

Disability Action Plan for the School of Education

2006-2007

Version 3 - contains additional categories for use during DAP Review.

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School of Education



The University of
Nottingham

Disability Action Plan 2006-2007

Part A

1. School Policy Strategy and Procedures		
Activity	1: We don't do this / 2: We're working on this / 3: We do this / 4: We do this very well + Supporting Evidence.	Action and Frequency
1.1 School Policies are inclusive of students who have a disability		
<i>E.G Admissions Policy</i>	3. We do this Admissions Policy follows Quality Manual (QM) policy. See: www.nottingham.ac.uk/quality-manual/recruitment-admissions/disability.htm Academic referrals are forwarded to relevant module convenors promptly	
<i>Assessment Policy</i>	3. We do this Coursework: Academic referrals are forwarded to relevant module convenors without delay. Students with Academic Referrals are given extensions to deadlines in accordance with DPAU recommendations. Reasonable adjustments are provided for modular enrolled UG students.	DLO to ensure that course administrators and relevant tutors are aware on DPAU assessment recommendations
<i>Confidentiality and disclosure</i>	4. We do this very well The School adopts the policy suggested by the DPAU. The staff intranet on the School website provides information about confidentiality and disclosure: http://www.nottingham.ac.uk/education/information-for-staff/disability-issues/confidentiality-checklist.doc In addition, regular opportunities to disclose are offered at every stage through the student's course from initial enquiry through to individual tutorials.	DLO to remind staff at the start of each session of the need to encourage students to disclose and what to do with any disclosed information.
<i>Other?</i>		
1.2 Proposals in the School Operational Plan make reference to disability	3. We do this There is no actual section in the School Plan which asks us to comment so proposals are incorporated if and when appropriate.	
1.3 Disability issues are a standing item on the agenda of an	3. We do this "Disability issues" form a standing item for the following Committees:	E & D committee members to ensure that

1. School Policy Strategy and Procedures

Activity	1: We don't do this / 2: We're working on this / 3: We do this / 4: We do this very well + Supporting Evidence.	Action and Frequency
appropriate committee e.g. L&T, SSCC or one responsible for equality and diversity.	E & D, UGT, (UG)Staff-Student, Health & Safety	disability issues are discussed at PG & UG committees.

2. Learning Teaching and Assessment

Activity	1: We don't do this / 2: We're working on this / 3: We do this / 4: We do this very well + Supporting Evidence.	Action and Frequency
2.1 Teaching Staff use inclusive teaching strategies.	<p>4. We do this very well</p> <p>New staff is issued with a Disability Pack that contains DPAU inclusive teaching strategies leaflets.</p> <p>Evidence from students on SEMs is appreciative of efforts staff makes.</p> <p>Records for the number of staff completing disabilities training are currently unavailable. The new online booking system should provide relevant data.</p> <p>Uptake of training courses by academic and support staff needs to be encouraged.</p>	<p>DLO to send a reminder to teaching staff about inclusive teaching at the start of each semester.</p> <p>DLO to alert staff to relevant training relating to disability e.g. Disability Induction for New Staff (NEW) as and when reported through the DLO network.</p> <p>DLO to arrange suitable training within teams with Staff Development Coordinator and DPAU. Training will take place every three years.</p>

2. Learning Teaching and Assessment

Activity	1: We don't do this / 2: We're working on this / 3: We do this / 4: We do this very well + Supporting Evidence.	Action and Frequency
2.2 Teaching staff act on recommendations from Academic Referral Forms or agree alternative with student (or Academic Support), if necessary.	<p>3. We do this Module convenors liaise with module tutors, course administrators, Academic Support and DLO to act on recommendations.</p> <p>UG modular registration students may declare a disability at registration. Disability noted on UGRS and DLO informs tutors so that reasonable adjustments can be made.</p>	<p>DLO to forward academic referrals to relevant staff when received. Staff member to report back to DLO within a specific time period (depending on AR referral)</p> <p>DLO to set up a monitoring procedure with School IT rep. system will be dependent on the implementation of the University SMS system.</p>
2.3 Arrangements to ensure accessibility are in place with work placement providers and international partner institutions.	<p>4. We do this very well Placement schools are covered by the DDA. School administrators negotiate with placement institutions regarding individual student needs. E.g. travelling distance and school proximity is considered before placements are confirmed.</p> <p>Academic tutors at placement institutions take into account and monitor individual student needs.</p>	
2.4 Fieldwork and field courses are designed with accessibility in mind.	<p>3. We do this Placement schools are covered by the DDA. School administrators negotiate with placement institutions regarding individual student needs regarding fieldwork.</p> <p>Fieldwork requirements for UG modules are included in all Module submission documents. A Risk assessment must be completed before the module is approved.</p>	
2.5 Staff are aware of ways to make reasonable adjustments to assessment without compromising	<p>3. We do this Academic Referrals contain recommendations relating to assessed coursework and these are accommodated by module convenors/coursework markers.</p>	<p>DLO to forward recommendations for implementation as and</p>

2. Learning Teaching and Assessment

Activity	1: We don't do this / 2: We're working on this / 3: We do this / 4: We do this very well + Supporting Evidence.	Action and Frequency
academic standards	E.g. Academic Support liaise with the student and module tutor/convenor to adjust the assessment task in accordance with the needs of the student.	when received.
2.6 Marking Criteria are clear and relevant to the core course requirements	3. We do this All UG, PG, T & R (e.g. Ed.D) and ITE module documents include specific marking criteria. External Examiners are asked to comment on marking criteria annually.	
2.7 Staff take account of AS guidelines for marking the exam work of dyslexic students, or offer other reasonable adjustments.	N/A as we deal with coursework. However, reasonable adjustments are made for coursework of dyslexic students	

3. Information Flow

Activity	1: We don't do this / 2: We're working on this / 3: We do this / 4: We do this very well + Supporting Evidence.	Action and Frequency
3.1 Staff aware of action to take if student discloses a disability	4. We do this very well Details of the procedure for disclosure may be found on the School website in the Disability Issues pages: http://www.nottingham.ac.uk/education/information-for-staff/disability-issues/procedures.phtml?menu=procedures&sub=procedures Staff are aware that they should refer the student to the DLO.	All academic staff. <i>DLO to remind staff at the start of each semester.</i>
3.2 Staff aware of what to do if student asks for confidentiality to be preserved.	4. We do this very well Details of the procedure for disclosure may be found on the School website in the Disability Issues pages: http://www.nottingham.ac.uk/education/information-for-staff/disability-issues/procedures.phtml?menu=procedures&sub=procedures	All academic staff. <i>DLO to remind staff at the start of each semester.</i>
3.3 Mechanisms are in place to gather information about the student perspective.	3. We do this DLO currently emails or phones students to check there are no problems. However, there needs to be a better system of tracking students on both UG & PG courses. We are working on the development of a single system for tracking all students in the School.	DLO is working with School IT Representative to develop a better system Need system to follow up all students

4. Staff awareness / Info for staff		
Activity	1: We don't do this / 2: We're working on this / 3: We do this / 4: We do this very well + Supporting Evidence.	Action and Frequency
4.1 DLO meets / introduces themselves to new staff and gives them relevant information.	4. We do this very well <ul style="list-style-type: none"> ▪ All new staff are issued with a Disability Induction Pack containing copies of the relevant materials supplied by DPAU at the beginning of the year ▪ New staff attend a Whole School induction event and the DLO provides information and demonstrates materials available on the web relating to disability ▪ Disability information is provided in the Part time Tutors' Handbooks and is updated annually. 	All new staff. Meetings occur approx twice per year.
4.2 School staff handbook publicise disability support, especially Academic Support	4. We do this very well <ul style="list-style-type: none"> ▪ All new staff are issued with a Disability Induction Pack containing copies of the relevant materials supplied by DPAU at the beginning of the year ▪ The Staff Handbook includes links to DPAU and contact information for the School DLO. ▪ 	School Administrator to update annually
4.3 Information about disability is available on the staff intranet	4. We do this very well <ul style="list-style-type: none"> ▪ Links to further information and guidance is on the School Drive in the Disability folder ▪ Disability issues are in the Disabilities Issues link on the staff intranet at: http://www.nottingham.ac.uk/education/information-for-staff/disability-issues/index.phtml?menu=disability&sub=disability 	DLO to update as appropriate
4.4 Staff attend relevant disability related courses / meetings.	3. We do this <ul style="list-style-type: none"> ▪ DLO and Staff Development Officer circulates relevant training courses as they arise from SEDU, but uptake is not monitored ▪ Staff Development Coordinator for UG part-time tutors arranges training for part-time tutors annually and uptake is monitored, although this is not always good due to the nature of part-time teaching commitments. ▪ Need info from School SDO and SEDU re take up of courses over past 3 years 	SEDU will be asked to provide annual statistics to School Staff Development Coordinator and DLO Staff Development Coordinator to monitor the uptake of staff attending disability training and provide information to E & D

4. Staff awareness / Info for staff		
Activity	1: We don't do this / 2: We're working on this / 3: We do this / 4: We do this very well + Supporting Evidence.	Action and Frequency
		committee.
4.5 Disability sessions within the School at least every 3 years	<p>2. We are working on this</p> <p>Whole School training event took place in Spring Term 2004</p> <p>A statement about disability training needs to be included:</p> <ul style="list-style-type: none"> ○ In the Staff Handbook ○ In the Disability pages on the Web (new section?) ○ On the School staff development application form 	DLO to work with newly appointed School staff development coordinator on short and medium term disability training needs (3-year cycle)
4.6 Staff aware of Academic Support's role in conducting assessments to determine any reasonable adjustments required	<p>4. We do this very well</p> <ul style="list-style-type: none"> ▪ Staff are aware that Academic Support is the responsibility of the team and they are responsible for the determination of any reasonable adjustments required. The appropriate procedure is available on the School intranet: http://www.nottingham.ac.uk/education/information-for-staff/disability-issues/disability-checklist.doc ▪ Academic Support forms are circulated to relevant staff by the DLO on receipt ▪ The DLO liaises with DPAU regarding the determination of reasonable adjustment for modular enrolled students with declared disabilities 	Information to be circulated to relevant staff and monitored by DLO at regular intervals

5. Admissions Tutors		
The School of Education bases admissions solely on a student's academic ability.		
Activity	1: We don't do this / 2: We're working on this / 3: We do this / 4: We do this very well + Supporting Evidence.	Action and Frequency
5.1 Tutors are aware of Admissions Policy for students who have a disability and advice from the Disability Policy Advisory Unit	<p>4. We do this very well</p> <ul style="list-style-type: none"> • Tutors will be advised of the guidelines for Admissions Tutors from DPAU: http://www.nottingham.ac.uk/student-support/disability/admissionstutors.pdf • All ITE application processing forms prompt admissions tutors to ask about disabilities. Disability issues in relation to admission requirements and fitness to teach are discussed at the annual admissions/interviewing tutors meeting. • Application packs with disabilities information is provided from Central University PG Admissions Manager several times per year. 	<p>DLO to ensure that Admissions Tutors are aware of the guidelines from DPAU.</p> <p>DLO to check that interview forms have relevant prompt relating to disability issues.</p>

5. Admissions Tutors		
The School of Education bases admissions solely on a student's academic ability.		
5.2 Admissions tutors are aware of updates to disability legislation and how it relates to their course.	4. We do this very well E.g. ITE – Admissions issues are a standing agenda item at the Annual ITE Meeting where Admissions Tutors review admissions practices relating to disability.	

6. DLO Appointment by Head of School		
Activity	1: We don't do this / 2: We're working on this / 3: We do this / 4: We do this very well + Supporting Evidence.	Action and Frequency
6.1 DLO appropriately appointed and supported	4. We do this very well DLO appointed has an APM job role and is supported through the School Equality & Diversity Committee and the School Manager. Time commitment to the role is variable but at least half a day per week is spent on tasks during busy periods.	DLO business reported through E & D committee
6.2 DLO is a member of, or able to report to, appropriate school committees	4. We do this very well DLO is a member of the following committees: Student-Staff Committee (UG); Undergraduate Taught Courses; Equality and Diversity; Health & Safety; Senior Administrators Group; ICT. Representatives from E & D committee ensure that disability issues are reported to appropriate school committees. Disability Issues are a standing item on Staff Meeting agenda	E & D committee members report to appropriate committees they attend through the academic year. DLO to add Disability to Staff Meeting agenda

7. Funding		
Activity	1: We don't do this / 2: We're working on this / 3: We do this / 4: We do this very well + Supporting Evidence.	Action and Frequency
7.1 Staff aware of HEFCE Disability Premium fund to improve provision for projects that are innovative, sustainable and collaborative	3. We do this All staff circulated with information about HEFCE Disability Premium Funding twice per year.	DLO circulates information regularly

8. Information for Students		
Activity	1: We don't do this / 2: We're working on this / 3: We do this / 4: We do this very well + Supporting Evidence.	Action and Frequency
8.1 DLO posters advertising their role displayed on key notice boards	4. We do this very well <ul style="list-style-type: none"> ▪ Posters are displayed on all main notice boards at Jubilee Campus and The University of Nottingham Adult Education Centre, Shakespeare Street (UNAEC) ▪ A notice board dedicated to disabilities issues is situated on the main administrative corridor on the ground floor at Jubilee Campus and the main reception area at UNAEC 	DLO to check and update information on display once per semester
8.2 'Disability, dyslexia and long-term medical conditions' booklet is available at key locations, such as reception.	4. We do this very well <ul style="list-style-type: none"> ▪ 'Disability, dyslexia and long-term medical conditions' booklets are displayed on all main notice boards. ▪ Copies are available from the Disabilities notice board and the Undergraduate students board on Floor C, Jubilee and the main reception area at UNAEC 	DLO to monitor stocks once per semester
8.3 Support in Schools via DLOs and centrally via Student Services is mentioned in Week One induction talks	3. We do this DLO gives introductory talk to students during all taught course inductions.	Team Administrators/Course Leaders to ensure that DLO is aware of induction dates DLO to ensure this happens once per year

8. Information for Students

Activity	1: We don't do this / 2: We're working on this / 3: We do this / 4: We do this very well + Supporting Evidence.	Action and Frequency
8.4 Handbooks (student, course, module) have disability related information	3. We do this Relevant information is available in student handbooks available on the student intranet. Alternative formats are available on request.	Team Administrators/Course Leaders to ensure that information is updated annually
8.5 School website has disability related information; this should be accessible to external visitors.	2. We are working on this A website is being developed by the DLO	DLO to set up and monitor relevant information
8.6 Provision of DLO contact details on School web site. These should be accessible externally.	3. We do this DLO address available from the home page on the General equal opportunities tab http://www.nottingham.ac.uk/education/general/about-school/equal.php	DLO to set up and monitor relevant information
8.7 Materials can be made available in alternative formats	2. We do this Course tutors or DLO send materials to the AFS as required by recommendation from the Academic Referral Form. Teaching materials are saved (where possible) in an electronic format.	DLO to ask course administrators to ensure that (where appropriate) teaching materials are available in electronic format in order to monitor availability

9. Opportunities for Students and Prospective Students to Disclose

Activity	1: We don't do this / 2: We're working on this / 3: We do this / 4: We do this very well + Supporting Evidence.	Action and Frequency
9.1 Opportunities for students and prospective students to disclose.	4. We do this very well	
<i>Initial enquiries and visit days</i>	All students are given the opportunity to disclose at the first point of contact with the School both verbally and in written format through application forms and interview letters. Students also have the opportunity to disclose during interviews and to tutors at any stage for the duration of their course.	Course Administrators to monitor that these opportunities are provided formally each term and informally throughout the year.

9. Opportunities for Students and Prospective Students to Disclose		
Activity	1: We don't do this / 2: We're working on this / 3: We do this / 4: We do this very well + Supporting Evidence.	Action and Frequency
<i>Module registration</i>	3. We do this UG courses module registration forms	
<i>Week 1 induction</i>	3. We do this ITE – all tutors have a good knowledge of the pastoral needs of students for the duration of the course. Mentors in schools are informed and student needs are monitored through school-based tutorials.	
<i>PARs meetings</i>	3. We do this UG students have the opportunity to disclose through regular meetings with personal tutors. All PG students have a personal tutor.	
<i>Applications for field trips</i>	3. We do this ITE – opportunity through occupational health forms	
<i>Placements</i>	4. We do this very well School placement providers are fully compliant with DDA legislation and liaise with School course administrators. Students are matched with schools to maximise opportunities for learning	
<i>Study abroad</i>	3. We do this Any opportunities are made available through application forms and tutorials. N/A for MA students abroad. This is not a 'normal' aspect of any of our programmes.	

10. Complaints Procedure		
Activity	1: We don't do this / 2: We're working on this / 3: We do this / 4: We do this very well + Supporting Evidence.	Action and Frequency
10.1 Easily accessible (i.e. on web, in, or referenced in, student handbook) and can be made available in alternative formats	4. We do this very well The complaints procedure is available at: http://www.nottingham.ac.uk/quality-manual/appeals/complaints.htm The UG courses welcome letter sent to all students on enrolment contains the statement below. There are similar statements in all School documents: <i>"Whilst we make every effort to ensure that your learning experience with us</i>	DLO to ensure references are in Student Handbooks (paper and electronic) each year. Course Administrators to ensure that a suitable statement is added to all

10. Complaints Procedure

Activity	1: We don't do this / 2: We're working on this / 3: We do this / 4: We do this very well + Supporting Evidence.	Action and Frequency
	<i>is successful, should you feel throughout your module that things aren't going as well as you hoped, please don't suffer in silence! A quiet word with your tutor or with staff at the Centre, can quickly resolve most issues."</i>	relevant correspondence.

11. Physical Environment, Facilities and Equipment.

Activity	1: We don't do this / 2: We're working on this / 3: We do this / 4: We do this very well + Supporting Evidence.	Action and Frequency
11.1 Web site is accessible	3. We do this The School website is based on CMS and therefore fully accessible: http://www.nottingham.ac.uk/education/	
11.2 Key documents are available in alternative format on request	3. We do this Key documents are available in word and may be reproduced in alternative formats on request.	
11.3 All materials follow 'Clear Print Guidelines'	3. We do this Documents are available electronically and can be reproduced in electronic format on request. Verdana is the School default font.	All staff to keep Word copies of published documents. All staff to receive copies to Clear Print Checklist http://www.nottingham.ac.uk/student-support/disability/Clearprint.doc
11.4 During refit / redecoration anticipate the needs of disabled students, consider signage, colour contrasts, accessible equipment, adjustable height workspaces etc.	3. We do this The School Manager liaises with the Building Services Manager and Estates when new refit/redecoration is required.	The School Manager to liaise with Estates to ensure that any works consider accessibility issues. The Deputy Head of School to ensure that School room changes consider the needs of disabled students.
11.5 Individual orientation to labs, School IT labs, libraries etc available if necessary.	4. We do this very well <ul style="list-style-type: none"> • e.g. all accessible toilets in the Dearing Building modified for wheelchair access in 2005/6 Following registration of a wheelchair user on PGCE • DLRC librarians trained to assist students with equipment in 	DLO to identify students who may need individual orientation. Staff to consider potential areas for individual orientation.

11. Physical Environment, Facilities and Equipment.

Activity	1: We don't do this / 2: We're working on this / 3: We do this / 4: We do this very well + Supporting Evidence.	Action and Frequency
	Assistive Technology Room	
11.6 Arrangements in place for student requiring emergency evacuation – in buildings, on placements, study abroad and field trips	3. We do this Students identified via the Academic Referral form needing PEEP are referred to the School Safety Officer.	DLO to refer student to School Safety Officer. School Safety Officer to Ensure that arrangements are in place for courses held at evenings and weekends.
11.7 Alternative arrangements made if location of an activity is not accessible	3. We do this Timetabling for lectures is done through School course administrators and should take into account the needs of identified students with disabilities.	Course administrators to consider the needs of specific students.

Part B

1) Please identify any school plans and projects with implications for students who have a disability, e.g. a project funded by the HEFCE disability premium:

Improving access and support for learners with disabilities in Fine Arts – Bid to the HEFCE Disability Action Plan Scheme, April 2006

2) Identify any barriers to improving provision:

The speed at which materials provided to the students by the Alternative Format Service does not cater for the needs of international students who are not in receipt of funding!

3) Identify other current issues not identified by the checklist:

4) Do you have any case studies which provide lessons for the future or examples of good practice in your School that you would like to share with other schools? (Via the PESL or DPAU website).

A case study of a visually impaired student studying for the MA Special Needs

Disability Liaison Officer:

Signed:

Date:

Head of School:

Signed:

Date:

Appendices