

Equality Challenge Unit



ECU works closely with colleges and universities to seek to ensure that staff and students are not unfairly excluded, marginalised or disadvantaged because of age, disability, gender identity, marital or civil partnership status, pregnancy or maternity status, race, religion or belief, sex, sexual orientation, or through any combination of these characteristics or other unfair treatment.

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Background to project



- = Figures from the Association of Graduate Careers Advice Services (AGCAS) and Equality Challenge Unit (ECU) highlight an employment gap between disabled and non-disabled graduates.
- = This employment gap varies between different higher education institutions (HEIs), and for disabled people with different impairments.

Methodology



- = Advisory group
 - = Initial scoping of the research
 - = Design of the research instruments
 - = Review of initial analysis
 - = Review of guidance document
- = Student and graduate survey
- = Interviews with careers staff, disabled students and graduates
- = Call for case studies

Outline



- = Provision of information, advice and guidance
- = Ensuring effective delivery

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Provision of information, advice and guidance (IAG)



“The advisor quickly realised I was used to being known as a "disabled student" and made me realise how many desirable skills I had at an advanced level both because of my disabilities and also because I simply had worked very hard to get to that point in my studies which meant I should not be looking for 'disability friendly' careers and then narrowing it down but instead looking for a career first I would enjoy and second that would be able to put reasonable adjustments in place. Person first, disability second summed up the advice.” **Disabled student**

Provision of information, advice and guidance (IAG)



- = To support disabled students transition into employment, it is recommended that this IAG is:
 - = personalised to individual's strengths and requirements
 - = provided in a way that is accessible to all students
 - = includes details relating to specific impairment and removing disabling barriers

Accessibility



- = To ensure that all students can access their IAG, careers services should consider providing it:
 - = in a range of formats (e.g. podcasts, videos, audio guides),
 - = through a number of mechanisms (e.g. face to face meetings, careers events, workshops, online resources).

Disability/impairment specific information



- = In particular, this may include IAG around:
 - = Disabling barriers
 - = Reasonable adjustments and Access to Work
 - = Disability disclosure
 - = Disability friendly employers

Ensuring effective delivery



- = Improve communication and promotion of careers services
- = Ensure careers staff have access to information on disability
- = Develop links with academics, disability services and other departments
- = Evaluate and improve services through consultation with disabled students
- = Work closely with local and national employers and external organisations
- = Increase number of disabled graduates employed by the HEI

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