

WE ALL HAVE
ABILITY, THE
DIFFERENCE
IS HOW WE
USE IT

Stevie Wonder

D&A Diversity
and Ability

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and Ability

PAVING THE WAY
FOR A
CULTURE

DIVERSITY
&
ABILITY

DIVERSITY
INFORM,
ADVOCATE &
Y

D&A

Diversity
and Ability



The UK to the USA - Achieving Meaningful Inclusivity in Practice

Contents

- Who we are
- Setting the tone of inclusive culture
- Embracing inclusivity in service design and delivery
- Working with the student community
- More than just a piece!
- Close and questions



About D&A

Diversity and Ability is a multi award-winning social enterprise led by and for disabled people which supports organisations to create inclusive cultures where diversity is valued and people can thrive.

D&A specialises in training & consultancy, supporting both employees and employers to be the best they can be. D&A is driven by authentic lived experiences.

Who we are



Brian Lutchmiah (He/Him)
Inclusive Education Manager



Piers Wilkinson (They/Them)
Policy and Campaigns Lead



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Part 1: Setting the tone of inclusive culture

Diversity, Inclusion or both?

“Diversity is about counting people.

Inclusion is about insisting people count.”

Atif Choudhury, CEO, Diversity and Ability

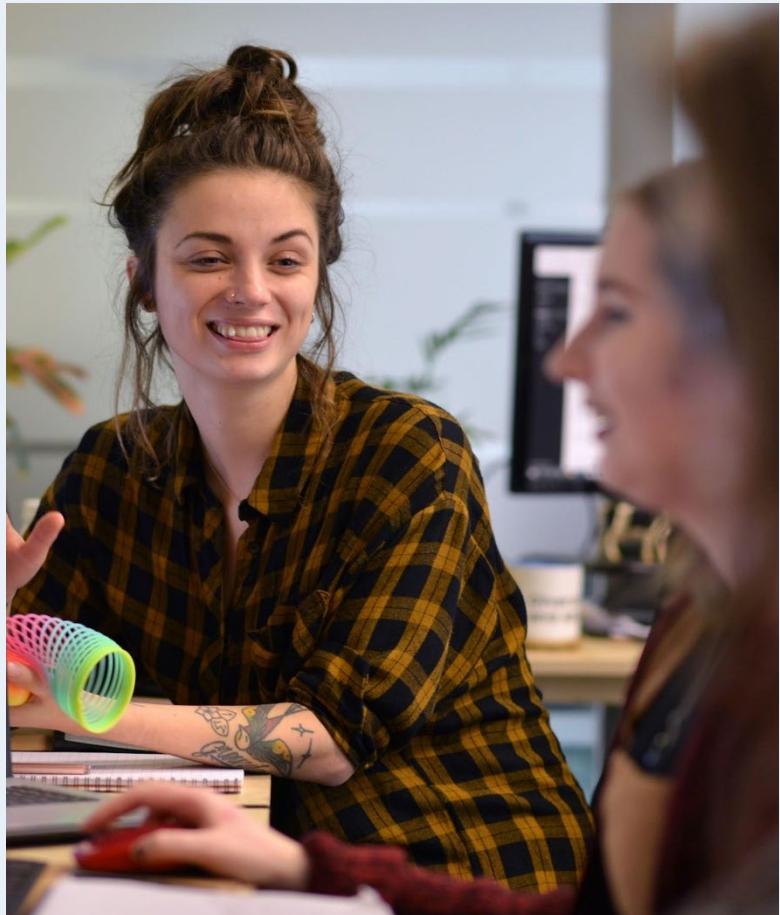
Legislation

- Equality Act vs ADA + Civil Rights Act
- Accessing protections
- Compliance is a losing strategy



Guidance and frameworks

- Office for Students & APPs
- Disabled Students' Commission whole journey approach
- Inclusive Campus - towards thriving, not just surviving



Reflective practice (1)

- Increase transparency in whole organisation communications
- Providing safe and creative spaces and forums for feedback
- Actively listening to the lived experience of staff (and students)



Reflective practice (2)

- Ensuring reflective practice is at the heart of all offered services
- Influence impactful and lasting change!



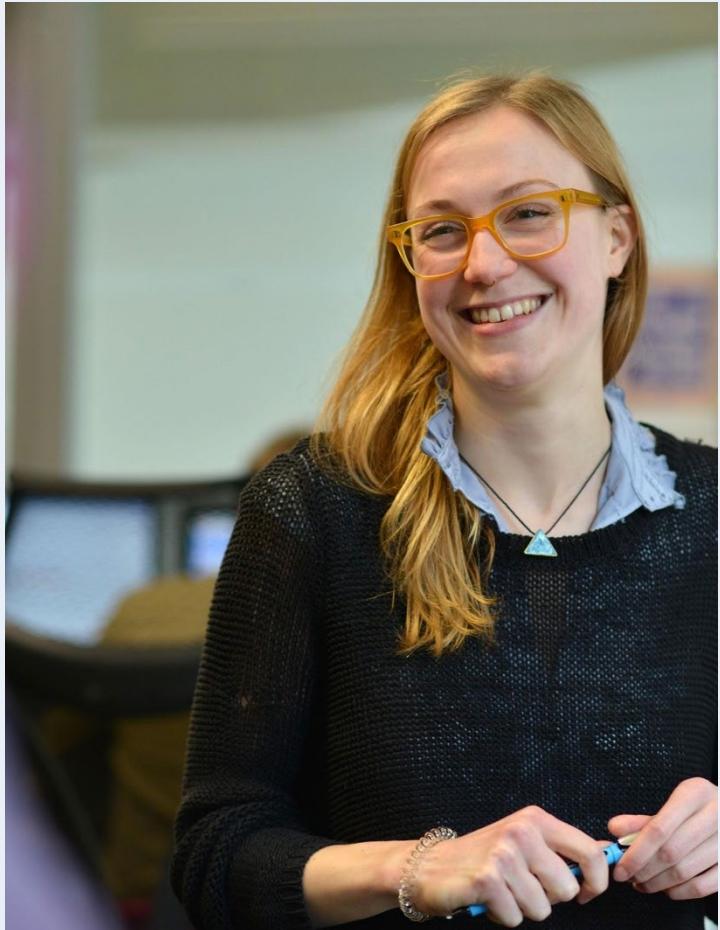
Applied learning (1)

- Ensuring feedback is used to continually develop and enhance awareness, practice and delivery
- Observable developmental change across providers as a result and why



Applied learning (2)

- Increase a sense of belonging for staff and staff teams...
- ...and students!



A question for you

Question:

Do you consider your work to be 'fairly accessible'?

Action:

Indicate (such as hands up) if you do



What Does Inclusive Leadership Look Like? (1)

- Collaboration and cultural intelligence
- Recognising, identifying and eliminating systemic bias
- Supporting enablement, growth, and psychological safety of all employees



What Does Inclusive Leadership Look Like? (2)

- Adaptability and agility
- Reflection of individual bias and impact
- Promoting psychological safety
- Promoting trust...



“True inclusion moves at the speed of trust”

- Celebrating diversity
- Creating equity



Trust is a homogenous label - how can we define it? (1)

- Take a few minutes and explore your thoughts on some, or all, of the following points with a co-worker next to you.
- Include home, work and social life.

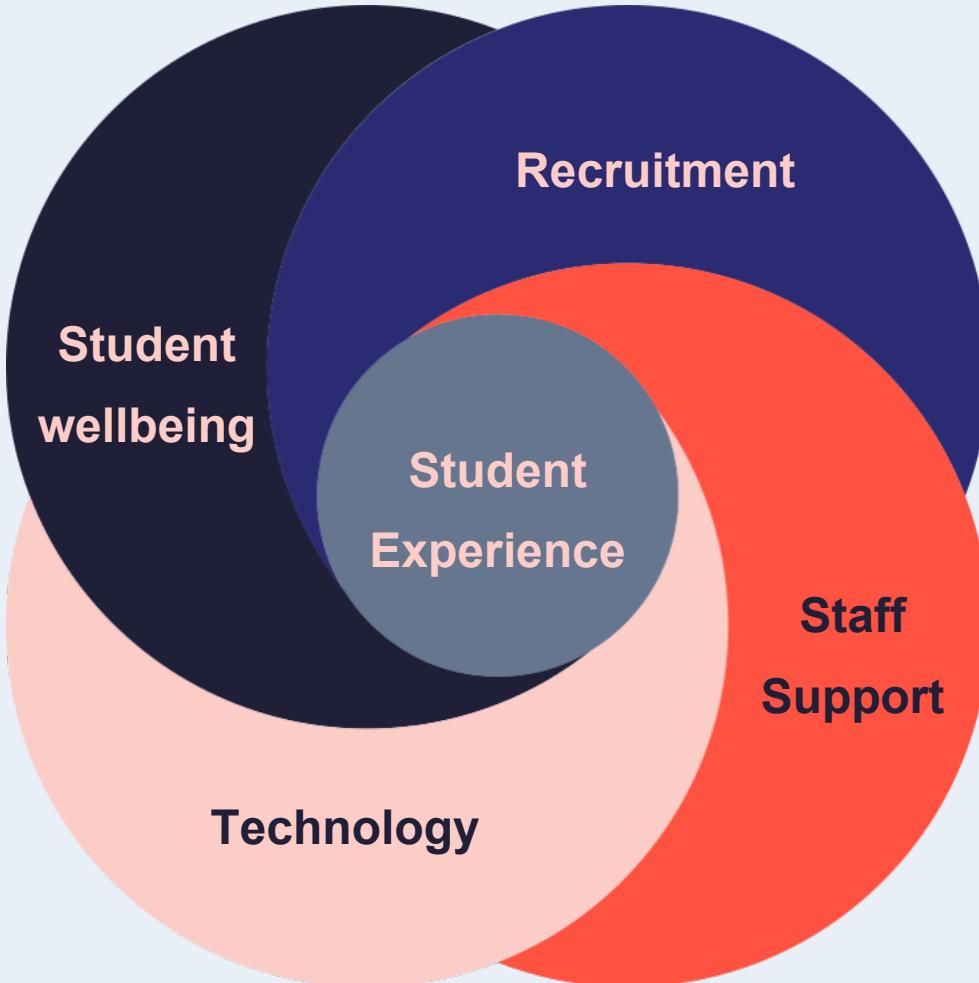


Trust is a homogenous label (2)

- What does trust look like for you?
- How do you know trust is there?
- How do you know when trust is not there?
- What questions does it raise for you?

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Leadership
and
Culture



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Part 2: Embracing inclusivity in service design and delivery

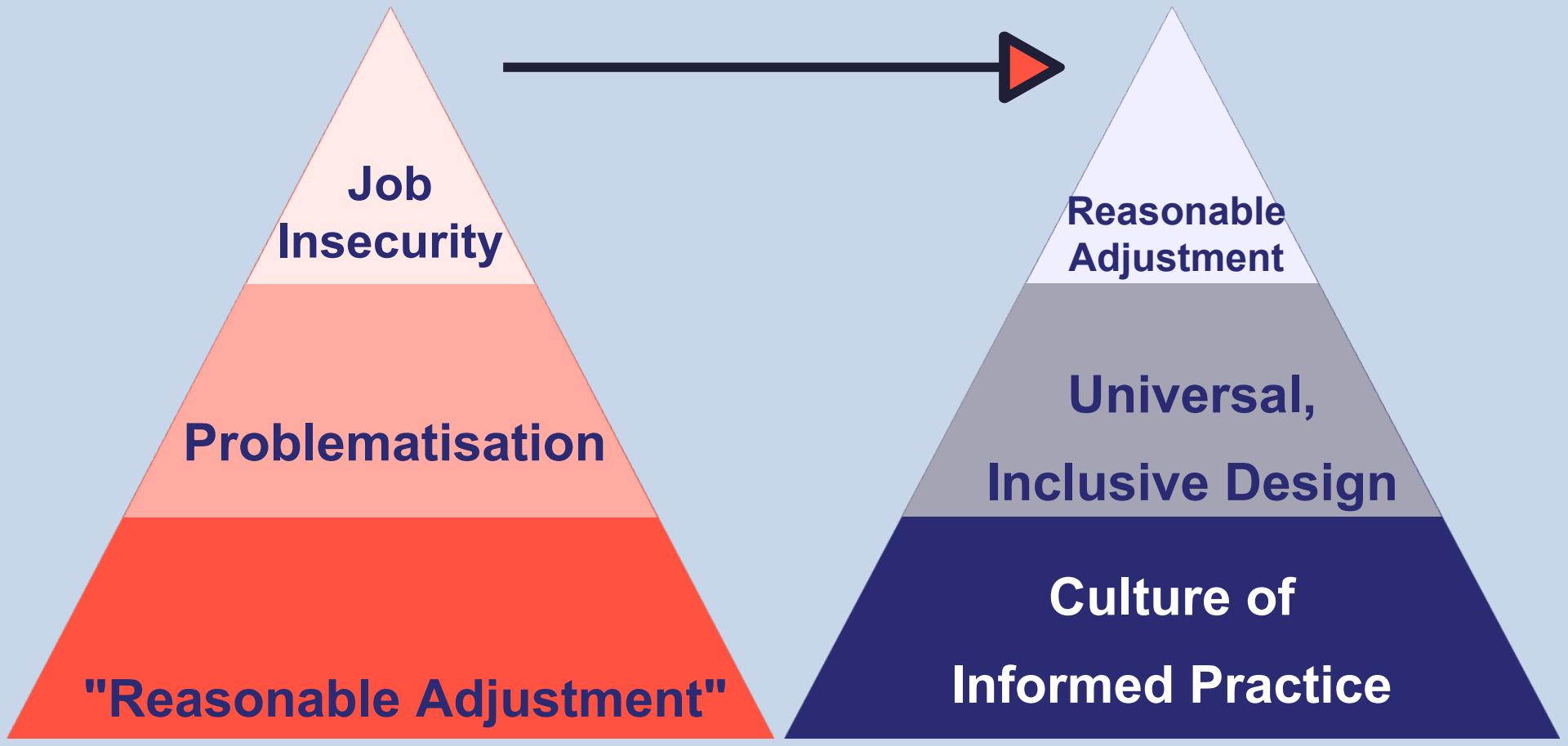
Who is accountable for accessibility?



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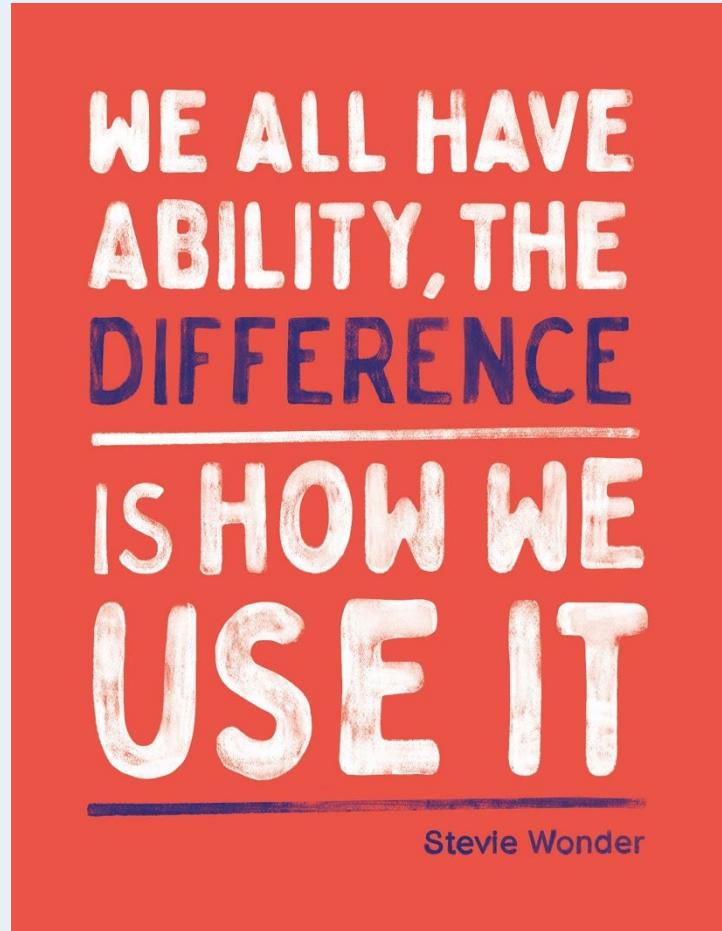
The culture of change

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Embracing inclusivity in service design and delivery

- Establishing an Inclusive Campus anticipates difference
- Collaboration enhances the student journey for all
- Embracing the ‘Social Model of Disability’



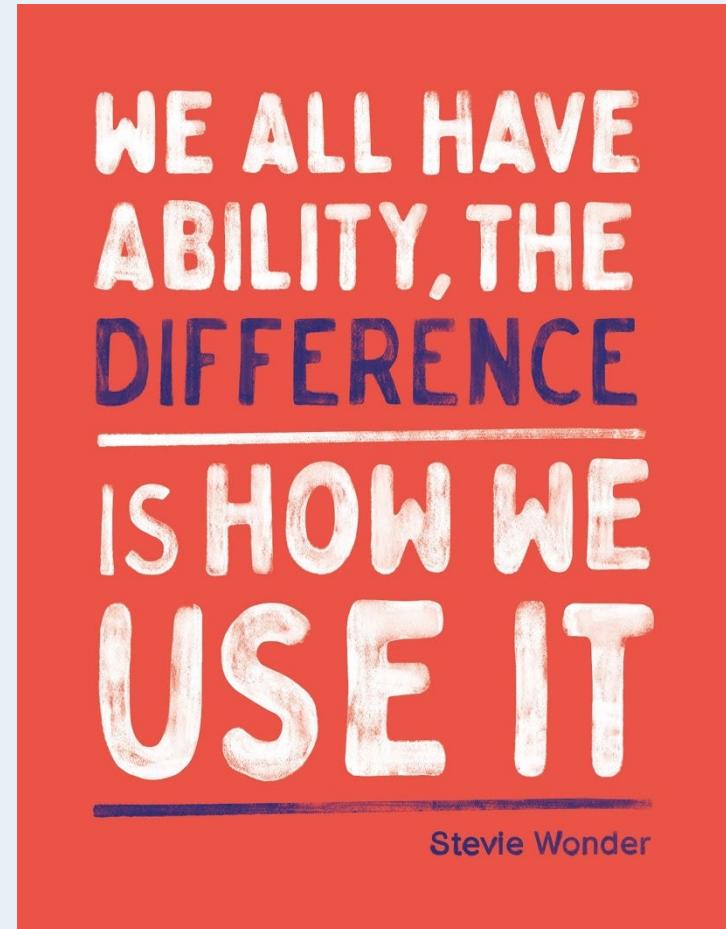
So, what makes a campus inclusive? (1)

- Physical access across the estate, including residences and wayfinding
- Public access information, advice and guidance (IAG)
- Marketing and branding



So, what makes a campus inclusive? (2)

- Event delivery (e.g. Freshers' events)
- Digital accessibility and systems for student and staff use
- Lecture capture and the teaching environment



So, what makes an inclusive campus? (3)

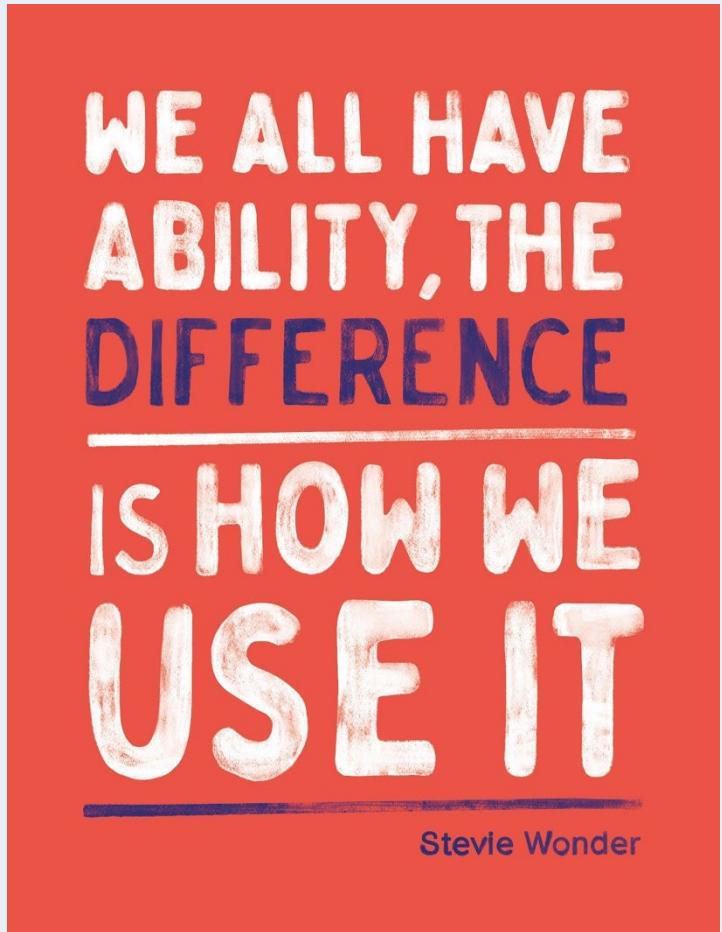
- Assistive Technology (AT) and its use
- Access to professional services
- Staff awareness and CPD
- Safeguarding (Child and Adult protection)
- And embracing Widening Participation (WP)...



What do we mean by Widening Participation? (1)

Ensures considerations for young people are anticipated, including those:

- from low income backgrounds
- who live in communities where progression to higher education is low



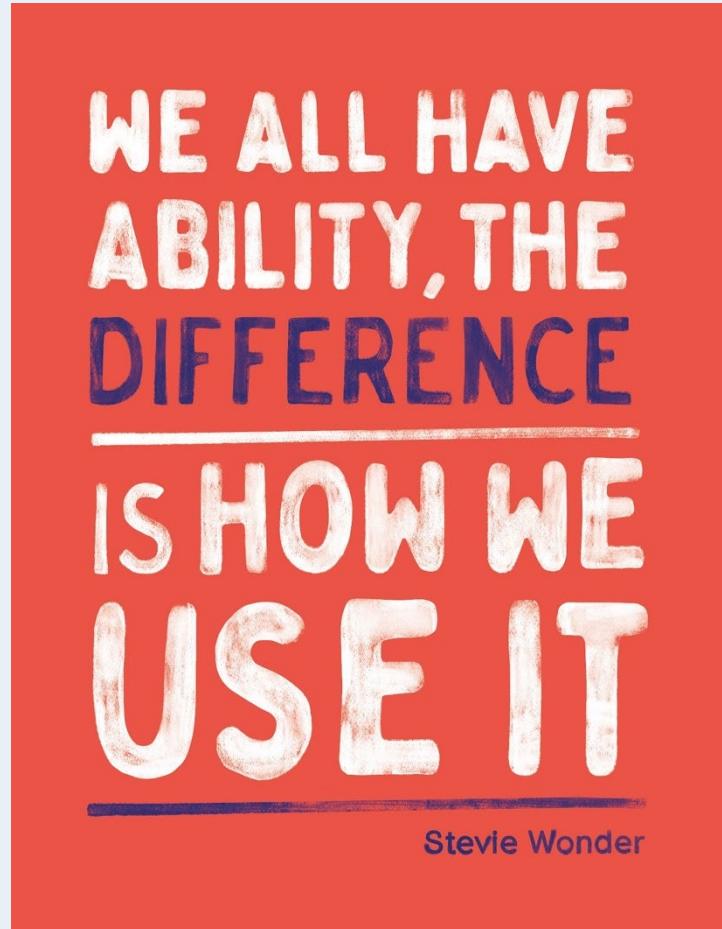
What do we mean by Widening Participation? (2)

- who are the first in their family to consider study at HE levels
- attending schools and colleges where performance and progression to higher education falls below the national average



What do we mean by Widening Participation? (3)

- are care experienced
- are disabled and/or have a long term health condition
- are young carers
- are from under-represented ethnic backgrounds



A Case Study: Imperial College London, UK

- Imperial College London has risen to sixth in the QS World University Rankings for 2023
- From 2018, D&A was commissioned by Imperial College London as the lead consultancy for an ‘Inclusive Campus’ Project



A Case Study: The Aim

The project aim was to ensure all students have inclusive access to study support and assistive technologies, regardless of:

- Disability or long term health condition;
- Neurodiversity diagnosis or;
- eligibility for the Disabled Students' Allowance (DSA)



A Case Study: Considerations and focus

- 64% of students are from overseas
- The responsibility for providing assistive technology to international students
- The challenge due to low disclosure rates



A Case Study: What we did

(1)

D&A evaluated the university's current AT provisions through a series of consultative discussions with:

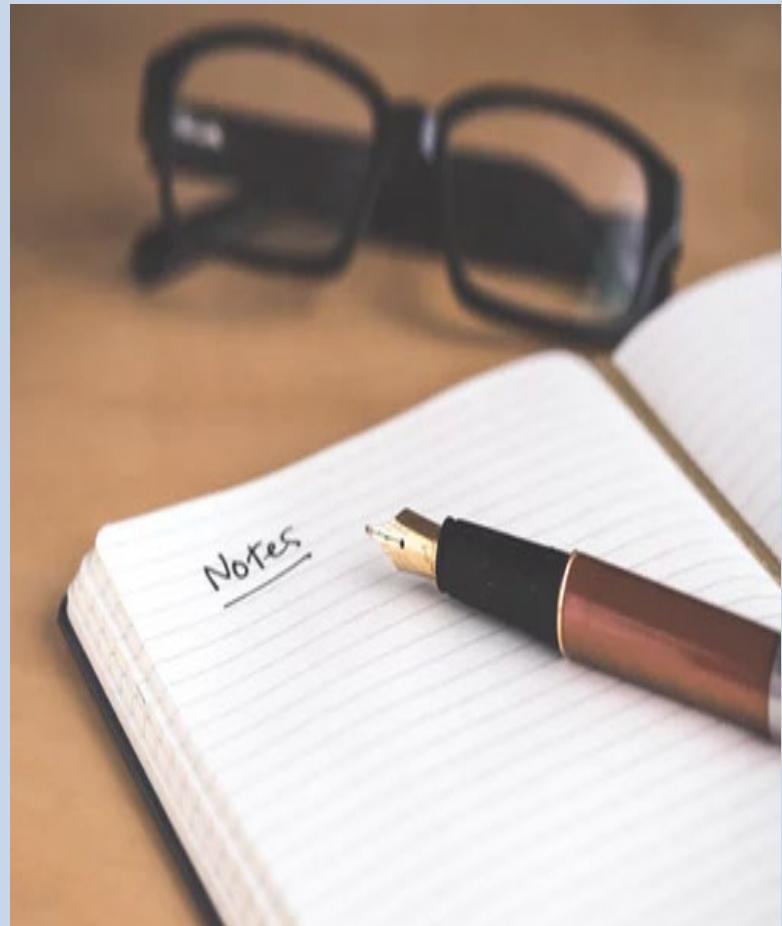
- Student Support Services
- Departments
- Academic teams
- Students



A Case Study: What we did (2)

D&A recommended technology and training by identifying gaps in the offering in project start-up phase, and suggested:

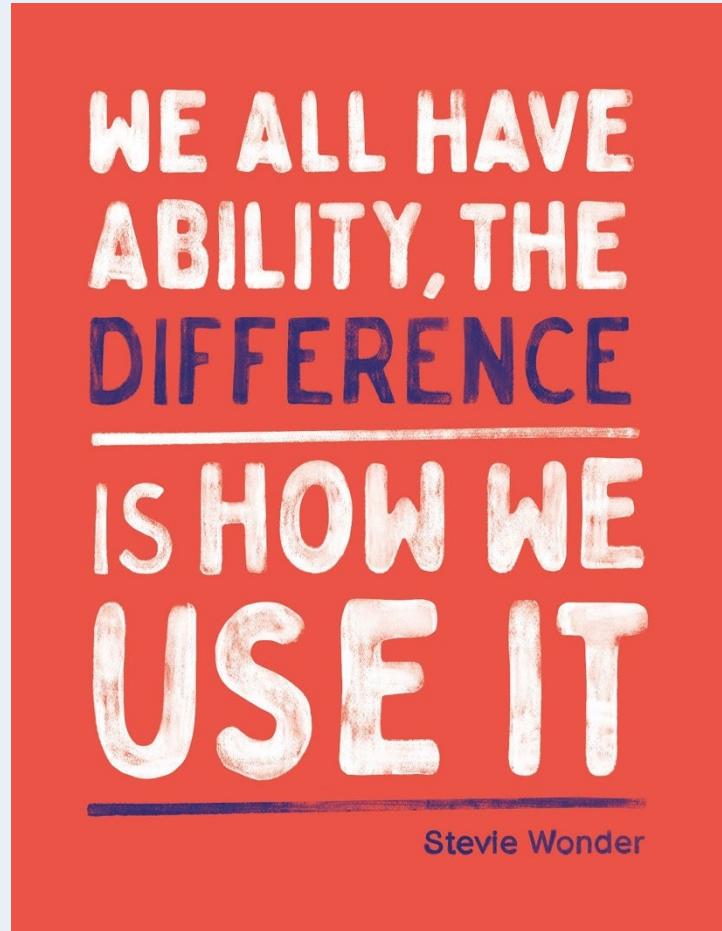
- workable software and;
- study strategy solutions



A Case Study: What we did (3)

Subsequent recommendations
were tailored to:

- budgetary requirements
- course dynamics
- introduction and use of premium
and free open-source
technologies cross-campus



A Case Study: What we did (4)

Utilised the knowledge and lived experiences of D&A to go beyond the regurgitation of an instruction manual.

Supported implementation and delivery of a sustainable programme of training and knowledge sharing.



A Case Study: Impact

	2016 (before project)	2021 (since project start)	Percentage rise in engagement
Total downloads of AT software	6501	37,651	> 82.7%
Percentage of downloads by international students	5%	41%	> 36%
Total training session attendees	251	980	> 74.4%

Case Studies: Testimony (1)

“D&A carefully advised us on a selection of software and apps to be networked, based on the needs of our students and staff.

D&A have been providing in-depth training for small groups to illustrate how the tools can be used effectively in integration with essential study skills.”

Hannah Bannister, Director of Student Service, Imperial College London

Case Studies: Testimony (2)

“...This is a great triumph, where we can proudly say that our Institution is ready, willing and able to support all of our students, both domestic and international, to reach their potential, whether they have a formal diagnosis or not!”

Hannah Bannister, Director of Student Service, Imperial College London



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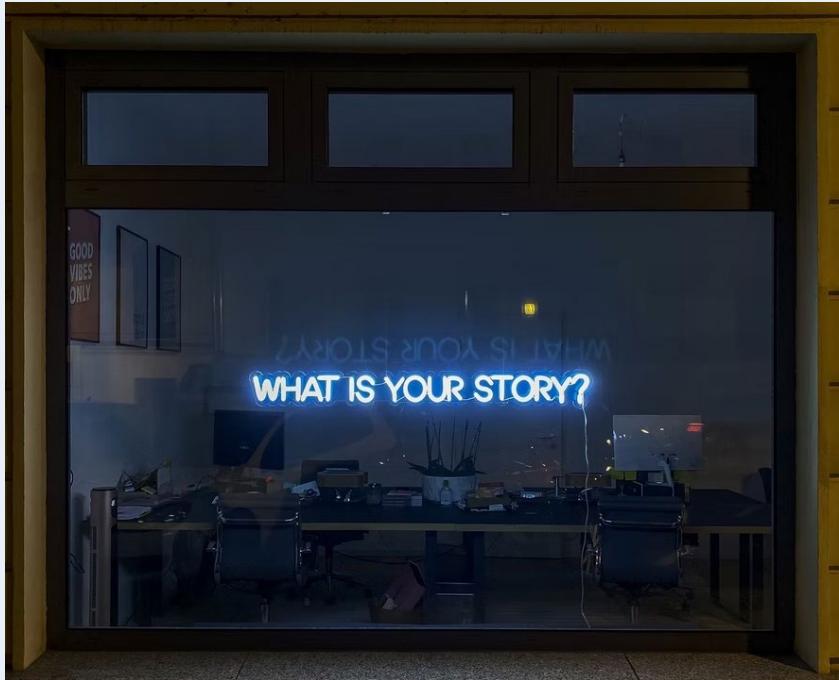
Part 3: Working with the student community

Student Voice

At the heart of inclusive practice lies lived experience and user voice.

Trust → Engage → Improve

How valuable is student voice?



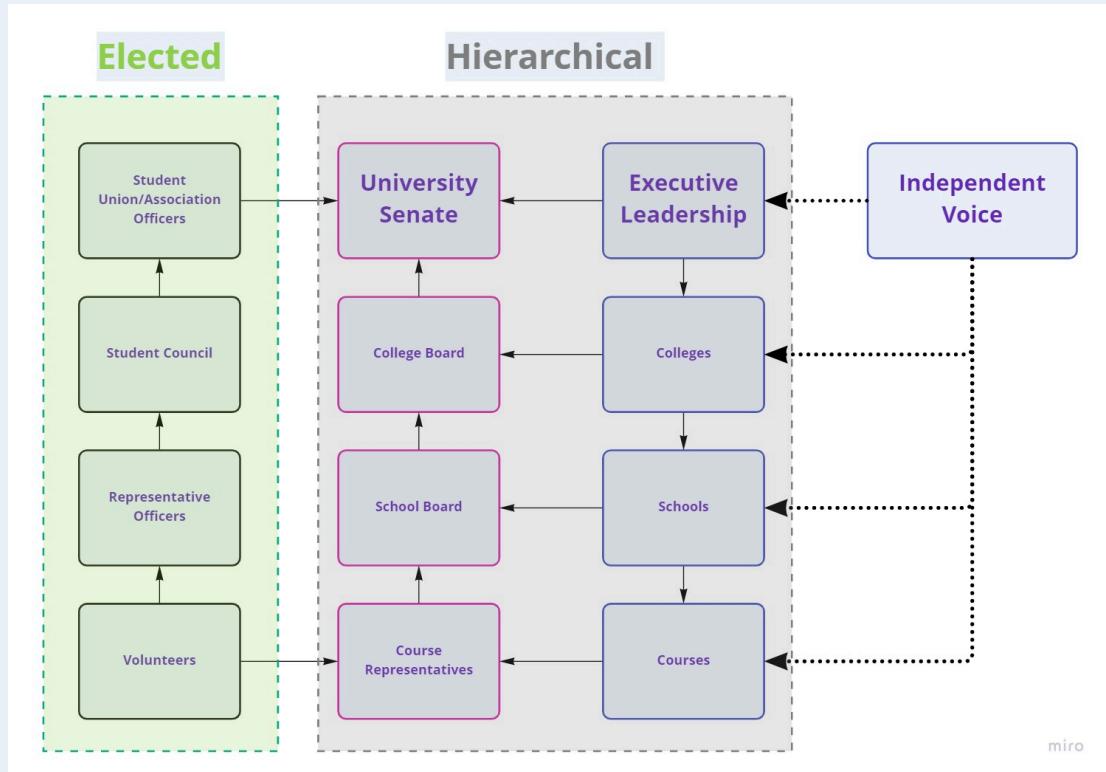
Community building

- No **disability dongles** - connecting community with teaching and learning
- Supporting and liaising with student associations and DPO's
- Responsibility

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Simplified Voice Framework Example

- Multi-level
- Supported
- Rewarded





More than just a slice!



Authentic Inclusion (1)

- Diversity and Inclusion are vital ingredients in shaping organisational culture from the top down
- There is no ‘one quick fix’



Authentic Inclusion (2)

- Ensure that diversity and inclusion are not just buzzwords - put authenticity into action!
- Never ‘put a lid on it’!



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www.diversityandability.com

Social Media:

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