

# Kingston University London

## EQUALITY IMPACT ASSESSMENT REPORT

### Title

*(Scope of equality impact assessment eg. Admissions process / disability & dyslexia provision / Student Complaints procedure)*

Support structure for disabled staff within the University

### Purpose of area being assessed

To ensure the needs of disabled employees, protected under the Disability and Discrimination Acts 1995 and 2005, are considered at all stages of the employment lifecycle (from advertisement through to leaving) and that reasonable adjustments are put in place, where necessary, in a timely fashion.

### Policies / strategies included in area of assessment (if different from above)

Various as this relates to support across the lifecycle of staff employment so all policies and strategies which affect staff should be included.

### Responsible member(s) of Executive Board / Senior Management Group

Nick Rogers

### Faculties and Departments involved in the assessment

Various

### Data / Evidence used

*Qualitative and Quantitative data reviewed in the equality impact assessment.*

Please indicate which equality areas are covered in the data

Age	<input type="checkbox"/>	Gender	<input type="checkbox"/>
Disability	X	Religion or Belief	<input type="checkbox"/>
Ethnicity	<input type="checkbox"/>	Sexual Orientation	<input type="checkbox"/>

PSe staff data  
HESA data

### Involvement and Consultation

# Kingston University London

## EQUALITY IMPACT ASSESSMENT REPORT

- *Outline of how staff and students were involved in the development of the assessment area or will be involved in the resulting actions*
- *Details of consultation undertaken to develop actions*

- The Staff Disability Network
- Issues brought to the Equality Unit by disabled staff or staff with dyslexia
- Discussions with the Disability and Dyslexia Support Service
- Meeting with Kingston Centre for Independent Living
- Discussions with Occupational Health
- Review of practices in other Higher Education Institutions
- Review of Equality Challenge Unit publications

### Summary of Findings

*(Result of investigation of evidence, involvement and consultation including examples of existing good practice and how proposed actions will be disseminated)*

- 1. Findings reported in Annual Report 2006/2007.** In 2006/7 2% of Academic & Research salaried staff and 3% of General & Professional salaried staff disclosed disabilities. This is a similar picture to higher education institutions in London and the South East and the national picture presented in the HEFCE staffing report.  
However it should be noted that:
  - Since 2004-5, Kingston has seen an annual decrease in the proportion of staff disclosing a disability while the proportion of staff with dyslexia has increased.
  - Disability related recruitment and selection data has been not been captured fully to date.
  - Disabled people represent 19% of the working population (Labour Force Survey, June 2006)
- 2. IT Provision / Accessibility / Support.** There is no-one on the University staff who can be identified as a contact for supporting disabled staff with their IT needs. There is a member of staff who works with students and has been very co-operative but, as the need to refer to this person has become more frequent and the issues have grown in complexity, it has become apparent that there is a lack of provision. There is no existing audit of software available to staff which outlines accessibility options available to users of available packages – such as Hitachi Starboard, and no-one identified with the relevant knowledge to assist.
- 3. Disability and Dyslexia Provision.** There is no existing information portal in place to guide a member of staff or their line manager to support within the University if they want to disclose a disability or require an assessment for a specific learning difference. There is an operational Occupational Health Unit within the University and a strategic Equality Unit as well as HR Advisers. Employees requesting support do not know which person to go to and there has been little formal co-operation between these units to facilitate the sharing of information to the benefit of the disabled employee.
- 4. Separate recording of absence related to disability.** The University does not record sickness absence and absence related to disability separately.

# Kingston University London

## EQUALITY IMPACT ASSESSMENT REPORT

Best practice would seem to indicate that this is preferable and can reduce the risk of discrimination on the grounds of disability.

5. **Training.** All staff should receive training in the implications of the Disability Discrimination Act and how it affects them as an employee or manager at the University.
6. **Communication or reported disability.** There is no formal system in place to facilitate the sharing of information between department/faculties, with the permission of the disabled member of staff, in order to facilitate putting reasonable adjustments in place.
7. **HR Policies and Procedures.** Policies and procedures need to be assessed to ascertain whether they effectively meet the needs of our disabled staff and take account of the duty to make reasonable adjustments
8. **Provision Statement.** As no central information is available to assist staff and managers, it is recommended that a Provision Statement be drafted, collating where assistance can be found or supported within the University, including making an application to Access to Work.
9. **Improve Disclosure.** The sector has produced recent advice on improving disclosure rates of disabled staff and collecting and using that information. It is recommended that the University uses this information to improve its own disclosure
10. **Two Ticks Symbol.** Signing up to this government backed scheme shows a commitment to improving the prospects of disabled people. It requires a commitment to provide relevant training to staff as one of its core principles. Nearly 40 universities are already signed up. It is recommended that the University sign up.
11. **Equality Contact in each faculty/department.** To promote good practice and act as a local contact and information source, it is recommended that each department and faculty has a named person who would also sit on the Equality Advisory Group.
12. **Establish central budget for adjustments and assessments.** The use of localised budget to support reasonable adjustments and fund assessment for learning differences could deter staff from coming forward as they could be aware of the implications of their own needs on their budget. Central budgets, for this purpose, are being considered in HEIs and have been implemented in some places already. Sector advice is due out this March.

<b>Review Date:</b>	10 March 2011
---------------------	---------------

# Kingston University London

## EQUALITY IMPACT ASSESSMENT REPORT

Actions / Recommendation				
Issue	Action Required	Responsible Dep / Fac	Executive Lead	Target date
<b>IT Provision / Accessibility / Support</b>	Identify where need is not being met and how it could be provided. Submit proposal.	HR/IS/ADC	Nick Rogers	September 2010
<b>Disability and Dyslexia Provision</b>	Continue recent work in Equality Unit to put a system in place to deal with assessment requests and support with applications for Access to Work funding.	HR	Nick Rogers	September 2010
<b>Separate reporting of absence related to disability –</b>	Collate evidence to support the need and submit proposal	HR	Nick Rogers	September 2010
<b>Disability in Employment Training</b>	Work with relevant departments, faculties and providers to design and deliver appropriate training to staff as staff member, manager or service/education provider.	HR	Nick Rogers	September 2010
<b>Communication of reported disability</b>	Continue joint project work with Client Partner, HR Adviser and Occ Health to improve information sharing across departments to facilitate the provision of reasonable adjustments for disabled staff	HR	Nick Rogers	September 2010
<b>HR Policies and Procedures –</b>	Assessment of our policies and procedures to ascertain whether they effectively meet the needs of our disabled staff and take account of the duty to make reasonable adjustments	HR	Nick Rogers	July 2012
<b>Provision Statement</b>	<ol style="list-style-type: none"> <li>1. Develop overarching provision document / statement</li> <li>2. Develop specialist guidelines for each</li> </ol>	HR	Nick Rogers	September 2010

# Kingston University London

## EQUALITY IMPACT ASSESSMENT REPORT

Actions / Recommendation				
Issue	Action Required	Responsible Dep / Fac	Executive Lead	Target date
	stage of the staff lifecycle for managers 3. Develop specialist guidelines for each stage of the staff lifecycle for employees			
<b>Improve disclosure –</b>	Work with guidance from Equality Challenge Unit to improve disclosure.	HR	Nick Rogers	July 2011
<b>Two Ticks Symbol</b>	Ascertain implications on training and recruitment and draw up proposal for implementation	HR	Nick Rogers	July 2011
<b>Equality Contacts in each faculty/department</b>	Draw up working proposal for implementation	HR	Nick Rogers	July 2011
<b>Central budget for Disability support</b>	Conduct sector research and submit proposal	HR	Nick Rogers	September 2012

# Kingston University London

## EQUALITY IMPACT ASSESSMENT REPORT

<b>Date:</b>	10 March 2010
--------------	---------------

<b>Authorised by</b>	Nick Rogers
----------------------	-------------