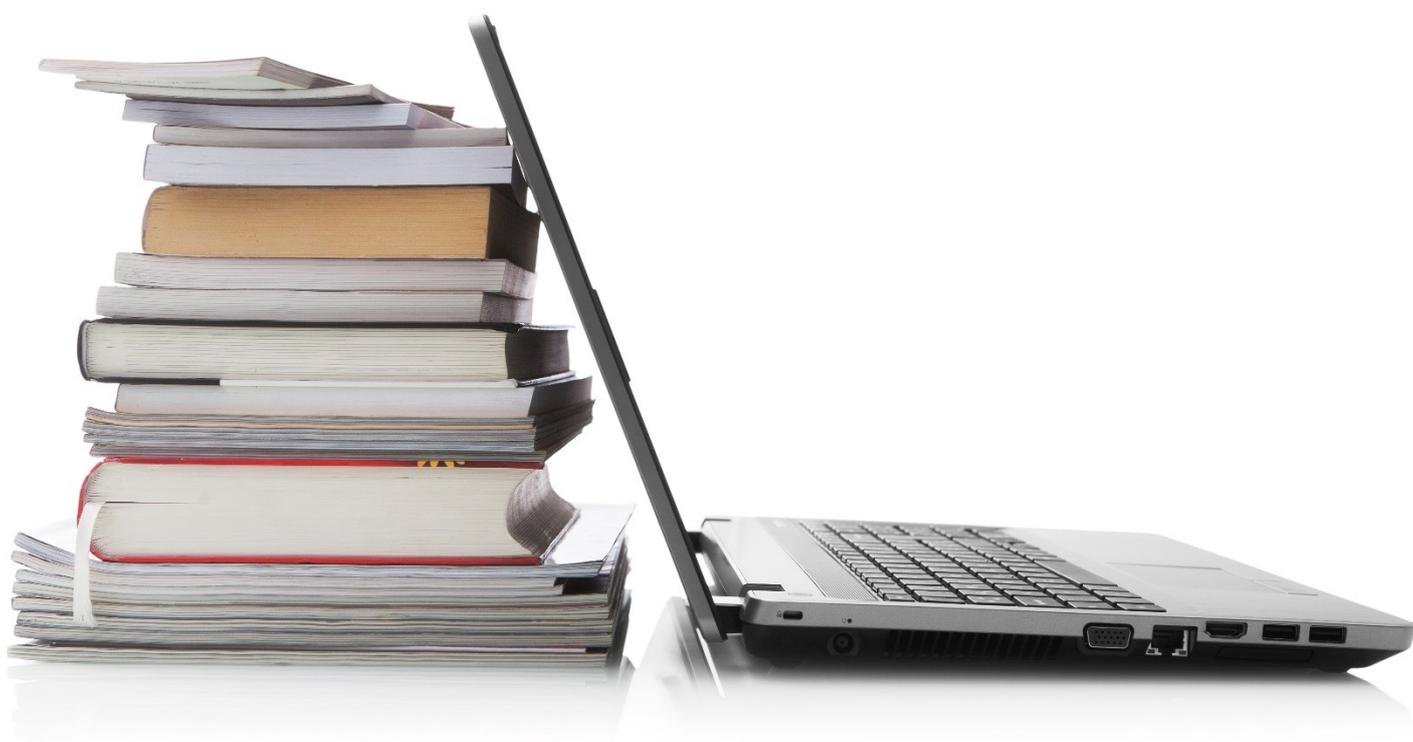


# **Student Disability Service Annual Report 2015-16**



**Challenging attitudes. Mainstreaming equality.**

## **University of Edinburgh Student Disability Service**

**Our Vision:** Challenging attitudes. Mainstreaming equality.

**Our Mission:** Supporting students with impairments to fulfil their academic potential. Working with academics and other University colleagues to support them to create an accessible learning and teaching environment.

**Our Values:** Contributing to an equal and positive learning experience.  
Communicating with staff, students and others.  
Professional and effective.

### **The Student Disability Service supports students by:**

- Arranging pre-application visits
- Assessing students' requirements – with each student
- Assessing assistive technology needs
- Liaising over building adaptations
- Producing individual Learning Profiles, detailing adjustments and support
- Matching students with student support assistants such as notetakers
- Screening for specific learning difficulties and referring on for assessment
- Negotiating exam arrangements
- Liaising with academics on student support and adjustment implementation
- Supporting students to apply for funding
- Supporting students with temporary impairments which impact on study
- Working strategically to mainstream accessible and inclusive learning
- Promoting disability issues via the Student Disability Committee.



# **Student Disability Service Annual Report 2015-16**

## **1. Summary of impact of service activities from the previous academic year**

### **1.1 Update on actions and impact in relation to service priorities outlined in 2014/15 annual report.**

#### **Schools liaison and institutional engagement**

Student Disability Service (SDS) liaison work continues. Communication was initiated with all Schools, with the aim of developing engagement with Heads of School, Coordinators of Adjustments, Personal Tutors, and with colleagues in support services.

The SDS Director worked with colleagues via the Learning and Teaching Committee to further embed and extend the Accessible and Inclusive Learning Policy. SDS are participating in the University's Lecture Recording project (to have 80% of our lectures online 2-3 years) with procurement and implementation stages.

The Principal instigated a review of disability provision in March 2016, with a focus on the estate and the non-implementation of recommended support/adjustments. The review panel, convened by Professor Jane Norman will report and make recommendations by February 2017. SDS submitted a reflective analysis and staff input to the review panel.

#### **External impact**

Processes are in place to accommodate the changes to Disabled Students Allowance (DSA) for English domiciled students, ensuring equity for all disabled students.

SDS is now registered as a provider of non-medical personal help with the new quality DSA Quality Assurance Group (DSA QAG) quality assurance framework. Applies to English domiciled students.

SDS was again successfully validated by the Scottish government as a centre for assessing the needs of students for Disabled Students Allowance (DSA).

#### **Service efficiency and effectiveness**

Steady progress has been made on the IT systems restructure project to enhance and streamline student and academic communication, specifically of learning profiles. Phase One (finance systems) is on track for completion by March 2017.

Frontloading service provision is now in place, with recruitment of more sessional staff and increased number of evening appointments. Several core staff have moved to flexible working patterns, which freed up space for sessional use.

This and further appointment management and planning have reduced waiting times somewhat but not completely. The lack of physical space adversely affects SDS's ability to provide a more timely service.

## 1.2 The Student Disability Service (SDS) was asked to action as follows. Update after each question.

- **In conjunction with the Student Surveys Unit, attempt to understand the variations in feedback across the internal/external survey and implications for both surveying methodology and service effectiveness.**

The SDS Director contacted the Surveys Unit in February 2016 and initial discussions took place, outlining the request from QAC. The Surveys Unit undertook to follow up. No response has been received. This may be as the Edinburgh Student Experience Survey (ESES) has been suspended pending further review. No further action taken by SDS.

- **Continue ongoing work to understand “acceptable” waiting times and managing student expectations and report on developments.**

This has progressed and been included in the SDS annual plan and key performance indicators (KPIs), relevant extract below:

<b>KPI/Objective</b>	Monitor (on 2 weekly basis) waiting time for: 1. Initial appointments (if feasible) 2. DSA needs assessments 3. Ed Psych/diagnostic assessments 4. Assistive Technology training 5. Mental Health Mentors 6. SpLd Tutors
<b>Purpose</b>	Establish benchmarks, delivering on acceptable waiting times as future KPIs.
<b>Metric/Target</b>	Establish maximum waiting time per appointment type
<b>2015/16</b>	Variable (0-4 weeks wait based on regular snapshots)
<b>2016/17</b>	Finalise KPIs for future years

- **Continue ongoing work for support of disabled online distance learners and report on developments.**

Assistant Director, Jan Gardiner represented SDS on the short-life Distance Education Task Group and produced an Equality Impact Assessment template to enable staff developing new ODL courses to ensure full accessibility. Feedback was received raising concerns around ensuring the accessibility of all course materials, particularly those not generated in house by the University.

The Task Group was suspended as two new Assistant Principals, Melissa Highton and Sian Bayne, were appointed with an online distance education remit. It was advised that the work of the Task Group was likely to be taken forward in a different way. No further communications have been received since the notification of the two new appointments (June 2016).

We are aware of ongoing issues regarding accessibility e.g. for students with a visual impairment.

## 2. Fit with strategic plan

### Key strategic goals, enablers and themes relevant to the Student Disability Service:

- Excellence in education
- People, infrastructure and finance
- Outstanding student experience
- Global impact
- Partnerships
- Widening equality and participation.

The Student Disability Service contributes to the University of Edinburgh's vision and strategic goal of "excellence in education" and works towards an outstanding student experience supported by our vision, mission, values and service delivery. The Service takes a strategic approach to inclusion and equality and actively works towards the mainstreaming of individual recommended adjustments within the curriculum.

The Director participated in the Mental Health Thematic Review and the University's Mental Health Strategy Group. SDS are involved with implementation and further work resulting from these initiatives including Support for Study panels, mental health training for Personal Tutors and revisiting the University's confidentiality policy with Records Management.

Our vision of "Challenging attitudes. Mainstreaming equality" reflects our aim to mainstream and embed equality for disabled students. We work in partnership with academic and other colleagues to support them to create an accessible learning and teaching environment. The University implemented our **Accessible and Inclusive Learning Policy** in 2013, which mainstreams seven areas of support previously recommended for disabled students:

[http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Accessible\\_and\\_Inclusive\\_Learning\\_Policy.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Accessible_and_Inclusive_Learning_Policy.pdf)

The SDS Director presented a review and update to the Learning and Teaching Committee in May, regarding the University's Accessible and Inclusive Learning Policy. A paper was submitted to the Central Management Group, but was superseded by the initiation of the Principal's Disability Review.

The **Equality Act** (2010) gives the work of the Student Disability Service (SDS) a legislative context which underpins the ethos and operational delivery of the service. Under the Equality Act, someone is considered to be disabled if they have a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.

Changes imposed by the UK government on entitlement to Disabled Students Allowance (DSA) for English domiciled students have impacted financially and been absorbed by the University.

The UK government continue to expect that Universities become more inclusive and stated that the sector has "**now had adequate time to understand and comply with**" the provisions of the **Equality Act** and "**that all reasonable adjustments are the legal obligation of the HE provider and the HE provider therefore needs to bear this cost, without additional public funding.**"

For information and context, the classification of disability type in higher education is covered by the Universities and Colleges Admissions Service (UCAS) codes:

**Table 1: UCAS classification codes**

Code	Description
A	No disability
B	Social communication impairment e.g. Asperger's syndrome/autistic spectrum
C	Blind/serious visual impairment uncorrected by glasses
D	Deaf/serious hearing impairment
E	Long standing illness or health condition e.g. cancer, HIV, epilepsy
F	Mental health condition e.g. depression, schizophrenia or anxiety disorder
G	Specific learning difficulty e.g. dyslexia, dyspraxia or ADHD
H	Physical impairment or mobility issues
I	Disability or medical condition not listed above
J	Two or more impairments or disabling conditions

## 3. Service usage figures

### 3.1 Total number and key statistics

In academic year 2015/16, **3,644** students disclosed a disability, **10.20%** of the total student population. This is an increase of over 9% from 2014/15.

This compares to the most recent "Equality in higher education – statistical report, 2015" (Equality Challenge Unit) statistics, which state that **10%** of students in the UK and **9.3%** in Scotland are known to have a disability.

#### Key SDS statistics at a glance...

- **9.1%** additional disabled students were supported in 2015-16
- **49% (1784)** have specific learning difficulties (mainly dyslexia)
- **16.5% (598) disabled** students disclosed mental health problems, up by **21%** on the previous year
- **6%** increase in the number of students on the autistic spectrum (95 students)
- **199** students (not entitled to DSA) supported via the Disabled Students Support fund (DSSF) - **£83,868** (spend up by 8%)
- Disabled students submitted **20%** of academic appeals (34 students), up from 12%
- **559** students seen by the Student Counselling Service and/or who attended workshops disclosed a disability
- SDS currently supports **139** online distance learners, up by **70%**.

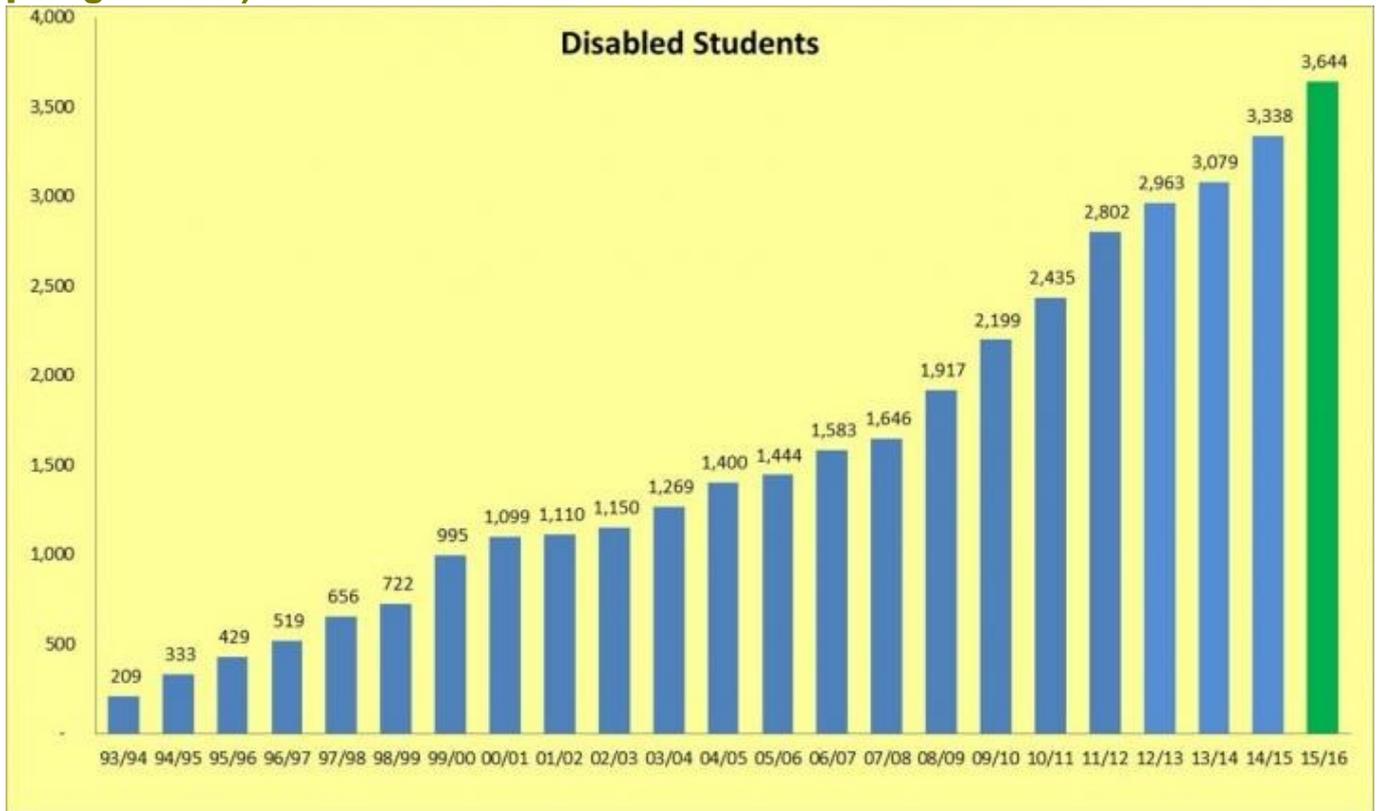
### 3.2 Academic appeals

**Appeals:** 20% of appellants had a declared disability (34 of 166 appellants). This has increased from 12% (17 of 143). This is a return to levels seen in 2013/14.

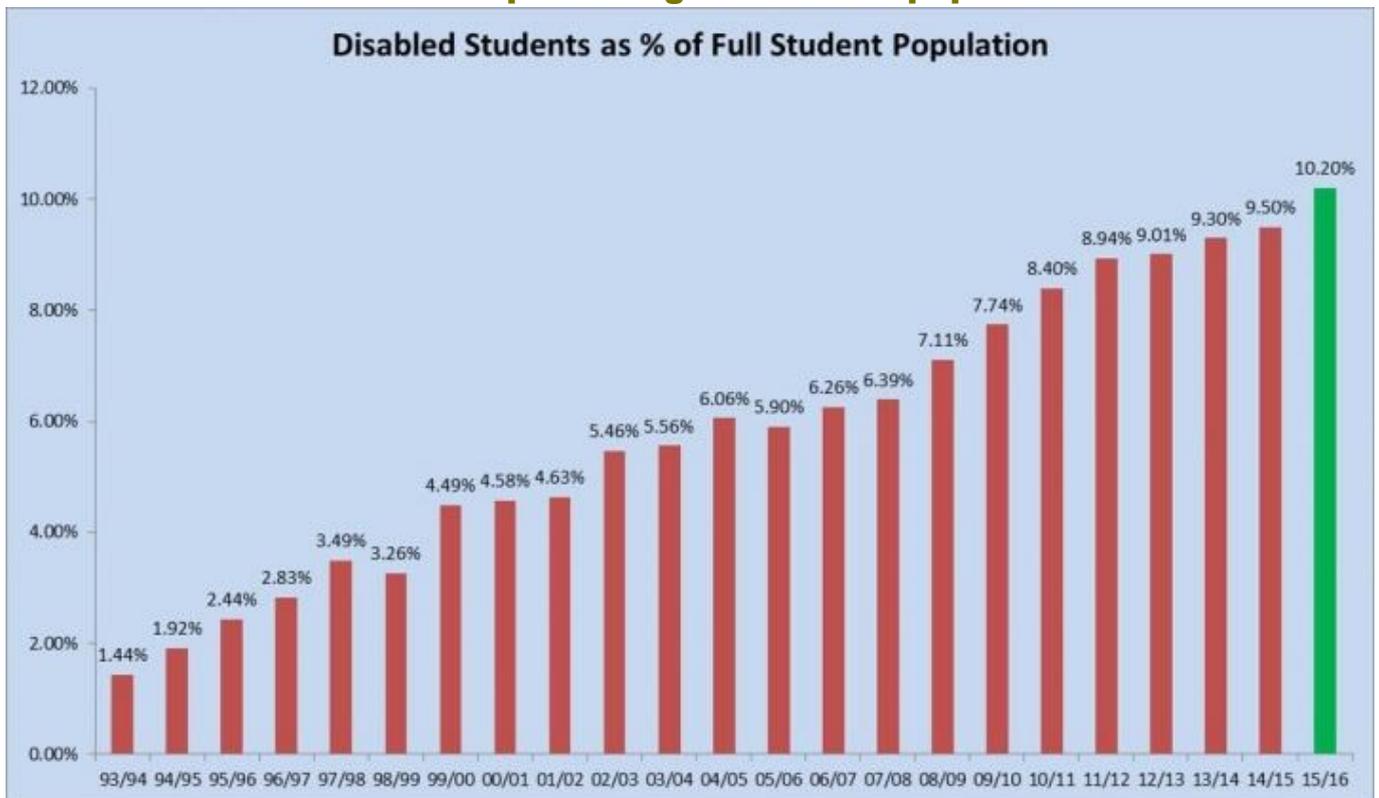
Breakdown by impairment:

UCAS code	15/16	16/17
Autistic Disorder	2	3
Learning Difficulty	7	16
Mental Health	3	9
Other Disability	1	0
Unseen Disability	2	3
Wheelchair/Mobility	1	1
Visual impairment	0	2
Multiple Disabilities	1	0

**Table 2: Number of students disclosing a disability (undergraduate and postgraduate)**



**Table 3: Disabled students - percentage of student population**



**Table 4: Breakdown of disabled students by College and School**

<b>College of Arts, Humanities &amp; Social Sciences</b>										
<b>School/Deanery</b>	<b>SpLD</b>	<b>Visual</b>	<b>Hearing</b>	<b>Mobility</b>	<b>Autism</b>	<b>Mental Health</b>	<b>Unseen</b>	<b>Multiple</b>	<b>Not listed</b>	<b>Total</b>
Business	62	-	1	1	2	10	20	2	12	110
Edinburgh College of Art	262	1	6	7	7	45	43	5	15	391
Divinity	32	-	1	4	1	16	8	5	4	71
Economics	50	-	1	2	2	8	13	-	5	81
Health in Social Science	35	3	4	2	2	9	26	3	13	97
History and Classics & Archaeology	121	4	6	5	10	36	27	11	21	241
Law	52	3	11	1	2	26	25	8	13	141
Literature, Languages and Cultures	102	6	7	2	9	80	54	6	22	288
Philosophy, Psychology & Language Sciences	103	4	-	9	5	50	43	11	20	245
Moray House School of Education	172	5	12	8	2	23	35	5	15	277
Social & Political Sciences	144	2	3	13	4	84	42	14	16	322
HSS General Degree or Visiting Student	42	7	6	10	5	41	23	10	28	172
<b>College Total</b>	<b>1,177</b>	<b>35</b>	<b>58</b>	<b>64</b>	<b>51</b>	<b>428</b>	<b>359</b>	<b>80</b>	<b>184</b>	<b>2,436</b>
<b>College of Medicine &amp; Veterinary Medicine</b>										
<b>School/Deanery</b>	<b>SpLD</b>	<b>Visual</b>	<b>Hearing</b>	<b>Mobility</b>	<b>Autism</b>	<b>Mental Health</b>	<b>Unseen</b>	<b>Multiple</b>	<b>Not listed</b>	<b>Total</b>
Medicine (SBCLS, SCSCS, SMCM)	63	-	2	2	-	7	15	3	13	105
Biomedical Sciences	55	1	2	3	1	20	17	2	7	108
Royal (Dick) School of Vet Studies	75	1	2	1	4	19	21	1	14	138
Clinical Sciences & Community Health	18	2	3	-	-	7	15	3	9	57
Molecular & Clinical Medicine	13	-	3	6	1	5	2	2	3	35
<b>College Total</b>	<b>224</b>	<b>4</b>	<b>12</b>	<b>12</b>	<b>6</b>	<b>58</b>	<b>70</b>	<b>11</b>	<b>46</b>	<b>443</b>
<b>College of Science &amp; Engineering</b>										
<b>School/Deanery</b>	<b>SpLD</b>	<b>Visual</b>	<b>Hearing</b>	<b>Mobility</b>	<b>Autism</b>	<b>Mental Health</b>	<b>Unseen</b>	<b>Multiple</b>	<b>Not listed</b>	<b>Total</b>
Biological Sciences	62	1	2	4	5	19	21	3	12	129
Chemistry	31	2	-	1	2	12	8	1	8	65
Engineering	81	-	2	2	3	19	26	3	6	142
Geosciences	112	2	2	4	5	21	29	4	15	194
Informatics	36	1	1	4	7	23	13	7	5	97
Mathematics	19	1	-	1	4	4	8	2	5	44
Physics and Astronomy	42	3	1	-	12	14	12	-	10	94
<b>College Total</b>	<b>383</b>	<b>10</b>	<b>8</b>	<b>16</b>	<b>38</b>	<b>112</b>	<b>117</b>	<b>20</b>	<b>61</b>	<b>765</b>
<b>Total for all Schools</b>	<b>1,784</b>	<b>49</b>	<b>78</b>	<b>92</b>	<b>95</b>	<b>598</b>	<b>546</b>	<b>111</b>	<b>291</b>	<b>3,644</b>
<b>Percentage students by impairment</b>	<b>49.0%</b>	<b>1.3%</b>	<b>2.1%</b>	<b>2.5%</b>	<b>2.6%</b>	<b>16.4%</b>	<b>15.0%</b>	<b>3.0%</b>	<b>8.0%</b>	

### 3.3 Numbers of disabled international students

Undergraduate					
	2011/12	2012/13	2013/14	2014/15	2015/16
EU	96	98	108	125	126
Overseas	208	266	293	305	314

Taught Postgraduate					
	2011/12	2012/13	2013/14	2014/15	2015/16
EU	45	68	34	34	51
Overseas	86	96	67	75	120

Research Postgraduate					
	2011/12	2012/13	2013/14	2014/15	2015/16
EU	25	30	30	27	38
Overseas	54	52	53	58	67

### 3.4 Annual footfall statistics (inc visitors to Student Counselling)

Year	No of visitors	Variation from previous year
2012-13	24,435	-
2013-14	27,163	+11%
2014-15	27,890	+3%
2015-16	27,254	-0.23%

## 4. Innovations and successes

### 4.1 SDS restructure

The Student Disability Service restructure has been in effect for over a year and is further embedded. The driver was to ensure that SDS is fit for purpose and able to respond effectively to growing student demand, within the limits of our budget and stresses on physical space. All of our Advisors now see any disabled student, regardless of impairment.

### 4.2 SDS planning process

A more structured approach to strategic and operational planning has been implemented.

Discussions between the Admin and Advisory teams resulted in a series of clear priorities for semester one, including:

- Number of students an Advisor is expected to see in a day, taking into account the growing complexity of student support, growing volume and email/phone/Skype work
- A new system "InTel" which clearly designates telephone traffic for daily follow up by Advisory staff in allocated timeslots.

### 4.3 Sessional staff/frontloading

Three sessional DSA Needs Assessors were employed to "frontload" the service at the start of semester one, enabling students to be seen more quickly and have their funded support in place earlier.

An additional five sessional Mental Health Mentors were employed in order to accommodate the ever increasing number of students disclosing mental health problems.

## 5. Business process developments/new ways of working

### 5.1 Process and systems review

A comprehensive review of SDS processes is ongoing, updating the systems the department uses to record and disseminate data on, for and to disabled students.

Phase One focusses on the financial and timesheet processes and Phase Two will focus on the student data, notes and adjustments. Priorities were determined by the level of risk of some current systems and to focus on a smaller area of work to better inform the more complex elements of Phase Two.

Phase One is in the development phase. It is expected that the new timesheet systems will be ready in early 2017 when we plan to trial with a few support assistants until the end of the academic year. Then we will switch to the new timesheet system completely for the academic year 2017/18.

Workshops for Phase Two have been scheduled with department staff and relevant school staff for this month and development work will take place over Semester Two and the summer with a view to going live for academic year 2017/18.

### 5.2 Changes to the Disabled Students Allowance (DSA)...

...for English domiciled students and the resultant new quality assurance system have impacted on SDS process. The University is currently picking up costs towards the first £200 towards a computer for disabled English students (although only 11 students took up this offer in 2015/16 and seven so far in academic year 2016/17), ensuring equitable provision with Scottish and EU/International peers.

The University also funds current provision for non-medical helpers, e.g. manual note takers and proof readers which DSA no longer supports for English domiciled students.

### 5.3 Shadowing/exchange visits...

...have taken place to promote mutual understanding to enhance the student experience. This includes reciprocal visits with staff from Student Recruitment and Admissions (SRA), Institute for Academic Development and the Exams Office.

## 6. User communications and feedback

The following three key consultation mechanisms measure the overall effectiveness of the Service:

### 6.1 The Student Disability Service annual student evaluation

Key points from June 2016 report:

- Response rate significantly down from 17% to 11% (385 students)
- Satisfaction (satisfied or very satisfied) rate 77%, down from 82% last year, although if “neutral” response is included, satisfaction increases to 89%
- Dissatisfaction rates up slightly
- 48% of students report implementation of all adjustments in all courses (up by 1%)
- Awareness of the Accessible and Inclusive Learning Policy (up by 1% to 56%).

In answer to our additional question for the University's Disability Review, the response was "How can the UoE enforce adjustments to be made in all areas for all students?"

## 6.2 The Edinburgh Student Experience survey (ESES)

ESES ratings signify "good or "very good" in terms of service satisfaction.

The 2016 ESES results show no change in student satisfaction with the SDS since last year. Satisfaction ratings over the last 4 years:

Year	Satisfaction	Change from previous year
2013	55%	
2014	69%	+14%
2015	62%	-7%
2016	62%	No change

ESES has been suspended for a year pending review.

## 6.3 The International Student Barometer (ISB)

After the giddy heights of last year when SDS achieved our highest ever rating of **97.10%**, satisfaction ratings decreased to **86.2%** satisfaction rating from international students in the most recent ISB.

In terms of ratings compared to other Student Disability Services, SDS is rated:

- 5th in the Russell Group (down from 3rd)
- 15th in the UK (down from 6th)
- 44th in the world (down from 11th).

## 6.4 Additional communication and feedback measures

Other internal SDS review mechanisms include:

1. Ongoing liaison with students, who escalate their learning issues to Advisors, which in turn may require the SDS Director to raise problems with Heads of Schools
2. Annual feedback requested from students on their satisfaction with their Non-Medical Helpers (note takers, Mental Health Mentors etc.)
3. Annual contact with students at the start of semester two to request feedback on the quality of their learning support and whether all recommended support has been implemented by the Schools, Library and/or Exams Office.

# 7. Service reputation/esteem measures

## 7.1 Accreditation:

The Student Disability Service was re-validated by the Scottish Government to carry out DSA Needs Assessments, in March 2016.

The Student Disability Service is an accredited centre for the assessment of all Scottish and Rest of UK (RUK) students claiming Disabled Students Allowance (DSA), the financial support provided by government to disabled students.

The service is a registered provider of Non-medical helpers, validated by the Disabled Students Allowance – Quality Assurance Group (DSA QAG)'s new quality assurance framework, for English domiciled students. The framework introduced a number of quality business processes which we must meet.

## 7.2 Networking

The Director of the Service meets and interacts regularly with Scottish Heads of Disability Services. The group organised a Scotland-wide conference for Disability Advisors, where the SDS Director presented on the University's Accessible and Inclusive Learning Policy.

The SDS Director represents the Scottish Heads on the Scottish Government's Disabled Students Advisory group (DSAG) and is the co-opted Scottish representative on the National Association of Disability Practitioners (NADP) who held their first Scottish conference in November 2016.

The SDS Director attends the Heads of Russell Group Disability Services network. The Director presented a workshop to colleagues from Imperial College London on UoE working process in relation to DSA, to inform their future working.

The SDS Director is a member of the UK government Disabled Students Sector Leadership Group (DSSLG) with Prof Jane Norman. This group is made up of senior academics, students and key HE representative organisations, to take forward the mainstreaming and inclusion agenda at a senior level in higher education.

The Student Disability Committee, convened by Professor Tina Harrison and supported and serviced by SDS, is currently under review and awaiting the recommendations from the Principal's Disability Review. The committee brings together representatives from across the University from Estates, technology and academia.

## 8. Analysis of service monitoring and achievement of service levels

### 8.1 Student feedback

Please see section 5 for results of student feedback and review.

### 8.2 Appointment waiting times

SDS provides a range of appointment types and waiting times vary throughout the year. SDS contacts all disabled students in advance of the start of the academic year to encourage them to make an appointment as early as possible.

Work is underway on definition of an "acceptable" waiting time and on managing students' expectations, captured as one of our key performance indicators (KPIs).

Initial statistics show that most waiting times have decreased with a maximum wait of two weeks, until November when the wait for Specific Learning Difficulties (SpLD) tuition reached four weeks and early December when a waiting list was required for Mental Health Mentoring.

An initial snapshot of "no-shows" in 2016/17 shows an increase of 84% (up from 19 to 35) in the first four weeks of semester one. Monitoring is ongoing.

### 8.3 Output statistics

Work areas	2014-15	2015-16
Learning Profiles completed (new and repeat) A learning profile is a list of learning support recommended by SDS Advisors for Schools, Library and Exams to put in place.	906 (new) 493 (repeat) <b>Total: 1399</b>	956 (new) 506 (repeat) <b>Total: 1462 (+4.5%)</b>
Needs Assessments for Disabled Students Allowance (DSA) completed	252	276 <b>(+9.52%)</b>
Students receiving DSA	Not available	617 (1 <sup>st</sup> degree) 34 PGR 59 PGT <b>Total: 710</b>
Enquiries dealt with	26,344	17,775 *
Website visitors	23,412	20,735
Website unique page views	80,769	69,254
Visitor numbers (weekly average)**	547	538
Online distance learners supported by SDS (figures vary through the year)	82	139 <b>(+69.5%)</b>

\*we believe that this is “under-reporting” due to system problems during the year

\*\*includes visitors to the Student Counselling Service

## 9. Income generation activity

### 9.1 Disabled Students Allowance (DSA) related income

The Student Disability Services generates an annual income from assessment fees for Disabled Students Allowance (DSA).

In 2015/16 the total income for assessment fees was **£74,713**. We also receive monies (which includes an administrative fee) to cover the cost of disabled students’ non-personal help (NMH) such as note takers, proof readers and specialist tutors. Income for academic year 2015/16 offset the full cost of provision.

Due to changes in statutory support for English domiciled students, we now require to supply more than one quote for non-medical helpers (NMH). This – and the removal of funding for note takers and proof readers - resulted in additional administrative workload.

The service level agreement with Scotland’s Rural Agricultural College (SRUC) was terminated in summer 2016, due to their need for a greater level of support than we are in a position to provide. We will receive no further income from SRUC.

### 9.2 Efficiency savings

Due to the shortage of physical space in our service, we currently operate from four sites, apart from the Main Library building: eca, Kings Buildings, Moray House, and the Chaplaincy Building.

Initiatives implemented and under consideration:

- Frontloaded and tailored provision to enable us to cope more effectively with the impact of student volume e.g. before and during semester one and during both semesters
- Continuing to develop appointment management, with a continued emphasis on using telephone/Skype appointments

- As we are recruiting from a finite pool of disability practitioners in the UK, we may need to train Advisors/Needs Assessors in-house
- Increasing the number of evening appointments to maximise use of available space
- Small saving (c£2500) made by move to paper light
- Employment of grade 4 administrator to focus on matching students with non-medical helpers, freeing up Advisory time.

## **10. Partnership/shared services (including working with Schools and Colleges)**

Please see appendix one for list of internal and external partnerships and areas of work.

SDS supports and services the University's Disability Committee. A review of the remit and effectiveness of this committee has been initiated by the SDS Director and Convenor, Professor Tina Harrison.

## **11. External reference points/benchmarking (for example best practice outside the sector)**

The Student Disability Service (SDS) is validated by the Scottish Government to carry out assessments of need for Disabled Students Allowance (DSA).

The University's Equality and Diversity Monitoring and Research Committee (EDMARC) produces annual student data in relation to gender, ethnicity and disability.

The proportion of students disclosing a disability at PG level is lower than undergraduate level. The proportion of undergraduate students exiting with a 1st class or 2.1 honours degree is lower over the last 10 years than for non-disabled students, with a gap of 3% in the latest available statistics - for academic year 2011/12.

In relation to the Russell Group, Edinburgh lies 8<sup>th</sup> in the proportion of disabled students disclosing a disability. We lie at mid-point for PG taught and have the 4<sup>th</sup> smallest cohort of PG research students disclosing a disability.

## **12. Staff development activity**

SDS has 18 core staff (and an additional 53 sessional staff and consultants who work on guaranteed hours offered contracts or who are paid by assessment/diagnostic report), who have undergone a range of in-house training sessions covering mental health, visual and hearing impairment and take part in regular case study meetings, to enhance consistency and best practice.

Staff access a range of internal University/HR training, including Leadership training.

In addition to a regular presence at Open Days and Welcome events, the SDS Director, Assistant Directors and Advisory staff deliver training sessions and presentations to UoE staff throughout the year, including a rolling programme of disability training to Estates and IS colleagues, PGCap (IAD), full Schools meetings and impairment specific training, encompassing the mental health training for Personal Tutors and SSOs.

## 13. Risk analysis

It continues to be a very real risk – both legislative and reputational - to the University that, by non-implementation of support recommended by the Student Disability Service for disabled students, the University may be discriminating against disabled people.

The University has had an Accessible and Inclusive Learning Policy in place for over three years, but some academics appear to be unaware of the policy or choose not to implement the seven “mainstreamed” adjustments enshrined within it. This puts the University at legislative and reputational risk.

The additional challenges presented by the inaccessibility of much of the physical estate, unless effectively managed, also present a significant legal risk in terms of access and egress, specifically after 5pm. (Work continues on Personal Emergency Evacuation Plans – PEEPs).

Growing student expectations, in relation to the student experience, also present a challenge, specifically in relation to appointment waiting times. The build-up and backlog at start of the academic year leads to a growing volume of enquiries and varying waiting times for different types of appointments, which in turn may result in delays to support being implemented.

## 14. Key priorities for the coming year:

These have been referenced throughout the document. Key are:

### 14.1 Periodic Review Recommendations

Ongoing SDS work with a range of academic and other colleagues, on 2015 periodic review recommendations, continuing to develop more effective Schools liaison and engagement.

### 14.2 Mainstreaming/Accessible and Inclusive Learning Policy

Work continues to further embed and extend the Accessible and Inclusive Learning Policy, including Involvement with the University’s Lecture Recording project.

### 14.3 Scottish Parliament’s Equality and Human Rights Committee Disability Review

The SDS Director is contributing on behalf of the University to the Scottish Parliament’s Equality and Human Rights Committee Disability Review of Higher Education.

### 14.4 University Disability Review

Involvement in the implementation of recommendations from the University Disability Review.

### 14.5 Review of the Student Disability Committee

Participate in the review of the Student Disability Committee in order to maximise the disabled student experience. Awaiting outputs from the Principal’s Disability Review.

## Appendix 1:

### Key relationships and partnerships

Area	Relationship and Example Activities
Student Counselling Service	Jointly managing frontline services. Preparing and running several mental health awareness workshops for staff and contributing to the Student Disability Committee
Edinburgh University Students Association (EUSA)	Active contributor to the Student Disability Committee and its sub-groups. Liaison with sabbaticals and EUSA staff.
Accommodation Services	Arranging suitable accommodation for disabled students, and contributing to the Student Disability Committee
Student Administration (Exams)	Advising on policy, discussing, resolving exam adjustments and inputting to student appeals. Putting in place examination arrangements for students.
University Health Service	Liaising with GPs for advice, and contributing to the Student Disability Committee
Careers Service	Contributes data on the first destinations for graduating disabled students, and contributing to the Student Disability Committee
Chaplaincy	Students are referred both from and to the Chaplaincy; the Chaplain sits on the Student Disability Committee
Information Services	Contributing to the IS Disability Computing Support Group, advising on best practice and actions required to improve accessibility. IS represented on the Student Disability Committee. SDS Assistant Director sits on Information Services Disability Advisory Group (ISDAG).
College, Schools, academic colleagues	Streamlining the adjustment process through consultation with Colleges and Schools
Coordinators of Adjustments	Discussing suitability of adjustments with each School's context, and working on establishing monitoring systems to ensure students have the opportunity to give feedback.
Institute for Academic Development (IAD)	Contributing to Postgraduate Certificate in University Teaching, and guidance documents. Liaison on study skills support to disabled students.

Equality and Diversity Committee	Director is involved in the Support Groups committee
Russell Group Heads of Disability Services	Director represents the University of Edinburgh
Accessible and Inclusive Learning initiatives	Director taking forward the University's accessible and inclusive learning implementation and providing training.
Welfare Consultancy Group	SDS, Careers, Student Counselling, Accommodation, Health Services, EUSA and International Office
Library MOBUG (Multiple Occupancy Building User Group)	SDS Assistant Director sits on this group
Disability Heads of Service, Scotland	Director represents University of Edinburgh
Disabled Students Sector Leadership Group (DSSLG)	Director represents Scottish Heads of Disability Services
National Association of Disability Practitioners (NADP)	All SDS Advisory staff are members and contribute to online discussion on a UK-wide basis

Association of Dyslexia Specialists in Higher Education (ADSHE)	SDS Advisory staff are members
Association of Managers of Student Services in Higher Education (AMOSSHE )	Director is a contributing member of AMOSSHE – a forum for sharing information, experience and good practice.
Disabled Students Advisory Group (DSAG)	Director represents Scottish Disability Heads of Service (higher education) on this Scottish Government advisory group
Student Disability Committee	SDS services and is represented on this committee
Online Distance Learners working group	Assistant Director represents SDS
UoE Mental Health Strategy Group	SDS Director represents SDS
PTAS (Principal's Teaching Award Scheme) panel	SDS Assistant Director sits on PTAS