

DEPARTMENTAL* DISABILITY OFFICER (DDO)

ROLES AND RESPONSIBILITIES

**The word “departmental” which is used throughout this document may refer to Imperial College Schools, Divisions, Centres or Institutions, as appropriate.*

1.1. This document outlines the typical duties expected of the post holder. The descriptions of the post cannot be exhaustive and the post-holder may be required to undertake other duties; normally these will be broadly in line with the listed key responsibilities. Roles and responsibilities may also be subject to change.

2. Summary of post:

2.1 The primary role of the Departmental Disability Officer (DDO) is to act as a named point of contact for disabled students and, in liaison with the Disability Advisory Service (DAS), co-ordinate support for students in the learning, teaching and research environment of the department.

3. Duties and Key Responsibilities:

- To act as first point of contact within the department for disabled students (UG, PGT and PGR) and those who have specific learning difficulties (UG, PGT and PGR).
- To ensure that students are given adequate opportunities to disclose a disability.
- To ensure that those students who do disclose a disability within the department are referred to the appointments page of the DAS website for further support.
- Provide advice and support to disabled students on departmental policies and procedures.
- Ensure all other relevant departmental staff are informed of the reasonable adjustments required for each student.
- Liaise with DAS for advice where the reasonable adjustments are not clear, difficult to implement or cannot be made.
- Apply on behalf of students for Additional Examination Arrangements, including for research degree milestone and thesis examinations, and ensure that eligible students receive the appropriate arrangements when taking exams or tests organised by the department.
- To ensure that eligible students are supported within the research environment, and that reasonable adjustments are applied to facilitate a high quality research experience
- To ensure that Graduate Teaching Assistants who require reasonable adjustments in order to teach, have these implemented in a timely manner (e.g. more time for marking, accessibility of teaching rooms). This may have financial implications if GTAs require additional time in which to prepare and deliver their teaching.
- Together with DAS make arrangements for non-medical helper support* where required; arranging access to the department for note-takers and other personal assistance for disabled students.
- Act as a central point of contact for the department with DAS and other Departmental Disability Officers (DDOs) in academic and support departments.
- Keep departmental staff, in particular those involved with admissions, briefed on developments for disabled students at the College in general and the department in particular.
- Together with DAS, provide advice to staff, including research degree supervisors, on making reasonable adjustments for applicants with disabilities.

- In conjunction with DAS provide information advice and support to colleagues within the department on supporting students with specific needs.
- To ensure disability is on the agenda for all induction and admissions procedures within the department and the College's disclosure statement is actively promoted as well as being in departmental handbooks for undergraduate, Master's level and postgraduate research students.
- Promote the College's statement on recording lectures and ensure that the URL is incorporated in all departmental handbooks.
- Take the lead in ensuring the department's learning and teaching resources are fully accessible and are held electronically for ease of modification so that they can be produced in Braille or other formats required by disabled students.
- Ensure disability is included in the departmental strategic planning and policy agenda.
- Undertake professional development to enhance understanding of needs of disabled students.
- To attend the DDO Monthly Forum – bringing departmental comments and concerns to the consultation arena and disseminating policy and practice back to the Member's academic department.
- Circulate information regarding developments in legislation and policy making relevant to disability support within their Department.

4. All DDO's should have basic background knowledge of:

- the definition of disability from the perspective of the social model of disability
- the Equality Act 2010 and its implications for education
(<http://www.equalityhumanrights.com/private-and-public-sector/guidance/education-providers/higher-education-providers-guidance>);
- relevant departmental procedures, as well as information about programme requirements (competence standards);
- confidentiality and of the correct procedures for handling information regarding an individual's disability;
- the procedures for requesting Additional Examination Arrangements;
- the range of reasonable adjustments for learning and teaching that may be required within their department;
- the range of reasonable adjustments for research that may be applied, if required within their department;
- the Disability Advisory Service and Departmental Disability Officers in other academic and support departments who could advise and assist in implementing adjustments;
- the support and resources available within the College as a whole and detailed understanding of the individual departmental procedures;
- The QAA Quality Code for Higher Education with particular reference to the support of students.

Note: The DAS is always available to Departmental Disability Officers (DDOs) for both practical and moral support in regard to an individual student or on more general College issues.

**Examples of non-medical helpers are note-takers, laboratory assistants, scribes, sighted guides*