

**THE INSTITUTE OF CANCER RESEARCH:
ROYAL CANCER HOSPITAL**

**DISABILITY EQUALITY
SCHEME ANNUAL
REPORT 2008**

Preface

As Chair of The Institute's Disability Steering Group, I am pleased to introduce the second Disability Equality Scheme Annual Report.

The report outlines the progress made in 2008 and in particular I would highlight the introduction of the mandatory Equality Excellence seminars which has resulted in increased awareness of disability issues for all staff and students.

In terms of the coming year we look forward to the challenges posed by the forthcoming Single Equality Act and will be addressing this in our forthcoming meetings.

We have a dedicated and enthusiastic group of staff who are members of the Disability Steering group and I would like to take this opportunity to thank them all for their ongoing commitment to the group.

The Institute is one of the world's foremost independent cancer research organisations and our mission illustrates our pursuit of excellence in the fight against cancer. Our progress on disability issues reflects our pursuit of excellence in all our other work and recognises the emphasis on equity in The Institute's values. I therefore commend this report to you.

Cathy Scivier
Chair of the Disability Steering Group

Introduction

The Disability Discrimination Act 1995 (the “Act”) places a duty on all public authorities, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled people and other people;
- eliminate unlawful discrimination related to a person’s disability;
- eliminate harassment of disabled people that is related to their disabilities;
- promote positive attitudes towards disabled people;
- encourage participation of disabled people in public life;
- take steps to take account of disabled people’s disabilities, even where that involves treating disabled people more favourably than other people.

This is the “disability equality duty” or “general duty”.

The Act also requires public authorities such as The Institute to comply with other specific duties¹ which includes publication of a Disability Equality Scheme and Action Plan and training for staff. Further details of these requirements can be found in the Disability Equality Scheme which was published by The Institute in 2006.

Disability Steering Group

The group has been well attended at meetings during 2008 and has welcomed two new members. Particular attention has been paid to the Action Plan which has been reviewed at every meeting with progress being reported to the group for discussion.

Identifying those who need support

We have enhanced our ability to offer support to disabled applicants for posts at The Institute by inviting applicants who have declared a disability to furnish the Diversity and Disability Advisor (D&DA) with contact details. The applicant is then contacted and informed that as the D&DA is not involved in the selection process and the selectors are not informed of the disability, they should re-contact the D&DA directly if they are shortlisted. In such cases we are then able to ensure that the venue used and other arrangements for the interview are fully accessible.

Environmental Adjustments

The Institute has now occupied premises at 125 Old Brompton Road to improve our learning and teaching capability. An access audit has been conducted and ramp access has been provided at the entrance involving removable equipment which is available by prior arrangement or via an intercom on arrival at the premises.

The improvements to access to 123 Old Brompton Road are progressing but were recently stalled by the particular requirements of the planning consent

¹ Reg.4, The Disability Discrimination (Public Authorities) (Statutory Duties) Regulations 2005

sought from Kensington and Chelsea Council. This has necessitated additional planning and the Disability Steering Group are monitoring the situation closely.

Communications and Publications

Access to information on equality and diversity in general and disability services in particular has been improved with the introduction of a new web address; www.equalityexcellence.org.uk, this gives external internet users direct access to equality and diversity information on The Institute's website. Internal network users are directed to the Equality and Diversity intranet site which has been further enhanced to make access to important information much easier with the addition of an 'Equality Help Centre'.

Information for visitors on The Institute's website now includes an invitation to arrange for parking permits in advance removing the need to visit reception on arrival and then return to one's car to affix the parking permit. We think this will benefit all visitors, not just those with mobility impairments. The maps we make available on our website have also been amended to clearly indicate disabled parking bays.

Training

Equality Excellence Seminar

The Institute has developed an 'Equality Excellence Seminar' which incorporates all equality strands. The half-day seminars are mandatory for all staff and students and have been delivered at the rate of one per week at both Sutton and Chelsea throughout 2008. All staff and students joining The Institute are required to attend the seminar within their probationary period and those who started prior to 2008 are strongly encouraged to attend as soon as possible.

By the end of 2008, 415 staff and students will have attended the seminar and this represents participants from all sections and departments with over half (55.6%) of all Corporate Services staff and 35% of scientific staff. Several Team Leaders and other senior managers have attended. Feedback is gathered at the end of each seminar and also through the Staff Attitude Survey. Overall, feedback has been very positive. More details of the results can be found at Appendix 1 to this report.

Booking and attendance at the seminars is monitored and a range of methods have been employed to publicise them and encourage staff to attend. It is anticipated that most staff will have attended by the end of 2009 and the seminars will continue as a rolling programme for all new staff and students.

Board of Trustees Training

The Board of Trustees is ultimately responsible for ensuring that The Institute meets its legal obligations with regard to equality and in recognising this, a presentation on equality was given to The Institute's Board of Trustees in May 2008. They were briefed on current equality initiatives and also more detail on how they can discharge their responsibilities in this important area. Speakers included Professor Dame Julia Higgins from Imperial College who spoke on the careers of women in science, and David Smellie from Farrers & Co, The

Institute's solicitors who spoke about equality law with examples from disability cases.

Other Equality Training

The Institute provides an online equality training module which is offered to short term and contract workers to inform them of The Institute's policy and provide links to sources of further information.

Information on how to access this training together with other equality information is provided in a leaflet offered to these workers which is also available in reception areas for the information of all visitors.

The Year Ahead

The main challenge for the forthcoming year is to develop and deliver a training programme for equality impact assessments together with support for managers tasked with conducting assessments.

The Government published its White Paper on a Single Equality Act in July 2008 and this will significantly affect the way we approach promoting race equality. It is likely that the legislation relating to all equality strands will be combined and this will present challenges in ensuring that each has adequate representation in any future equality schemes. The Institute will respond appropriately to any new legislation but does not intend to pre-empt any new law by moving towards a Single Equality Scheme independently.

Action Plan Progress 2008

1 Accessibility			
Ref.	Issue or Required Action	Outcome	Progress
1.1	The action plan arising from the buildings access audit has not yet been fully implemented. The Disability Steering Group will monitor its implementation with a view to making recommendations to The Institute for further action.	Formal recommendations to Facilities Directorate as appropriate.	The Steering Group has monitored this issue throughout the year and in particular has encouraged action to improve access at 123 Old Brompton Road. A letter was sent to the Director of Facilities for an update on progress and a reply has been received. Permission has been obtained from the landlord to make the necessary changes to the building and we have now submitted a full planning application with the local authority.
1.2	It is not clear whether systems and procedures are fully in place for all buildings in respect of emergency evacuation of mobility impaired staff and visitors.	Written evacuation plans for emergency evacuation of mobility impaired staff and visitors for all Institute premises.	Completed Generic evacuation plans are now in place. Refuge points have been identified and evacuation chairs are available. A process is in place to devise individual personal evacuation plans.

2 Communication			
Ref.	Issue or Required Action	Outcome	Progress
2.1	Not all of The Institute's internal and external publications are produced to a standard that makes them accessible to the widest range of persons with disabilities.	Staff are encouraged to incorporate RNIB Clear Print Guidelines in all publications.	Completed Policy established and ongoing reminders
2.2	The Institute does not routinely provide communications in a range of accessible media. External publications and lecture notes should wherever possible be available in large print, Braille and audio versions.	All relevant staff are aware of the importance of providing publications in a range of accessible media and know how to facilitate it.	Completed Policy established and ongoing reminders.
2.3	Lectures and other events e.g. training, often fail to take account of individual needs of disabled attendees and participants. Established disability protocols can raise awareness amongst organisers and lecturers and improve the experience of disabled participants	Raised awareness of the importance of ensuring lecture notes are available before lectures on request	Completed Policy established and ongoing reminders.

2.4	Information on disability and equality issues is not readily available or disseminated adequately for people to be fully informed.	The Institute's intranet has a fully developed equality and diversity 'microsite'.	Completed Microsite established and ongoing development.
2.5		The Institute's external website includes clear information which outlines progress in line with the disability equality duty.	Completed
2.6	Not all disabled people using assistive technology on computers e.g. screen readers, can fully access documents presented in portable document format (.pdf).	All documents published digitally internally or externally are offered in rich text format (.rtf) wherever possible and desirable as well as portable document format (.pdf).	Completed Policy established and ongoing reminders.

3 Impact Assessment			
Ref.	Issue or Required Action	Outcome	Progress
3.1	A steering group is required which is representative of all interested parties including management, staff and student representatives, scientific and academic staff and minority / affected groups.	Steering group meets.	The steering group is not now required. The process will be managed by line management in HR with oversight by all three equality steering groups.
3.2	The procedure for Equality Impact Assessments (EIA) will need to be established with the agreement of relevant parties.	EIA Policy published	Completed An impact assessment policy has been approved by CMG and published
3.3	Any Staff engaged in impact assessment require training and guidance to ensure that they have the necessary skills and abilities to confidently complete the task.	Assessing staff are identified and a training needs analysis has been completed	The process is being piloted in HR and Academic Registry which will generate example material to show how the process works. This will be presented to the Corporate Services Board and the next highest priority directorates will then get involved in assessments, e.g. facilities, IT.
3.4		A training package and guidance booklet has been produced.	Each department will nominate a lead assessor who will liaise closely with the Diversity and Disability Advisor throughout the process.
3.5		Relevant staff are trained	Scientific sections will be assessed after the assessment model is fully established and proved. A toolkit for assessors has been produced and training will commence as soon as assessors have been identified.

3.6	All policies must be assessed and arrangements must be in place to ensure all new policies are impact assessed before implementation.	All existing policies assessed.	Deadline 31 st December 2009
3.7		EIA Policy includes procedures for assessing new policies	To be incorporated.

4 Student Support			
Ref.	Issue or Required Action	Outcome	Progress
4.1	The 'Student Disability Guide to Services' contains out of date information, is not compatible with the RNIB clear print guidelines and is only available in print or on the intranet.	The guide is amended and republished in clear print form, and is available in a range of accessible media	Intranet redesign and improvements to accessibility of information on The Institute's website make the re-publication of the guide unnecessary.
4.2		The Institute's website has clear and accessible information for disabled students who may be considering applying for a place at The Institute.	Completed – see www.equalityexcellence.org.uk

5 Recruitment and Employment Issues			
Ref.	Issue or Required Action	Outcome	Progress
5.1	The publication of job vacancies and advertisements are seen as a key area in providing equality of opportunity. Direct statements and 'tag-lines' clearly state an organisation's commitment to disability equality and encourage applications from people with range of abilities and disabilities.	The Institute establishes a common standard for job advertisements which reflects its commitment to disability equality	A review of the format for job advertisements is being carried out by the Chairs of the equality groups with a view to making recommendations to the Corporate Management Group.
5.2		All job advertisements conform to The Institute's agreed standard	
5.3	Access to Work is a national, Government supported initiative, which provides financial and other assistance to help disabled people gain employment. A higher level of awareness of the scheme within The Institute will enhance its ability to respond positively to the needs of disabled people seeking work.	All relevant staff are aware of the benefits and practical application of 'Access to Work'	Completed Information is available on the Equality and Diversity intranet pages.

6 Community			
Ref.	Issue or Required Action	Outcome	Progress
6.1	Community outreach projects provide an excellent opportunity for The Institute to demonstrate its commitment to promoting equality and providing opportunities to bring its clinical and research activities to a wider audience. The Institute should explore the possibility of encouraging key people within The Institute with particular and relevant research interests to speak publicly about their work to cancer support groups and disability related community forums.	A feasibility study is undertaken to explore the practicalities of such a project, or to extend existing community outreach projects to include disability groups.	Progress on this action point was set back when staff responsible for outreach projects left The Institute and were not replaced. It is hoped that a feasibility study can be undertaken and recommendations made within the life of the scheme.
6.2		Key people within The Institute who are prepared to participate are identified.	
6.3		Cancer and other disability support groups are included in The Institute's Community Outreach project.	

7 Learning and Development			
Ref.	Issue or Required Action	Outcome	Progress
7.1	There are varying levels of awareness throughout The Institute of disability and other equality issues. A training programme will raise awareness to a common level and promote a positive response to the individual needs of colleagues.	A training programme has been designed, it has been delivered to key staff and arrangements are in hand for all staff to attend a training session.	In progress – see report at Appendix 1 to Annual report
7.2		All staff have received training (on-line or classroom) in equality and diversity, including disability awareness	

8 Review and Publication					
Ref.	Issue or Required Action	Outcome	General Duty	Timescale	Owner
8.1	Reviewing the progress of the action plan will ensure that timescales are adhered to and additional resources are made available as necessary.	Review progress of action plan	All	Every meeting of DSG	Diversity and Disability Advisor
8.2	The annual report needs to be finalised before	Annual Report	All	1st	Diversity and

	the end of the relevant year to ensure it is available for review and publication by The Institute.			November of each year	Disability Advisor
8.3	Publication of the Annual report.	Annual Report is published and available in accessible formats.	All	Following March meeting of Board of Trustees	Diversity and Disability Advisor
8.4	Progress review at the end of the second year to identify any actions which require additional resources to ensure completion by end of 2009.	Progress review with supplementary action plan	All	31 st December 2008	Diversity and Disability Advisor
8.5	Information is required to compile the 2010-2012 Disability Equality Scheme.	Involvement and consultation forums to inform the DES	All	1 st September 2009	Diversity and Disability Advisor
8.6		Disabled Staff and Student Questionnaire	All	1 st June 2009	Diversity and Disability Advisor
8.7		Staff Attitude Survey	All	Last quarter 2008	Director of Human Resources

Appendix 1

Equality Excellence Seminar Annual Report 2008

The Institute's Equality Excellence Seminar has been offered since January 2008. The half-day seminars incorporate all equality strands and are mandatory for all staff and students. All staff and students joining The Institute are required to attend the seminar within their probationary period and those who started prior to 2008 are strongly encouraged to attend as soon as possible.

About the Seminar

The seminar has been designed and delivered by The Institute's Diversity and Disability Advisor, Anthony Houldsworth. Participants learn about all six legally protected equality strands and explore the meaning of equality of opportunity and how it is applied at The Institute. It also raises awareness of our equality initiatives such as equality schemes and action plans together with support mechanisms for staff who feel they have been discriminated against. There is an important section on behavioural standards which involves discussing a DVD clip of a workplace incident and participants also explore the roots of prejudice and discrimination to provide further insight into why people might behave inappropriately.

The model shown here is used in the seminar to demonstrate the elements which create and sustain equality of opportunity in an organisation. Participants are invited to exercise their personal knowledge, power and professionalism in support of The Institute's equality objectives. Throughout the seminar it is stressed that good equality practice helps to create diverse productive teams which work positively towards the attainment of the Institute's goals.



Attendance

By the end of 2008, 415 staff and students will have attended the seminar² and this represents participants from all sections and departments including over half (55.6%) of all Corporate Services staff and 35% of scientific staff. Overall, 40% of Institute staff³ have attended the seminar. Several Team Leaders and other senior managers have attended. A briefing was also given to The Institute's Board of Trustees and many of the Corporate Management Group were also present.

A detailed review of attendance in September 2008 showed that over 50% of the staff in Clinical Trials, Physics and Molecular Carcinogenesis had attended the seminar whereas there were five other scientific sections where less than

² Seminars completed and scheduled to Dec 2008.

³ In overall attendance the term 'staff' also includes students.










25% of staff had attended. Attendance data has been provided to all sections and departments to assist them in planning the attendance of their staff.

Feedback and Evaluation

The seminar is evaluated by means of an exit questionnaire which records initial responses and comments and longer term evaluation using the triennial staff attitude survey. Because the staff attitude survey was conducted in late 2008, no other evaluation arrangements were made in 2008 but may be considered for 2009 subject to the results obtained in the staff attitude survey which have not yet been fully analysed.

The exit questionnaire asks participants to rate aspects of the seminar on a five point scale. The first five questions are rated in ascending order with 5 being the highest satisfaction rating and 1 the lowest. The next five questions ask for a median rating where 3 is the ideal response with 5 indicating 'too much' and 1 indicating 'too little'. All participants responded.

The exit questionnaire responses are summarised below:

-  94% scored the seminar 4 or more on a 5 point scale for overall quality.
-  65% considered that the seminar objectives had been fully met (scored 5).
-  96% scored the seminar 4 or more on a 5 point scale for the quality of the material.
-  77% were sure that they could use what they had learned (scored 4 or 5).
-  60% scored the length of the seminar about right.
-  33% scored that it was a little too long.
-  84% thought that the level of the seminar was about right.
-  85% thought the balance between thinking and doing was about right.
-  84% thought the pace of the seminar was about right.

Many participants made additional comments, for example:

“Excellent course, varied and engaging.” Administrator

“Well presented, good content, understandable. Can be used effectively within the workplace.” Corporate Services Manager

“Thought provoking and enjoyable.” Team Leader

“Very Worthwhile!” Team Leader

Data from Exit Questionnaires

Q	Question and variable	Response				
		5	4	3	2	1
1	Overall I considered the workshop was... Excellent - Poor	153	182	22	0	0
2	The stated objectives were met... Fully - Not At all	232	110	15	0	0
3	The quality of the material presented was... Excellent - Poor	187	155	15	0	0
4	I can use what I learned... To a great extent - Not at all	107	168	72	6	0
5	Catering and welfare arrangements were... Excellent - Poor	62	148	120	20	8
6	The length of the workshop was... Too long - too short	18	117	214	10	2
7	The level of the workshop was... Too Advanced - Too Basic	3	37	301	15	1
8	The amount of theory (thinking) was... Too much - too little	2	36	304	13	2
9	The amount of practice (doing) was... Too much - too little	3	37	297	27	1
10	The pace of the workshop was... Too fast - Too slow	2	21	298	24	1

357 respondents (evaluation up to 30/10/08) - shading denotes optimum score

Chart 1

Responses to questions 1 to 5

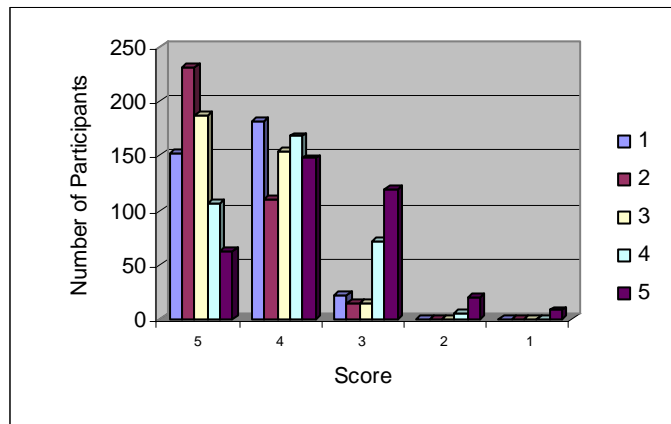


Chart 2

Responses to questions 6 to 10

