

Disability Equality Scheme - Annual Report December 2010.

Introduction

The University's new Strategic Plan 2010-2016) commits itself through its mission statement 2 to unlock the potential within individuals and organisations through the excellence and responsiveness of our teaching, research and student support"

"We aim to fulfil our mission by:

- Ensuring that every student matters and is treated as an individual
- Reaching out to diverse communities and hard to reach groups in order to provide a genuinely inclusive and accessible university which guarantees broader and fairer access.

The University continues improvements in its disability provision by addressing actions in its Disability Equality Scheme (DES) Action Plan. The Scheme and Action Plan were fully reviewed and revised in December 2009 as set out in the Equality Scheme's three year life cycle. This annual report updates the outcomes over the last 12 months since this was published.

This Action Plan will be subsumed into the University's Single Equality Scheme (SES) to be launched in April 2012 once the Equality Act 2010 new public duties guidance has been published by the government. The purpose of the SES is to set the University's equality and diversity objectives. The SES will cover action plans for gender, sexual orientation, race, faith and spirituality (religion and belief), and age. In addition to the separate protected characteristics action plans, the SES will also contain a generic action plan for all protected characteristics e.g. diversity surveys. This action plan approach has been included in this document to enable a smooth transition to the new SES structure.

Individual Responsibilities

Some changes in areas of responsibility need to be notified in the light of the University restructure. The Bolton Business School has merged with the School of Games, Computing and Creative Technologies to form the new School of Business and Creative Technologies.

In addition, a new role of Equality and Diversity Officer (0.6FTE) has been created to support the activities of Student Services and the Personnel Service by reviewing and proposing modifications to policies and practices, to ensure that equality and diversity matters are embedded in the University's ways of working. The post holder is expected to contribute to all the University's equality schemes and monitor the implementation of any action

points. This post is assigned to the Disability Team located in Student Services.

The Disability Action Group has been renamed the Disability Advisory Group. Their objectives are set out in the Disability Action Plan.

The membership and objectives of the Joining Up Disability group is also currently being reviewed and revised.

Action Plan - progress on the generic plan for all Advisory Groups with a focus on Disability

1. Analysis of Student Statistics

The University of Bolton submits student data records to the Higher Education Statistical Agency (HESA) on an annual basis including the disability protected characteristic information. HESA benchmark this data across the Higher Education sector on an annual basis. Data analysis is provided under item 3 of the progress on the specific action for the Disability Protected Characteristic section.

The University's HESA student data is available on our web pages Key Statistics link: www.bolton.ac.uk/AboutUs/KeyFacts

During 2008/09 key issues were:

- 9% of students declared a disability in 2008/9
- Students who declared a disability had a wide variety of disabilities, a specific learning disability was the most common disability declared

The University's student profile of declared disabilities in 2008/09 is illustrated in the pie chart below.

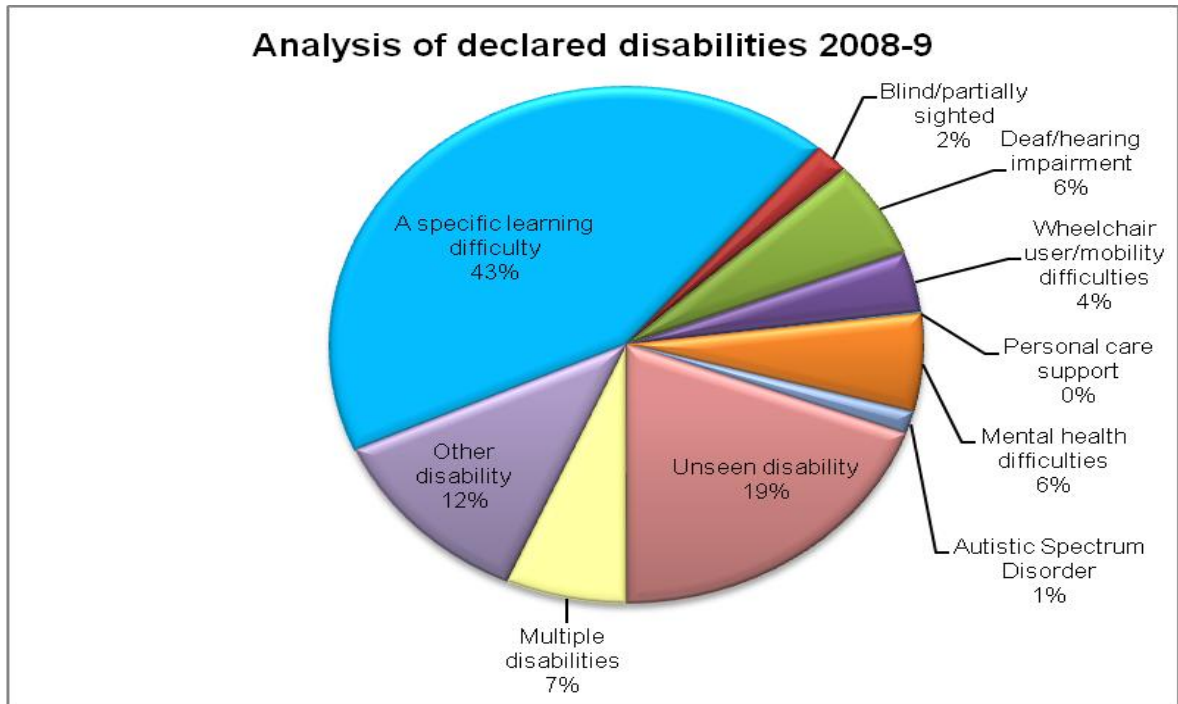


Chart 1 – Analysis of declared disabilities for students – 2008/09

The University conducts annual monitoring statistics for all degree students (except overseas) by protected characteristic (excluding religion and belief and sexual orientation). This information is provided to Schools and enables them to use this data to conduct equality impact assessments on policies and procedures including course validation. Analysis relating to disabled students on a University-wide basis is located under item 3 of the progress on the specific action for the Disability Protected Characteristic section.

The University will conduct a student diversity survey during 2012 to provide quantitative data on how the University is fulfilling its functions to students covering protected characteristic issues including religion and belief and sexual orientation to identify any issues in terms of service delivery or that need addressing for potential discrimination and harassment incidents. This will provide information for equality impact assessment.

Other monitoring statistics include student complaints by disability identifying that of all student complaints during the 2008/09 academic year, 12% of them were by students who had declared a disability.

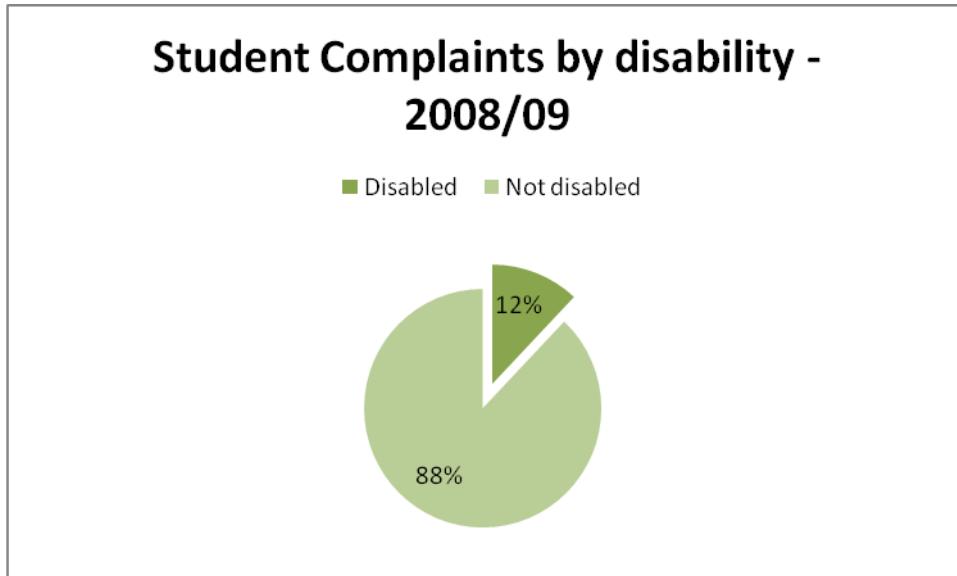


Chart 2 – Student complaints by disability – 2008/09

2. Analysis of Staff Statistics

The University of Bolton submits staff data records to the Higher Education Statistical Agency (HESA) on an annual basis including the disability protected characteristic information. HESA benchmark this data across the Higher Education sector on an annual basis. Data analysis is provided under item 4 of the progress on the specific action for the Disability Protected Characteristic section.

The University's HESA staff data is available on our web pages Key Statistics link: www.bolton.ac.uk/AboutUs/KeyFacts. Please note that HESA data is one year behind the current academic year. During 2008/09 the key issues were:

- 3% of non-academic staff and 4% of academic staff declared a disability
- There has been a small rise in the number of staff throughout the University who have declared a disability since 2006/7

The University monitors staff profiles by protected characteristic (excluding religion and belief and sexual orientation). Data on these areas will be collected through staff diversity surveys to identify any areas of discrimination, harassment or service level needs that need addressing.

Staff data is monitored by new starters, current employment and leavers. Data is also monitored through the recruitment process from application, short listing and appointment. This analysis is located under item 4 of the progress on the specific action for the Disability Protected Characteristic section.

The University will conduct a staff diversity survey during 2012 to provide quantitative data on how the University is fulfilling its functions to staff

covering protected characteristic issues. This will provide information for equality impact assessment.

In addition awareness raising events were held for our student community that included a Stress Inoculation event in November 2010 to raise awareness of positive mental health. Another event is planned for later in the academic year to launch and promote two new policies on Student Mental Health and on Student Harassment and Bullying.

3. Equality Impact Assessment (EQIA)

An analysis and review of the Equality Impact Assessment (EQIA) process is currently taking place with recommendations to improve the current process. Progress on EQIA has been successful when it has been embedded in mainstream University activities.

4. Assess impact of the Equality Act 2010

The Equality Act 2010 came into force in October 2010. Although the Act consolidates and streamlines previous anti-discrimination legislation it also introduced new measures that have direct implications for the University.

The Act has three separate time lines for implementation with the first stage in October 2010, followed by other implementation deadlines: April 2011 for the public sector duty and the ban on age discrimination in the provision of goods, facilities, services and public functions will come into effect in 2012. Wherever possible, good practice has been introduced before the implementation deadlines to prepare the University's community for these changes.

The main areas of change that impact upon disability are:

- New definition of discrimination extending protection based on association and perception - this means that those providing care for someone due to a disability will be protected because of their association e.g. carers
- The definition of disability has been extended to cover people who have had a disability in the past
- Indirect discrimination protection has been extended to disability
- A new protection for discrimination arising from disability will be introduced
- The duty to make reasonable adjustments for disabled people has been extended to when a disabled person experiences a "substantial disadvantage" - the previous duty applied when it was "impossible or unreasonably difficult for a disabled person to work, study or use a service".

University policies and procedures have been updated to take account of these changes and appropriate staff development needs have been identified. A series of Equality Act update sessions have been developed for current staff on the Professional Development Staff (PDS) programme. New staff receive a staff induction on both diversity and disability as these were combined and delivered by the Disability Team with effect from August 2010.

5. Equality related quality assurance awards standards

The University has been re-awarded the Job Centre Plus two ticks disability standard in April 2010 and achieved Fair Trade status in October 2010. They will be re-assessed for Investors in People in December 2010 and matrix standard in March 2011.

6. Embedding equality and diversity in developments in learning and teaching

Disability continues to be on the Teaching and Learning Conference agenda that is held annually in July. In 2010 the topic was Designing for inclusion - The new QAA Code of Practice (Disabled Students) and creating and delivering inclusive learning outcomes.

7. Partnership working to support local community engagement

The University continues to be engaged with the local community of Bolton working collaboratively with our strategic partners on local events and initiatives.

Building work for the new on-site Bolton One facility began during 2010. Bolton One is a major new development including a swimming pool, sports facilities and a health centre in a collaborative venture between Bolton Council, NHS Bolton and the University to enable the University to expand the partnership working and local community engagement that exists through sport.

The University has signed the One Bolton pledge designed to Create One Bolton. One Bolton celebrates all that is great about Bolton borough, encouraging people from all backgrounds, beliefs and values to get together to enjoy events, cultural activities and to simply have fun. One Bolton work with the Big Bolton Fund to raise money to support local community programmes.

The University are hosting a HIV Raising Awareness event to commemorate World AIDS Day on 1 December 2010. This event is in partnership with NHS Bolton, Public Health, Bolton Council, Bolton Interfaith Council and the George House Trust. George House Trust is the second-oldest HIV charity in the UK, and the largest voluntary sector HIV organisation outside of London. The aim of George House Trust is to provide the best quality of life to people living with or affected by HIV. Their "still life with HIV" message is at the centre of the organisation's philosophy and campaigning and seeks to empower people living with HIV to lead a full life.

The University has recently won funding through the National Higher Education STEM Programme for the “Flying Skills!” project to encourage and stimulate people who are under-represented in the engineering profession to consider participation and/or re-engagement with engineering and technology based courses, employment and the engineering professions. Disabled learners in engineering are poorly represented at 4%. This project uses expertise gained through the MIDAS (Making Inclusive Design Accessible and Successful), Designing Futures and Rise & Shine projects that actively encouraged disabled people to participate in engineering.

Action Plan – progress on the specific action for the Disability Protected Characteristic

1. Disability Awareness training for all staff

General disability awareness continues to be mandatory and delivered to all staff as described in section 4 above. The delivery of this is currently being reviewed by the Professional Development Officer and Equality and Diversity Officer to set up an in-house training resource to be used for all equality and diversity training for staff and eventually used as a student diversity awareness resource.

2. Disability implication outcomes of the University’s Condition Survey

Work is continuing on the disability related outcomes of this survey with an accessible campus plan to be formulated into the Estates Strategy for long term maintenance.

3. Disabled Student Statistics

The following charts are based on the Annual Monitoring data from 2008/09 academic year. These illustrate student % pass/fail rates (chart 3), degree class (chart 4), student attendance mode (chart 5), year on year analysis (chart 6) by disability for all the University. Figures do not include overseas students.

When comparing the student percentage pass and fail rates by disability, disabled students tended to fail fractionally less (17%) than the not disabled students (19%). Comparing the pass rate not disabled students fared better (69%) compared to 64%. The 5% difference achieved an interim award rather than a pass. Out of all the protected characteristics (race, gender and disability) more disabled students transferred out (1%).

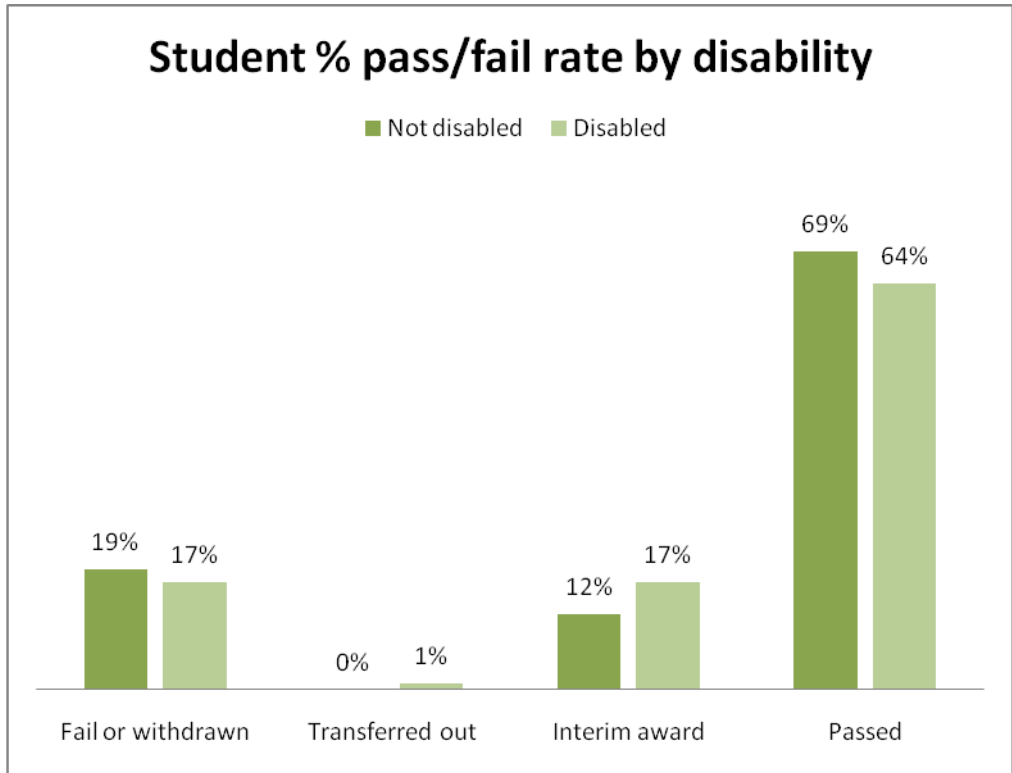


Chart 3 - Student % pass/fail rates by disability – 2008/09

Of those 31% not disabled students who did not pass, 61% of them either failed or withdrew. Those 34% disabled students who did not pass were equally split with 50% of them who failed or withdrew and 50% achieving an interim award.

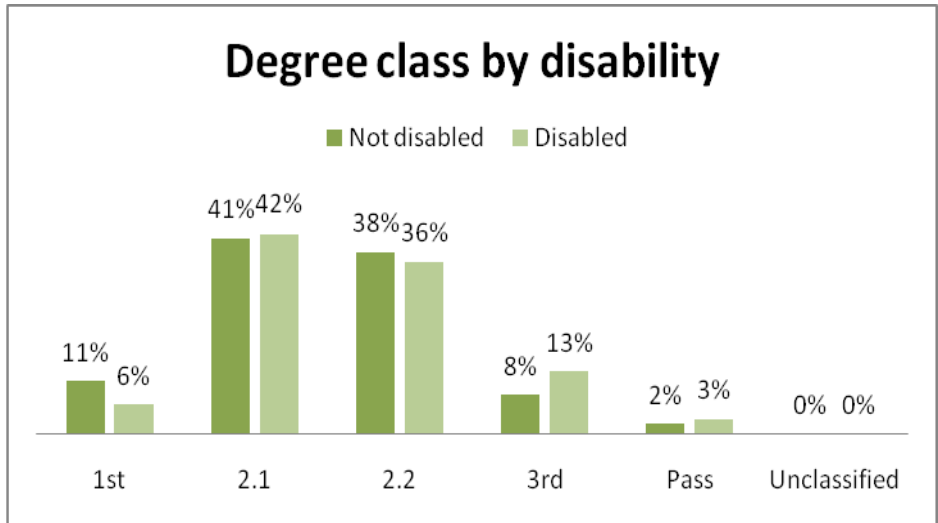


Chart 4 – Student degree class by disability – 2008/09

Overall on the degree class by disability disabled students compared well with not disabled on a good degree (2:1) although fractionally worse at 2:2 grade, 36% compared to 38%, with a higher percentage for 3rd class, 13% compared

to 8%. Comparing 1st class degree awards, not disabled students were twice as likely to receive a 1st compared to those students who were disabled.

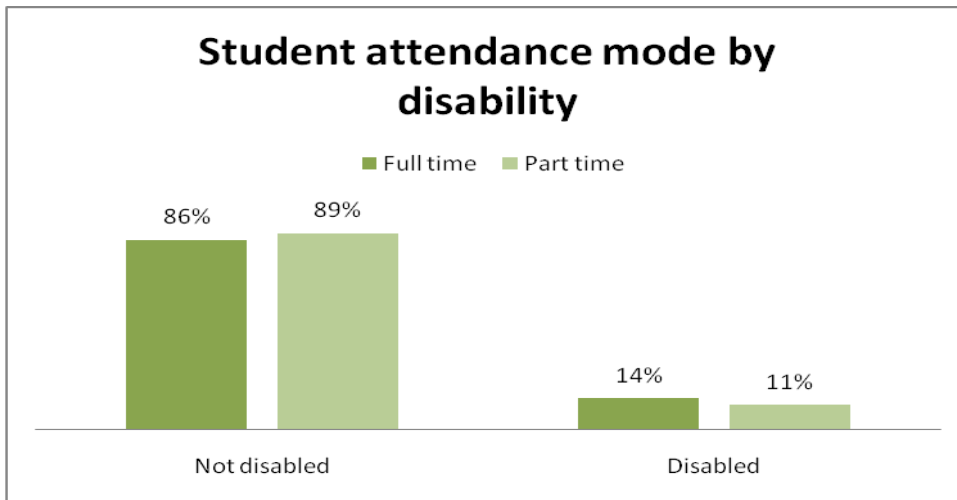


Chart 5 - Student attendance mode by disability – 2008/09

The year on year analysis by disability shows that the percentages for disabled students is steadily increasing from 12% to 13%.

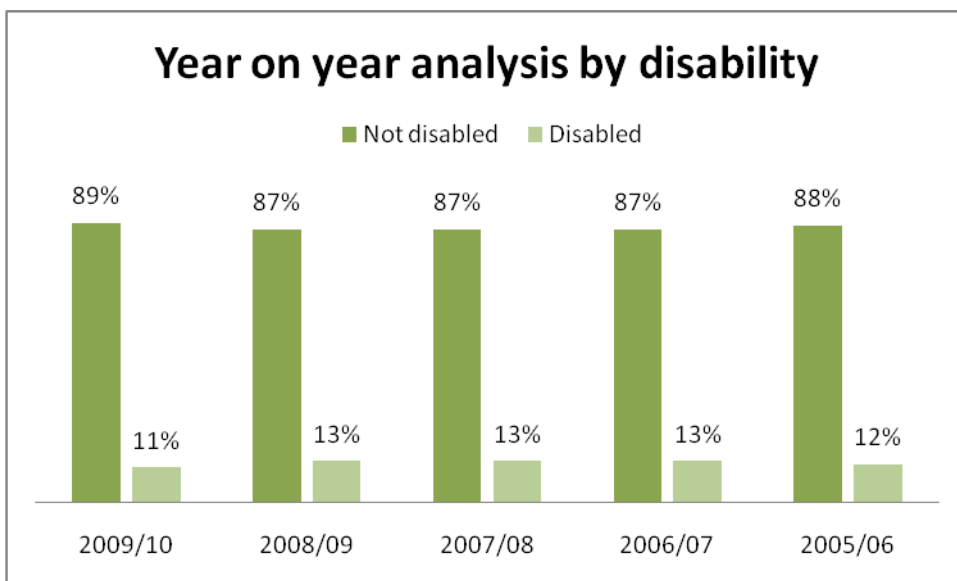


Chart 6 – Student year on year analysis by disability 2005/06 – 2009/10

4. Disabled Staff Profile

Chart 7 illustrates the University's disabled staff profile from 2006/7 to 2008/09

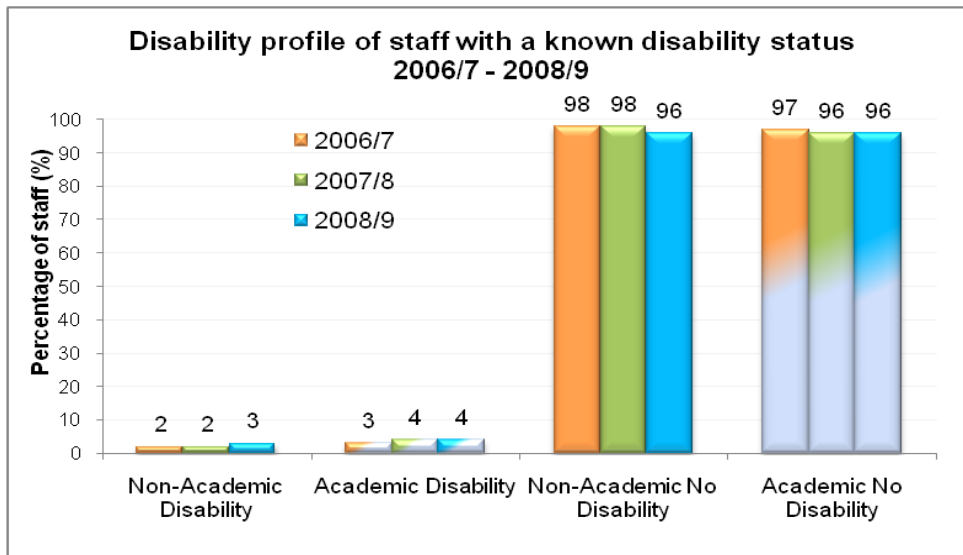


Chart 7 - Staff profile by disability from 2006/07 to 2008/09

When comparing University data with the HE Sector wide data for 2007/08, the University is above the sector benchmark with 4% of our academic staff declaring a disability compared to the sector average of 2.3%. The University's professional and support staff account for 3% which matches the sector wide average of 3% for professional and support staff. Further benchmarking data on disabled staff is available on the University EIA webpages

http://www.bolton.ac.uk/POD/diversityMatters/IMPORTED%20IMAGES/image_s004/staffData.doc

The University's records indicate that as at 31st July 2010, the staff disclosure rate was 4.22%, up 0.6% on the previous year (3.6% as at 31 July 2009). Some 0.75% of the staff population have not declared if they are disabled or not. Of those staff who left during the previous 12 months, 5.88% were disabled with 0% non disclosure rate.

The recruitment and selection statistical data for all posts (27) advertised during 2009/10 academic year have been analysed by disability. Of these 27 posts, 14 of them were at School and Research Centre level and 13 were based in departments other than School/Research Centre.

Chart 8 and Table 1 includes all posts advertised by School/Research Centre that identifies those applicants who have disclosed not having/having a disability or not disabled, tracked through application and appointment processes comparing 2009/10 data to the previous year (2008/09).

No posts were advertised in the School of Built Environment and Engineering (BEE) during 2009/10. Concentrating on disclosure rates at application stage, Arts, Media and Education (AME), 30.19% of applicants did not indicate whether they had a disability or not, compared to 35.33% for the previous year. Disclosure rates for Business and Creative Technologies (BCT) remained the same, and those for the Centre for Research, Materials and

Innovation (CRMI), decreased to 19.45% of applicants compared to 42.85% during 2008/09.

	Disabled Applicant 2009/10	Not declared 2009/10	Disabled Applicant 2008/09	Not declared 2008/09
AME	7.55%	30.9%	4.8%	35.33%
BCT	5.88%	8.82%	5.88%	12.28%
BEE	0%	0%	0%	0%
HSS	17.65%	0%	33.3%	0%
CRMI	2.78%	19.45%	0%	42.85%

Table 1 – posts advertised in Schools and Research Centre during 2009/10 and 2008/09 shown in percentages (%) by disability protected characteristic at application stage.

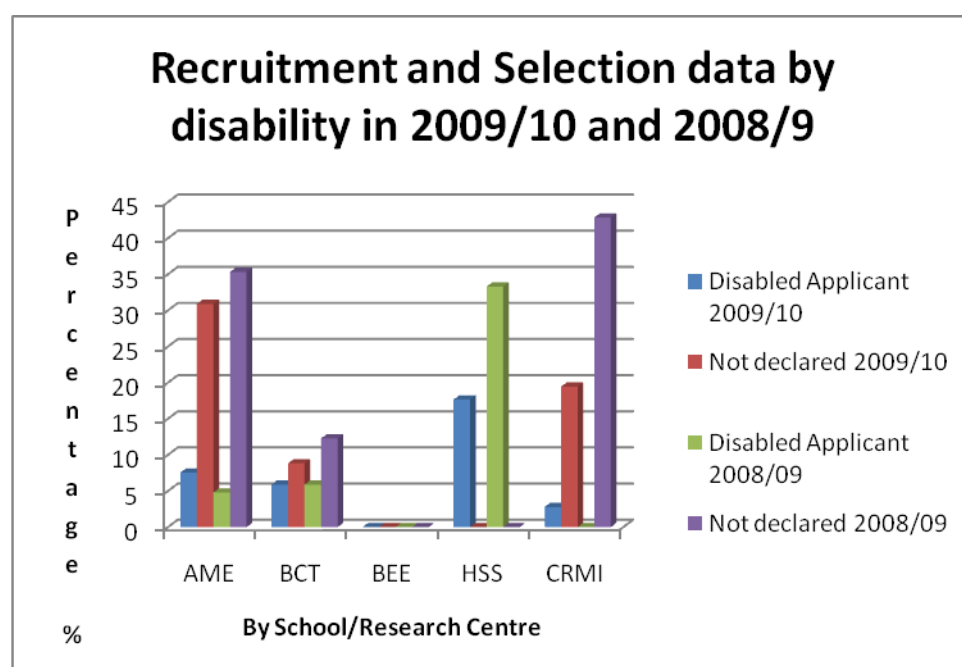


Chart 8 – Recruitment data for posts advertised in Schools and Research Centre during 2009/10 and 2008/09 at application stage

When compared to appointment stage at School and Research Centre level, 88% of the academic staff appointed declared a disability in 2009/10 compared to 5.3% during 2008/09.

Chart 9 identifies the same processes for those departments other than School or Research Centre, known as support services during 2009/10 and 2008/09. As no manual posts were advertised during 2009/10, the comparisons are by professional staff status only. In 2009/10 less professional staff applicants were disclosing disabilities, 12.86% compared to 15.27% the year before.

Recruitment and selection of staff in support services departments at application stage

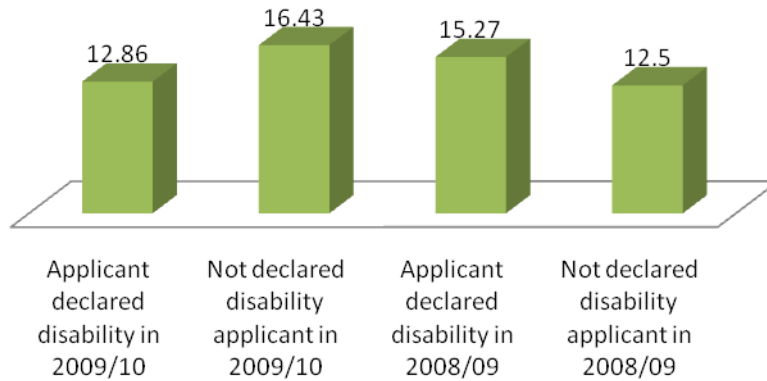


Chart 9 - Recruitment and selection of staff in departments other than School or Research Centre by disability in 2009/10 and 2008/09 showing declared disability at application stage shown by %

When compared to appointment stage of professional staff in support services 0% of staff appointed declared a disability in 2009/10 compared to 11.76% during 2008/09.

During 2009/10, 29.63% of new staff appointed declared a disability and 3.7% who had not declared if they had a disability or not (66.67% non-disabled staff). In the same time frame, 5.88% of University staff who left were disabled with 0% who had not declared if they had a disability or not (94.12% leavers were non-disabled staff). All percentages quoted are calculated as a proportion of the leaving workforce (head count).

As at 31 July 2010, 4.22% of the University staff have declared a disability.

**Equality & Diversity Committee, Disability Advisory Group
December 2010. (Version 1)**

DISABILITY RELATED ACTION PLANS – DECEMBER 2010

Action for all equality and diversity action groups – 2010 - 2012

Objective	Action	Target date	Lead	Desired outcomes
<p>1. Analysis of statistics on all equality strands for students for more effective planning and enhance understanding of equality and diversity amongst the student community.</p>	<p>Schools to analyse and act on student data on equality strands for students by subject and course</p> <p>Introduce and implement Diversity Survey for Students</p> <p>Diversity awareness sessions to increase student participation in equality advisory groups</p>	<p>2012</p>	<p>Deans of Schools to include action in Local Plans (EQIA)</p> <p>Head of Student Services & Student Union</p> <p>Director of Planning, Data Integrity & Policy</p>	<p>Data published on University web pages for EQIA screening and accessible</p> <p>To monitor customer service in meeting student needs and University equality and diversity objectives.</p> <p>Compare with HE sector data, local, regional and national data streams</p> <p>Data published on University web pages for EQIA screening and accessible</p>
<p>2. Analysis of statistics on all equality strands for staff for more effective planning.</p>	<p>Increase staff disclosure rates and improve disclosure at job application stage particularly for manual staff, researchers, and part time hourly paid lecturers</p> <p>Staff Diversity Survey – 2012. Extend caring questions to include those who care for</p>	<p>2012</p>	<p>Associate Director of HR Strategy and Personnel</p>	<p>Continue staff disclosure rates for BME and disabled staff to achieve 0% disclosure rates e.g. everyone declaring their ethnicity status and if they are disabled or not.</p> <p>Monitoring starters, leavers, promotions, etc to identify any trends such as occupational segregation, age profiling</p> <p>Diversity survey outcomes with accessible</p>

	adults including those with mental health illness or disabilities			<p>data on University web pages for EQIA screening.</p> <p>Compare with HE sector data, local, regional and national data streams</p> <p>Monitor Diversity Survey data against issues raised in May 2006 survey</p>
3. Equality Impact Assessment (EQIA)	All new and current policies and procedures to be impact assessed	2010 to 2012	<p>Director of Planning, Data Integrity & Policy</p> <p>Specific equality outcomes to be included as objectives within the appropriate equality advisory groups</p>	<p>Legal compliance and enhanced University experience for all staff and students.</p> <p>Use of statistical data e.g. HESA, National Student Survey, ECU/HEFCE surveys & good practices, staff diversity surveys, student diversity survey, etc to be more accessible to feed into EQIA</p>
4. Assess impact of the Equality Act 2010	Review policies, procedures and practices to ensure that the University continues to meet equality legislation requirements	October 2010 – 2012	Associate Director of HR Strategy and Personnel, Head of LEPDU, Equality and Diversity Officer	To implement any changes required to policy and appropriate staff development needs
5. Continue to achieve equality related quality assurance award standards	<p>1) Re-assessment for Investors in People – January 2011 &</p> <p>2) matrix standard – Mar</p>	2010 – 2012	<p>1) Head of LEPDU</p> <p>2) Head of Student Services 3) Purchasing</p>	Achieved: 3) Fair Trade - October 2010 4) Centre for Excellence; 5) Job Centre Plus Two ticks disability standard – reassessed annually

	2011		Manager 4) Head of Library 5) Equality and Diversity Officer	
6. Continue to embed equality and diversity in developments in learning and teaching	Embedding effective academic skills in the curriculum and CPD activities for teaching staff including equality and diversity curriculum design	2010 - 2012	Head of LEPDU/Teaching Fellows	More inclusive academic staff practices. University procedures address equality issues more proactively
7. Continue partnership working to support local community engagement	Involvement and participate with strategic partners e.g. Bolton Council, NHS Bolton, Bolton College, etc on their diversity related issues	2010 - 2012	Head of Business Development & External Partnerships	The University has signed up to the One Bolton pledge designed to Create One Bolton. Joint diversity events e.g. World AIDS Day, Black History Month Work.

Specific action for the individual equality strands - Disability Equality Scheme Action Plan 2010 – 2012

Objective	Action	Target date	Lead	Outcome
1. Disability awareness training to be mandatory for all staff	All new and existing staff received training Action to be monitored via the PDP process as appropriate.	2010 - 2012	Chair of Equality and Diversity Committee/Head of LEPDU	General disability awareness training for all staff to be ongoing. Tailored training for supporting academic staff in accessible curriculum delivery.
2. Disability implication outcomes of the University's Condition Survey	Survey completed - disability implications to be identified and incorporated into Estates Strategy 2010-2012	2010 - 2012	Executive Director (Resources), Facilities Manager	An accessible campus plan with target dates for improvements to be formulated into the Estates Strategy long term maintenance plan.
3. Analysis of statistics for disabled students	Schools to analyse and act on data on disabled students by subject and course	Include action on Local Plans.	Deans of School	Improved support for disabled students.

<p>4. Analysis of statistics for disabled staff</p>	<p>Increase number of staff declaring a disability or no disability compared to not known category.</p> <p>Produce University guidance for disabled staff and their managers.</p>	<p>2010 - 2012</p>	<p>Associate Director of HR Strategy and Personnel</p>	<p>Increased number of staff declarations.</p> <p>Improved support for disabled staff: Positive reasonable adjustment (s) for staff at return to work interviews and PDP processes</p>
<p>5. QAA Code of Practice</p>	<p>Ensure that the University is meeting QAA Code of Practice requirements.</p>	<p>Make recommendations on revised QAA Code of Practice</p>	<p>Disability Advisory Group/ Deputy Vice Chancellor/Pro Vice Chancellor/Director of Academic Quality & Standards</p>	<p>Recommendations and compliance with updated Code of Practice.</p>