Response Neurodiversity 1 (121/2019) Glasgow Caledonian University

GCU’s Approach to Neurodiversity (Staff)

1.Does GCU has a neurodiversity policy that extends to academic staff (as opposed to only applying to students)? If so, when was this created and updated? Can you please provide a copy of the original document and the current one, both dated?**No.**

2.Is GCU registered with Disability Confident? **Yes.**

3.Does GCU subscribe to the social model of disability? Please explain. **Yes. Disability awareness sessions offered to staff in the past explained the differences between the medical and social models of disability and advocated that the social model of disability is best practice. This principle is reflected in proactive promotion of inclusive practice through staff awareness sessions run by the Disability Team so that attitudinal, environmental and institutional barriers to participation are removed.**

4.Have key personnel – such as HR staff and managers who are likely to be involved in recruitment, disciplinary or capability proceedings – received neurodiversity training?**No, however, the People Services Casework Advisors and the Equality and Diversity Advisor have specialised knowledge and experience of individuals with disabilities (albeit not trained specifically on neurodiversity) andthey understand thelegislation and best practice on this topic. Advice is also sought from colleagues such as the Disability Team at GCU or other appropriate sources.**

5.Does GCU’s general equality and diversity training cover neurodiversity? **Yes, there is a section on neurodiversity in the online equality and diversity training course.**

6.Is there a named point of contact with whom the unions can raise issues relating to neurodiversity in the workplace? Who is this? **Yes – the Equality and Diversity Advisor and the People Services Casework Advisors have a remit to provide advice and guidance on any disability issue, included those considered as neurodivergent.**

7.Has GCU established a clear route through which neurodivergent workers can disclose a condition, in confidence, at any time? What is this route and how is it made known to workers? **GCU staff are provided with the opportunity during the recruitment process to disclose any conditions (including neurodiversity) and special arrangements to support them during the assessment stage through email communication.  When a contract of employment is offered to a new member of staff there is a further opportunity to disclose any conditions through a pre-placement assessment form. Where required there may be occupational health intervention which provides a detailed clinical discussion about the condition including support and reasonable adjustments.  GCU staff members may disclose a condition, in confidence, to their manager, People Services or Occupational Health at any time.**

8.Does GCU  offer assessment (or financial support for assessment) for workers who wish to undertake a diagnostic assessment for neuro-diverse conditions? Does this extend to casual and fixed term workers?**No. All staff (employees on open and fixed term contracts and casual workers) in the first instance should seek medical/clinical assessment, intervention and support from their primary care provider, e.g. GP, in relation any condition (including neuro-diverse conditions). In addition support is provided through Occupational Health and the Employee Assistance Programme.**

9.What does GCU currently do to encourage neurodivergent job applicants to seek reasonable adjustments during the recruitment process? **All candidates shortlisted for any role at GCU are provided with the opportunity to disclose if they require any special arrangements (i.e. reasonable adjustments) to support them during the assessment stage.**

10. What adjustments have been made to the standard academic recruitment process (of presentation and panel interview) for neurodivergent job applicants? Can you provide examples for applicants with, e.g. autism and dyspraxia? **At GCU the interview forms a minimum requirement for assessing candidate suitability for the role and other methods of selection can contribute to the assessment process, for example in relation to academic roles a presentation or a teaching assessment may be utilised.  Where required reasonable adjustments can be made to the recruitment process for a candidate with any condition including neurodiversity – these adjustments will be specific to the individual and how their condition presents.  The University has no examples of adjustments/support provided to candidates with the specific conditions of autism and dyspraxia.**

10.In what ways does GCU ensure that it fulfils its Public Sector Equality Duty in relation to neurodiversity? That is, what proactive steps does GCU take to advance equality of opportunity for neurodivergent applicants and workers; to foster good relations between neurotypical workers and neurodivergent workers; and to prevent the discrimination of neurodivergent workers? How long has GCU been taking such proactive steps?**Our Equality Outcomes 2017-2021 describe the steps that we are taking to meet our duties under the Public Sector Equality Duty. Equality Outcome 3 specifically covers the theme of focusing on the promotion of disability equality for students and staff**

11.Does GCU subscribe to the notion of "nothing about us without us" in relation to neurodivergent workers? If so, how have neurodivergent workers been involved in relation to the creation and monitoring of GCU's neurodiversity policy and procedures? **Yes, this principle applies to our work in relation to disability equality for staff, including neurodivergent staff. A survey for disabled staff was undertaken in 2018 to inform a wider report on advancing disability equality for staff, and the recommendations are being implemented during 2019/20.**