

**This third edition of the Disability Equality Partnership (DEP) Bulletin has been produced to inform those working to embed disability equality in higher education about relevant activities and information, and to outline the DEP's involvement in those activities.**

- Latest developments in the DEP's work with individual **higher education institutions** and professional networks are described, along with new initiatives emerging as a result of projects undertaken during the past year.
- The section on **work with national organisations and issues** includes items on recent developments of national importance for disability in higher education in which the Partnership has been involved.
- We announce a new seminar series on **research** relevant to disability and higher education. There is also a report on the **Sixth International Conference on higher education disability issues**, held in Austria in July 2007, at which the DEP presented a range of sessions.
- Finally, there are sections outlining various resources, events and facilities with a disability equality focus that are available to the higher education sector.

## Contents

Work with HEIs	1
Work with national organisations and issues	5
Research	9
Sixth International Conference report	10
Web resources	11
Helpdesk	13
Statistics update	15
New publications	17
Forthcoming events	20
Contact details	22

## Work with higher education institutions

Each of the individual partners in the Disability Equality Partnership (DEP) has an ongoing programme of activities, working with higher education institutions (HEIs) in a variety of ways to address access and equality issues relating to disabled students. Recent developments are summarised below.

### Equality Challenge Unit

A key objective of Equality Challenge Unit (ECU)'s 2007 programme has been to support staff in developing sound equality and diversity practices and policies in key institutional functional areas. The 2007 programme will assist institutions to implement their disability equality schemes successfully in their first year, leading to more inclusive services for disabled students.

#### *Disability equality scheme implementation*

Individual support is being offered to HEIs that have been identified through a sample and audit of 21 HEI schemes by the Disability Rights Commission (DRC; its work is now being taken forward by the **Equality and Human Rights Commission**). An ECU presentation on implementation of the Disability Equality Duty was given on 6 September 2007 to a meeting of the **IMPACT** network for equality and diversity practitioners. This event focused on reporting on disability equality schemes, and the findings from the discussion have been used to inform ECU's guidance on the annual reporting process: **Disability equality schemes – the annual report**. A series of three **regional events** is planned for November 2007 in Oxford, Leeds and London, in partnership with the public sector union **UNISON** and the Universities and Colleges Union (**UCU**).

#### *Employability of disabled students*

This project aims to identify barriers experienced by **disabled students making the transition from HE to work**, and guidance will be produced for university careers advisors. Telephone interviews have been conducted with members of the Association of Graduate Careers Advisory Services (**AGCAS**). A presentation was

also made at the biennial AGCAS conference in September. In 2008 this project may develop to consider transitions to key professions.

#### *Inclusive students' unions*

ECU has been working with the National Union of Students (**NUS**) and the Association of Managers in Students' Unions (**AMSU**) to help union managers and student leaders ensure their unions are inclusive and accessible in terms of their election processes, the appointment of staff, and the services on offer. The NUS **Students with Disabilities Campaign** was surveyed along with other student groups, and an interim report setting out the results will be available on the ECU website in December. A focus group of disabled students will be asked to comment on the findings, and the final project guidance will be available in January 2008. As part of this project, ECU has also helped deliver equality training to new student officers, and is working with the **Students' Union Evaluation Initiative** to ensure that equality considerations are embedded throughout its activities.

#### *Admissions*

Briefing papers for **admissions** staff are being prepared that should support applications by disabled students. These are on competence standards and fitness to practice; impact assessments for admissions; use of monitoring data; part-time applications; and promoting the use of application information for early identification of student support.

#### *Estates*

ECU has developed guidance, in consultation with the professional bodies Association for Student Residential Accommodation (**ASRA**) and Association of University Directors of Estates (**AUDE**), to encourage and promote an inclusive approach to providing **accommodation and social space** in the HE sector. The guidance includes a section on students with mental and physical disabilities. The first draft of the publication *Inclusive Campus: Accommodation and Social Space* is out for consultation and the final document will be on ECU's website in December.

### *Staff disclosure*

ECU is identifying some of the causes of low levels of **staff disclosure** of disability in HE and disseminating examples of good practice from HEIs. Staff openly disclosing disability status can be encouraging to disabled students, both to disclose themselves and to serve as role models. A survey of disabled staff from one institution and interviews with relevant staff at other HEIs have been undertaken. The results will help determine interventions to be piloted by a small group of HEIs in 2008.

## **Higher Education Academy**

### *Developing and embedding inclusive policy and practice*

The Higher Education Academy commenced its new 14-month-long programme to support HEIs, **Developing and Embedding Inclusive Policy and Practice**. It began with a start-up event in July 2007 for 10 participating institutions. These were selected from 29 proposals submitted, in which HEIs outlined a change project they wished to work on during the programme. Of the 10 projects, several focus on disability equality and include embedding inclusive curricula in HE, developing an integrated approach to equality and diversity, and enhancing learning, teaching and assessment strategies and practices for disabled students.

The programme is organised around four events, where teams of staff from within HEIs come together to work alongside other HEIs focusing on similar themes. Research is being conducted by the Academy during the course of the programme to enable other institutions to learn from the change projects. A dissemination event will be held on 10 September 2008.

### *Significant Interest Group on Inclusion*

The Higher Education Academy leads an **interest group** of research managers and specialists to support the dissemination of inclusive practices in HE institutions. Members are working on collaborative projects for the HE sector, which bring together and build on their own research outputs and activities, including the following.

- Inclusion contacts database: a searchable database of individuals, specialist groups and institutions that support disabled students.

- Inclusion resources road show: four road show events in HEIs to promote and encourage the embedding of inclusive teaching and learning practice.
- Resource bulletins: manageable, bite-sized 'cyber' brochures providing targeted information for staff on inclusive teaching and learning practice.
- Professional bodies event: a one-day national conference aimed at professional and qualification bodies focusing on competence standards and entry to the professions for disabled learners.

These collaborative projects will be conducted during 2007–08.

### **Action on Access**

**Action on Access** undertook five institutional visits in the past academic term as part of its joint work with institutions. The exercise was carried out to understand current and future institutional approaches to widening participation and the challenges that they face. Group interviews were undertaken with key staff from across the five HEIs. Once the data have been analysed, Action on Access will use the information to inform how it will support the sector to carry forward widening participation initiatives.

**Embedding disability?** was the title of the first national conference on disability that Action on Access has organised. Demand for the conference was high, and 120 delegates and presenters were at the event. Topics covered included gender and disability in the workplace, implications for post-16 providers of legislation relating to competence standards, and working with schools to improve access to HE.

### **Work with national organisations and issues**

#### **Department for Innovation, Universities and Skills**

The HE (as well as further education) sector is now being led by the Department for Innovation, Universities and Skills (**DIUS**), with John Denham as Secretary of State and Bill Rammell as Minister of

State. ECU has been invited by DIUS to attend a series of meetings aimed at informing a report to the Secretary of State about progress towards disability equality in the sector. The report is due on 1 December 2008, and ECU will represent the Partnership in providing evidence about developments in the sector towards implementing disability schemes. ECU will be seeking examples of positive action and progress in mainstreaming disability equality over the coming months.

Students in England are to have their own government minister and a national forum to influence university policy. Lord Triesman will be the first 'minister for students', with specific responsibility to speak up for higher education students. 'Student juries' will be convened in five locations before Christmas to inform its work.

### **Higher Education Funding Council for England**

Action on Access has been working with the Higher Education Funding Council for England (**HEFCE**) as part of a task group to draft good practice guidance for Aimhigher partnerships and higher education providers. **Higher Education Outreach: Targeting Disadvantaged Learners** was published in May 2007.

### **Aimhigher partnerships**

Action on Access has recently been working with **Aimhigher** partnerships to identify projects related to disability within regions. Some regions have disability-specific Aimhigher staff members, and many areas have projects aimed at groups of disabled learners. There is a strong commitment to embedding disability within all outreach activities in the Aimhigher partnerships.

### **Single Equality Act and the Disability Law Review**

The proposed introduction of a Single Equality Bill is likely to have a major impact on the way disability equality is approached by HE sector in the future. Members of the DEP have broadly welcomed the proposals in the green paper **A Framework for Fairness** to introduce a Single Equality Act to harmonise the current fragmented equality legislation.

In July 2007, the DRC held consultation sessions with the education sector, attended by DEP members, to consider their response to the review and the impact it might have on the effectiveness of disability discrimination legislation across the education system. Some of the items highlighted by the DRC as required in a Single Equality Act were:

- the need for stronger enforcement mechanisms: equality tribunals, group and representative actions and effective sanctions
- the retention of equality schemes containing arrangements for making use of the information and enforcement mechanisms
- the retention of the Secretary of State's duty to report on progress towards disability equality, as currently required
- extended and strengthened duty to promote equality, for example through procurement
- no justification for failing to provide reasonable adjustments
- a simpler and refined definition of disability based on the social model of impairment that includes perceived/associated genetic predisposition
- multiple discrimination addressed.

In August 2007, ECU produced its own **Consultation response** to *A Framework for Fairness*, and encouraged those in the sector to contribute their responses.

### **General Medical Council**

ECU and the Higher Education Academy have been participating on the Project Board of the **Gateways Disability Project** being led by the General Medical Council to produce guidelines on the admission, support and retention of disabled persons into medicine. The Open University was awarded the contract for undertaking the research, and its researchers are now interviewing disabled medical students and any disabled person who has recently qualified or who dropped out of their course, to collect their experiences. They are also seeking to conduct phone interviews with disability advisers – particularly those medical schools that can provide contacts

to disabled medical students. The contact is Mairead Maxted:  
[M.T.Maxted@open.ac.uk](mailto:M.T.Maxted@open.ac.uk)

### **Quality Assurance Agency**

ECU has begun working with the **Quality Assurance Agency** to consider if they might update the equality elements in its Code of Practice for the assurance of academic quality and standards in HE. Section 3 of the Code, 'Students with Disabilities', was written in 1999 and was forward-thinking in its approach, anticipating many of the public sector duties that were subsequently introduced. It now needs to be reconsidered in terms of its appropriateness and effectiveness in the context of the widening of equalities legislation since then, and the need to embed equalities information throughout the Code.

### **Office of the Independent Adjudicator**

The Office of the Independent Adjudicator for Higher Education (**OIA**), which deals with complaints by students if they cannot be resolved internally within their HEI, has invited ECU to attend one of its regular team meetings in October 2007, and to contribute workshop sessions at two training events later in the year. The training events are being held for HE staff responsible for administering complaints procedures. It is hoped that further links with OIA will follow, with the opportunity to consider strategies to deal with complaints relating to discrimination.

### **European Access Network**

The Higher Education Academy has been invited to sit on the European Access Network (**EAN**) committee to bring an inclusion focus to the work of the network. It is hoped that through the Academy's involvement, inclusive policy and practice can be compared and deliberated at European level.

### **National Disability Organisation Think Tank**

The DEP will hold a round-table seminar with educational representatives of several national disability organisations in November 2007.

The aim of the meeting will be to explore how the DEP can help communicate information about flexible and inclusive practices from national disability organisations to the sector. It will also aim to discover how the sector could be assisted by national disability organisations to provide support to disabled students and contribute to the development and implementation of disability equality schemes. The organisations invited will represent the most common impairments recorded by students with disabilities in the Higher Education Statistics Agency (HESA) data, ensuring that a range of impairments and conditions are considered. A short briefing paper will be produced to help inform further joint activities of the DEP over the following year.

## Research

### **Strategies for funding equality**

How does your institution make funding available so that all disabled students can be accommodated? ECU is looking for case studies relating to disabled students who are not eligible for a Disabled Students' Allowance (DSA), such as international students and students on short courses; and to disabled students whose DSA is not adequate to fund their support requirements. Please get in touch to tell us about the strategies used in your institution to support the inclusion of these students. Contact ECU, email: [disability@ecu.ac.uk](mailto:disability@ecu.ac.uk) or telephone 020 7438 1020.

### **Research seminar series: inclusive policy and practice**

The Higher Education Academy is inviting those undertaking research about inclusive teaching, learning, curriculum and/or assessment policy and practices for disabled students to be involved in a **research seminar series**. The purpose is to facilitate the dissemination of research findings and promote discussion on these key topic areas. In the first instance, the series will run between December 2007 and July 2008, in the first week of each month.

A grant of up to £400 is offered per seminar for eight HEIs from across the UK to host and deliver a seminar during the series.

Seminars should be research-informed; address the theme of the series; last between one and three hours; offer time for discussion; allow admission to around 30 people; provide lunch to delegates, and have an accessible venue. A representative from the DEP will be present at each seminar. The closing date for expressions of interest is **15 November 2007**.

### **Research project: An Equal Reflection**

The Higher Education Academy PALATINE Subject Centre has awarded a Development Award, **An Equal Reflection**, to explore communication through dance, involving undergraduates working with adults with learning disabilities. The work is led by John Hole, Senior Lecturer/Field Chair, Performing Arts at Oxford Brookes University.

### **Sixth International Conference report**

The **Sixth International Conference on Higher Education and Disability** was held in July 2007 in Innsbruck, Austria. The theme of the conference was 'Milestone 2007: Sharing International Resources on the Road to Inclusion'.

The focus on inclusion was noted to be an important shift in development since the first Higher Education and Disability International Conference in 1992, in recognition of the environmental and institutional responsibility to make HE inclusive. At this year's conference, speakers came from Spain, the Netherlands, Slovenia, Croatia, Serbia, Poland, Germany, Austria, Belgium, Sweden, Denmark, Finland, UK, Ireland, USA, Canada, Singapore and Japan. The sessions included several presentations by disabled students about their experiences and initiatives they had developed for improvements.

The DEP was fully represented at the conference, both through the partners' individual presentations and through the poster session.

Mike Wray, Action on Access, led a workshop session entitled, 'How do you increase participation by disabled learners? Reflections from

a nationally funded programme in England'. This focused on efforts to increase the participation rates of disabled learners, including through summer schools and mentoring schemes.

Sue Cavanagh, ECU, presented some interim findings from one of the current projects being undertaken by the Unit as part of its Inclusive Campus Programme, on Residential Accommodation and Social Space.

Helen May, Higher Education Academy, conducted an interactive workshop on the subject of inclusive practices in curriculum design and learning and teaching, intended to maximise the experiences of disabled students.

Also, Barbara Waters, **Skill**, led a workshop on access to careers in nursing and medicine, and raising the aspirations of young disabled people in the UK with regard to these professions.

The conference was enthusiastically participatory. Sadly, Alan Hurst announced his retirement from the University of Central Lancashire at the conference. He will continue his work in staff development and as a Trustee of Skill. Alan was one of the founders of the conference and has done considerable work over the years to champion the issues of disability in HE, both in the UK and throughout the world. He asked that the next conference should focus on three themes, which he described as the 3D approach: the widening Definition of disability, combating Discrimination, and Development of staff in HE into knowledgeable professionals.

## **Web resources**

### **Action on Access**

The **Action on Access** website is proving increasingly popular and had its busiest month on record, with almost 60,000 visits in July 2007.

The disability-related **Resource Directory** continues to be well used. This section also contains information about past projects and checklists for inclusion.

Action on Access also continues regularly to search a number of information sources for disability-related **news** and **events**. Other recently updated information includes the 'Issues and Barriers' identified from the **Widening Participation and Disability Forums**.

Maintaining links to external websites is a perennial problem and Action on Access has recently completed a maintenance exercise to ensure that its links are working. If readers spot any broken links within the Resource Directory, to report them please email: [help@actiononaccess.org](mailto:help@actiononaccess.org)

### **Equality Challenge Unit**

**ECU** aims to update the disability pages of its website each week, to create a reliable and comprehensive resource covering developments concerning the disability equality agenda. The **Disability Homepage** acts as a news repository, and the date of posting is now recorded to help users go straight to new items and track older items.

The flow of new information for ECU's **Disability Legislation** page has abated since the Disability Equality Duty, the latest major piece of disability equality legislation relevant to the sector, came into force. The **Disability Guidance** page is updated regularly. Recent additions include the DRC's new guidance for post-16 education providers, and guidance for IT directors, produced by the Information Technologists Company, on commissioning accessible information technology and keeping accessibility issues high on the agenda.

### **Higher Education Academy**

The Academy launched its **new website** in July 2007, offering searchable and interactive services. The **Widening Participation Research Service** provides access to research information, services and resources, including a **Literature Database**, a **Directory of Practice** and an **Organisations Directory**, all searchable by disability. Online submission forms are available for further

materials to be added. Through the new website, you can **sign up** to receive this DEP Bulletin, and also for other Academy publications, or to receive email alerts when new funding opportunities become available.

The Academy hosts an **online discussion forum** as part of the Widening Participation Research Service. Current discussion topics about disabled students include developing inclusive personal development planning practices. To nominate further discussion topics, email: [inclusion@heacademy.ac.uk](mailto:inclusion@heacademy.ac.uk)

### **Assistive Technologies – The Untapped Potentials**

TechDis has developed a **model of assistive technologies** based on seven tools reflecting the learning process. There is some free and open-source assistive technology available.

## **Helpdesk**

The DEP answers questions relating to HE and disability through its helpdesk. To date, there have been around 200 inquiries. To ask a question, email: [help@actiononaccess.org](mailto:help@actiononaccess.org), call: 01695 650 870, textphone: 01695 650 874 or fax: 01695 585 098. Your query will be logged and sent on to one of the three partner organisations.

All three partners are currently working on developing frequently asked questions relating to their areas of expertise. There are a significant number already available online in the **FAQs** section of the Action on Access website, and you may be able to find what you are looking for there. The following questions were submitted to the helpdesk in recent months.

## FAQ examples

*Is it possible to obtain HESA data that show the first destinations of my institution's disabled graduates? This does not appear as an option on Higher Education Information Database for Institutions (HEIDI).*

Although the 'Destinations of Leavers of HE' survey does not ask for any information about the individual's disability, HESA cross-references these survey replies with data from student records by using the student's unique identifier. This means that the data can be compared in the way you need. For more information, please contact HESA by emailing [customer.services@hesa.ac.uk](mailto:customer.services@hesa.ac.uk)

*A wheelchair-user who will be living in halls of residence for the academic year has requested an additional room for a carer. Who should pay for the room?*

This is quite a common problem in the HE sector. Many social services departments support the costs of the carer's room through an individual disabled person's direct payments budget. However, the DRC's Code of Practice suggests that the carer's room should not be charged for. Unfortunately, no-one can say with absolute certainty unless a case is brought to court on this issue and a ruling made.

The issue comes down to reasonableness, and the resources available to the institution. If the student's social services are unable to pay for the room, the onus would fall on the institution. It may be unlawful under the Disability Discrimination Act if a dispute between the college and the social services department leads to the student not being able to take up a place.

## Statistics update

### Higher Education Statistics Agency

The Higher Education Statistics Agency (**HESA**) has now closed its consultation on changes to the data gathered through the staff record. In Circular 07/03, HESA reported to the sector that it received 60 responses to the consultation. In relation to disability, and the recommendation that the DRC's coding frame is adopted in the staff record, HESA advises institutions to assume that this will go ahead. However, this is pending further discussions with ECU about possible alternative categories and appropriate language. Respondents to the consultation were overwhelmingly opposed to the inclusion of staff names in the data. As an alternative, HESA will explore ways of assisting institutions to improve the use of other staff identifiers to track the movement of staff between institutions.

HESA will also look to update the disability section of the student record to eliminate anomalies with the staff record, but this work will have a longer lead time due to the need to consult with UCAS and others.

HESA has published its annual figures on the **Destinations of Leavers from Higher Education in the UK for the Academic Year 2005/06**.

The Association of Graduate Careers Advisory Services uses these figures to produce its own annual report on the destinations of disabled graduates, **What Happens Next?**

Action on Access provides a series of **statistical tables** on disability and widening participation, which are updated yearly on publication of data from HESA and UCAS. Data have been collated on a number of variables, including impairment, region of study and subject area.

### National Audit Office

The National Audit Office (NAO) has recently published **Staying the Course: The Retention of Students in Higher Education**. Among

its findings, the report states that full-time first-degree students are more likely to progress to their second year than part-time first-degree students, and that part-time students registered at a college of further education are more likely to continue than part-time students registered in an HEI.

From a disabled student's perspective, the NAO found that those claiming DSA were much more likely to continue their course than those who had declared a disability but not claimed DSA, or than students without a declared disability. However, institutions had large variations in the proportions of students receiving DSA. It should be noted that the UK has one of the best progression records in the world for students on tertiary level courses, but the report makes several suggestions for the sector on how to improve student retention.

### **Department for Children, Schools and Families**

The Department for Children, Schools and Families has published figures on the numbers of learners in schools with **Special Educational Needs in England, January 2007**, including coverage of general qualifications such as GCSEs and A levels. Overall, there has been a slight drop in the number of students with a statement of special educational needs, but an increase in the number of students identified as having special educational needs, but without a statement.

### **Regional participation rates**

When considering participation rates in HE, it is useful to have an understanding of regional variations as well as the national picture. The Mayor of London recently produced a report that will be of interest to colleagues in the London region, and will also provide a useful comparison tool for HE staff throughout the country. **Disabled Students in London** provides statistical summaries of HE, further education and adult education, as well as a number of recommendations.

## **New publications**

### **Targeting and recruitment of disabled learners**

This guide has been produced by the HEFCE-funded national Aimhigher project 'Enabling disabled learners to successfully participate in summer schools'. Barriers that may inhibit the recruitment of disabled learners are discussed, and a variety of strategies are described for ensuring outreach activities are made fully accessible.

### **Understanding the Disability Discrimination Act**

The DRC has launched a publication entitled Understanding the Disability Discrimination Act – A Guide for Colleges, Universities and Adult Community Learning Providers in Great Britain.

### **Revised Draft Code of Practice: Trade Organisations, Qualifications Bodies and General Qualifications Bodies**

Under powers contained in Part 7 of the Disability Discrimination Act, the DRC has revised the contents of the Code of Practice: Trade Organisations and Qualifications Bodies. The Revised Draft Code of Practice: Trade Organisations, Qualifications Bodies and General Qualifications Bodies updates the content of the previous Code to cover relevant legal developments since October 2004.

### **Maintaining Standards: Promoting Equality**

The DRC launched a Formal Investigation in May 2006, looking at the barriers people with impairments and long-term health conditions face in trying to pursue careers in teaching, nursing and social work across Great Britain.

### **Embedding Widening Participation and Promoting Student Diversity: What Can Be Learned From A Business Case Approach?** (July 2007)

Research to explore the drivers and challenges for institutions seeking to adopt an embedded approach to diversity, funded by the Higher Education Academy, has recently been completed. The research combines a literature review with in-depth case studies. It identifies the benefits and costs of embracing greater student

diversity for different stakeholders within institutions, and explores the principles underpinning a business case model for the sector.

### **Supporting Inclusive Learning and Teaching** (June 2007)

The Academy's subject centre for Social Policy and Social Work (SWAP) has recently published a guide to support inclusive learning and teaching. This is the first in a series of short learning and teaching guides. It provides advice and tips for various teaching scenarios, making materials accessible and creating inclusive assessment methods.

### **Inclusive, Accessible Archaeology** (June 2007)

New guidelines have recently been launched by the Inclusive, Accessible, Archaeology project. They include a self-evaluation tool kit for students to identify and track their developing archaeological and transferable skills, as well as practical advice on making excavations accessible to the visiting general public.

### **Integrating User and Carer Involvement into Clinical Psychology Training**

The final report of a project considering integrating mental health service user and carer involvement in clinical psychology training is now available. The project was conducted by Mark Hayward at the University of Surrey and funded by the Higher Education Academy Psychology Network through its Departmental Teaching Enhancement Scheme.

### **TechDis Accessibility Essentials 3: Creating Accessible Presentations**

A new guide to creating accessible presentations has recently been published by TechDis. The guide contains information on the use of Microsoft POWERPOINT, both for projection and for wider use (for example making a presentation available online), along with hints and tips on how to present to an audience in an accessible manner.

### **Inclusive Curriculum JISCmail list**

Following demand raised at the Higher Education Academy's Second Annual Conference on Developing Inclusive Curriculum, a new inclusive curriculum JISCmail list has been generated ([inclusive-curriculum@jiscmail.ac.uk](mailto:inclusive-curriculum@jiscmail.ac.uk)). To join the list, visit [www.jiscmail.ac.uk/lists/INCLUSIVE-CURRICULUM.html](http://www.jiscmail.ac.uk/lists/INCLUSIVE-CURRICULUM.html) or contact the founder of the list, Katya Hosking, email: [hoskingk@Cardiff.ac.uk](mailto:hoskingk@Cardiff.ac.uk)

### **Forthcoming events**

#### **NADP One-Day Autumn Conference**

**Date:** 7 November 2007

**Venue:** Manchester Conference Centre, Manchester

**Theme:** **Perspectives on deaf support**

#### **Training Seminar: Runnymede Trust**

**Date:** 21–22 November 2007

**Venue:** London

**Theme:** **National training seminar for NGOs and trade unions on dealing with anti-discrimination**

For further details and booking please contact Sarah Isal, telephone: 020 7377 9222, email: [s.isal@runnymedetrust.org](mailto:s.isal@runnymedetrust.org)

#### **Palatine, Subject Centre for Dance, Drama and Music**

**Date:** 21 November 2007

**Venue:** Ellen Terry Arts and Media Centre, Jordan Well Road, Coventry

**Theme:** **Moving Matters: supporting disabled dance students in HE**

## **ECU, University College Union and UNISON training seminars**

### **Dates and Venues:**

**Friday 16 November, Unison HQ, London**

**Monday 19 November, Oxford Brookes University**

**Wednesday 21 November, Leeds Metropolitan University**

**Theme: Disability equality: moving towards inclusion**

Three one-day training courses are provided for trade union reps, HE staff, senior managers with responsibility for disability equality, and human resources personnel. The seminar will explore how disabled and non-disabled staff, trade unions and university management can work together in implementing, evaluating, monitoring and enforcing disability equality in their university.

## **Skill Annual Higher Education Conference**

**Date: 26–27 November 2007**

**Venue: The Belfry Hotel, Nottingham**

**Theme: The challenge of disability equality today**

Topics covered include the impact of mental health on students and staff in HEIs, the Single Equality Bill and Single Equality Schemes, the Equality and Human Rights Commission, the Disability Discrimination Act and general qualifications.

For further information or a booking form email: [rachel@skill.org.uk](mailto:rachel@skill.org.uk)

## **Action on Access Annual Conference**

**Date: 11 December 2007**

**Venue: Russell Hotel, Russell Square, London**

**Theme: Imagining the future: widening participation in a changing context**

Speakers include the Right Hon. John Denham, MP, Secretary of State for Innovations, Universities and Skills.

Further details to be announced on the [Action on Access](#) website.

We welcome any constructive feedback to inform future issues of the bulletin.

Please let us know if you would like the bulletin in an alternative format.



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