

Strategic planning and disability
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Aims

- To outline the context for addressing disability issues in strategic planning
- To briefly analyse the number of cases & range of emerging issues
- To highlight existing good practice in strategy formulation
- To identify principles for supporting implementation

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Changing context

- Legislation
 - DDA Part 4
 - Draft code of practice on employment and occupation
 - Draft code of practice on trade organisations and qualifications bodies
 - Disability Discrimination Bill

Changing context ⁽²⁾

- Formalisation of services
 - Disability Advisers
 - Bespoke policies on disability
- A recognition that disability issues are no longer the domain of only support services

Disabled students – the statistics (1)

Disabled students studying HE programmes 1995/6 – 1999/00

	1995/6	1996/7	1997/8	1998/9	1999/2000
All first year students	3.1%	3.5%	3.8%	3.9%	3.9%
First Degree	3.7%	4.4%	4.7%	4.9%	4.8%
Other undergraduate	3%	2.9%	3.3%	3.4%	3.5%
Post graduate	1.7%	2%	2.4%	2.6%	2.9%

Percentage of first year UK domiciled HE students known to have a disability by level of study 1995/6-1999/00 (source HESA)

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Disabled students – the statistics

Pre-1992 universities;
Undergraduates 4.4%
Postgraduates 2.2%

Post-1992 universities;
Undergraduates 4.4%
Post-graduates 2.7%

Percentage of known disabled students by level of study & types of institution

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Higher Education Statistics Agency:

The number of disabled students in UK HEIS for 1994 – 2001

Year;Dyslexia;Visual;Hearing;Mobility;Personal Care;Mental Health;
Unseen;Multiple;Other;Total;%disabled students;
94/95;2359;677;1144;1080;32;303;7617;750;1737;15699;2.6;
95/96;3170;687;1322;920;44;319;8596;629;2198;17885;3.1;
96/97;4364;860;1453;1545;39;546;9461;1039;2784;22091;3.5;
97/98;5381;858;1518;1057;60;512;10695;1195;2664;23940;3.8
98/99;6575;912;1605;1292;61;724;10335;1721;3207;26432;3.9;
99/00;8370;930;1630;1260;70;860;8140;1870;3590;26720;3.9;
00/01;10430;1020;2060;1550;100;1290;8430;2015;4080;30970;4.1;
%up;342.1;50.7;80.1;43.5;212.5;325.7;10.7;168.7;134.9;97.3

The DDA Part 4

- 822 post-16 potential case enquiries
- 277 cases supported by DRC
- Over 20 county court claims issued
 - Out of court settlements
 - Confidentiality clauses
- Claims: £1k - £13k

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Emerging issues in the UK

- Discrimination in admissions processes
- Not making reasonable adaptations to the curriculum
- Tape recording of lectures
- Providing examinations in alternative formats
- Equal access to professional accreditation
- Lack of transparency in policy & process

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Strategic planning: examples

Widening access

- Summer Schools/Access Courses
 - Inclusive curricula
 - Recruitment strategy
 - Support services

Examples (continued)

- Promotion of internationalism
 - Training for overseas recruitment officers
 - Information in publicity documentation
 - Opportunities for exchanges (students & staff)

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Principles for implementation (1)

- Transparent policies and procedures
 - Anticipatory duties
 - Communication to relevant stakeholders
- Decision-making processes
 - Involvement of stakeholders
 - Compliance with legislation
 - Development of good practice

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Principles for implementation (2)

- Planning at different levels
 - Institution-wide
 - Department/faculty
 - Individual disabled student
- Resourcing developments
 - Utilising all funding streams
 - A dedicated budget

Principles for implementation (3)

- Staff development
 - Disability awareness training
 - Inclusive CPD for staff
 - Electronic resources
- Robust & appropriate monitoring mechanisms
 - Management information systems
 - Regular evaluations
 - Feedback for future strategic planning

An example: academic departments

- Responsibilities will probably include:
 - promoting a culture of inclusivity
 - ensuring all staff are clear on the core requirements of their courses and where adjustments may be possible or impossible
 - ensuring that course descriptions are accurate and informative with respect to accessibility
 - managing areas of conflict
 - having a policy for dealing with non-compliance

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Role of SDT: direct support

- Individual advice & guidance
 - Telephone
 - National/institutional training
- Website
 - SDT training materials
 - Guidance/Briefing Notes
 - Links to other sites/material

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Role of SDT: indirect support

- Working with key intermediaries
- Input to conferences/workshops
- National/regional policy developments

