

University of Glasgow Disability Co-ordinator (DC)

Job Description

Job Title: Disability Co-ordinator

Reports to: Head of School

Purpose of the Job: To promote and support disabled students as well as to promote disability equality within their School

Remuneration: The role of DC is undertaken on a voluntary basis but it is recognised as a valuable and key element in ensuring that disability equality is promoted within the University as well as within the School. It is therefore expected that Heads of School will incorporate this important role into the DC's main job description and allocate sufficient time to allow the role to be fulfilled effectively. The role of Disability Co-Ordinator should also be included in discussions at the post holder's annual PDR interview.

The Role

- To be the central point of contact within the School for individual disabled students and to address and promote the needs of these students within the School.
- To be the School's contact for the Disability Service and ensure that relevant communication from the Disability Service is disseminated to relevant staff members and actioned, where appropriate. To refer students to Disability Service for the arrangement of specialist services, equipment or funding which remains the core function and remit of the Disability Service.
- To work with other colleagues who are part of the network of DCs throughout the University to ensure appropriate support is available and deliverable to individual disabled students and to share good practice with colleagues in this network.
- To attend and engage with relevant internal or external training and/or development opportunities provided, including briefings and updates from the Disability Service.
 - To show awareness of the University's responsibilities with regard to the Equality Act 2010 and to proactively promote disability equality within their School, with particular reference to Appendix D of the University's Equality and Diversity Policy: <http://www.gla.ac.uk/services/humanresources/equalitydiversity/policy/equalitypolicy/>
 - and to Strategic objective 7 of the Equality and Diversity Strategy 2011-2015 Action Plan: http://www.gla.ac.uk/media/media_224825_en.pdf
 - <http://www.gla.ac.uk/services/humanresources/equalitydiversity/>

Key Functions

1. To be the key person for the delivery of support for disabled students within the School. This involves a general awareness of the full range of disability issues which are likely to arise within the University. As the central point of contact in their School for disability issues, DCs should be flexible in their availability to encourage and foster ease of access.
2. Identify and signpost disabled students to the Disability Service to ensure that they undergo a needs assessment by a Disability Adviser. This will also ensure that if a student has disclosed a disability to their School, and the institution is 'deemed to know', appropriate procedural steps have been followed in response to this disclosure.
3. Ensure that suitable adjustments, services and resources (as highlighted by the MyCampus disability entry) are made available both locally and in the wider area of (a) physical access, (b) examinations, and (c) assisted evacuation.
4. Review disability related provision in the School periodically and feedback to Disability Service as appropriate.
5. Develop and maintain dialogue with academic and administrative colleagues to monitor the School's ability to meet the provisions outlined in the MyCampus disability entry.
6. Highlight areas of concern, in terms of providing support and the resources required, to the Disability Equality Champion and/or the Clerk of Senate, as appropriate, to ensure that these matters are addressed at the appropriate level within the University.

Your Responsibilities

- DCs agree to attend relevant training delivered by external agencies, the University's Equality & Diversity Unit and the Disability Service.
- The DCs should develop and maintain a professional rapport with the student. The relationship must not cross this boundary and privacy and time constraints on both sides should be respected. Where a student presents with complex needs they should be referred back to the Disability Service or other relevant support services for further assistance.
- Appropriate levels of confidentiality need to be maintained. In many instances, anonymity may be preferable when dealing with general issues. All approaches to colleagues and other parties should only be embarked upon with the consent of the student.
- It is essential that after receipt of the MyCampus disability entry the DC should communicate the support needs of that student either to the Course Co-ordinator or other appropriate persons (e.g tutors) within the School as early as possible. This can be done by emailing the support needs to the Course Co-ordinator or tutor.

- Students who have a MyCampus disability entry have agreed to a Data Protection Statement permitting information about their disability to be passed on a 'need to know' basis, but still retaining their right to have this information treated confidentially.
- Good practice dictates that, where practicable, the DC offers an introductory meeting with a disabled student new to their School. This ensures that good channels of communication are established at an early stage and this practice can reassure students that their needs are being acknowledged and supported by the School.
- A list of the names and contact details of each School's Disability Co-ordinator (DC) is available via a web link <http://www.gla.ac.uk/disability/contactinformation/dcs> on the Disability Service's website. Please inform the Disability Service of any changes disability@gla.ac.uk
- The Disability Service will communicate regularly with all DCs with news and information relevant to the role. This allows DCs to keep abreast of current issues and developments in disability provision.
- The Disability Service undertakes that where consulted by any DC for advice or support , a response will be made without unreasonable delay.
- Staff training and awareness raising sessions relevant to the role are offered regularly and the DCs will be informed of these by the EDU, the Staff Development Service or the Disability Service.