



**QUEEN'S
UNIVERSITY
BELFAST**

DISABILITY ACTION PLAN

2021-2026

April 2021



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Foreword by Registrar and Chief Operating Officer

Queen's University Belfast is committed to the promotion of equality of opportunity and to creating and sustaining an environment that values and celebrates the diversity of its staff and student body, in pursuance of the principle of equality of opportunity which was enshrined in the University's Charter of 1908.



For many years, supporting staff and students with disabilities and long-term conditions at Queen's University has been a key priority. Equality, Diversity and Inclusion will be at the heart of our University Strategy 2030, as we support both students and staff to study and work at Queen's.

This more detailed action plan reflects our ongoing commitment to ensuring Queen's remains a safe, welcoming and supportive environment for staff, students and visitors with disabilities and/or long-term conditions.

This plan outlines our objectives and planned activities for the next five years, providing us with an ambitious set of targets which we believe will embed and mainstream our disability duties throughout the University's operational decisions and activities, whilst we work to achieve our strategic priorities in an increasingly challenging environment.

Like the greater population, in the last few years we have seen an increase in the numbers of people who have disclosed or acquired a mental health related disability.

As a University, we have committed significant investment in this area to support the positive mental health of both our staff and our students and we will continue to invest in resources to ensure we support those persons with a disability.

In March 2021 we launched [#QUBeWell](#) which demonstrates our commitment to supporting positive mental health; working with partner organisations to develop the mental health support services available to staff and students, delivering bespoke training and awareness sessions and launching a new e-Learning programme on Mental Health.

Recent times have witnessed monumental change and created a challenging environment for staff and students alike. Like many other organisations, we are adapting to working in this new world.

Remote working has brought both accessibility challenges and opportunities for individuals with disabilities. While we have identified a number of benefits regarding accessibility through technology, there are also concerns about isolation and lack of social interaction. There is a greater and much needed focus on Mental Health associated with the increased anxiety and stress this period has brought for a lot of people.

As we adapt, we will continue to support staff and students with disabilities – whether by providing information, training and advice to support and guide our staff and line managers on how to best support staff and students with disabilities, or by continuing to provide access to our new and developing buildings and infrastructure.

We will continue to work to enhance the representation and participation of persons with a disability in the University through the Disability Forum and our Staff Disability Network. We will also commit to an increased focus on digital accessibility to ensure that the tools and content we use online, to work and to teach, are accessible.

This will ensure that we are providing a modern, accessible and rewarding environment for our people, and enabling them to develop to their full potential in a culture which they enjoy.

This plan has been developed following engagement and consultation with our own Disability Forum, which represents the interests of both staff and students with disabilities in Queen's, and with Trade Union representatives (UCU, Unite, and NIPSA).

However, a key aspect of this plan is the embodiment of a shared commitment throughout the Queen's community. Each of us in the Queen's community will be supported to ensure that what we do and how we do it removes barriers and inequalities in public life and working practices for staff, students and visitors.

Through these objectives we seek to ensure that consideration for our disability duties, promoting positive attitudes towards persons with a disability and encouraging

participation by disabled people in public life are at the heart of all our activities, decision-making and planning.

Joanne Clague
Registrar and Chief Operating Officer

Introduction

A disability is defined as “a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities”.

Under Section 49A of the Disability Discrimination Act 1995 (DDA 1995) as amended by Article 5 of the Disability Discrimination (Northern Ireland) Order 2006, the University is required, when carrying out its functions, to have due regard to the need to:

- Promote positive attitudes towards disabled people; and
- Encourage participation by disabled people in public life (“the disability duties”).

Under Section 49B of the DDA 1995, the University is also required to submit to the Equality Commission a Disability Action Plan showing how it proposes to fulfil these duties in relation to its functions.

This plan reflects our ongoing commitment to ensuring Queen’s remains a safe, welcoming and supportive environment for staff and students with disabilities.

Objectives

The University is committed to effectively implementing the disability duties and this Plan.

The following objectives have been identified:

1. To mainstream and embed accessibility and inclusion duties across the University (page 17)

2. To increase representation and visibility of people with disabilities and long-term conditions within the University (page 19)

3. To enhance the experience of people with disabilities and long-term conditions working, studying and visiting the University (page 28)

4. To enhance the physical and digital accessibility and inclusiveness of the University for people with disabilities and long-term conditions (page 34)

Resources

Queen's University Belfast is committed to the promotion of equality of opportunity and to creating and sustaining an environment that values and celebrates the diversity of its staff and student body, in pursuance of the principle of equality of opportunity which was enshrined in the University's Charter of 1908.

The University is committed to allocating reasonable, additional resources (in terms of time, people and money) required to implement this plan and where appropriate, build objectives and targets relating to the disability duties into corporate and annual operating plans.

Support

The University is committed to creating an inclusive environment and seeks to ensure that students with a disability or long-term condition have equitable access as far as reasonably possible to all aspects of University life.

Our aim is to provide prospective and current students and staff of the University with appropriate information relating to disability issues, and to outline the relevant resources and services available at Queen's. Our commitment to supporting students with disabilities is set out in our [Student Disability Policy](#).

Support – both internal and external - is available for students with disabilities.

Students with a disability or long term condition are encouraged to register with the [University's Disability Service](#) to ensure individual needs are assessed and relevant support recommendations are put in place for their chosen course of study and wider participation in University life.

The [Queen's University Student Support Fund Framework](#) can provide financial help to students whose access to higher education might be inhibited by financial considerations, or who, for whatever reason, including experience of a disability or long-term condition, face financial difficulties in meeting their living costs.

Further information on student support, including other forms of assistance, can be accessed by visiting the [Student Guidance Centre website](#).

Staff with a disability or long-term condition can access support through a number of internal and external options. Staff with a disability or long term condition are encouraged to disclose their disability when they apply for a role within the University, when they begin or employment, or when they acquire a disability or long-term condition during their employment so that they can best be supported.

The University [Occupational Health Service](#) can ensure that an individual's needs are assessed and that relevant reasonable adjustments can be explored to enable them to fulfil their role effectively.

Line Managers are often best positioned to understand an employee's role and how they can support staff with a disability or long-term condition. We support our line managers and provide [training, advice and guidance](#) to enable them to support staff effectively.

Staff can also seek support from [Human Resources Business Partners](#) and [the Diversity and Inclusion Unit](#).

The [Staff Disability Support Fund](#) is in place to help staff with a disability and can contribute towards the purchase costs of support such as various pieces of office equipment and software.

Further information on support available to staff can be accessed by visiting the [Supporting Staff with a Disability webpages](#).

Consultation

This plan was created in consultation with the University's Disability Forum, the group comprising of both staff and student representatives from all aspects of the University, responsible for disseminating good practice and promote disability awareness across the University, and in consultation with the Staff Disability Network and Trade Union representatives (UCU, Unite, NIPSA).

The University is committed to ensuring meaningful and effective public involvement and participation and is committed to supporting the sustained engagement of hard-to-reach groups and individuals in taking forward this plan.

The University will seek to ensure that those with disabilities are involved when implementing, delivering and reviewing the plan.

Internal and reporting arrangements

The University has appropriate internal arrangements in place through the Disability Forum to ensure that the action plan is successfully implemented.

Whilst the Plan is the responsibility of the University as an institution, the Disability Forum will have operational responsibility for ensuring the implementation of the plan and monitoring actions to consider the needs of disabled staff.

Members of the Disability Forum will provide updates on progress every 3 months.

An Annual Progress Report on the Disability Action Plan will be presented to the University Operating Board and Standing Committee of Senate, and once approved, submitted to the Equality Commission each year. At this stage, new performance indicators and positive action measures may be added to the Disability Action Plan.

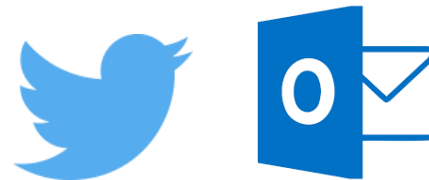
The University will also carry out a five-year review of this plan and/or the Annual Progress Reports submitted to the Equality Commission. This will ensure the alignment of Section 75 and disability duties.

Communication

The University will seek to ensure effective communication of the plan to staff and students and will provide access to appropriate information, training and guidance.



A Communications Plan which will set out how the University will seek to use a variety of channels to effectively communicate this plan and associated guidance to staff, students and beyond.



The plan, and our commitments under it, will be referenced at all relevant staff training and awareness events to ensure that we continue to communicate our responsibilities, and the activities we have committed to achieving relating to the above objectives.

We will continue to communicate with our stakeholders to ensure that we at the University, understand and are committed to our responsibilities to embed and mainstream our disability duties into all decisions and activities.

How the plan will be published

After the Disability Action Plan is formally submitted to the Equality Commission for Northern Ireland, any feedback will be incorporated and the final plan, and it will be communicated across the University to all staff and student using all relevant communication platforms and published on the Queen's University website (www.qub.ac.uk).

The University will maximise all social media channels and internal communication media outlets to ensure that all staff and students are informed, and members of the Disability Forum will communicate locally within their Faculty/School/Directorates to ensure publication is communicated.

It will also be made available in different formats from the University's Diversity and Inclusion Unit (see page 43 for contact details) and be disseminated to key external stakeholders through a variety of communication channels.

Review of previous plan & key achievements

Under the Disability Discrimination Act 1995, the University has undertaken a number of previous measures to promote positive attitudes towards disabled people and to encourage their participation in public life.

The University's Section 75 Annual Progress Report details some of the achievements regarding the implementing of the previous Disability Action Plan.

There are many examples of imaginative good practice in existence around the University, some of which are outlined below.

Promoting positive attitudes towards disabled people

- Queen's University Disability Forum (meets quarterly);
- Queen's University Inclusive Employment Scheme (see pages 10-13);
- Section 75 Action Based Plan;
- Think Difference, Act Differently Online Training package for Queen's University Staff (mandatory for all staff); and
- Progressive workplace policies.



Encouraging the participation of disabled people in public life

- QUB Inclusive Employment Scheme (see below);
- Section 75 Action Based Plan;
- Advocacy services including [Queen's University Disability Services](#) who help students arrange support within their chosen course and the wider University community;
- [Queen's University Disability Advisors](#) who can help students arrange support packages based on assessed needs and designed according to the requirements of their course of study and the resources available.



They are responsible for promoting disability awareness among staff within their own school; providing advice and support to students within their school who may be experiencing academic difficulties as a result of

their disability and referring students to other support services within the University;

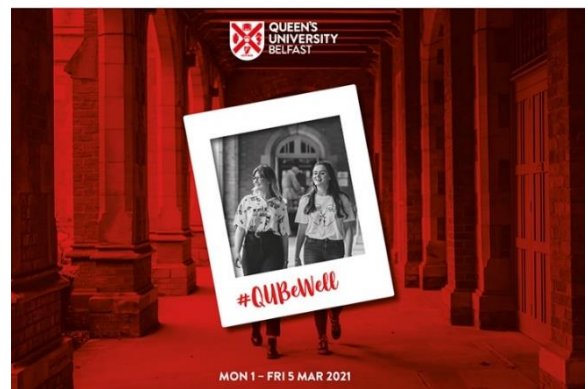
- Queen's University Support Providers trained in Electronic Note Taking who can provide discreet support to students with hearing losses by live streaming notes to the student's device;
- Encouraging and supporting students with a disability to represent the University and the Students' Union at external events or to external organisations;
- Creating opportunities for people with disabilities through providing access to

programmes and facilities in order to encourage participation in physical activity; and

- Offering access to AccessAble for all staff, students and visitors to the University which provides guides to help staff, students and visitors to get to and around our sites and buildings more easily by providing detailed information regarding physical accessibility; and



- Providing access to a Disability Support Fund which allows QUB staff (who have disclosed their disability) to apply for funding to purchase various pieces of equipment to assist them when carrying out their work.
- In March 2021 we launched [#QUBeWell](#) which demonstrates our commitment to supporting positive mental health and sets out our vision for a Healthy Campus. We are currently developing our [#QUBeWell Mental Health & Wellbeing Framework](#) with staff and students to develop a whole university approach to student and staff wellbeing and create a learning environment and organisational culture that enhances the health, wellbeing and sustainability of its community and enables people to achieve their full potential.



Queen's University Disability Support Fund

Over the last few years, the University has received numerous applications by staff for additional support.

Every application has been supported through financial assistance from the **Disability Support Fund** (*staff can also apply to their Schools for such assistance*) which has helped pay for a range of equipment and support such as:

- Specialist eye-tests;
- Sign Language interpreter;
- Height adjustable desks;
- Adjustable chair;
- Touch screen laptop;
- Apple iPad and pencil;
- Laptop; and
- Specific computer software.



In addition, the Disability Support Fund has also contributed towards specific resources related to Covid-19 which have enabled employees with disabilities to work from home safely and effectively.

Queen's University Belfast Disability Forum

The Disability Forum comprises representatives from each Faculty and Directorate in addition to specific representatives from Student Disability and Wellbeing and the Diversity and Inclusion Unit, and those staff within University areas responsible for accessibility.

The Forum is chaired by the Head of Student and Academic Affairs and the Head of the Diversity and Inclusion Unit and both staff and students with disabilities are represented on the Forum.

The Disability Forum meets quarterly to review monitor progress against the University's Disability Action Plan and consider the needs of, and the issues affecting, staff and students with disabilities at the University.

Staff Disability Support Network

The University is committed to creating an inclusive and supportive environment for all its staff and works to ensure that it treats all individuals fairly and with dignity and respect. With that in mind, the University has created a support Network for those staff who have a disability or long-term condition.

The Staff Disability Support Network provides a voice for staff with disabilities and long-term conditions, and it is hoped that this network can provide an opportunity for staff with disabilities and long-term conditions to be represented and participate in University life.

A key aspect of our Disability Action Plan (2021-2026) is to support the network and encourage a Disability Network nominee to attend Disability Forum in order to provide feedback on how the University can encourage and support greater representation and visibility of people with disabilities and long-term conditions throughout the University.



Queen's University Belfast Inclusive Employment Scheme

The Queen's University "Inclusive Employment Scheme" ("the scheme") was launched by the then Minister for Employment and Learning Dr Stephen Farry on 29 May 2014.

The scheme is currently supported by the Department for Communities previously the Department for Employment and Learning) and affords persons with a disability with a placement in various schools and directorates throughout the University.

The scheme is a great opportunity for those who have been unable to get work, or have had to leave work because of a disability, to develop skills and gain valuable work experience. It has been identified as an example of best practice by the Department of Employment and Learning and the Equality Commission for Northern Ireland.

Taking part in the scheme enables participants to gain the experience and confidence they need to then go on and gain paid employment, and some participants have gained full time employment as casual clerical officers and technicians within the University. In some cases, it has also facilitated the work experience aspect of those participants completing various college courses.



*QUB Electronics Technician and Inclusive Employment Scheme **Paul Coulter**
with his two IES participants **Patrick Hackett** and **Warren Morrison***

To date we have hosted just under 60 placements around the University in various posts including Clerical, Technical, Operational and IT, and the experience has proven to be a very worthwhile opportunity both for the individuals involved and the host departments.

In previous years, the University has worked with organisations such as Disability Action, Triangle Housing Association, the Cedar Foundation and Ulster Supported Employment Limited (“USEL”), Action Mental Health and The Orchardville Society to provide placements to participants.

Feedback from University staff, support workers and participants in the scheme has been very positive:



2019 Inclusive Employment Scheme participant Peter McCullough with his Supervisor Lesley Whyte (School of HAPP) and Leeann Matchett from the Diversity and Inclusion Unit

“My colleagues have been welcoming and friendly from the outset. I feel appreciated and valued. I am awarded many opportunities to develop and learn new skills...

In addition to learning new skills, my confidence is improving and I feel ready to return to employment.”

Peter McCullough, a participant in the 2019 QUB Inclusive Employment Scheme, supported by Action Mental Health.

“[Peter] has been extremely adaptable, and eager to keep busy when he is with us... and we try to ensure that we give Peter a variety of tasks, including those which will help him advance his skill set in order to build on his experience and enhance his future employability.

Peter has proved to be a great team member and his positive attitude is going to make him a great asset to any employer”

Lesley Whyte (QUB Clerical Officer, School of History, Anthropology, Philosophy and Politics).

Unfortunately, in 2020 we were unable to commence our sixth year of the scheme but we hope as restrictions ease and we return to campus, we will be able to offer these placements to individuals, subject to NI Executive guidance.



QUB Employment Inclusive Employment Scheme participants, support workers and Queen’s staff at an induction event at the University in March 2020

For further insight into the Queen’s University Inclusive Employment Scheme, you can read the testimonies provided by previous scheme participants [Jamie Davison](#) and [Suzie Leech](#).

Proposed Action Measures

<u>Objective 1: Mainstream and embed accessibility and inclusion duties across the University</u>					
ALL					
Measure	Actions/Initiatives	Frequency and/or Timescale	Responsibility	Outcome	Notes
Mainstream new or identify existing disability duties into local area plans, decisions and actions	Each member of the Disability Forum (DF) to take responsibility for identifying how to incorporate positive action measures into their local area plans	Every 3 months	Each member of the Disability Forum Senior Management All staff providing services in Professional Services, and the Learning Environment	Each member of disability forum to provide tangible evidence of how disability duties have been mainstreamed into their local area plans – every three months	Each member of the disability forum to identify any obstacles/challenges in local areas in advance of any DF meeting Include updates on training and support offered through support services
	Each member of the Disability Forum to consider whether there are examples of good or best practice already being carried out locally, and which			Process to ensure support and compliance to support every service provider in Professional Services and the learning environment Promotion and embedding of accessibility in University	

	could constitute a positive action measure under this plan			policies, guidance and structures, supported and lead by senior management.	
Develop, communicate and operationalise an effective Disability Action Plan (DAP) that underpins the University's responsibility and commitment to enact disability duties into its strategic and operational decisions and activities	Consult, draft and agree DAP in-conjunction with members of University's Disability Forum Communicate finalised DAP across relevant University committees, staff and student communication platforms and host as a live document on EDI section of University Website	Upon approval, annually	Diversity and Inclusion Unit DASA MRCI SUVP Equality and Diversity Each member of the Disability Forum	Publication of DAP online (QUB website), maximising all social media channels and internal communication media such as Team Brief, Staff Round Up etc. Each member of DF to communicate locally in their Faculty/School/Directorate	Each member of the disability forum to identify further ways this could be communicated to increase awareness and visibility

Objective 2: Increase representation and visibility of people with disabilities and long-term conditions within the University

STAFF

Measure	Actions/Initiatives	Frequency and/or Timescale	Responsibility	Outcome	Notes
Improve the applicant journey for potential staff with disabilities and long-term conditions	1. Inclusion of welcoming statements sat various key stages of the applicant journey to encourage and support prospective employees to disclose a disability or long-term condition	Identify key actions for each stage of the applicant process.	HR Business Partnering Internal Recruitment Team Diversity & Inclusion Unit	Include welcoming statements at each stage for all applicants	1. Advertisement 2. Application 3. Interview 4. Letter of Offer 5. Induction
	2. Ensure digital and physical job advertisements and recruitment information include a clear welcoming statement for prospective staff with disabilities and long-term conditions that promote disclosure and outline the University's	2021 and Ongoing	HR Business Partnering Internal Recruitment Team	Include welcoming statement on both digital and physical recruitment advertisements Make digital and physical recruitment	

	<p>commitment to equality of opportunity</p> <p>3. Ensure recruitment and job advertisements and information is available in accessible formats</p>		Diversity & Inclusion Unit	information available in accessible formats	
	<p>4. Identify opportunities to promote the experiences of current staff registered with disabilities or long-term conditions at recruitment events and during recruitment outreach activities to encourage prospective staff disclosure</p>	4 times per annum	Internal Recruitment Team	Four activities/ outreach initiatives aimed at encouraging prospective staff with disabilities or long term conditions e.g. careers fairs, mock interviews, site visits.	
	<p>5. Ensure all Interview Panel attendees receive appropriate training to ensure they understand the University's commitment to equality of opportunity and</p>	2021	HR Business Partnering Internal Recruitment Team	Create training resources/ module which educates panel members on requests for reasonable	

	support applicants and prospective staff with disabilities or long-term conditions		Diversity & Inclusion Unit	adjustments and disability duties as part of the selection process, and reasonable adjustments in relation to the employment lifecycle.	
Establish and develop a Disability Network Group for staff	<ol style="list-style-type: none"> 1. Identify a chair and vice chair for the group 2. Advertise and promote launch of group to raise awareness and encourage growth of membership 	2021	Diversity and Inclusion Unit HR Business Partners All School/ Faculty/ Department leads	Establishment of Staff Disability Network Terms of Reference for Staff Disability Network established Chair and Vice-Chair appointed Minimum 3 meetings per year	

				<p>Grow membership from 10-20 people with disabilities (physical, mental and emotional)</p> <p>Host an awareness event to promote the Network</p>	
<p>Enhance the representation and participation of staff with disabilities and long-term conditions in University life to inform and influence decisions</p>	<ol style="list-style-type: none"> 1. Identify a Disability Network nominee to attend Disability Forum 2. Disability Network to provide feedback to Forum on how the University can encourage and support greater representation and visibility of people with disabilities and long-term conditions 	<p>2021 and Ongoing</p>	<p>Disability Network members</p> <p>Head of Diversity and Inclusion</p>	<p>Nominate representative to attend Disability Forum</p> <p>Effective feedback mechanism established, and used by members</p>	

<p>Provide opportunities for persons with disabilities and long-term conditions to participate in work experience</p>	<ol style="list-style-type: none"> 1. Continue to participate in the annual QUB Inclusive Employment Scheme (IES) 2. Consider the feasibility of paid placements as part of the Inclusive Employment Scheme 3. Maintain and further develop the QUB Inclusive Scheme for people with a disability or long-term condition in conjunction with the Department for Communities' (DfC) and appropriate support groups 	<p>Ongoing</p>	<p>Diversity and Inclusion Unit</p>	<p>Participate in the annual QUB IES, annually</p> <p>Report on the feasibility of paid placements as part of the IES by 2021</p> <p>Consider further opportunities to develop the scheme</p>	
	<ol style="list-style-type: none"> 4. Work with external partners to develop and participate in additional schemes and initiatives which provide persons with disabilities and long-term condition work experience opportunities 	<p>Ongoing</p>	<p>Diversity and Inclusion Unit</p>	<p>Participate in the Employ Autism Scheme</p> <p>Consider further opportunities for persons with disabilities and</p>	

				long-term conditions	
STUDENTS					
Measure	Actions/Initiatives	Frequency and/or Timescale	Responsibility	Outcome	Notes
Improve the applicant journey for potential students with disabilities and long-term conditions	1. Inclusion of welcoming statements at various key stages of the student applicant journey encouraging prospective students to disclose a disability or long-term condition		Admissions and Access Service Student Recruitment Disability Services	Include welcoming statement on both digital and physical prospectuses Digital and physical prospectuses available in accessible formats Work with Student Recruitment Teams to provide resources and promote support available to students (GB, NI &	Four key stages: 1. UCAS/DAP application 2. Letter of acknowledgement of application 3. Letter of Offer E+R

				<p>International). E.g. Fund for Students with Disabilities (FSD) and Student Support Fund (SSF).</p> <p>Share information about disability disclosure and accessibility with feeder schools/colleges/careers teachers to encourage student disclosure of disability</p> <p>Engage international students to minimise apprehension and support disclosure</p>	
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	<p>2. Ensure digital and physical prospectuses include a clear welcoming statement for prospective students with disabilities and long-term conditions that promote disclosure and outline the University's commitment to equality of opportunity</p> <p>3. Ensure prospectus and course information is available in accessible formats</p>	2022	MRCI		
	<p>4. Promote the experiences of current students registered with disability services at open day and transition events to encourage prospective student disclosure</p>	4 times per annum	DASA – Student Disability Services		

	5. Increase higher education opportunities for prospective students with disabilities and long-term conditions through targeted WP initiatives	2 times per annum	DASA – WPU and Disability Services	Deliver 2 targeted WP initiatives, per annum	
Enhance the representation and participation of students with disabilities and long-term conditions in University life to inform and influence decisions	1. Engage students with disabilities and long-term conditions in roles of influence across the University e.g. School Reps, Sabbatical Team, Peer Mentors, Disability Forum, etc.	Annually	Students Union DASA	Grow percentage of students with disabilities and long-term conditions in roles of influence by 10%	
	2. Appoint a part-time Student Disability Officer in SU Sabbatical Team to represent the views and interests of Students with disabilities and long-term conditions	Annually	Students Union	Appointment of Part-Time Student Disability Officer	

	3. Appoint a full-time SU VP for Equality to represent the views and interests of students with disabilities and long-term conditions	Annually	Students Union	Appointment of full time SU VP for Equality	
Promote positive attitudes towards inclusion and accessibility amongst staff and students	1. Hold an event that celebrates and recognises students with disabilities and long-term conditions in line with International Day of Persons with Disabilities	Annually	Students Union DASA – Disability Services	Host an event on International Day of Persons with Disabilities	
	2. Positively promote the profiles of staff and students with a disability or long-term condition in marketing and communication materials	Ongoing	MRCI	Include at least one profile of staff or student with a disability or long-term condition in each major university publication	

Objective 3: Enhance the experience of people with disabilities and long-term conditions working, studying and visiting at the University

STAFF

Measure	Actions/Initiatives	Frequency and/or Timescale	Responsibility	Outcome	Notes
Develop and enhance the provision of support for current staff with disabilities and long-term conditions	1. Continue to administer and promote the Disability Support Fund	Ongoing	Diversity and Inclusion Unit	Monitor and report on number of requests and support provided Consider trends in requests for support to determine future training and planning for support	
	2. Work with external partners to deliver specific training regarding	2 times per annum	Diversity and Inclusion Unit	Deliver 2 sessions annually with	E.g. Employers for Disability

	disabilities and long-term conditions, to educate and support staff, students and visitors			Employers for Disability	
	3. Analyse staff surveys to identify areas for improvement to support staff with disabilities or long-term conditions	Annually	Organisational Development Unit Diversity and Inclusion Unit	Publish high level results from staff survey and agree action plan for future initiatives, as appropriate	
Ensure the needs of staff with disabilities or long-term conditions are identified and accommodated to support their employment at the University	<p>1. Ensure all Line Managers are adequately supported to support applicants and prospective staff with disabilities or long-term conditions</p> <p>2. Inclusion of specific training on disability considerations and the duty of providing reasonable adjustments as part of People</p>	2021	Organisational Development Unit HR Business Partners Diversity and Inclusion Unit	<p>Deliver one session per People Manager Essentials Programme which considers disability duties</p> <p>Develop enhanced resources for Manager Toolkit</p>	

	<p>Manager Essentials Training</p> <p>3. Provide Manager resources which include specific information on supporting and managing staff with disabilities (e.g. Sickness Absence Toolkit)</p>				
	<p>4. Consider the feasibility of implementing an Adjustment Passport for staff</p>	<p>2021</p>	<p>HR Business Partnering Unit</p>	<p>Report on feasibility of Adjustment Passport for staff with disabilities and long-term conditions by April 2021</p>	<p>Adjustment Passport: a live record of adjustments agreed between staff and their manager to support employees at work because of a health condition, impairment or disability</p>
	<p>5. Review the University's redeployment process to improve the process by which staff with a</p>	<p>2021</p>	<p>HR Business Partnering Unit</p>	<p>Working with colleagues, develop suggestions for</p>	

	disability or long-term condition are provided with suitable alternative redeployment			improvements, by April 2021	
STUDENTS					
Measure	Actions/Initiatives	Frequency and/or Timescale	Responsibility	Outcome	Notes
Develop and enhance the provision of support for current students with disabilities and long-term conditions	1. Continuous review and improvement of Disability Services CRM which is the key system for managing the delivery of supports to students from registering with the service, to assessing their needs and enacting reasonable adjustments.	Ongoing	DASA – Disability Services		
	2. Work alongside colleagues in Ulster University and DfE to review and improve the provision of Disabled	2021	DASA – Disability Services		

	Students Allowance (DSA) for students with disabilities and long-term conditions				
	3. Continue to support peer support groups for specific cohorts of students	Ongoing	DASA – Disability Services		
	4. Seek feedback from students registered with DS in relation to disability support 5. Monitor satisfaction levels and maintain for incoming year	April 2021 and Annually	DASA – Disability Services		
VISITORS					
Measure	Actions/Initiatives	Frequency and/or Timescale	Responsibility	Outcome	Notes
Ensure the needs of visitors with disabilities or long-term	1. Include welcoming statements on all visitor/delegate booking forms to support	Ongoing	MRCI - Eventus	Create an Inclusive Events Checklist by May 2021	

<p>conditions are identified and accommodated to support their engagement and experience of the University</p>	<p>disclosure of a disability or long-term condition and onward identification of needs to support their visit to the University</p> <p>2. Create an Inclusive Events Checklist for all events held in University Faculties</p>			<p>Publish checklist and make available to staff as part of any event planning</p>	
<p>Ensure marketing communications materials and engagement activities reflect the diversity of the staff and student body</p>	<p>1. Ensure communications and engagements activities and materials are available in other formats, including subtitles</p> <p>2. Create portfolio of diverse images which can be used throughout University communications</p>	<p>Ongoing</p>	<p>MRCI</p>	<p>Create portfolio of diverse images which can be used throughout University communications</p> <p>Communicate and encourage use of diverse images to users</p> <p>Grow percentage use of images in</p>	

				printed/digital documents featuring positive images of disabled people by 10%	
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Objective 4: Enhance the physical and digital accessibility and inclusiveness of the University for people with disabilities and long-term conditions

ALL

Measure	Actions/Initiatives	Frequency and/or Timescale	Responsibility	Outcome	Notes
Ensure adherence to the new Digital Accessibility Guidelines	1. Continuously review University website and associated webpages, ensuring necessary updates are taken to align compliance with guidelines		Information Services		
	2. Ensure compliance with WCAG 2.1	2023 and every three years	Information Services		
	3. Ensure compliance of the Canvas Platform with WCAG 2.1, reflecting compliance level in the VLE Accessibility Statement	2021 and Ongoing	VLE Supplier Instructure - liaising with System Owner in DASA	Update Accessibility Statement when required Continue to communicate with	

				Instructure on accessibility	
	4. Develop accessibility support for learning systems outside of Canvass VLE	2022	Information Services	All learning systems to have accessibility built into both the procurement and support features	
Continue to ensure compliance with, and develop staff understanding and delivery of, online accessibility	<p>1. Continue to provide support and resources to enable staff to embed accessibility across all teaching programmes on Canvas VLE</p> <p>2. Continue to provide support and resources to enable staff to embed Universal Design for Learning (UDL) across all teaching programmes.</p>	2021 and Ongoing	DASA - Centre for Educational Development ISS / Original learning recording owners	<p>All modules in Canvas reaching an Accessibility Score of (at least) 65% by end of 2021 (BB Ally institutional Report)</p> <p>Engagement by Schools with Accessibility training including: Online Accessibility Toolkit course,</p>	

	<p>3. Continue to provide support and resources to enable staff to embed accessible teaching through other digital platforms such as Teams etc.</p> <p>4. Support original learning recording owners to ensure transcripts/close caption text files are coordinated and made available to students without Note Takers.</p> <p>5. Through the new Education Strategy (2030) have accessibility at the core of curriculum development and delivery</p>			<p>Virtual training sessions etc.</p> <p>Support Academic advisors to disseminate accessibility information and support for staff.</p> <p>Ensure compliance with Accessibility Checklist for Course Content</p> <p>Ensure business owners provide accessibility guidelines for digital learning tools</p>	
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				<p>Develop template resources/slide deck for staff which can be used to develop accessible online resources</p> <p>Ensure Note Takers are provided with the requisite access and permissions to Live lectures and lecture recordings to ensure that students with Note Takers continue to receive the support they are entitled to.</p>	
<p>Enhance the physical accessibility of the University for</p>	<p>1. Continuously review and update provision of the AccessAble App</p>	<p>2021</p>	<p>Estates – Facilities Management</p>	<p>Grow registered users by 20%</p>	

<p>staff, students and visitors to QUB</p>	<p>2. Continue to promote the AccessAble App to service users</p>		<p>Each member of the Disability Forum</p>	<p>Meet with stakeholder groups to review offering and current engagement</p> <p>Analyse the University's website to embed suitable referral links</p> <p>Consider the feasibility of QR code link to AccessAble on all visitor information (e.g. campus maps and signage)</p> <p>Continue to promote the guide to students, staff and visitors</p>	
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				<p>Develop a dedicated hub page for the University on www.AccessAble.co.uk.</p> <p>Consider Virtual Access Guides – A visual 360-degree immersive tour through a building or route, highlighting and embedding key accessibility information throughout.</p>	
	3. Continue to undertake Personal Emergency Evacuation Plan (PEEPs)	Ongoing	Diversity and Inclusion Unit		

	review for all staff and students with mobility impairments.		Estates – Fire Safety		
	4. Continue to ensure that the University, where possible and reasonable to do so, ensures that the physical infrastructure and systems are in place and maintained to comply with the DDA codes of practice.	Ongoing	Estates – Facilities Management		
	5. Continue to communicate information on accessibility	Ongoing	All Staff, web content users and creators of communications and promotional materials		
Become a JAM Friendly Organisation	1. Register and promote JAM friendly business status to staff, students and visitors	2021	Student Officer for Equality and Diversity	SU JAM Friendly Business Status achieved 2022.	

	<p>2. Communicate Queens' commitment to becoming a JAM Friendly organisation to all staff and students</p> <p>3. Relevant staff to complete JAM online disability awareness training</p>		Diversity and Inclusion Unit	<p>Campus Food and Drink JAM Friendly Business status achieved by 2022</p> <p>Advertise JAM Friendly Business status at all Campus Food and Drink outlets</p> <p>QUB registered as JAM friendly business on JAM app</p>	
Develop resources to support staff, students and visitors to support accessibility and inclusiveness	<p>1. Develop an online learning resource to enable staff, students, and visitors to develop their ability to communicate with the deaf</p>	February 2021	The Language Centre	<p>Develop and publish learning resource by February 2021</p>	

Partner Organisations



Contact details

Contact details for this plan are as follows:

The Diversity and Inclusion Unit
People and Culture Directorate
Queen's University Belfast
Administration Building
Level 4
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BT7 1NN

Phone: 02890 973039

Email: eqdiv@qub.ac.uk

www.qub.ac.uk/directorates/HumanResources/EqualityandDiversityUnit

Twitter: @QUBEQualDiverse

HR Hub (for all general queries)

Phone: 02890 973000

Email: hrhub@qub.ac.uk

<https://www.qub.ac.uk/directorates/HumanResources/hr-hub/>

HR Business Partners

<https://www.qub.ac.uk/directorates/HumanResources/about-people-and-culture/contacts/>

Student Disability Office

Phone: 028 9097 5250

Email: disability.office@qub.ac.uk

Student Wellbeing Office

Phone: 028 9097 2893

Email: studentwellbeing@qub.ac.uk

The Needs Assessment Centre at Queen's University

Phone: 028 9097 5062

Email: nac@qub.ac.uk

The Register of Support Providers at Queen's University

Phone: 028 9097 3610

Email: nmhregister@qub.ac.uk

<https://www.qub.ac.uk/directorates/sgc/disability/>

Twitter: @QUBWellbeing

Alternative formats

This document is available in alternative formats including

- Large font
- CD
- Braille
- Main minority ethnic languages
- DAISY
- Easy Read
- Electronic version

Please contact the University's Diversity and Inclusion Unit if you require the document in one of these formats.

Useful links

- Action Mental Health: www.amh.org.uk
Twitter: @amhni
Facebook: www.facebook.com/AMHNI/
Tel: 028 9182 8494
- Attention Deficit Disorder NI (ADD-NI): www.addni.net/
Email: hello@addni.net
Facebook: www.facebook.com/addni.childrenscharity/
Tel: 028 9020 0110
- Autism NI: www.autismni.org/
Email: info@autismni.org
Twitter: @AutismNIPAPA
Facebook: www.facebook.com/AutismNI/
Tel: 028 9040 1729
- Carers Northern Ireland: www.carersuk.org/northernireland
Email: info@carersuk.org
Twitter: @CarersUK
Facebook: www.facebook.com/CarersNI/
Tel: 028 9043 9843
- Disability Action: www.disabilityaction.org
Email: hq@disabilityaction.org
Twitter: @disabilityni
Facebook: www.facebook.com/disabilityaction
Tel: 028 9029 7880
- Employers for Disability Northern Ireland: www.efdni.org/
Twitter: @EFDNI
Tel: 028 4062 4526

- Equality Commission for Northern Ireland: www.equalityni.org
Twitter: @EqualityCommNI
Tel: 028 9050 0600
- Inspire Wellbeing: <https://www.inspirewellbeing.org/>
Email: hello@inspirewellbeing.org
Twitter: <https://twitter.com/InspireWBGroup>
Facebook: <https://www.facebook.com/InspireWBGroup>
Tel: 0800 389 5362
- Mencap NI: www.mencap.org.uk/northern-ireland
Email: helpline.ni@mencap.org.uk
Twitter: @Mencap_NI
Tel: 028 9069 1351
- Mindwise: www.mindwisenv.org/
Twitter: @MindwiseNV
Facebook: www.facebook.com/MindWisenv
Tel: 028 2323 9040
- Orchardville Society: www.orchardville.com
Email: info@orchardville.com
Twitter: @orchardvillesoc
Facebook: www.facebook.com/pages/The-Orchardville-Society
Tel: 02890 732326
- Queen's University Belfast Disability Services
Email: disability.office@qub.ac.uk
Web: www.qub.ac.uk/directorates/sgc/disability/
Address: Student Guidance Centre, University Road Belfast BT7 1NN
Tel: 028 9097 2727
- Royal National Institute of the Blind: www.rnib.org.uk

Twitter: @RNIB

Facebook: www.facebook.com/rnibuk

Tel: 030 3123 9999

- The Cedar Foundation: www.cedar-foundation.org
Email: info@cedar-foundation.org
Twitter: @cedarfoundation
Facebook: www.facebook.com/CedarFoundation
Tel: 02890 666188
- Triangle Housing Association: www.trianglehousing.org.uk
Tel: 02827 666880
- Ulster Supported Employment Limited: www.usel.co.uk
Email: info@usel.co.uk
Tel: 02890 356600