Academic Disability Co-ordinator Role Descriptor (updated August 2024)

**Purpose of role**

Supporting the needs of disabled students and fostering a disability-inclusive student experience is a shared responsibility for all staff and students of GCU. This responsibility is promoted consistently through all messaging to staff and students and is reflected in our EDI strategy and infrastructure.

The Academic Disability Coordinators (ADCs) work in partnership with the Disability Service, providing academic expertise in issues pertaining to the support and inclusion of disabled students and, in doing so, support the university in the fulfilment of its lawful duties and in the delivery of an excellent student experience.

This includes providing academic expertise to inform the Disability Service's consideration of reasonable adjustments as recorded in RAPs, and the promotion and advancement of the case for disability-inclusive teaching & assessment practice within their academic department.

In addition, they have oversight of specific procedures, and represent and report on issues related to the support and inclusion of disabled students within their academic department

**Key Responsibilities:**

1. **Working jointly with the Disability Service, ADCs help to enhance inclusion for disabled students, by**
	1. Working with their allocated Disability Adviser, to enhance the Disability Service’s understanding of course delivery and assessment methods, and core competencies for programmes within their department. By doing so, they enable Disability Advisers to make more targeted and relevant recommendations for reasonable adjustments in RAPs.
	2. Working with their allocated Disability Adviser to enhance their understanding of the profile of disabled students within their academic department, to help identify staff training needs where appropriate, and opportunities for mainstreaming adjustments/inclusive practice
	3. Providing advice or input to Disability Advisers in more complex student cases – such as those where professional body requirements, placements, fitness to practice, field trips and specialist equipment/technology need to be considered, or a student’s condition or impairment represents a significant barrier to study. This may (where appropriate) involve participation in meetings with a Disability Adviser and the disabled student, along with other relevant colleagues such as the Programme or Module Leader for placement modules, Academic Placement Coordinator or Personal Tutor.
2. **Within their own academic department, championing disability-inclusive practice, by**
	1. Providing disability reports to Departmental Programme Boards, and other appropriate school forums, according to local arrangements. ADCs, having access to Disability reporting systems system can also provide statistical reports on numbers of students with RAPs by programme, level, nature of condition or impairment etc, as well as reports on the most commonly recommended adjustments by module or department.
	2. Contributing to the sharing of good practice, and promotion of disability-inclusive practice through participation in annual meetings with the Disability Service, discussion in the ADCs Microsoft Teams channel, and the distribution of useful resources and training opportunities to departmental colleagues and by providing updates on disability related issues to Departmental colleagues, where appropriate, at Departmental meetings.
	3. Engaging in appropriate training and learning opportunities which enhance their ability to fulfil the requirements of the role of ADC.
3. **Providing guidance and oversight within their academic department in relation to the implementation of arrangements for disabled students, including**
	1. Acting as a named academic departmental member in relation to any issues impacting the distribution and accessing of RAPs. ADCs receive email alerts when new RAPs have been created and can advise departmental colleagues on how they may access RAPs, including providing training to new staff, and troubleshooting access issues experienced from time to time by departmental colleagues.
	2. Having oversight of departmental arrangements for the implementation of ‘late’ (after the Exams Office deadline) exam adjustment requests, liaising with the Disability Team and other relevant academic department and school professional service colleagues as appropriate, and according to local arrangements.
	3. Having oversight of departmental arrangements for the timely implementation and review of PEEPs (Personal Emergency Evacuation Plans) for disabled students, liaising with the Disability Team and other relevant academic department and central Facilities Management colleagues as appropriate, and according to local arrangements.
4. **Contributing to improved visibility of support for disabled students by**
	1. Providing an academic department-based contact for disabled students experiencing discrimination or access barriers, such as recommended adjustments in a RAP not being implemented
	2. Signposting students who have not previously disclosed disability or pointing disabled students in the right direction for support.
	3. Making students within their department aware of their role, e.g. by participating in induction activities or via a welcome email, and/or by advertising their presence and contact information within their department via GCULearn, a notice on their office door etc.