THE UNIVERSITY *of* EDINBURGH

Equality & Diversity Strategy

1. Introduction

1.1. This is a single equality strategy to ensure that equality and diversity are guiding principles in our pursuit of academic excellence. Its introduction coincides with the implementation of the Equality Act 2010 and builds on its principle of integrating equality and diversity in policy and practice. We are pleased to have brought together a Single Equality Action Plan (see Appendix 1) as part of the overall Strategy, which specifically aims to address equal of opportunity in relation to the Protected Characteristics under the Act and sets out the priorities for action for the University of Edinburgh. (A full version of the Equality Act can be viewed at: http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf

1.2 The University has successfully integrated equality and diversity into the priorities of successive strategic plans, and built on that by setting new targets in the University of Edinburgh Strategic Plan 2008-2012.

1.3 We also see the importance of making the strategy open and accessible to all members of the University. This is why we have introduced a dedicated equality and diversity website. This website brings together information on our current policies, some aspects of law in these areas and updates on best practice and developments in government policy.

Our Vision

1.4 We aspire to be a place of first choice for some of the worlds most talented students and gifted staff. The University is committed to developing a positive culture, where all staff and students are able to develop to their full potential.

1.5 The University is committed to embedding Equality and Diversity across all its work, and believes this strategy reflects its commitment and contribution to its place as a world-leading centre of academic excellence.

1.6 We have set targets at University Strategic level as well developing a single equality action plan to address our duties under the Equality Act 2010 encompassing all of its protected characteristics of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. We identify improvements in the student experience, the challenges faced by disabled staff and students in accessing higher education and gender issues that may affect the pursuit of scientific work as key to tackling real issues.

1.7 The University welcomes the challenges ahead and we are committed to working on the issues facing the higher education sector. It is also expected that this new integrated E&D Strategy will assist the University in working collaboratively with other UK and Scottish Universities and relevant public bodies; in working in partnership with the Trade Unions; in knowledge transfer, leadership development, monitoring and policy development.

2. Scope

2.1 This Equality and Diversity strategy covers the period to November 2012 in keeping with the [University of Edinburgh Strategic Plan (2008-2012).](#) It meets our responsibilities in relation to the Equality Act 2010 through publishing a single Equality Action Plan encompassing the protected characteristics under the Act. It is a Strategy for the whole University community of staff and students.

3. Principles

3.1 The University promotes a positive culture for working and studying to which every student and member of staff contributes and within which they are able to develop to their full potential.

3.2 It is central to the concept of a university that all members of that community treat each other with respect, regardless of their race, disability, ethnicity, gender (including transgender), age, sexual orientation, or beliefs.

3.3 The University will embed Equality and Diversity across all its work. To achieve this all staff and students have a part to play.

3.4 The University will simplify the key principles in law so that they may be easily accessible to everyone throughout the institution and to make this information widely available for all members of the University in a range of forms.

3.5 Freedom of expression within the law is central to the concept of a university. To this end, the University will foster a culture which permits freedom of thought and expression within a framework of mutual respect.

3.6 We will always have an Action Plan to meet the aims of the Strategy which will be reviewed regularly and address the following:

   (a) **Knowledge management**: to improve the availability and use of knowledge and information across the University, and to support knowledge exchange for improvement in policy and practice.

   (b) **Equality monitoring**: to monitor equality data to identify changes over time and to carry out research in areas of particular significance.

   (c) **Innovation and improvement:** to promote a positive equalities culture for all staff and students through self-evaluation and evidence based innovation in teaching, learning and services.

   (d) **Collaboration of resources**: in the field of Equality and Diversity leading to more streamlined and efficient services.

3.7 The three previous Equality Action Groups (Race, Gender and Disability) who were overseeing the implementation of the three statutory action plans will be subsumed into in a Single Equality Action Group.

4. How the Law Applies to the University

4.1 The University of Edinburgh has legal responsibilities under the Equality Act 2010. The Act consolidated previous anti-discrimination legislation and also introduced new measures that have direct implications for higher education institutions.

4.2 The Equality Act provides a single legal framework with clear, streamlined law that will be more effective at tackling disadvantage and discrimination. It brings disability, sex, race and other grounds of discrimination within one piece of legislation which covers nine protected characteristics. (A full version of the Equality Act can be viewed at: http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf)

4.3 The Equality Act introduced a new Public Sector General Equality Duty which requires the University to pay 'due regard' to the need to: eliminate unlawful discrimination, victimisation and harassment; advance equality of opportunity and foster good relations.

Definitions of Equality and Diversity and Discrimination

4.4 [1]Equality is about creating a fairer society where everyone can participate and has the same opportunity to fulfill their potential. Equality is backed by legislation designed to address unfair discrimination based on membership of a particular group

4.5 [2]Diversity is about recognising that everyone is different in a variety of visible and non-visible ways. It is about creating a culture and practices that recognise, respect and value difference. It is about harnessing this potential to create a productive environment in which the equally diverse needs of the customer/client can be met in a creative environment. It is about creating a workforce who feel valued/respected and have their potential fully utilised in order to meet organisational goals. Diversity is not an 'initiative' or a 'project'; it is an ongoing core aim and a core process.

4.6 Discrimination
The areas of discrimination where the law offers protection are:

Direct discrimination is where a person is treated less favorably than another in a similar situation on a protected ground.

Specific forms of direct discrimination have also been defined:

- **Associative (transferred) discrimination** is now extended to cover age, disability, gender reassignment and sex. This is direct discrimination against someone because they associate with another person who possesses a protected characteristic.

- **Perceptive discrimination** is now extended to cover disability, gender reassignment and sex. This is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic

- **Disability related direct discrimination**: is where a person discriminates against a disabled person if, on the ground of that person's disability, he or she is treated less favourably than a person not having that particular disability has been or would have been treated.

- **Disability - reasonable adjustments:** is where employers are obliged to make reasonable adjustments to premises or working arrangements to prevent a disabled person from being placed at a substantial disadvantage compared with persons who are not disabled.

Indirect Discrimination is where a rule or practice is applied across the board, but it operates to particularly disadvantage a protected group when compared to

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[1] www.lawscot.org.uk, accessed 11.08.11
[2] www.lawscot.org.uk, accessed 11.08.11

others outside the group, unless the rule is needed to achieve a legitimate aim, and the means of achieving that aim are appropriate and necessary.

Victimisation is where an individual who has sought to enforce their rights, or has helped another to do so, has as a result been treated less favorably than others who have not complained.

Harassment where an individual is subjected to unwanted conduct on a protected ground which has the purpose or effect of violating his or her dignity or of creating an intimidating, hostile, humiliating, or offensive environment.

4.7 Protected Characteristics

The nine protected characteristics on the grounds upon which discrimination is unlawful are:

Age - refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds).

Disability - a person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

Gender reassignment - the process of transitioning from one gender to another.

Marriage and civil partnership - marriage is defined as a 'union between a man and a woman'. Same-sex couples can have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated the same as married couples on a wide range of legal matters. The public sector equality duty does not apply to this characteristic.

Pregnancy and maternity - pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Race - refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

Religion or belief - Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sex - a reference to a man or to a woman

Sexual orientation - Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes

6. Action Plan

Refer to **Appendix 1** for the Single Equality Action Plan and Aims.

7. References

Equality and Diversity website
University's Strategic Plan 2008-12
EDMARC - Equality & Diversity Monitoring and Research Committee
Equality & Diversity Coordinators and their role descriptor
Equality Act 2010

8. History and Review

This Equality and Diversity Strategy was reviewed in 2010/11 in line with the University's Strategic Plan and to incorporate legislative changes. It was approved by Court on 7th November 2011 and takes effect from the same date. It replaces the previous Equality and Diversity Strategy and Action Plan; the University's Disability, Gender and Race Equality Schemes and Action Plans; the Race Equality Policy and the Policy and Codes of Practice on Equal Opportunities in Employment and on Equality and Diversity for Students.

This Strategy and Action Plan will be reviewed in the event of any significant changes to the legal position on equality or diversity, or any other relevant factors. In the absence of such a change, they will be reviewed following publication of the University's next strategic plan in 2012/13.

9. Alternative Format

If you require this document in an alternative format please contact Equality and Diversity at: equalitydiversity@ed.ac.uk or telephone 0131 650 .8127

Equality Action Plan 2011 - 2012

This Action Plan specifically aims to address equal opportunity in relation to the Protected Characteristics (PC) under the Equality Act 2010. It sets out the priorities for action for the University of Edinburgh (UoE) Equality & Diversity (E&D) Strategy.

Key - Protected Characteristics: All (All) Age (A) Disability (D) Sex (S) Nationality [3] (N) Race (R) Religion or Belief (RB) Sexual Orientation (SO) Gender Reassignment (T)

Review: This Action Plan will be reviewed annually and be reported to relevant University Committees and published on the relevant University websites.

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[3] Note: Nationality is part of Race, but is also specified separately here because it is of distinct significance in relation to the University's Internationalisation Strategy and can be separately identified and monitored in relation to the University's staff and student populations.

1. Structures and Communications

Priorities and Action	Why	PC	Timeline	Responsibility
1.1 Embedding equality and diversity into Structures – **1.1.1** Review E&D Management, consultation and committee structures, including different Protected Groups, Edinburgh University Student Association (EUSA), Trade Unions (TUs), external bodies e.g. government bodies & local agencies. **1.1.2** Review School/Support Department E&D plans under the remit of Colleges/Support Groups and incorporate into UoE level Strategic/Action Plans.	To promote diversity within memberships of key committees and across the University.	All	**1.1.1** By end 2011 **1.1.2** Annually each June	**1.1.1** Vice-Principal Equality and Diversity. **1.1.2** Vice-Principal Equality and Diversity. Heads of Schools and Colleges/Head of Support Depts and Support Groups.
1.2 Networks –Support and promote networks in achieving equality aims.	To promote information exchange and support consultation.	Potentially All [staff and students] dependent on specific networks.	Ongoing.	Senior HR Employee Relations Partner
1.3 Support & Induction - **1.3.1** Review the 'pre-arrival guidance' for new international students and review the provision of ongoing support. **1.3.2** Review the Information for New Staff Guide and review the provision of ongoing support.	To improve support for staff and students from first point of contact with the University.	All (staff & students)	**1.3.1 & 2** By 2012	**1.3.1** Director of International Office. **1.3.2** Senior HR Partner – Resourcing
1.4 Publicising equality – promote equality and diversity in published documents and materials e.g. recruitment documentation, newsletters.	To improve awareness of equality and diversity and promote good practice.	All	Ongoing	Vice-Principal Equality and Diversity, Deputy Director of HR, Heads of Colleges/Support Groups.

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2. Policy and Good Practice

Priorities and Action	Why	PC	Timeline	Responsibility
2.1 Equality Impact Assessment (EIA) - **2.1.1** Develop EIA Policy and Forms. **2.1.2** Ensure EIA is carried out as part of Internal Audits, Reviews and Major projects.	To fulfil legal obligations and more. To support continuous improvement. To further embed equality and diversity into structures and practice.	All (staff & students)	**All** By end 2011	**2.1.1** Deputy Director of HR. **2.1. 2** HR/Internal Audit/Vice-Principal Equality and Diversity/Heads of College and Support Groups/EUSA.
2.2 Flexible Working Policy – Disseminate a flexible working policy and provide guidance and good practice to managers and staff.	To introduce changes in the law on retirement. To fulfil legal obligations in supporting disabled staff and students. To support family friendly policies.	A/D/S/R/RB [staff and students]	By October 2011	Senior HR Employee Relations Partner
2.3 Accessibility - (physical & other) **2.3.1** Review and implement the EIA process on estates projects in Estates & Buildings to take account of all PCs. **2.3.2** Timely response to required equality adjustments to the estate. **2.3.3** Review and implement the EIA process on estates projects in relation to Information Services infrastructure to take account of all PCs.	To fulfil legal obligations and more. To improve the student experience and working environment for staff. To disseminate good practice.	All [staff and students]	**2.3.1** tbc **2.3.2** Ongoing **2.3.3** tbc	**2.3.1** Director of Estates & Buildings. **2.3.2** Director of Estates & Buildings. **2.3.3** Vice Principal Knowledge Management, Chief Information Officer & Librarian, University of Edinburgh.
2.4 Code of Practice on the Selection of Staff - REF 2014 (COP REF] - Promote equality & diversity through preparation of COP REF. [Incorporating guidance on equality analyses i.e. impact assessment within REF processes.]	To fulfil legal obligations and more To disseminate good practice	All	By 2014	Via Research Policy Group [Code of Practice prepared by Director of HR]

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Priorities and Action	Why	PC	Timeline	Responsibility
2.5 Procurement Develop specific University guidance on equality in procurement by: 2.5.1 Ensuring providers are made aware of our equality procedures & Action Plan. 2.5.2 Equality Impact Assess the University's Procurement process.	To fulfil legal obligations and more To disseminate good practice	All	By 2012	Director of Procurement
2.6 Higher Education Academy (HEA) 'Developing an Inclusive Culture' Project - Review current policy and practice on curriculum design by examining new course and programme approval processes.	To embed inclusive practice in line with the outcomes of the HEA project.	All	By 2012	Assistant Principal Academic Standards and Quality Assurance
2.7 Annual Review/equivalent processes - **2.7.1** Carry out EIA on annual performance and development review/appraisal or equivalent processes. **2.7.2** Review annual review/equivalent processes data statistics against Protected Characteristics in relation to new annual review/equivalent processes. **2.7.3** Embed E&D in annual review/equivalent processes training and guidance. N.B. annual review processes currently being reviewed.	To fulfil legal obligations and more. To identify any potential discrimination and to take remedial action as required.	S/R/D/A	2.7.1 From Oct. 11 onward 2.7.2 By 2012 2.7.3 tbc.	2.7.1 Aggregate: within College/Support Groups via Heads of HR. 2.7.2 Deputy Director of HR. 2.7.3 tbc.
2.8 Mentoring – In the first instance develop plans for the introduction of expanded availability of mentoring for Academic & Research staff, including relevant training & support.	To promote equality in relation to career development.	S/R	By 2012	Director of HR, Heads of School.
2.9 Good Practice Hub - Develop and promote a good practice 'hub' on the Equality & Diversity website, ensuring all Protected Characteristics are clearly exemplified.	To disseminate good practice.	All (staff & students)	By 2011	R Employee Relations Partner, EUSA.
2.10 Dignity & Respect (D&R) - Develop a D&R Framework and disseminate the Policy.		All (staff & students)	By mid 2012	Deputy Director of HR, EUSA.

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Priorities and Action	Why	PC	Timeline	Responsibility
2.11 Learning & Development - **2.11.1** Publicise and promote e-Diversity in the Workplace online training. **2.11.2** Roll-out Cultural Diversity training **2.11.3** Ensure that those running L&D events have been E&D trained.	To fulfil legal obligations and more. To improve the student experience and working environment for staff.	All (staff & students) R	**2.11.1** By June 2011 **2.11.2 By end 2011** **2.11.3** By July 2012	**2.11.1** Deputy Director of HR **2.11.2** Deputy Director of HR **2.11.3** Deputy Director of HR/Director of Institute of Academic Development. Vice-Principal Knowledge Management.
2.12 Promotions - **2.12.1** Review equality & diversity representation on promotions committees. **2.12.2** Review Academic promotions processes.	To disseminate good practice. To fulfil legal obligations and more. To promote equality in relation to career development.	S/R	**All** By 2012	**2.12.1** /Snr HR Partner – Reward, local HR **2.12.2** Director of HR/Snr HR Partner – Reward.

3. Monitoring

Priorities and Action	Why	PC	Timeline	Responsibility
3.1 Monitoring - **3.1.1** Improve data collection through staff recruitment processes. **3.1.2** Review the number of appointments/ promotions: **3.1.3** Produce annual Equality & Diversity Monitoring & Research Committee (EDMARC) Reports & keep the content under review. **3.1.4** Follow up EDMARC findings, as appropriate. **3.1.5** Carry out regular Equal Pay Audits. **3.1.6** Continue to encourage disabled staff to disclose disability and provide support when they do.	To fulfil legal obligations and more. To improve recruitment & staff satisfaction, e.g. to improve student uptake. To promote diversity within memberships of key committees and across the University.	A/S/R/D (staff & students)	**3.1.1** By end 2011 **3.1.2** through **3.1.6** all Ongoing	**3.1.1** e-Recruitment Project. **3.1.2** Snr. HR Partner - Reward **3.1.3** Convener of EDMARC. **3.1.4** University Secretary with advice from EDMARC **3.1.5** Snr. HR Partner - Reward **3.1. 6** Deputy Director of HR.

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4. Additional Action on Specific Protected Characteristics

Priorities and Action	Why	PC	Timeline	Responsibility
4.1 Age – Consider appropriate measures in relation to removal of the default retirement age [DRA].	To fulfil legal obligations and address the consequences of the removal of the DRA.	A	Spring 2012	Deputy Director of HR
4.2 Occupational Segregation - Review the Scottish Government reports on Occupational Segregation and identify any actions.	To fulfil legal obligations and more.	S	By end of 2011	Deputy Director of HR
4.3 Childcare – Review provision of childcare facilities across the University to ensure equality of access and the services to meet the needs of a wide variety of staff and students.	To support staff and students with childcare.	S	2011	Director of Corporate Services Group.
4.4 Athena SWAN Awards **4.4.1 Relevant schools/units in CSE and MVM** apply for Awards. 4.4.2 Participate in the Equality Challenge Unit's 'advancing gender equality in higher education: good practice in employment recognition scheme' pilot.	4.4.1 To meet the University's strategic objectives. To promote women in science. 4.4.2 To promote a good practice recognition scheme to promote and advance gender equality in higher education	S	4.4.1 By 2012 4.4.2 During 2011/12	**4.4.1** Vice-Principal Equality and Diversity + School leads. 4.4.2 Vice-Principal Equality and Diversity and Project team
4.5 Accessibility – Review the refurbishment of e.g. the John MacIntyre Conference Centre and other buildings.	To improve the student experience and working environment for staff. To adapt to suit the protected characteristics. To disseminate good practice.	All [staff and students]	Tbc	Director of Corporate Services Group.

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Priorities and Action	Why	PC	Timeline	Responsibility
4.6 English as an additional language – Review provision of English as an additional language support for under/post graduate students and seek advice from the English Language Teaching Centre.	To ensure that undergraduate and postgraduate students are supported to the best of their ability in developing academies literacy in their subject area.	R	December 2011	Assistant Principal Academic Standards and Quality Assurance via Senatus Quality Assurance Committee (SQAC).
4.7 International Students - **4.7.1** Consider the effects of the Christmas and New Year closure on international students. **4.7.2** Provide good quality pre-arrival information. **4.7.3** Participate in the Equality Challenge Unit project on Experiences of International Students.	To improve the experiences of International students.	All	All - tbc	**4.7** Vice-Principal Equality and Diversity via : **4.7.1&2** International Office **4.7.3** Convener, Race Equality Action Group.
4.8 Qualitative research - **4.8.1** Extend monitoring beyond 'hard data' by deploying qualitative research methods on agreed priority areas. Agree with the Chair of EDMARC an area of qualitative research study related to Black, Asian Minority Ethnic (BAME) students e.g. attainment and progression rates, poor conversion rates for BAME students from offer to acceptance.	To improve the experiences of BAME students and students from different faith/belief backgrounds. To improve the acceptance rates of BAME students into the UoE.	R/RB	December 2011	Vice-Principal Equality and Diversity with Chair of EDMARC.
4.9 Partnership with professional and community bodies - **4.9.1** Heads of School to identify their Schools' needs and establish dialogue with professional bodies on equality issues. **4.9.2** Undertake to make links with professional bodies on under-represented groups.	To ensure race equality matters from the sector are embedded into university programme content. To improve the numbers of BAME and disabled applicants into the sector. To play an active role as a civic university in taking forward equality in the area of race relations as well as	R/RB/S/D	**4.9.1** April 2012 **4.9.2** tbc.	**4.9.1** Heads of School of the specific professional programme areas. **4.9.2** Centre for Education for Racial Equality in Scotland (CERES). Others tbc.

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religion and belief.				

Priorities and Action	Why	PC	Timeline	Responsibility
4.10 Learning and Development - **4.10.1** To roll-out differentiated inter-cultural and faith awareness courses for different categories of staff on MyEd. **4.10.2** To provide seminars on topics addressing race and religious diversity matters e.g. promoting good relations in learning and teaching, service delivery, addressing inter-and intra-group tensions related to racial matters.	To build staff awareness and confidence of working within racial, cultural, religious, and linguistic diversities.	R/RB	June 2012	**4.10.1** tbc. **4.10.2** Student Disability Service, International Office, Chaplaincy, EUSA.
4.11 Sexual Orientation – Set up an LGBT Network.	To promote equality and to support LGBT staff and students.	SO	Tbc	Senior HR Partner - Employee Relations.
4.12 Transgender – Develop a Trans Equality Policy.	To support trans equality staff and students.	T	By April 2011	Senior HR Partner - Resourcing.
4.13 Disability – Staff **4.13.1** Develop a Staff Disability Policy. **4.13.2a** Develop improved processes for staff and managers to access support for disabled staff. **4.13.2b** Develop and publicise information on the support for disabled staff, for both staff and managers. **4.13.2c** Develop health & wellbeing pages on the HR web on good practice e.g. flexible working, reasonable adjustments. **4.13.3** Work with external bodies on initiatives such as Healthy Working Lives and 'See me' Scotland to develop a staff culture which promotes good mental health. **4.13.4** Review the systems and processes for obtaining monitoring data on disability, with a view to improving data collection and improving statistical reporting.	To support disabled staff, and to recruit and retain staff. To fulfil legal obligations and more.	D [staff]	**All** By 2012	HR Partner - Employee Relations

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Priorities and Action	Why	PC	Timeline	Responsibility
4.14 Disability - Students - **4.14.1** Review satisfaction monitoring measures for disabled student support: **4.14.2** By reviewing content of Student Disability Service evaluation, exploring other feedback mechanisms. **4.14.2a** Fully implement course adjustments for students. **4.14.2b** Revise and update guidance for all relevant stakeholders (e.g. Manual for the Management of Adjustments to Academic Processes for Disabled Students). **4.14.2c** Develop further awareness of issues relating to students with specific learning difficulties, including Aspergers Syndrome and dyslexia. **4.14.3** Embed a culture of improved and necessary support for mental health issues, by: **4.14.3a** Work closely with relevant student bodies e.g. EUSA, to disseminate information and promote mental health awareness and support. **4.14.3b** Develop mental health support provided by the Student Disability Service via the mental health mentor service. **4.14.4** Continue to work towards an inclusive environment for disabled students.	To fulfil our legal obligations. To improve the student experience and supporting the Widening Participation agenda. To support students to reach their full potential. To promote an inclusive environment. To enhance our student experience.	D [students]	**4.14.1** Annually. **4.1.4.2** Ongoing. **4.14.2a/b/c** tbc. **4.14.3** Ongoing **4.14.3a & b** Ongoing **4.14.4** Ongoing	**4.14.1** Director of Student Disability Service. **4.14.2** Student Disability Service Coordinators of adjustments/academic and support staff. **4.14.2a & b** Senatus Quality Assurance (SQAC) Accessible Learning [Teachability] Implementation Group. **4.14.2c** Student Disability Service. **4.14.3** University Secretary with support form Student Disability Service. **4.14.3a & b** Disability Committee Mental Health sub-group. **4.14.4** Student Disability Service.

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Priorities and Action	Why	PC	Timeline	Responsibility
4.14.5 Develop University-wide communication on Accessible Learning (Teachability), including examples of good practice. **4.14.5a** Reduce overall number of specific adjustments recommended on students' learning profiles in favour of "mainstreamed" approach. **4.14.6** To review and update the University's Disability Policy to reflect the new legislation.			**4.14.5 & a** Ongoing **4.14.6** by January12	**4.14.5** SQAC task group implementation plan **4.14.5a** Director Student Disability Services/SQA Teachability Task group/Colleges/Schools. **4.14.6** Disability Committee.

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