

SWANSEA UNIVERSITY STUDENT DISABILITY POLICY

1. Introduction

Swansea University is strongly committed to equality of opportunity in our provision for all students. For the purposes of this policy, disability is understood in the broadest sense and includes mental health difficulties, specific learning differences and medical conditions which may have an impact on day-to-day activities.

This policy is designed to be read by prospective and current students as well as members of Swansea University staff.

Our services have been developed over many years and we continue to improve them in response to changing needs. We ensure that these developments are monitored by our Disability Equality Working Group which brings together representatives of the University, key services in the University and the Students' Union.

Central to our work at Swansea University is the involvement of disabled students in the development and monitoring of services. Students play a major part in developing our ideas and practices with regard to disability support in all areas of the University. It is our intention to take account of individual needs and to continue working jointly with disabled students to find appropriate and practical solutions to problems that might arise.

The University is committed to working towards the social model of disability, thereby not focussing on an individual's disability or medical condition, but instead identifying the impact of disability in the structural, organisational, physical and attitudinal barriers that prohibit disabled people from achieving equality and inclusion of their needs, rights and requirements.

2. Legislative Background

The Equality Act 2010 came into force on 1 October 2010, replacing the Disability Discrimination Act 1995. The Equality Act 2010 places a positive duty on all public bodies, to eliminate discrimination and harassment and to promote equality of opportunity for people with disabilities. The Act includes a new **public sector equality duty** (the 'general duty'), replacing the separate duties on race, disability and gender equality. This came into force on 5 April 2011.

The aim of the general duty is to ensure that public authorities and those carrying out a public function consider how they can positively contribute to a fairer society through advancing equality and good relations in their day-to-

day activities. The duty ensures that equality considerations are built into the design of policies and the delivery of services and that they are kept under review. This will achieve better outcomes for all.

Public bodies are required to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act
- advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not.

This guidance refers to these three elements as the three 'aims' of the general duty and so when we discuss the general duty we mean all three aims.

The new general duty covers the following protected characteristics:

- Age
- Gender reassignment
- Sex
- Disability
- Pregnancy and maternity
- Sexual Orientation
- Race – including ethnic or national origin, colour or nationality
- Religion or belief – including lack of belief

It applies to marriage and civil partnership, but only in respect of the requirement to have due regard to the need to eliminate discrimination.

Discrimination against disabled people can take place in the following ways:

- **Direct Discrimination:** An individual is treated less favourably than another because of a disability this can apply to areas other than work e.g. accessing goods and services.
- **Indirect Discrimination:** When a rule, practice or policy that applies to the majority but disadvantages someone with a disability and it can not be shown to be justified to meet a legitimate objective.
- **Discrimination by Association:** Direct discrimination against someone because they associate with another person who has a disability.
- **Discrimination by Perception:** Direct discrimination against an individual because the others think they possess a particular protected characteristic, e.g. disability.
- **Harassment:** Unwanted behaviour related to disability that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.
- **Harassment by a Third Party:** Third party harassment can occur if a member of the University complains of harassment by a person who is not a member of staff or student of the University.

- **Victimisation:** When a staff member is treated badly because they have made, or supported a complaint or grievance, under the Equality Act: by treating them 'less favourably' than other people, or by failing to make a 'reasonable adjustment' compared with other people for a reason relating to their disability.

The Equality Act 2010 continues the existing duty upon higher education institutions to make reasonable adjustments for staff, students and service users in relation to:

- provisions, criteria or practices
- physical features
- auxiliary aids

These adjustments apply where a disabled person is placed at a substantial disadvantage in comparison to non-disabled people. It is important to note that with regard to direct discrimination, an institution can treat a disabled person favourably compared to a non-disabled person, and this would not amount to direct discrimination of a non-disabled person.

The University supports an anticipatory approach which requires pro-active consideration of disabled access to services and facilities to ensure adjustments are made in advance of individual disabled people attempting to use the service or access education.

All HEIs are required to have a Strategic Equality Plan (SEP) which must comprise of a range strategic objectives and actions and how the Institution will engage with these. The Plan will be reviewed each year, and progress towards the achievement of goals monitored and appropriate recommendations made. The monitoring of the Plan will be carried out by the Disability Equality Working Group, and the Equal Opportunities Committee.

Central to the planning, development and implementation of our disability priorities is the need for consultation and involvement with students and other key stakeholders. It is our intention to involve disabled people throughout the process to ensure that their views are influential. Consultations will be set up for students, and other interested groups.

This policy also takes cognisance of relevant parts of the QAA Code of practice for the assurance of academic quality and standards in higher education.

The University will put in place procedures to ensure that all disabled students are treated fairly. It will make reasonable adjustments to support students in their learning environment and so far as is reasonable remove or reduce barriers which prevent disabled students from successful participation in all aspects of University life.

3. Aims of Policy

The Student Disability Policy provides a framework for promoting disability equality. Our aim is to identify and remove any barriers which exist for disabled people using our facilities and enable them to access as fully as possible all education, social and leisure opportunities.

The University is working towards a 'social' model of disability. The University expects all staff to be aware of this policy and to treat disabled people fairly, with respect and accordance with this policy. Heads of Schools/Colleges, Heads of Departments and Administrative sections will be responsible for ensuring that the policy is communicated effectively and is being fully implemented in their area.

Furthermore, the University regards this policy as a working document that will be reviewed and revised regularly.

The Aims of this policy are to ensure that:

- applications for admission from potential students are assessed on the basis of the applicant's aptitudes, abilities and qualifications;
- disabled students have access to the appropriate support and adaptations to enable them to be fully included in the life of the University as is reasonably possible;
- the views of the individual student are taken into account at all times when their requirements are being assessed;
- members of staff working with disabled students, have appropriate information and support;
- Learning, teaching and assessment strategies are employed so that curricula are as inclusive as reasonably possible.
- the University takes steps to enable students who become disabled during their time at the University to continue in their chosen course of study where possible;
- disabled members of the public can fully participate in public events held on University premises;
- so far as is reasonably practicable, University premises are made accessible and safe for disabled people.

4. Definition of Disability

Under the Equality Act a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. People who have had a disability within the definition are protected from discrimination even if they have since recovered. Impairment covers physical or mental impairment which includes sensory impairment such as affecting sight or hearing.

- 'substantial' is defined as 'more than minor or trivial'

- 'long-term effect' is defined as lasting more than a year (12 months or more).
- Physical and sensory impairments, Specific learning differences, Autistic spectrum disorders, Mental health issues, Severe disfigurements, Anyone with an HIV infection, cancer or multiple sclerosis, Progressive conditions that affect normal day-to-day activities, including long term physical health issues are all covered by the Act.

The University is committed to working towards the social model of disability. The social model of disability draws on the idea that it is society that disables people, through designing everything to meet the needs of the majority of people who are not disabled. There is a recognition within the social model that there is a great deal that society can do to reduce, and ultimately remove, some of these disabling barriers, and that this task is the responsibility of society, rather than the disabled person.

The social model is more inclusive in approach. Pro-active thought is given to how disabled people can participate in activities on an equal footing with non-disabled people. Certain adjustments are made, even where this involves time or money, to ensure that disabled people are not excluded. The onus is on the organiser of the event or activity to make sure that their activity is accessible. Examples might be:

- a course leader who meets with a visually impaired member of the group before the beginning of a course to find out how hand-outs can be adapted so that the student can read them;
- a member of staff who makes PowerPoint presentations available on Blackboard to all members of the group before a lecture. This allows students with a learning difference to look up unfamiliar terminology before the lecture, and gives them an idea of the structure that will be followed. This 'framing' helps students to understand and retain the information.

5. Confidentiality

In practice it is likely that some students will choose to disclose a disability informally to a personal tutor or other member of staff. It is important that all staff are aware of the action that they need to take if they become aware that a student or applicant is disabled. If a student discloses a disability to any member of staff in the department (e.g. an Admissions Officer, Personal Tutor, Department Secretary or Lecturer), then by law, the University is deemed to know about that student's disability. Levels of confidentiality should be negotiated with the student, and they should be encouraged to explore reasonable adjustments, but the disclosure should be documented at the very least and department(s) should have a suitably confidential and robust process in place for bringing such information together. Students need to feel confident that any information they give will be treated with respect and only made available to others if they have specifically consented to such

disclosure, or if there are exceptional circumstances that override confidentiality.

Where written notes of contacts with students are maintained, students should be made aware of this in advance. Staff are responsible for ensuring that personal information about any student is never inappropriately disclosed. In order to reduce the possibility of any inappropriate disclosure occurring, the following points should be observed:

- Explicit written consent should be obtained before personal information is shared and students should be made aware who will be receiving the information and what information will be communicated. Information should be shared on a strictly 'need to know' basis.
- Confidentiality may be breached when a student is deemed to be at risk to themselves or to others and should be clearly justified on a case by case basis.
- Everyone with access to personal data should be aware of their responsibilities and obligations to respect and protect confidentiality and should comply with the law and University guidelines on the storing of personal information.
- Ensure that any discussion about a student's mental health is conducted in private. Email communications should be kept to a minimum, anonymised if possible and marked as confidential.

It should also be made clear to the student that they can always disclose in the future.

6. Encouraging Disclosure

Disabled students in HE will not always be obvious to us. It is up to institutions to encourage students to disclose if they are disabled.

Ensuring an open and supportive culture in which students feel comfortable in disclosing their disabilities is essential and providing as many opportunities to disclose as possible.

Students already studying at the University who have not disclosed a disability or Specific Learning Difference e.g dyslexia to the University are encouraged to do so. The sooner students inform the University of their support requirements, the better able that appropriate support can be put in place. The information provided enables the University to liaise with those colleagues who need to know about the support that is needed. Information will not be disclosed for other purposes without consent, except where there is a legal obligation to do so or where exceptional issues of personal safety arise. Depending on the nature of the disability, this information will be processed and held in the Disability Office/Wellbeing Service and used for the administration of academic related support and any other legitimate University purpose. In doing so, the University will observe at all times the data protection principles embodied in the Data Protection Act 1998.

7. Student Support Services – Disability Office and Wellbeing Service

Depending on the nature of the disability, the Disability Office/Wellbeing Service at Swansea University will be the first point of contact for disabled students including students with a specific learning difference, mental health difficulty or medical condition. The Disability Office and Wellbeing Service provide information, advice and support on disability issues to all Swansea University students and potential students. The Service is complemented by, and works with departmentally based Disability Link Tutors whose role is to support disabled students within their academic departments.

The Disability Office and Wellbeing Service are committed to developing an inclusive learning environment for disabled students. Enquiries from students with learning differences, chronic medical, mental health difficulties sensory impairments or access difficulties are welcomed. Students are encouraged to disclose any disability or medical condition to ensure that appropriate support can be arranged. This could include access, examination and study arrangements. This provides an opportunity to discuss support needs and funding such as the Disabled Students Allowances and to find out about facilities that may be available.

Students can seek confidential advice and support from the Disability Office or Wellbeing Service. All information disclosed is treated as 'sensitive personal data' as defined by the Data Protection Act (1998), and will not be passed on to a third party without explicit signed consent unless there is a serious risk to an individual or others by not passing this information on. It should also be noted that if information is not passed on this may restrict the adjustments that are able to be made.

8. Pre Application Information

The Disability Office and Wellbeing Service participate in the University Open Days and encourage disabled applicants to visit where possible to find out about the facilities available at Swansea University. This visit gives students a good idea of the type of support and services that are available, including, for example, alternative examination arrangements, and some of the many changes and improvements that have been made to improve access to our campus. For students who require a more confidential meeting a private interview can be arranged on request. For students with more complex needs it is possible to offer a fully co-ordinated pre-entry visit with input from the Accommodation Service, the Library, Transcription Centre and relevant Academic Departments as required. Depending on the nature of the disability students are advised to contact the Disability Office or Wellbeing Service for further details or to arrange a pre-entry visit.

9. Admissions

The University is committed to the principle of equality of opportunity and seeks to apply this principle to all aspects of its admissions process.

Disabled students have the right to access and benefit from learning opportunities offered by the University. Disabled applicants will be evaluated for admission using the same academic criteria and where required, evidence of motivation and suitability for the intended study as all other applicants for the same course. Support requirements will be addressed separately.

Applicants who declare a disability on their application form will be contacted by the Disability Office or Wellbeing Service to seek further information. Applicants will have the opportunity to make their support needs known via a questionnaire and will be encouraged to arrange a visit to discuss support arrangements that may be needed.

No academically qualified applicant will be refused a place at the University on the grounds of disability alone. Every opportunity will be provided for full consideration of the specific support or facilities required for disabled applicants and all reasonable adjustments will be made.

The University may, very rarely reject an application for a place on the grounds of disability where:

- there is the application of an academic, medical or other standard ("competence standard") applied by or on behalf of the University for the purpose of determining whether or not a person has a particular level of competence or ability. For example, if the chosen course of study leads to a professional qualification and the relevant professional body has set particular competence standards which would preclude membership by a student with a particular impairment. (In such circumstances, the University should, however, enter into discussions with a professional body to ascertain whether such competence standards may be amended to allow membership by a student).
- There are material and substantial reasons such as overriding health and safety/duty of care concerns.
- Essential reasonable adjustments cannot be made to the course content and the course's structure of delivery or to the provision of suitable staff or facilities.
- When barriers caused by professional requirements and/or by regulations of professional bodies preclude membership by people with specific disabilities

Admissions Tutors are expected to seek advice from the Disability Office or Wellbeing Service whenever there is a concern about the impact of a disability on a student's ability to follow a course.

The University will regularly review admissions criteria to ensure that they create no unnecessary barriers for disabled people. Furthermore, in discussion with the disabled applicant, the University will do all it can to make

reasonable adjustments and to make available any necessary provision, to allow students to accept the offer of a place.

10. Accommodation

Our policy of integrating disabled students into the University community extends to residential provision. Swansea University has a number of rooms in student residences that have been adapted to accommodate the needs of disabled students. It is our policy to make reasonable personal adaptations to bedrooms where required. Carers can be accommodated where appropriate. Disabled students or prospective students are encouraged to contact the Disability Office to discuss their accommodation requirements. If a disabled student needs to live in University accommodation for the full length of their course on account of their disability, it is possible to arrange this.

11. Other support services

The University will aim to ensure that disabled students have equal access to all student support services. While it is recognised that some of these services are located in buildings which have access problems, the University will ensure that the service can be provided in such a way that the needs of disabled students are met. Examples of this would be assistance in libraries to obtain books, provision of information in Braille, large print or alternative formats, provision of open days and other events in accessible venues.

The University will aim to provide a range of accessible IT equipment and software in all open access laboratories throughout the University.

12. International students

The University is committed to supporting international students in their academic studies in an equivalent way to home students so far as is reasonably possible.

International students are strongly encouraged to declare a disability, medical condition mental health difficulty or specific need at application stage. Where a disability is declared, the same procedures are followed as for home students. Students and prospective students from outside the UK should be aware that international students are not eligible for the UK Disabled Students' Allowance. Students are advised to contact their home Government for information on any funding that may be available as a disabled student. Students on exchange programmes should seek funding from their 'home' institution.

As international students do not have access to the financial support that the UK Government provides for students who are residents of the United Kingdom it is essential that students take into account how they will be able to cover the cost of any support they may need while at University from the financial resources that are available to them.

The Disability Office/ Wellbeing Service strongly advise International students to contact the relevant Office before making a formal application to the University. This will give students the time to fully explore and understand the support they will need and the extent to which the University can provide it.

Support available to all students include,

- Support from the Disability Office and Wellbeing Service
- Ability to record lectures and seminars
- Limited loans of equipment
- Use of computer, reader or scribe in exams
- Alternative examinations

Support that International Students may need to pay for:

Some other support arrangements may be more difficult to obtain and arrange, as well as being expensive. It is likely that the international student or their sponsor will need to provide the funds to cover this support. Support arrangements which fall into this category may include:

- Personal care e.g. help with washing, dressing, shopping, cooking
- Sign language interpreters and Teachers for the Deaf
- Extensive brailleing

13. Assessment

The University is required to make reasonable adjustments when a disabled student may be placed at a substantial disadvantage in comparison with a person who is not disabled. Examples of reasonable adjustments for students include making appropriate arrangements in such activities as:

- teaching, including classes, lectures, seminars, practical sessions
- examinations and assessments
- field trips and outings

Adjustments may include specific examination arrangements, provision of additional support for learning, adjustments to assessment practices, accommodation arrangements, and specific access issues such as the use of guide dogs.

The University via the Safety and Occupational Health Services also has the facility to conduct work place assessments to identify if specific equipment or reasonable adjustments are required or if there are health and safety issues that need to be addressed.

In the majority of cases, appropriate modes of examination and assessment will be determined following an assessment of needs, with a view to enabling students to demonstrate that they have met the criteria for progression or the

conferment of an award. The purpose of any alternative arrangements shall be to level the playing field without compromising academic standards.

The University believes that assessment methods should, as well as being appropriate to the academic objectives of the course, minimise the impact of a student's disability on performance in assessment. This means that some students may require alternative arrangements for examinations or other assessments.

The University adheres to the Quality Assurance Agency's Code of Practice on disabled students and in this context in particular with the following precept that "academic assessment practices ensure that disabled students are given the opportunity to demonstrate the achievement of learning outcomes and competence standards". At the same time, the rigour and comparability of the assessment should be protected with the affect that one academic standard should be applied to all students.

Wherever possible, students who have a disability, learning difference or long-term medical condition should undertake the same assessments as others on their course. Where the nature of the disability, mental health difficulty learning difference or long-term medical condition makes it impossible for a certain form of assessment to be used, any alternative form of assessment must be of the same standard and present a comparable level of challenge.

It is the University's responsibility to give students opportunities to disclose a disability, mental health difficulty, learning difference or a long-term medical condition and to ensure appropriate confidentiality. Students must be aware, however, that in order for alternative arrangements to be implemented, relevant staff will have to be informed of the disability or long-term medical condition. It is the student's responsibility to ensure that the University is aware of his/her disability and to apply for any variation in assessment conditions within deadlines which are established for this purpose. Any request must be supported by acceptable medical evidence of a learning difference, dyslexia or long-term medical condition.

Appropriate modes of examination and assessment will be determined after consultation with the student, relevant academic staff, the Disability Office/Wellbeing Service and the Registry, as necessary, to enable students to demonstrate that they have met the criteria for progression or the conferment of an award. The purpose of any specific arrangements shall be to compensate for any restriction imposed by the disability without compromising academic standards. It is essential that academic programs are regularly reviewed to ensure they are non-discriminatory and proportionate.

14. Examinations

Many disabled students are substantially disadvantaged in a traditional written examination because of the stamina required to continue writing or

concentrate for a sustained period of time. In addition, the examination paper may present a barrier because the language in which it is written may be easy to misinterpret (e.g. by a student whose first language is sign language or by a student who has dyslexia). Special examination arrangements can be approved for students who, as a result of a disability, are unable to sit formal university examinations under normal conditions. Such arrangements are designed to ensure that equitable examination conditions are provided and to allow students to demonstrate their knowledge and understanding. The University is strongly committed to equality of opportunity in its provision for all students and ongoing support with the focus being on providing accessible services and supporting students in completing their courses as independently as possible.

If a disability affects a student's ability to take examinations, appropriate arrangements can be made to take account of this. For example, students who have a learning difference may be given additional time in examinations and for students with a visual impairment questions can be brailled, produced in large print and/or presented on disk. If an amanuensis or the use of a personal computer is required, this too can be considered.

The Disability Office/Wellbeing Service are responsible for informing academic departments and the Examinations Office of any alternative examination arrangements based on comprehensive assessments of needs or recommendations made by an appropriate medical professional. All alternative exam arrangements have to be supported by appropriate and relevant evidence of need. It is the responsibility of the student to provide the Disability Office or Wellbeing Service with such professional evidence.

Alternative arrangements will be implemented by the University's Examinations Office for examinations controlled centrally, or implemented by Schools/Colleges where examinations are held independently or where it involves another form of assessment.

15. Use of Stickers

Students who are registered with the Disability Office with a specific learning difficulty (SpLD) are offered the opportunity to attach an official Swansea University sticker to their examination papers and coursework identifying themselves as dyslexic. A separate policy and guidelines for marking the examination and coursework papers of students with Specific Learning Difficulties and how to obtain official stickers are available at <http://www.swansea.ac.uk/study/current/StudentSupportServices/DisabilityOffice/DyslexiaPolicies/>

16. Field Trips, Placements and Study Abroad

Field trips and periods of study abroad may cause a range of difficulties for disabled students. Where a student with an identified disability or medical

condition is following a programme of study which involves a period or periods away, the Programme Director or Personal Tutor should discuss the implications of this with the student and the Disability Office/Wellbeing Service well in advance of the proposed trip. As a guide, discussion should take place at least 6 months prior to a field trip and at least 12 months prior to a year abroad.

With regard to work and practice placements, the placement provider has a duty of care whilst students are there. University staff from participating Schools/Colleges will provide advice and support to disabled students and liaise with the providers about the students' needs, bearing in mind confidentiality and disclosure policies.

17. Students who become disabled

The University will take all appropriate steps to ensure that a student who becomes disabled (or becomes aware of their disability) during their course has every opportunity to complete their course through the provision of the same level of adaptations and support as a comparable student who was disabled at the start of their course.

18. Access and Egress

The University recognises that physical access to the estates and building is a crucial aspect of its policy. The University is working towards ensuring that all premises are accessible for disabled students, and visitors. It is recognised that this has to occur within the constraints of existing buildings. Where access is limited, the University will instigate reasonable alternative arrangements, for example, by changing venues and altering timetables. Disabled students are encouraged to suggest improvements to physical access. All practicable steps will be taken to ensure the safe access and adequate working conditions for all people on campus.

The University has established programmes of work aimed to continually improve the accessibility of campus for disabled students. In addition to access, the University gives due consideration to the problems of egress from buildings by disabled students given that during an emergency evacuation, lifts (other than fire fighting lifts) currently will not operate and there will be heavy usage of evacuation routes.

As far as is reasonably practicable, the University seeks to establish and maintain an environment for students and visitors that is safe and without risks to health. It also aims to provide and maintain plant, equipment and systems of work that are safe and without risks to health and seeks to ensure further safe means of access to and egress from all places within its control.

19. Fitness to Practise

All subjects offering courses which are associated with a professional qualification welcome applications from disabled students. A disability,

medical condition or learning difference does not preclude application to study for qualifications in medicine, nursing or social work. However, students who take these courses are required to comply with the Fitness to Practise policies of the bodies which govern the respective professions (e.g General Medical Council GMC, Nursing and Midwifery Council, Care Council for Wales).

A student's disability or medical condition may interfere with a student's ability to cope with their chosen course of study and could impact on fitness to practise. Where a student is pursuing a programme of study leading to a professional qualification which is subject to a 'fitness to practise' or any serious or persistent concerns about the affects of a student's disability, or medical condition on their ability of fitness to practise should be referred to the Head of School/College.

Whether a student is fit to practise will be determined by the Fitness to Practise Committee. Where the requirements of a professional body prevent a student from completing a programme of study, the University will offer advice and guidance on other study options.

20. Fitness to Study

The University has a responsibility to balance its duty of care for disabled students with its duty towards all other students and staff. The University will make every possible effort to support students who need to suspend their studies on the grounds of fitness to study. The University's full policy and procedures can be found at:

<http://www.swan.ac.uk/registry/academicguide/UndergraduateAwardRegulations/GeneralRegulations/24SuspensionofStudies/>

21. Suspending Studies

Where a medical condition or disability prevent a student from continuing with their programme of study, the University will attempt to provide advice and support on the options available according to the best interests of the student. Before suspending or withdrawing students are encouraged to explore the implications of his/her decision through consultation with their Academic School, Disability Office/Wellbeing Service and the Academic Registry.

The full University policy and procedures on suspending studies can be found at:

<http://www.swan.ac.uk/registry/academicguide/UndergraduateAwardRegulations/GeneralRegulations/24SuspensionofStudies/>

22. Visitors

Any service that the University provides to the general public is covered by Equality Act 2010. This would include support for the needs of disabled

visitors using, for example, the library, sports facilities or attending open days, public lectures, graduation ceremonies, Chaplaincy and Taliesen.

This duty includes giving disabled visitors the opportunity to disclose confidentially their support needs, in advance of their visit. We will also provide:

- Written or print information in accessible alternative formats, if requested.
- Portable audio loop systems for the hard of hearing, if requested.
- Accessible access to all main building and public venues.
- Emergency evacuation of disabled visitors in the event of a fire or other similar emergency.
- Staff training in disability awareness for 'front of house' staff dealing with members of the public.

The University has a duty to make reasonable adjustments in anticipation of such requests and to do all that is possible to ensure disabled visitors do not experience less favourable treatment. However, where resources are scarce (e.g. British Sign Language (BSL) Support Workers or disabled parking spaces on campus) visitors are required to give reasonable notice of their requirements to enable the University to meet its obligations.

23. Roles and responsibilities

Heads of School/Colleges will be responsible for ensuring that their staff are fully aware of the relevant policies and practices. Individuals have a responsibility to ensure that they support the promotion of disability equality and to treat disabled persons fairly, with respect and in accordance with the provisions of this policy.

24. Impact Assessment

Swansea University recognises its responsibility to ensure that no-one is discriminated against or disadvantaged, through membership of any particular group, or on the grounds of age, disability, gender, race, religion, or sexual orientation. The Disability Policy has been assessed as being of high relevance to our duties and the University will review its impact on disability equality and diversity, identify any inequalities by annual monitoring, and will take action where necessary. For additional information please refer to the University's Equality and Diversity website <http://www.swan.ac.uk/personnel/GeneralInformation/PoliciesProcedures/EqualityOpportunities/DisabilityEqualityScheme/>

25. Monitoring

As stated in the University's Equality and Diversity Strategy, the University will monitor its performance in relation to both staff and students. The University seeks to improve its services by using evaluation procedures that involve consulting and involvement of disabled people.

26. Complaints procedure

The University endeavours to provide an environment which is supportive and fair. Where problems relating to the operation of this policy do occur, students are encouraged to advise an appropriate member of staff as soon as possible. Where a complaint is not dealt with satisfactorily at an informal level, any formal complaint or grievance should, in case of a student be pursued through the Students Complaints Procedure.

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