go live in early July 2019.</p> <p>Maggie Thomas will provide a verbal update on 21 June 2019.</p> <p>This Project is part of the College's effort to increase inclusive practise by enhancing the availability of assistive technology to support students in their learning. This includes upgrading the existing communal technology spaces (clusters) to include assistive learning technology in addition to a major technical upgrade of the Assistive Tech space in the library area as well as implementing an improved college wide catalogue of learning support software.</p>

	<p>particular benefit to students with disabilities (e.g. use of microphones, lecture recording, advance provisions of reading lists and course materials). This builds on the current Assistance Technology Service Enhancement Project.</p> <p>Continuing activities</p> <p><i>2.4 Actively promote initiatives such as Project Search and Change100 to increase opportunities for disabled people to access work experience, internships and paid employment at the College.</i></p> <p>2.5 Apply to be a Disability Confident Leader within two years.</p>	<p>EDIC All DAC members</p> <p>EDIC</p>	<p>Ongoing</p> <p>July 2019</p>	<p>A specialist external company, DnA, has been contracted to deliver training to staff and students. Staff training has started, with staff being trained to gain an understanding of the technology available in order to assist in signposting students. Student training will commence mid-October.</p> <p>In addition to the Assistance Technology Service Enhancement Project ICT are also exploring the captioning of lecture recordings. This is in the early stages of discovery and testing ICT are getting closer to identifying a provider who can deliver a cost-effective solution. ICT are also seeking to purchase an extension to Blackboard (Ally) which checks VLE content for accessibility and renders content in alternative accessible formats. A video of its capabilities is included below: https://m.youtube.com/watch?v=FmUTPI4sujo</p> <p>EDIC will continue to engage with Change100.</p> <p>The College's Disability Confident level 2 status was successfully renewed in summer 2017. The College will be applying for a Level 3 award in July 2019. Kalpna Mistry to update the DAC on 21 June 2019.</p>
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	<p><i>2.6 Improve the consistency and availability of adjustments to student assessment, considering how students are assessed and supporting teaching staff to incorporate the most accessible and inclusive assessments that are appropriate.</i></p>	<p>Director of Student Services, Departments, DAS</p>	<p>Review during 2018-19</p>	<p>Mary Bown gave an update regarding the granted Accommodation Subsidy in October 2018.</p>
	<p><i>2.7 Review the process for determining and approving adjustments to assessment for students.</i></p>	<p>Registry, DAS, Departments</p>	<p>Review during 2017-18</p>	<p>David Ashton to provide an update at the next meeting.</p>
	<p><i>2.8 Continue to make materials available in alternative formats and accessible via department VLEs and Panopto where possible. ICT to provide support where required.</i></p>	<p>Academic course leads, DDOs, ICT, and DAS for advice</p>	<p>Ongoing</p>	<p>The Assistive Technology Project Board have agreed to purchase a one-year subscription to Blackboard Ally with immediate effect. It is anticipated that the platform will be available across college by Christmas 2018. Further details will follow once detailed planning in conjunction with DAS and Faculty Learning Technologists has been completed.</p>

	<i>2.9 - Support and promote the Calibre training and development programme and explore the feasibility of creating a similar programmes for students.</i>	EDIC, Comms	Ongoing	EDIC continues to deliver the Calibre training and development programme, with nine participants successfully completing the programme in 2019.
3. Improve support				
<ul style="list-style-type: none"> ● <i>Improve awareness of and access to workplace adjustments</i> ● <i>Equip line managers with the skills and knowledge to support disabled staff</i> ● <i>Support teaching staff to use inclusive learning and teaching</i> ● <i>Continue to provide the best possible support for students through the Disability Advisory Service</i> 	<p><i>3.1 Establish a formal and effective mechanism for recording requests for support for disability by staff and students, and monitoring responses to ensure that they are timely and effective.</i></p> <p><i>3.2 Ensure that all staff with line management responsibilities are trained to deal sensitively and appropriately with disability cases, and that they understand how to</i></p>	EDIC, DAS	Ongoing	The Disability Advisory Service already has a mechanism for recording requests. A mechanism needs to be considered by the EDIC team in relation to staff.
		EDIC, All	Ongoing	EDIC have completed a review of support available, this review highlights our current training provisions such as: Mental Health First Aid, Disability Equality Training, Online EDI Course, and Calibre, the leadership programme for disabled staff. The report also includes recommendations going forward.

	<p><i>access expert support at the College and financial support for reasonable adjustments through the Government's Access to Work scheme.</i></p> <p><i>3.3 Increase the number of trained volunteer mental health first aiders across all College campuses from the present level of around 1 in 100 people to 1 in 50 people.</i></p> <p><i>3.4 Increase the availability of training for academics on inclusive learning and teaching practice and the benefits of inclusion through universal design.</i></p>	<p>Occupational Health</p> <p>Educational Development Unit</p>	<p>Ongoing – by 2020</p> <p>Ongoing</p>	<p>Occupational Health (OH) plan to increase the number of Mental Health First Aiders (MHFAs), with particular emphasis on recruiting academic and male MHFAs. Mental Health First Aid training for the first cohort of Hall Wardens was scheduled to take place at the end of 2018.</p> <p>The College's Educational Development Unit provide guidance on their webpages on inclusive learning and teaching and why it is important. The site includes specific guidance on: inclusive educational design; preparing students for learning; managing inclusive learning environments; and, making assessment and feedback inclusive.</p> <p>The Learning and teaching Strategy also provides comprehensive guidance for staff on curriculum review to ensure inclusivity, along with the facilitation of necessary workshops, and a checklist for curriculum review that features questions on the inclusivity of content.</p>
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	<p>Continuing activities</p> <p><i>3.5 Review the financial implications of interruptions of studies for students at all levels.</i></p> <p><i>3.6 Continue to offer support to students through the Suggested Reasonable Adjustment Fund (SRAF) and monitor and plan for further changes to the DSA.</i></p>	<p>Registry</p> <p>DAS</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>This work is in the final stages, with the aim for all information to be presented on this site: www.imperial.ac.uk/students</p> <p>MB provided an update at the meeting in October 2018.</p>
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Glossary of Terms for the Disability Action Committee Action Plan

Groups

DAC – Disability Action Committee

EDIC – Equality, Diversity and Inclusion Centre

ICU – Imperial College Union

OH – Occupational Health

DAS – Disability Advisory Service

DDO – Departmental Disability Officer

ICT – Information and Communication Technology

Other terms

DSA – Disabled Students' Allowance

VLE – Virtual Learning Environment