



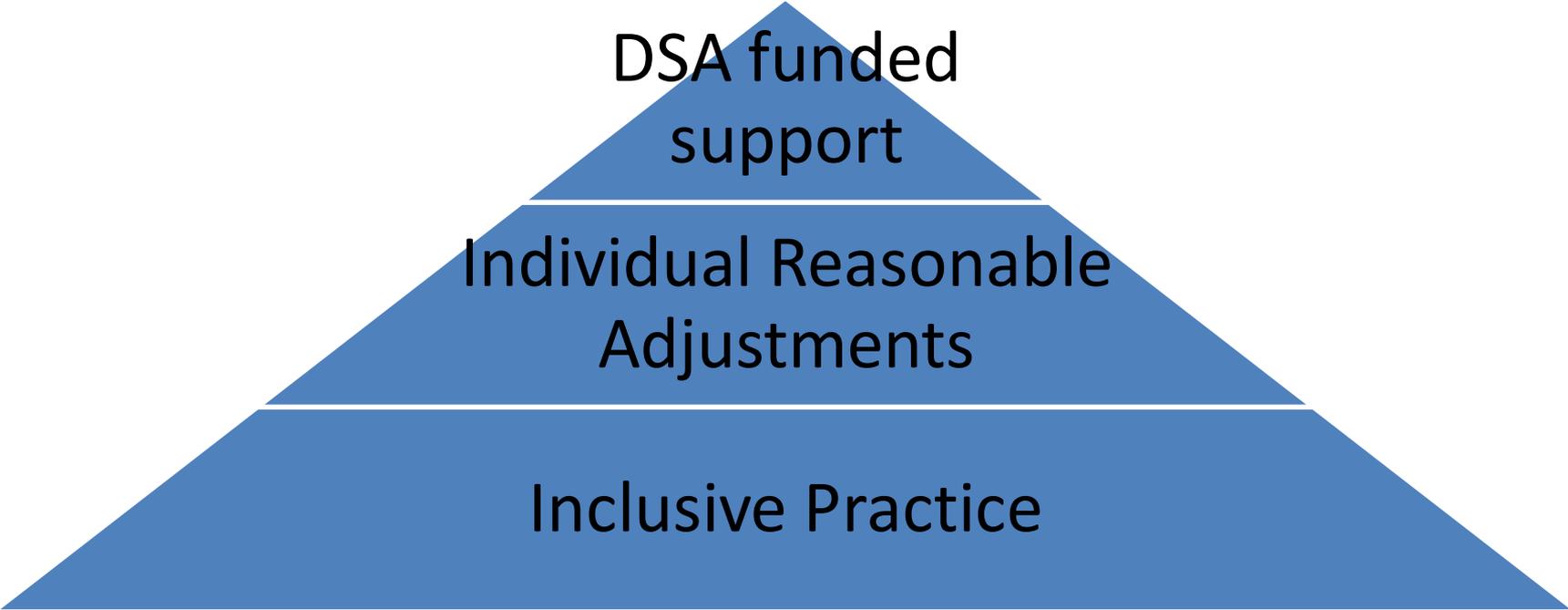
# Disability Enhancement Programme (DEP)

De Montfort University

# Background

- BIS Stated that the main purpose of the changes to DSA was for HEI's to 'properly comply' with their duties under the Equality Act.
- This influenced DEP but the scope was wider

# What Compliance Looks like.



DSA funded  
support

Individual Reasonable  
Adjustments

Inclusive Practice

# Fairness

- The Equality Act allows for students to be treated more favourably than their peers.
- The **onus** is always on HEPs to justify their approach rather than on individuals justifying the need for an adjustment.

# What Does the Equality Act (EA) require?

- **Not** about ameliorating disadvantage.
- Providing access to the resources and benefits of study which approximates to that of non-disabled students.
- Apply to all university provisions including assessment and curriculum design.
- What is 'reasonable' is determined by all the circumstances of a case. (A checklist approach is not appropriate).

# Why a Strategic Approach was Needed

- Under the Equality Act each HEP has a ‘responsible body’ – Board of Governors or equivalent.
- The responsible body has corporate responsibility for compliance with the Equality Act,
- Each Member of Staff has personal responsibilities (and potential liability).
- Without a strategic approach there is a heavy reliance on personal opinion.

# Implementation

- Two year University wide Strategic Programme
- Senior Responsible Officer (part of our Executive Board)
- Programme Director (Supporting SRO, and has specific expertise in the area)
- Project Manager to support coordination of activities

# Interlocking Projects (workstreams)

- Library and Learning Services
- Assistive Software
- Disability Support
- Marketing and Communications
- Accommodation
- Political and Legal (virtual workstream)
- Universal Design for Learning (UDL)

# Library and Learning Services

- Most commonly used assistive software made available, and annual review process
- Assistive Technology Officer post created
- Accessible format service and DMU resource list
- Six bookable study rooms developed
- Ask and Collect service

# Disability Support

- Established a DSA assessment centre on campus (DMU-CAN).
- Review of non-specialist non-medical helper provision, and proposals around ways to facilitate in future.
- Recruitment of 4 new members of staff for the DAS team to lead design of inclusive approaches in Dyslexia (2 posts), Autism, and Co-occurring conditions.

# Marketing, Communications and Recruitment

- Review of information in prospectuses, Applicant Guide and other publications.
- Designed approach to Open Days including consideration of learning support arrangements and bespoke tours.
- Communication plan developed to students / staff in relation to developments.

# Accommodation

- Review of 'accessible' provision
- Established 'quiet themed' accommodation  
(Consideration of needs associated with ASD, Mental Health and other disabilities).

# Virtual Workstream

- Kept DEP focussed on Equality Act requirements. (With reference to the technical guidance).
- Development of disability policy including what is required re anticipatory and individual adjustments
- Development of quick resolution appeals process in relation to reasonable adjustments.

# Universal Design for Learning

## Teaching and Assessment (UDL)

- Review of validation of all courses.
- On line and face to face training for academics.
- DMU Replay – lecture capture.
- Review of professional bodies assessment requirements.

# Measures of Success

- No students have used the new appeals process
- Cost of individual support reduced from £5.2m to £120,000
- Huge uptake of DMU replay
- Praise from UUK, HEFCE and Dfe

# Additional Reading

- Equality Act Technical Guidance for FE / HE:  
<https://www.equalityhumanrights.com/en/publication-download/equality-act-2010-technical-guidance-further-and-higher-education>
- DfE 'Inclusive Teaching and Learning in Higher Education as a route to excellence':  
<https://www.gov.uk/government/publications/inclusive-teaching-and-learning-in-higher-education>

