

	2.3	Establish localised actions and reporting at faculty and departmental level.	Localised actions agreed and incorporated into Faculty & PSG EDI committee action plans. Regular reports to and from Faculty and PSG EDI committees. As well as update reports to Joint ED Committee	Short term AY 22/23 Dec 2022	HR EDI Team, Faculty and PSG EDI committee Chairs.	
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3. Staff Recruitment, Selection and Retention

Lack of disabled staff at all levels within the Institution, this needs redressing so prop. Disabled staff more in line with that of working age population. Recruitment and selection process that considers disability issues.	3.1	Accuracy of data - Ensure our systems (i.e., Agresso) are inclusive in terms of disability language/labels used and accessibility for staff with disabilities along with support for staff that require.	Updated accurate data DSN review off disability language on Agresso	Short term AY 22/23 Sept-Dec 2022	DEAP, DSN and HR Systems team.	Good quality quantitative data, provided to key committees, faculties, and directorates. Increase in the number of staff disclosing their disability.
	3.2	Campaign and guidance on 'monitoring of diversity staff data.' Building confidence so staff will disclose without fear of negative repercussions. To encourage reporting on Agresso (accurate data) with DSN email to members to 'opt-in' to disclosure and bi-annual all staff email to ask staff to review personal details. To then analyse the monitoring data to identify disproportionality and underrepresentation	Successful campaign or guidance developed. The advantages of disclosure and support available (e.g., Disability Leave) to be shared prior to invite to opt-in for disclosure/ update Agresso. Data on Agresso is kept updated.	Mid term AY 22/23 Jan 2023	DEAP, EE and EDI team, DSN	Increase in the % of Staff with disabilities ensuring it does not go down from the baseline
	3.3	Review person specifications and update guidance for recruiting managers to ensure no discrimination against people with disabilities. (e.g., to accommodate different previous career paths, gaps in employment due to disability).	Sample Person specifications reviewed, and any guidance updated and communicated to all recruiting managers.	Short Term	HR Team HRBP's	Increase in the number of people with disabilities applying and recruited to the University.

3.4	<p>Disabled staff visible in marketing materials/job adverts/university webpages along with positive action statement with regards to underrepresentation of people with disabilities within our staff profile (where necessary). Ensure Disability Confident Committed and the DSN is stated/included in adverts. Ensure we advertise in accessible formats.</p>	<p>Marketing material has portrayed positive images of staff with disabilities (affirmation model).</p>	<p>Short term</p>	<p><i>DSN, HR Talent attraction Manager and EE</i></p>
3.5	<p>Disabled staff represented in shortlisting and interview panels, where possible, especially where there are disabled applicants and for all senior roles with significant or relevant staff management responsibilities. Panel Chair to seek advice from DSN or staff with lived experience if no panel member available.</p>	<p>Diverse panels and update on guidance on recruitment panel composition.</p>	<p>Short Term</p>	<p><i>DSN, HR Operations team</i></p>
3.6	<p>Disabled applicants who meet the minimum criteria to be invited to interview (as per Disability Confident Committed Level 1).</p>	<p>Included in recruitment and selection guidance/policy.</p>	<p><i>On-going (monitor)</i></p>	<p><i>HR Operations team</i></p>
3.7	<p>Flexibility allowed – job-sharing, agile working, working from home, etc. all considered to avoid a disabled candidate being excluded</p>	<p>Included in recruitment and selection guidance/policy.</p>	<p><i>Links with action 3.3</i></p>	<p><i>HR Operations team & Chairs of recruitment panels.</i></p>
3.8	<p>Accessibility requirements requested (reasonable adjustments) as standard for all shortlisted applicants, advice provided to applicants (especially around neurodiversity) about our</p>	<p>Guidance on accessibility requirements and providing interview process for those that are neurodiverse within our recruitment and</p>	<p>Short Term</p>	<p><i>HR Operations team</i></p>

		selection and interview procedures.	selection policy/guidance.			
	3.9	Neurodiverse applicants are put at a disadvantage by asking questions at the Interview. Explore the possibility of giving Interview questions in advance for all shortlisted applicants, where one of the is neurodiverse or make it a practice to send to all applicants being interviewed irrespective of any applicants with a disability or not.	To be included in recruitment and selection policy/guidance	Short Term linked with action 3.8	HR Operations team & Recruiting Managers	
	3.10	As part of Induction for disabled staff, before they start or straightaway) signpost to support (where appropriate) to arrange follow-ups with OH/line managers and to arrange any required adjustments and training, etc. Transparent two-way communication with staff/line managers to avoid wasting time/confusion and ensure support is in place in a timely fashion.	To be included in checklist for Induction of new staff, as well as managers guidance developed by HROD	Short Term	HROD	
	3.11	To ensure we retain staff with disabilities and ensure a sense of belonging, training for line managers and staff in general to ensure greater consistency in support offered to disabled staff and how colleagues treat us.	Included in the relevant training for example workplace respect and dignity training	Short Term	HROD	
	3.12	Retention of staff – Review and amend the absence monitoring policy to establish absence in relation to disabilities is covered	Policy reviewed	Short Term	HR & DSN	

	3.13	Develop a reasonable adjustment passport for staff and students.	Reasonable adjustment passport produced.	Short Term	HR	
	3.14	Centralised fund and administration of reasonable adjustment requirements such as purchasing of equipment within HR (rather than departmental funding). Considering more consideration given to those with disabilities around returning to campus following pandemic, and flexibility in relation to working patterns.	Centralised administration set up with clear process and systems in place.	Short Term	HR	
	3.15	Set up a DSN Teams Channel for posting relevant information and opportunities by and for members, to bridge the gap between DSN meetings.		Short Term	DSN	
	3.16	Develop a 'Disability Confident' Web page, within EDI Web pages, accessible to all, which provides access to useful resources (e.g., policies, updates, relevant websites, etc.) and is a central source of guidance for disabled staff and line managers.		Short Term	DSN & EDI team	
	3.17	'Mental Health Matters' campaign – Incorporated into Well-being strategy /workstream		Short Term	Wellbeing team (Claire Dickens)	
	3.18	Working towards Disability Confident Level 2 (currently Level 1) to inspire confidence in prospective staff and better support existing staff.		Long Term	DSN & EDI team	

<p>We are stuck where we are, little opportunities for progression and promotion, significant barriers – others produce excuses why we cannot do jobs with more responsibility due to misunderstanding of what we can achieve. There are such low expectations of what disabled people can do.</p> <p>How to provide an accurate picture, with staff who acquired a disability later in life, after major career progression has taken place (past experiences of these members of staff are significantly different to those who are disabled throughout their career)</p>	4.1	Organise workshops/seminars/events/communications where Senior staff with disabilities share experiences – e.g., DSN/My Career Journey talks, Inclusivity Matters and podcast etc. – to empower others and challenge misconceptions (also explore mentoring opportunities)	Several Events and communications organised with large number of participants.	Mid /Long term	DSN & EE	Progression/ promotion opportunities inclusive of disabled staff and supportive of applications.
	4.2	Produce and analysis data to compare promotion / progression average time and rates for disabled and non-disabled staff. <i>(Flexibility in role descriptions, equivalent skills and experience should be given equal status to more traditional requirements (e.g., PhD requirement for academic posts and promotion / progression person specifications)</i>	Data produced and analysed after each annual conferment.	After next Conferment 2023	HROD	
	4.3	Job shadowing available for staff (with aspirations to progress).		Long Term	Faculty and PSG EDI Committees	
	4.4	Leadership programmes within Faculties for academic and PSS staff that earmark so many places for those from groups under-represented within leadership (already happening FEHW)		Short Term	Faculty EDI Committees, DSN	
	4.5	Research Fellowship offer for those from under-represented groups. -Part Research Concordat		Long Term	Researcher Development Sub Committee	
	4.6	Review and reconsider the exemptions form that goes		Long term	DEAP &DSN	

	4.7	<p>alongside research banding and promotion exercises to cover long and short-term disabilities. (Disabilities do not necessarily lead to long term periods of absence and disruption but can cause day to day short term disruption that will impact the individual's ability to progress)</p> <p>All roles to be available as job-shares to accommodate those unable to work full-time due to disability/caring responsibilities. LINK TO 3.3</p>		Long term		
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5. Training and Staff Development

<p>Staff level of understanding around disability is unknown, however, there continues opportunities to increase understanding in working with students and fellow colleagues who identify with different disabilities.</p>	5.1	<p>Specific sessions on a multitude of disabilities (including MH) at inclusivity and other conferences organised by universities.</p>		Mid Term	Inclusivity lead	<p>Understand academic and central staff levels of knowledge in relation to disability to target key interventions.</p>
	5.2	<p>Ensure a simple process for accessing an autism diagnostic test in staff? LINK INTO REASONABLE ADJUSTMENT PASSPORT</p>				
	5.3	<p>All managers to receive continuous 'Disability Confident' training in supporting individuals with disabilities (designing reasonable adjustments with OH etc) and educated about the 'Disability Confident' Canvas page.</p> <p><i>(Create more inclusive and less stigmatising environments for all disabilities through continuous activities rather than reactive bolt on activities).</i></p>	<p>Standalone training produced and aspects incorporated into existing training and guidance.</p>	Mid-Long Term	HROD	

	5.4	Develop educational tools in relation to working with students who have Tutor Awareness Sheet (particularly with Faculty Enabling Tutors –(FET's)	Educational tools developed	Mid Term	DEAP	
6. Inclusive Decision Making						
Improve engagement by power sharing relationships and collaboration between senior management and the Disabled Staff Network (DSN) and its members.	6.1	Promote, support, and engage Disabled staff by encouraging them to join the DSN. Involve the Network in delivering and monitoring the DE action plan.		Short Term	DSN	
	6.2	Promote the concept of 'nothing about us without us' for all actions. By making sure that disabled staff are consulted, and their views are represented in all strategies, policies, and decisions.		On-going	University Secretary & Business Planning team	
	6.3	Establish a university CPD training, education and development programme based on the affirmation model of disability for all decision-making committees.		Long term	HROD, University Secretary and DSN	
7. Addressing and reporting Disability harassment and Institutional culture						
	7.1	Review of existing policies, procedures, and guidance (identified by DSN) through Disability lens. As well as monitoring and ensuring compliance with them.	Policies identified and reviewed.	Mid Term	HR and DSN	Reduction in the number of discrimination and harassment cases for disabled staff reporting.
	7.2	Simplified document with guidance for Disabled staff on support available as well as policies and procedures on reporting issues related to their disability.		Short Term	HR & DSN	Increase in the sense of belonging of disabled staff thru staff surveys.

	7.3	Monitor Incident reporting tool and provide report on issues reported related to disability. Including data analysis to understand the level of disability bullying and harassment	Yearly report on disability discrimination and harassment cases (numbers)	Long term	EDI team	
	7.4	Monitor grievance reporting from disabled staff and action taken.		Long term	HR	
	7.5	Training – what is disability discrimination, bullying and harassment. Also, Ally training- Inviting staff to be ‘allies for disability’ by being an ‘active’ rather than ‘passive’ bystander, challenging micro-aggressions, etc.	To be incorporated into existing training.	Long term	HROD	
	7.6	Creating an ‘advocacy directory’ within the DSN wherein members commit to be an advocate for other disabled staff and receive mentoring/training accordingly.		Short Term	DSN	

8. Closing Gaps for Disabled students in attainment, progression, and employability (linked to University APP and Inclusivity Framework)

	8.1	Data Analysis to ascertain where the attainment, progression and employability and measures of success gaps are based on specific disabilities.		Long term	APP	
	8.2	Analyse Progression to PG study data for staff with disabilities.		Long term	APP	
	8.3	Develop actions as a result of the data analysis above that are not already covered by APP work streams.		Long term	DEAP	

9. Increasing Disabled students' sense of belonging and Intersectionality both UG and PG

<p>9.1</p>	<p>Provide networking offering opportunities for Disabled students. For example, by supporting the liberation officer for disability who is working with disabled students through focus groups to organise events and consultations.</p>		<p>Short Term</p>	<p>Liberation Officer for Disabled students</p>	
<p>9.2</p>	<p>Sign posting across the university including on-line about support mechanisms for disabled students. As well as using existing communication modes.</p>		<p>Short Term</p>	<p>DSAS (SSW)</p>	
<p>9.3</p>	<p>Ensure Induction covers more than Student Support and Welfare (SSW). For example, focusing on the needs of students with neurodiversity with relevant course teams.</p>		<p>Mid Term</p>	<p>HROD</p>	
<p>9.4</p>	<p>Course consultative meeting's agenda to have disabled student voice.</p>		<p>Mid Term</p>	<p>Course leaders</p>	
<p>9.5</p>	<p>Showcase of disabled student success as achievements (use positive imagery) in our communications and publications.</p>		<p>Long term</p>	<p>EE</p>	
<p>9.6</p>	<p>Provide support and training to Faculty Enabling Tutors (FETS) so that they can continue to work with students with disabilities to increase their sense of belonging. Ensuring</p>		<p>Long term</p>	<p>DSAS (SSW) Faculty EDI committees</p>	

		consistency of approach and capturing 'good practice. Peer mentoring or alumni mentoring				
10. Access, reasonable adjustments						
	10.1	To develop Guidance/check list for Managers and Estates and Facilities staff to cover: <ul style="list-style-type: none"> • Access – due to the topology of our campuses, flexibility is needed for those with mobility issues and staff should not be expected to travel between buildings where they cannot. • ensure equipment required by disabled employee is available at all sites. 	Guidance/check list for Managers and Estates and Facilities staff developed.	Mid Term	HR & Estates and Facilities	
	10.2	Develop a Reasonable Adjustment passport. This will include guidance on: <ul style="list-style-type: none"> • Timely decisions on RA i.e., within 2 weeks • Line manager support from HR or similar where needed for implementing reasonable adjustments • “Reasonable” to be clearly defined for staff in advance (soft systems methodology) • Central support and funding for diagnosis and RA suggestions for dyslexia, ASC etc. Accessible and known systems to use for staff • For Medical / assessment reports ensure RA passport is what employer requires 	Include within reasonable adjustment policy/passport (AP:3.10). Centralised administration set up with clear process and systems in place (AP:3.11).	Short Term	HR	

		rather than medical details (staff equivalent to a TAS).				
	10.3	Promote awareness of the Sunflower scheme and Autism Alert Cards.		Short Term	DEAP & DSN	
	10.4	Create designated 'quiet' rooms on campus for those who need are experiencing sensory overload.		Long term	Estates and Facilities	
	10.5	Review of leave policy to incorporate disability leave (for assessment, rehabilitation, etc.) to ensure absences are not recorded as sick leave.		Short Term	HR	
	10.6	Re-introducing Cancer policy and support group		Short Term	HR	
	10.7	Explore having Staff equivalent to disability advisors to assist staff who are unsure what RA they need.		Long term	DEAP	

Version 5: 12/10/2022

Short Term – 1-6 Months

Mid Term – 6-12 Months

Long Terms – 12 Months