



**UNIVERSITY OF STRATHCLYDE**  
**Department of Chemical & Process Engineering**

**REPORT:**  
**REVIEW ON THE ACCESSIBILITY OF TEACHING**  
**AND ASSESSMENT**

**October 2008 – March 2009**

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As part of the Disability Review Scheme (DES) the University requires all Departments to review the accessibility of their teaching and assessment arrangements, within a designated timescale, and to provide a formal report on findings to the Vice-Principal. This report from the Department of Chemical & Process Engineering is divided into five parts, to reflect the *Teachability* requirements in creating an accessible curriculum for disabled students.

The report will

- ✚ describe the Department's position at the start of the review,
- ✚ outline procedures used in conducting the review, and
- ✚ summarise the outcomes of the review and future plans to monitor, evaluate and improve accessibility.

**Part I: What data did your department have about possible barriers facing disabled students in teaching and assessments before your department's review of accessibility of teaching and assessment?**

The Department considered a variety of information sources when considering this aspect, to reflect on our interaction with both applicants and current students.

The Department has not been made aware of specific barriers facing disabled students either at the application stage or at other stages in the course but is rigorously examining all aspects of our activities in this regard. The current mechanisms are as follows:

Pre-entry: Having reviewed an applicant's qualifications to ensure that they include appropriate subjects at the required standard (minimum of Highers in Chemistry, Maths, and another science subject, preferably Physics) the Admissions Selector makes decisions based solely on academic merit. In reaching a decision and making an offer (or rejecting an application) the Selector does not discuss disability with an applicant unless s/he queries whether their disability could (i) be an impediment to acceptance on to a Chemical Engineering degree programme, (ii) potentially affect their ability to progress on the course. Candidates making such a query are contacted directly by the Admissions Selector so that a discussion can take place to ensure that the applicant appreciates the course requirements and demands and is also aware of potential career paths and prospects. Details of course content/assessment are provided so that the candidate is able to make an informed decision and a prospective student with a disability is assured that the Department will take all reasonable steps to enable him/her to participate fully in the courses offered by the Department. Dependent upon the candidate's wishes, s/he may also be introduced to the Disability Service - the Department feels that, generally, this should be the decision of the applicant.

An applicant would be introduced to the University Disability Service when the Department requires a professional assessment of a particular disability in relation to safety and efficiency of activities and procedures, particularly in connection with the laboratory programme. Risk Assessments are carried out by the Chief Technician/Lab. Programme Manager for each experiment, ahead of student participation. Where there are safety concerns that give rise to

the need to conduct a Risk Assessment in respect of a particular student, this would be considered carefully and all relevant aspects explored, in conjunction with the Disability Service, Safety Services and Occupational Health, as appropriate. The Disability Service adviser may also need to consult departmental staff to clarify specific practicality and safety issues. If deemed necessary a meeting(s) would be arranged with the applicant, adviser(s) from the Disability Service and relevant members of staff from the Department (e.g. DDC, Safety Convener, Chief Technician, etc.).

Where a candidate with a disability has come to the Selector's attention after the application has been submitted:

- ✚ Applicants should have already classified their disability on their application form according to a UCAS number key, and also provided summary details.
- ✚ These applicants are detected by Registry via their UCAS forms before the forms reach the Selector, and there is communication between Registry and the Disability Service.
- ✚ The Admissions Selector would note the stated disability when making the offer decision and make an offer as normal (assuming appropriate entry qualifications). If the stated disability is likely to require special provision beyond current practice the Department would seek confirmation that the relevant services are aware. If there were serious concerns that the applicant may not achieve the competence standards for a particular course, a full consultation would take place with the Disability Service before an offer would be made or an application rejected.
- ✚ If the Admissions Selector is concerned that a candidate would struggle to achieve the relevant competence standards this would be referred to the Deputy Principal for consideration, as University policy requires.

(The Department has never collated statistics on our disabled applicants but this information could be extracted from an admissions records database if the information was deemed by the University to be of value, in which case we would not plan to do this retrospectively but could certainly record such information from 2009-10 onwards).

Entry: When a student has accepted a place on the course s/he is advised about the Departmental Disability Contact (DDC) via the Undergraduate Handbook and at the welcome meeting for each year group at the start of each new academic session. The student is also sent an email welcoming them to the Department, as are exchange students, direct entrants, etc.

On course: The DDC highlights disabled students' requirements to staff at the start of each semester and staff are encouraged to regularly consult *Pegasus* so that they are fully aware of where adjustments may require to be made. The Department prides itself on its 'open door policy' and students are encouraged to approach the DDC freely and to engage with other staff as required. The DDC meets with each disabled student at least once per semester to discuss the student's experience, contacts them prior to class tests or degree examinations to discuss optimum arrangements and also seeks feedback afterwards. So that all students are represented, and mindful that there may be students who have chosen not to disclose a disability, feedback is also requested via Staff/Student meetings, although it is recognised that this is not a particularly sensitive option. Students may also choose to discuss issues with their Counsellor or Academic Year Co-ordinator, with feedback gained by this route. Further information regarding feedback from disabled students is included in annual departmental DESIG reports (see Appendix).

Records: The Department has never recorded the performance of disabled students by their degree award and has no current plans to do so, although these statistics are undoubtedly available. However, although we would not plan to do this retrospectively we could record this information from this academic year onwards if the information was deemed by the University to be of value.

Publications: The DDC encourages the staff responsible for the Departmental website and for the production of publicity materials (Prospectus, Faculty leaflet, Departmental leaflets) to ensure that these are available in alternative formats if required, and that this is publicised.

**Part 2: Outline the procedure you used to conduct your review.**

The Review period started at the beginning of October 2008. At a staff meeting in September 2008 the Head of Department and DDC highlighted the proposed procedure and encouraged staff to reflect on their own teaching and assessment activities using *Teachability* publications as a guide. The Department has a number of new staff, so to ensure they were aware of the University policy, and to reinforce the understanding of all staff, the Head of the Disability Service was invited to a Departmental meeting on 12 November 2008 to provide information regarding our legal responsibilities in relation to disability equality and to outline the approach taken by the University. At this meeting it was clear that, although staff were open and receptive and had already made some alterations in their practices, for the benefit of all students, there was a level of misunderstanding and apprehension, with concerns expressed about the magnitude and imminence of major changes and obstacles to our ability to accommodate such changes. The Head of Disability Service assured the meeting that in such a scenario wider University and Government supports would be available and discussions would take place ahead of a candidate embarking on the course. She re-emphasised the expectation of the DDA that reasonable adjustments are made and reminded the meeting that this would surely benefit all students. There was a further, 'open-forum' meeting on 4 February 2009, which proved to be a very positive experience and provided the opportunity for wider discussion which enabled staff to explore any issues of concern, pose questions, discuss best practice and share experiences.

In planning how to proceed the Department chose to base the Review on a student-centred approach, taking cognisance of the *Teachability* programme. Subsequent to the staff meetings the DDC met with each disabled student to seek their views and suggestions based on their own experience. This was welcomed and supported by each of the students. We then consulted the whole student body via a specially designed questionnaire, sent via email, and asked them to comment on any issues associated with the accessibility of teaching and assessment. The questionnaire was designed so that participants could answer as many or few questions as they wished, with the option to stop at any time. We considered it important to consult all students because (i) it offers them the opportunity to provide their views and raise important points that could assist the Department in reviewing activities and procedures, (ii) there may be students with an undisclosed disability. There was initially a slow response to the questionnaire, which was ascribed largely to timing, so the email was re-sent in January 2009 and this elicited a much higher response.

The DDC also sent the questionnaire via email to part-time (distance learning) undergraduate and postgraduate students (ca. 120) and to full-time postgraduate instructional and research students (~30). To date there has been no response and, whilst this lack of feedback is

disappointing the Department is somewhat reassured that students have no concerns or issues to raise regarding accessibility, and also that the students are aware that they can contact staff at any time to discuss any matter.

Of the responses received most comments were favourable; however, a few did highlight issues that (non-disabled) students had encountered and this will assist the Department in ensuring that procedures and activities are well designed and offer the best possible experience to all students. For the small number of returns where a student indicated a specific difficulty, the DDC will contact the individual and deal with their difficulty on a one-to-one basis. The questionnaire offered the option for students to form a focus group, but none of the respondees indicated an interest in this.

In summary, the Review procedure was as follows:

- ✦ All staff advised of the Review - timing, expectations, procedures, and encouraged to reflect on their own teaching/assessment allied to the information provided in the *Teachability* publications, as well as keeping up to date with the requirements of current students (September 2008 via meeting plus follow-up email);
- ✦ HoD meeting with DDCs (beginning October 2008);
- ✦ HoD meeting with Academic Year Co-ordinators [AYCs] (beginning November 2008);
- ✦ DDC notify Staff/Student Committee about Disability Review (29 November 2008);
- ✦ DDC meetings with individual disabled students to discuss the Review and obtain views on their experience (October 2008);
- ✦ Special Departmental Meeting: invitation to the Head of the Disability Service to give a presentation on DDA/*Teachability* to all staff, advise on legal requirements/University's approach/reasonable adjustments/best practice suggestions - Q&A session for staff, to assist staff reflection on own activities as part of the Review (12 November 2008);
- ✦ Questionnaire sent to all UG/PG students (full-time and part-time), to seek their views (December 2008, January 2009);
- ✦ 'Open forum' Departmental meeting held for teaching staff, scheduled so that they could enter a discussion on the requirements of disabled students and also share knowledge and experience. A large part of the discussion centred around what constituted 'reasonable adjustments', with several interesting points raised and positive suggestions made, which influenced our plans for improving accessibility (4 February 2009);
- ✦ DDC collates student questionnaire responses;
- ✦ DDC follow-up meetings with individual disabled students to reflect on experiences since October 2008 and ascertain if students wished to raise any issues (January 2009);
- ✦ Discussions with Admissions Selector, Lab. Programme Manager, Chief Technician, Industry Liaison Manager other teaching staff (January-March 2009);
- ✦ DDC collates all information and prepares Draft Report 1 (sent to AS for comment; Draft Report 2 then circulated to staff and highlighted at Dept. meeting, with request for feedback - comments/suggestions then incorporated into the final report);
- ✦ Final Report sent to Deputy Principal Hughes, copied to Ms Anne Simpson and to all Dept. staff (3 April 2009).

This completed our consultative process.

**Part 3: What aspects of course or curriculum design or delivery have you identified as potentially disadvantaging to some or all disabled students?**

It should be noted that the Department currently has a relatively small number of students with a disclosed disability and that these disabilities tend to relate mainly to dyslexia, dyspraxia, medical conditions; however, over many years (largely prior to the DDA) we have accommodated the requirements of students with different disabilities (dyslexia, hearing difficulty, missing limb, mental health difficulties, disability due to severe illness or accident) and responded to their individual needs by making appropriate adjustments; in all cases the students successfully completed their study programme. For future students with a more profound disability we would arrange discussions with the student and the Disability Service prior to the start of the session and would aim to carry out reasonable adjustments in order to offer/maintain a teaching environment which would take account of the student's needs. An information session would be organised for all staff prior to the arrival of the student so that everyone was aware of the requirements and also the supports available.

The Department makes every effort to ensure that all staff are aware of the needs of disabled students and encourages everyone to critically assess where improvements might be made to their own teaching and/or assessment practices for the benefit of all students. The DDC proactively discusses students' progress at regular intervals and facilitates students' interactions with other staff. The Departmental Teaching Committee at their planning meetings reflects on current practices to help identify whether aspects of a course (teaching, assessment, etc.) may potentially disadvantage some or all disabled students and critically assess where improvements could be made.

Lectures, Tutorials, Group Work

The majority of course information (notes, etc.) is contained on *WebCT* and some tutors also offer printed notes; materials can also be made available to disabled students on CD. If required, disabled students may tape lectures or use appropriate alternative methods of recording the material. The book list (students are not required to purchase many books as comprehensive course notes are available) and timetables are available in advance via the Departmental intranet and any alterations relayed to students as soon as practicable.

Tutors are encouraged to contact any disabled students in their classes to ensure that they are receiving the support they require. Students whose disability makes it difficult for them to read aloud or respond to unseen material would not be requested to do so.

For periods of prolonged absence students will be provided with notes as appropriate, as is current practice.

Adjustments for more profound disabilities, requiring major physical changes, would be considered, in liaison with the Disability Service (and other agencies as required), in advance of a candidate's entry to the course.

Laboratories/Practical Classes

Our undergraduate teaching laboratory was refurbished in 2007-08 and the re-design accommodated access requirements and specifically incorporated adjustments for students with e.g. mobility difficulties, with variable height benches installed to benefit students with a number of disabilities.

The undergraduate laboratory programme is managed by a senior member of staff, with laboratory sessions supervised by academic staff and a team of PDRA/PG demonstrators, assisted by laboratory staff and overseen by the Chief Technician. The Lab. Programme

Manager liaises directly with the Chief Technician so that he is aware of student requirements in advance of any experimental work and can provide assistance or alternative ways of working, as required. In 2007 the Department developed a 'virtual' experimental lab. programme for the Distance Learning course, to encompass students unable to attend for practical work; this virtual programme has now been rolled out to include full-time students (where necessary) and also offers an option for disabled students who may be unable to physically undertake the experimental work; it can also assist if a student has a prolonged period of absence, e.g. due to ill health, and allows all students to complete the mandatory lab. programme without time delay, whatever their circumstances.

All student demonstrators undergo a targeted training session which covers health and safety together with teaching/learning aspects; future training will also include 'additional support requirements' to explicitly consider the needs of disabled students. Currently the number of disabled students is small and staff are therefore aware if a particular student has a difficulty but if numbers expand in future we will consider placing a code on the student list to alert the demonstrators. The progress of disabled students during the experimental work is discreetly monitored to ensure that their skills are sufficient to carry out the experiment. Any student (disabled or not) who performs poorly in laboratory reports is counselled by the Laboratory Programme manager and offered additional assistance.

#### Assessment

*Class tests/examinations:* The Department makes special arrangements for disabled students in respect of class tests or examinations, which may include additional time/ short breaks/food or drinks/scribe/reader/laptop/private rooms/other identified supports, in order to provide optimum conditions. Students are allowed to use a spell- checker and no penalty is applied for spelling or grammatical errors, provided they do not conflict with published assessment criteria. This can present some difficulty in marking examination scripts where the policy of anonymous marking is applied, but is not insurmountable (see Part 4).

*Course work submissions:* Hand-in dates are clearly published and penalties known, but sympathetic consideration will be given to any student (disabled or not) with a valid reason for requesting a time extension.

#### Placements

*Study abroad:* Students with a disability are not precluded from undertaking study placements abroad and, in fact, several disabled students have participated successfully in placements in Europe and North America. All students may apply for a placement, with applications considered on academic merit together with personal qualities and ability to cope. The Study Abroad Co-ordinator discusses any special needs with individual students and may (or not, depending on individual requirements and the student's wishes) make this known to the partner institution so that adjustments can be made if required. Once a student is selected and embarks on a placement the Study Abroad Co-ordinator keeps in regular contact with the student and the partner Co-ordinator (as appropriate) to ensure that the student is progressing well and that all necessary supports are in place.

[the University Safety Office website offers useful information for study abroad placements].

The Study Abroad Co-ordinator makes regular visits to partner institutions in Europe and will, as part of the next round of visits, build up a knowledge of our partners' arrangements for disabled personnel, including home/exchange students; this portfolio would also include safety aspects, etc.

*Industrial placements:* the Industry Liaison Manager will consider the needs of disabled students and discuss this in advance with supervising staff. Students are provided with a list of participating companies and asked to indicate their preference(s); disabled students would be selected for interview with their chosen companies on the same basis as all other students (academic merit and their own preference). When a disabled student is accepted by a company for a placement, discussion regarding their needs would be initiated with the company and appropriate arrangements put in place for arranging/monitoring the placement. This would ensure that the same facilities and supports are available and the appropriate risk assessments undertaken, as it is important for the Department to ensure that employers appreciate their responsibilities under the DDA 2004 Employment Regulations.

[the University Safety Office website provides useful information for staff involved in organising placements]

#### Estates

To date the Department has not had students for whom physical adjustments have been required. In the future, where requirements necessarily involve Estates Management (EM) the Department would actively engage with Disability Service and EM to make appropriate adjustments and also engage with disabled students to plan and/or resolve identified requirements wherever possible.

The refurbishment work within the Department during 2007-08 and 2008-09 (the main teaching laboratory and a section of the staff office/meeting space, respectively) took care to ensure that these areas are accessible to all; future refurbishment in other Departmental areas will also be designed appropriately, in consultation with disabled students wherever possible.

A new passenger lift has recently been installed in the entrance area of the James Weir building, which is DDA compliant. However, there are other issues over which the Department has no control, namely that our teaching and staff accommodation is on level 2 so we cannot, for example, address the requirement of access by no more than one flight of stairs. All staff and teaching rooms within the Departmental area are easily accessed by all users, however the nearest disabled-access toilet facilities are located on level 3 and there are no signs to indicate this.

### **Part 4: Outline your department's plans for improving accessibility of teaching and assessment, with projected timescales.**

#### Staff Development

The Department has a Staff Handbook, updated biennially, which is circulated to all staff and a copy provided to each new member of staff on joining the Department. Disability information provided will be re-written and expanded for the next edition.

The Teaching Committee has been reminded to be mindful of disability requirements in tandem with discussions on curriculum updating and alternative assessment methods.

The majority of Departmental Staff meetings have included disability issues and this has now become a standing agenda item on the agenda for each meeting, starting from 2009. This formalised addition will provide the opportunity for disseminating information (including details of relevant training sessions), sharing best practice and allow for discussion regarding feedback received from disabled students. The DDC will continue to encourage/remind staff to consult *Pegasus* on a regular basis to check the status of students in their classes and wherever necessary will act as a conduit for sharing of information and problem-solving.

Staff development on specific impairments will also be arranged, as and when required, in consultation with Disability Service. Staff have in the past attended scheduled training sessions offered at the Kelvin Centre by Scottish Disability Team (SDT), which provided invaluable insight and information on a range of disability issues. Unfortunately, the SDT has recently been disbanded, but staff will be encouraged to attend any future relevant training sessions offered by any appropriate provider.

#### Records

The Department has not previously kept records on statistics re. disabled applicants, offers made or resulting acceptances, but plans to collect and review these annually from session 2009-10; the assessment will be done during the summer months, after completion of the annual recruitment cycle. Relevant statistical information will also be gathered annually, after the Finals Board, on the progression and success of our disabled students at both undergraduate and postgraduate level (full-time and part-time) and then compared with overall success rates.

#### Teaching (Lectures/Tutorials)

Staff will continue to be encouraged to consider the needs of disabled students when revising their teaching materials and exploring new assessment practices and also in advance of any refurbishment work or purchase of new supplies or equipment, to ensure they are easily accessible by all students.

*Lectures:* The Department will continue to provide lecture materials in advance on WebCT - this has been identified by all students as a valuable resource and does not, despite some early concerns, appear to discourage attendance at lectures. A book list is issued at the start of each session, indicating required texts and also those for consultation only; comprehensive notes are issued in both paper and digital format, helping to reduce costs to students, and students often purchase required texts from students in the years above. Work on web-based support material will be considered by the Teaching Committee as part of their review of curriculum content/teaching /activities/assessment.

#### Laboratory programme

All PDRAs/PGs who act as laboratory demonstrators or assistant tutors undergo a training session before they are allowed to supervise student activity (as outlined in Part 3 above) and from session 2009-10 this will include extended and expanded training on disability aspects; the Department will consult Disability Service during summer 2009 to ensure that the training coverage is sufficiently extensive and appropriate. Discreet monitoring of all students during laboratory sessions is also carried out (see Part 3) to enable early identification of areas of difficulty and provide appropriate assistance.

The Department will continue to review teaching and assessment activities and be proactive in implementing adjustments that will benefit students. For future students with a complex disability requiring special measures the Department will consider their needs and requirements in liaison with the Disability Service and other agencies as appropriate and will make specific adjustments wherever necessary and practicable.

#### Assessment

The Department will continue to ensure, wherever possible, that students are not penalised for spelling and/or grammatical errors, provided they do not conflict with published assessment criteria. In examinations this can be more difficult to deal with because of anonymous marking

when it is not immediately obvious that a script is from a disabled student; however, disabled students often sit their papers in a venue away from the main exam. hall and it is not always possible to ensure an answer book in the same colour, and this could identify them as disabled. Current practice is to mark all scripts and then review those of known dyslexic students to ascertain whether marks were deducted, and adjust where appropriate, and the Department proposes to continue in this manner.

#### Placements

*Study abroad:* The Department plans to collect and review statistics relating to disabled students, their placement destinations and their success on the placement scheme. This will be carried out annually at the start of each academic session and will begin from October 2009 with those students who undertook placements in session 2009-09.

*Industrial placement:* Since these relate only to 5<sup>th</sup> Year students in their final semester it is likely to be more difficult to obtain feedback but the Department will, via the Industry Liaison Manager, implement a scheme to contact the students involved and will monitor its success (May 2009).

#### Estates

Wherever possible the Department will involve disabled students in relevant issues associated with the teaching/study environment in future and will ensure that any proposed refurbishment of Departmental areas is mindful of disability issues.

#### Student Involvement

Feedback from students has shown that our current practice of having an open door policy, linked with the current practice of scheduling meetings with disabled students on an individual basis at least once per semester, works extremely well. This format provides students with the widest possible opportunity to discuss their own experiences and raise questions about a range of issues including teaching, activities, procedures, assessment, course design, estates and other general issues and the Department plans to continue in this format. If requested by students in future, group meetings similar to main Staff/Student committee meetings could easily be implemented.

### **Part 5: What future arrangements will be in place in your department for reviewing and monitoring accessibility of teaching for disabled students?**

This will be done by a variety of means:

- ✚ The Department will in future years review and monitor accessibility of teaching and assessment for disabled students on a regular basis and via a number of different routes. Annual reviews of overall teaching and assessment already take place, with issues discussed by both the Teaching Committee and the Departmental Management Group and also presented at Departmental meetings. Future discussion will include a greater focus and discussion on accessibility issues, with plans made for resolution of any issues identified.

- ✦ The DDC will continue to meet regularly on an individual basis (students' preference) with disabled students currently registered for classes within the Department as this provides the students with a 'non-threatening' forum where they can discuss any issues important to themselves. A group meeting could be initiated in future if students indicate that this would be of value. Other staff such as Counsellors, AYCs, Safety Officer, Chief Technician, Head of Department could thereafter become involved if (when) appropriate. Any issues raised will, with the student's permission, be relayed to the next Departmental Management Group meeting and Departmental meeting, for discussion; if requiring immediate attention, the issues raised will be disseminated to staff via email transmission.
- ✦ Disability considerations will become a standing item on the agenda of Teaching Committee and general Departmental meetings.
- ✦ Intake: the Department will from 2009 begin to keep records of applications from disabled students; this information will be collated and recorded.
- ✦ Future intake: the Department will continue to review teaching and assessment activities and be proactive in implementing adjustments that will benefit students. For students with a complex disability requiring special measures the Department will consider their needs and requirements in liaison with the Disability Service and other agencies as appropriate and will make specific adjustments wherever necessary and practicable in advance of a candidate's entry to the course.
- ✦ Student Involvement: if requested by students in future, group meetings similar to main Staff/Student committee meetings could easily be implemented (current preference is for individual meetings with DDC).
- ✦ Staff Handbook: disability information provided will be re-written and expanded for the next edition.
- ✦ Teaching: Staff will be encouraged to consider the needs of disabled students when revising teaching materials/exploring new assessment practices; the Department will continue to provide lecture materials in advance on *WebCT*.
- ✦ Laboratory programme: PDRA/PG laboratory demonstrators training session will include extended and expanded training on disability aspects from 2009-2010; the Department will consult Disability Service during summer 2009 to ensure that the training coverage is sufficiently extensive and appropriate.
- ✦ Assessment: the Department will continue to ensure, wherever possible, that students are not penalised for spelling and/or grammatical errors, provided they do not conflict with published assessment criteria.
- ✦ IT facilities: two dedicated computer laboratories are provided by the Department for student use; the Computer Officer, in liaison with the DDC, will ensure that future provision will take note of any special requirements for disabled students;
- ✦ Study Abroad Placements: the Study Abroad Co-ordinator will keep records of any disabled students participating in a study placement abroad and will monitor their performance and collate information. As part of regular visits to partner institutions in Europe the Co-ordinator will start to build up a knowledge of our partners' arrangements for disabled personnel, including safety aspects, etc., to ensure comparability with Strathclyde protocols;
- ✦ Industrial Placements: the Industry Liaison Manager will keep records of any disabled students who embark on an industry-based placement to complete their final project. Discussion re. a student's needs will be initiated with the company, in consultation with the student prior to the placement and appropriate monitoring put in place to ensure

- ✦ that proper facilities and supports are available and the correct risk assessments undertaken, to ensure comparability with Strathclyde protocols;
- ✦ Publicity/Information: staff responsible for the Dept. website, UG/PG Handbooks and the production of publicity materials will ensure that all information is available in alternative formats if required, and that this is publicised;
- ✦ Open Days: staff responsible for information sessions will ensure that information is available in alternative formats if required, and that the website offers a discreet opportunity to request a special arrangement(s) if necessary;
- ✦ Estates: wherever possible the Department will involve disabled students in relevant issues associated with the teaching/study environment in future and will ensure that any proposed refurbishment of Departmental areas is mindful of disability issues.
- ✦ Emergency: the Department would seek advice in advance from Safety Services about the emergency evacuation procedures for a physically disabled person, such as the provision of refuge areas or assistance to exit our buildings.
- ✦ Review of performance: the Department will from 2009 begin to keep records of student performance and will compare disabled students' performance with that of their peer group; this information will be collated and recorded.
- ✦ Future: the Department has further opportunities for review and monitoring of wide-ranging disability issues when collating and writing the Annual Disability Report required by the Disability Equality Scheme Implementation Group (DESIG).

This completes our review process.

This Departmental Review, although quite challenging, has proved to be a very interesting and informative exercise and the procedure has helped us to critically assess our current practices to identify where we do things well and where we need to make adjustments.

The goodwill, interest and commitment of all staff in the Department has been invaluable in carrying out this review and their input is greatly appreciated. Our students have also played a vital part in ensuring that we are informed by their experiences and expectations.

It is hoped that the findings of the Review will inform our future activities and assist the Department in ensuring that we provide a good experience for all our students.

**Karen V. Morrison**  
**DDC**  
**Academic Co-ordinator, Chemical & Process Engineering**

Draft report 1: 23 March 2009  
Draft report 2: 31 March, 2009  
Final report: 3 April 2009

## APPENDIX

- ✚ Department of Chemical & Process Engineering Annual Report to the Disability Equality Scheme Implementation Group (DESIG)
- ✚ Competence Standards – the 5-Step Test
- ✚ Email correspondence to Dept. staff
- ✚ Email correspondence/questionnaire to students – request for feedback
- ✚ Copy of questionnaire issued to students
- ✚ 'Reasonable adjustments' - information supplied via *Pegasus* re. C&PE student requirements