



Accessing brilliance: Universal design for Manchester University

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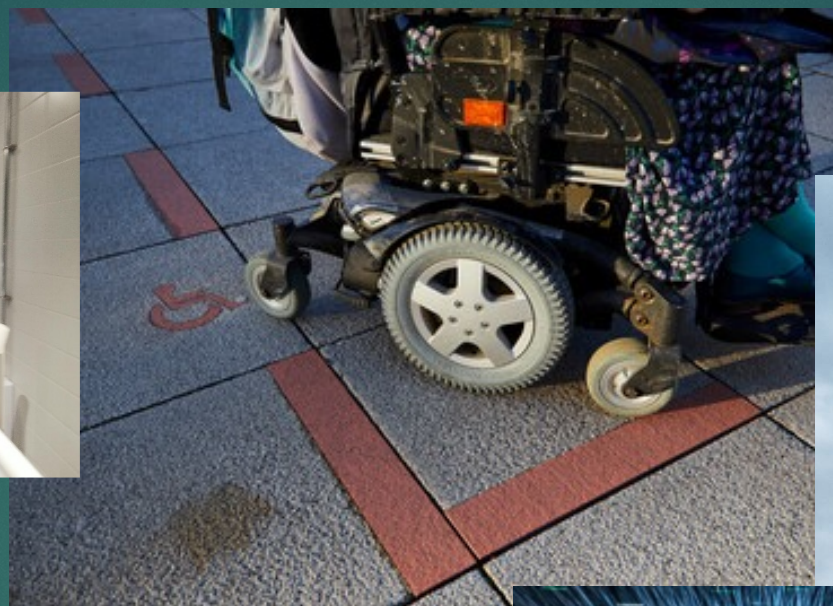
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UNIVERSITY OF EAST ANGLIA, NORWICH

Who am I?



What have I done?



WHY?

TO REMOVE THE
BARRIERS TO
ACCESSING LIFE, SO
PEOPLE CAN EXPRESS
THEIR BRILLIANCE



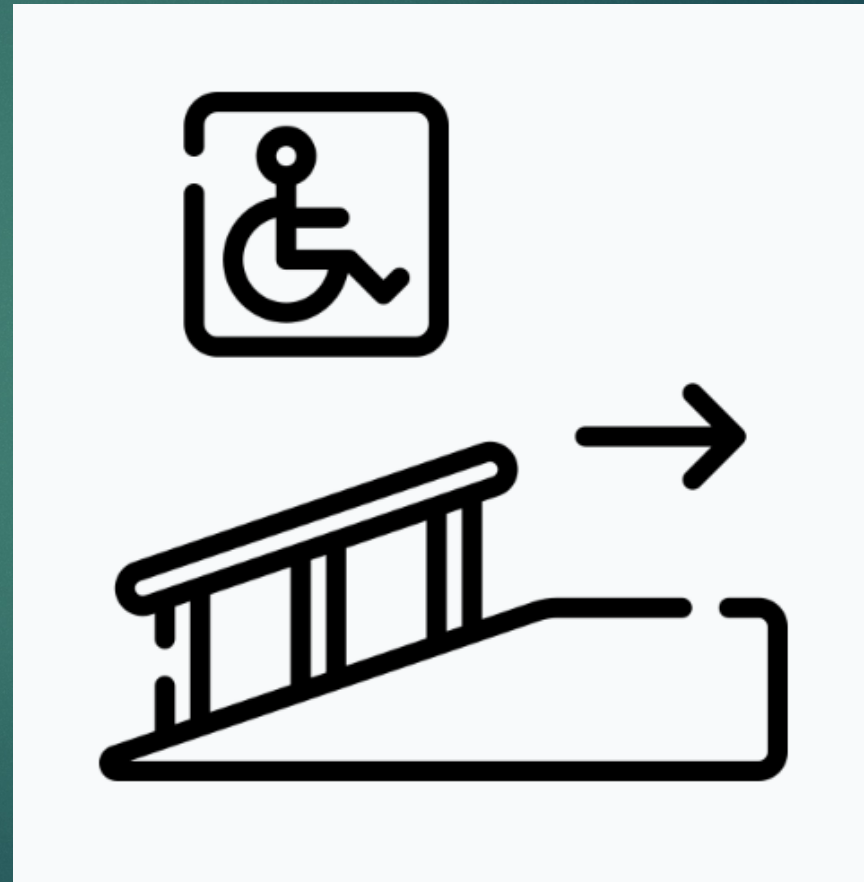
Values


- ▶ Respect
- ▶ Fair
- ▶ Honest



Social model of disability - and activism

- ▶ Social model of disability shifts responsibility for change from the disabled person to their society
- ▶ Training should focus on everyone's responsibility to take action
 - ▶ Informed by disabled people
 - ▶ BUT not solely enacted by them
- ▶ Activism / advocacy necessary to overturn societal norms





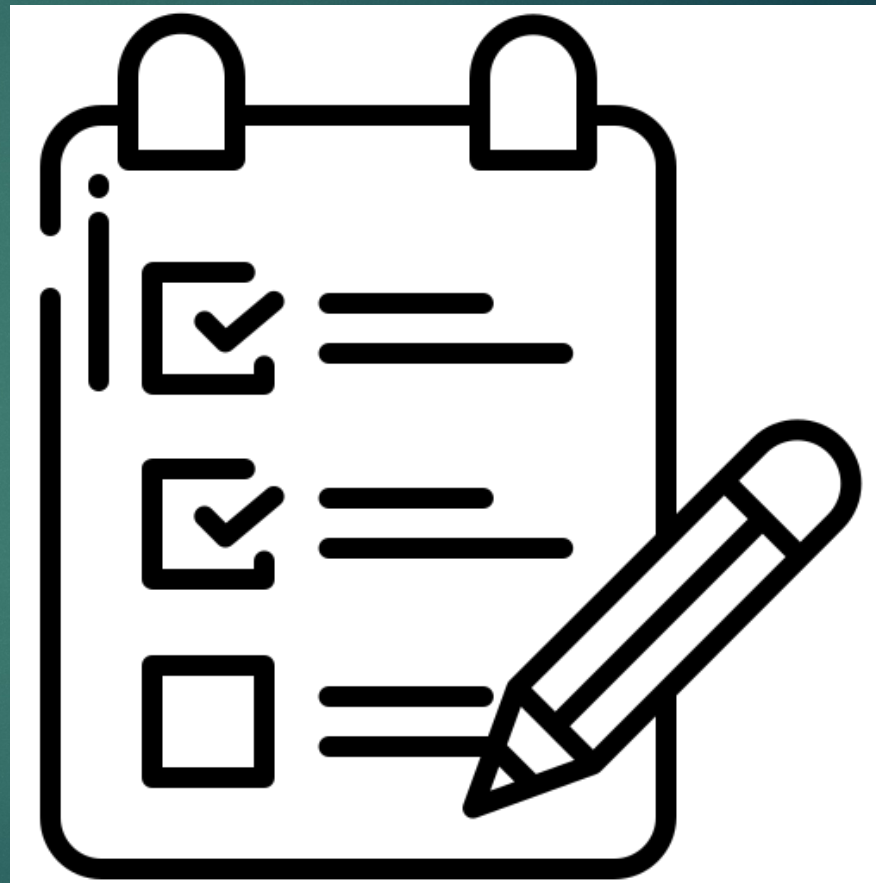
Isn't everywhere
accessible
nowadays?

WHY ARE YOU MAKING A FUSS?

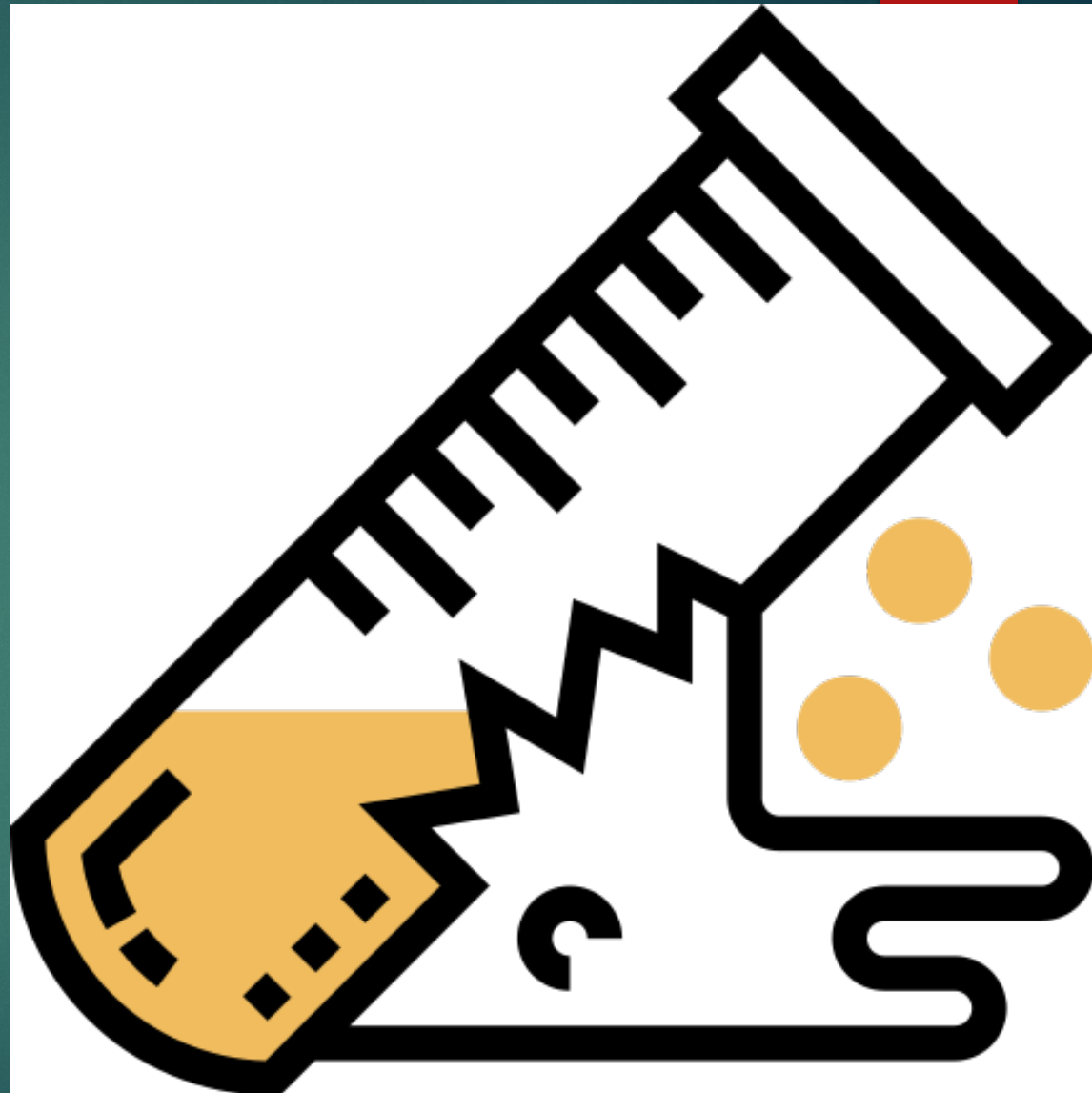
WHAT'S THE BIG DEAL IF YOU CAN'T GET INTO A FEW BUILDINGS?

Survey of lab accessibility

- ▶ Recruited scientists with interest in lab access
- ▶ 152 respondents
 - ▶ 55% disabled, 93% experience of lab working, 87% UK based
- ▶ Biology & biomedical dominated, mostly in universities or healthcare settings
- ▶ Invisible impairments most common

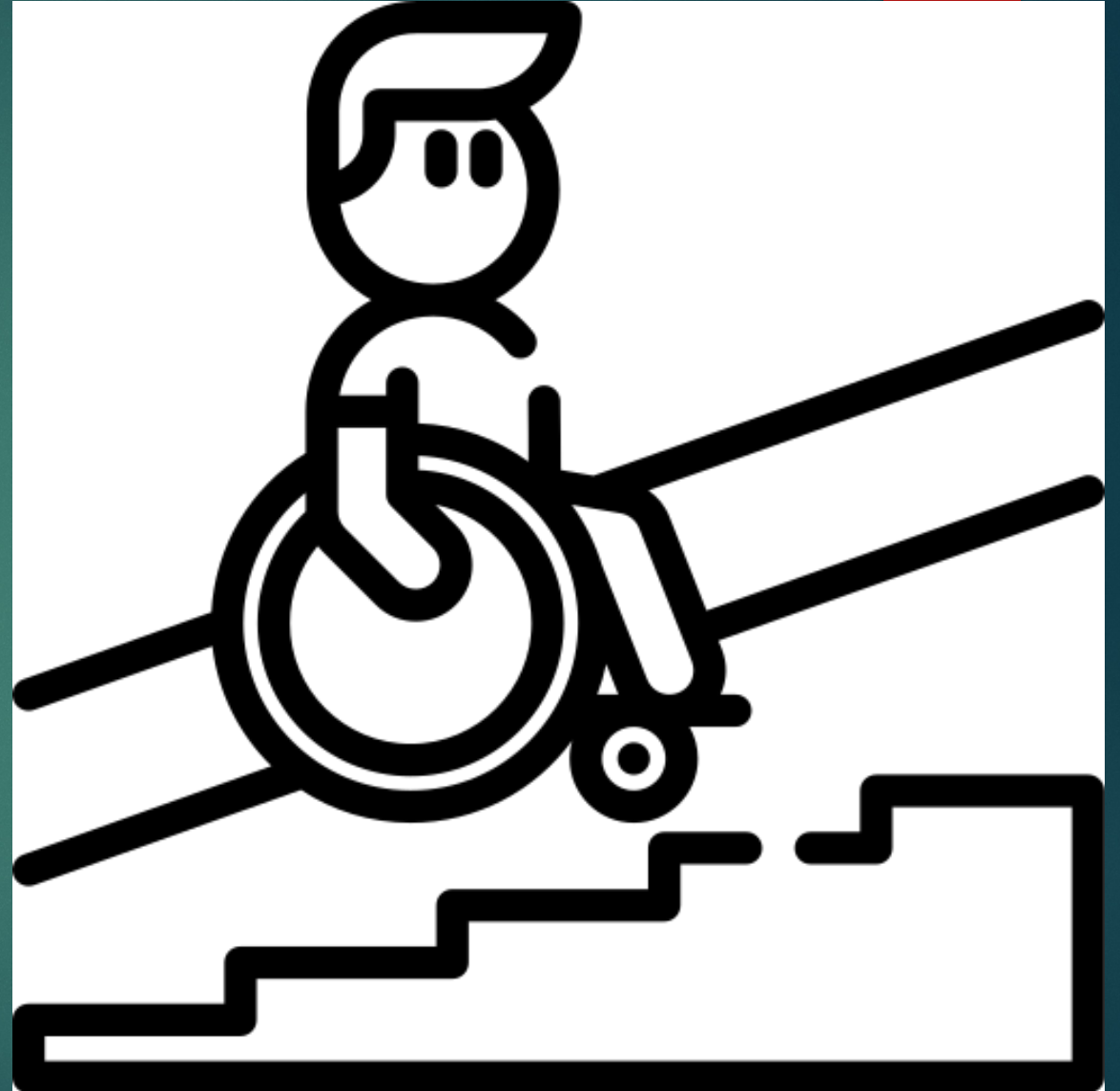


“My lab
broke me –
I hope others
are better”



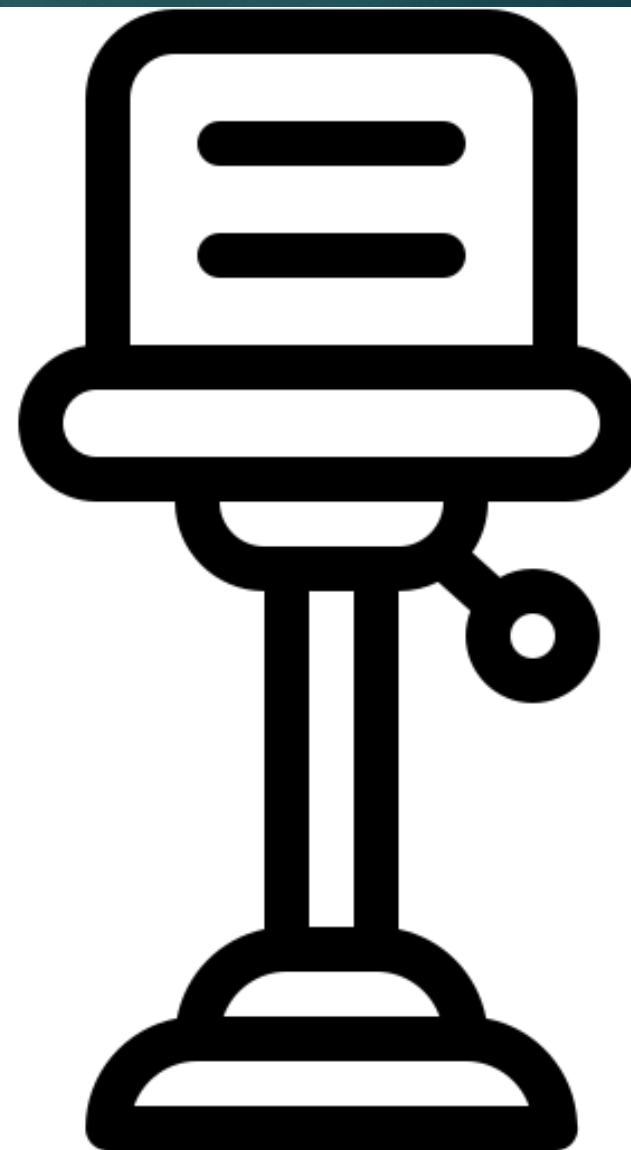
Survey results

- ▶ Structural access to buildings and labs is poor
- ▶ Behaviour, attitudes, and knowledge is poor
- ▶ Initiatives to change ableism are tokenistic and ineffective
- ▶ Web pages and conferences are often inaccessible
- ▶ Poor access = poor safety, unlawful practices, poor recruitment, poor retention
- ▶ Suite of access guidelines

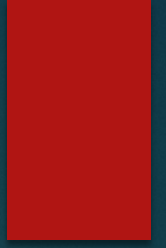


Getting the basics wrong

- ▶ Ergonomics
 - ▶ 46% ergonomic adjustable seating
 - ▶ >90% benches & equipment not height adjustable
- ▶ Toilets
 - ▶ 68% labs in building with accessible toilet
 - ▶ 26% accessible toilets had good visual access
 - ▶ 12% had a Changing Place accessible toilet

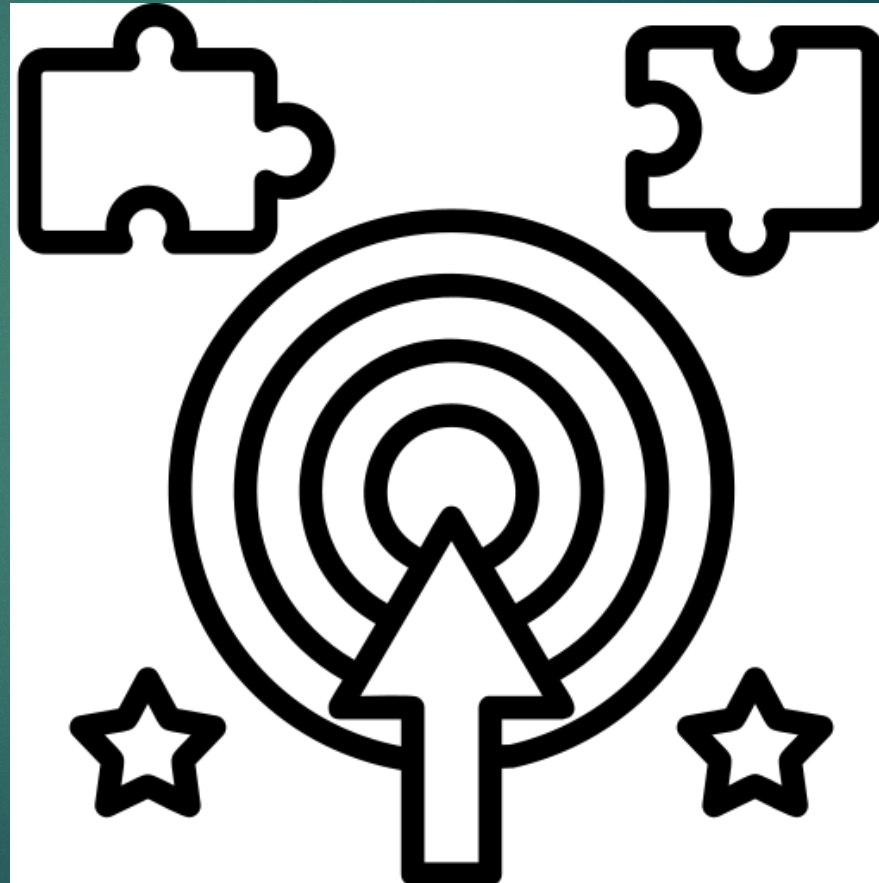


Change makers toolkit



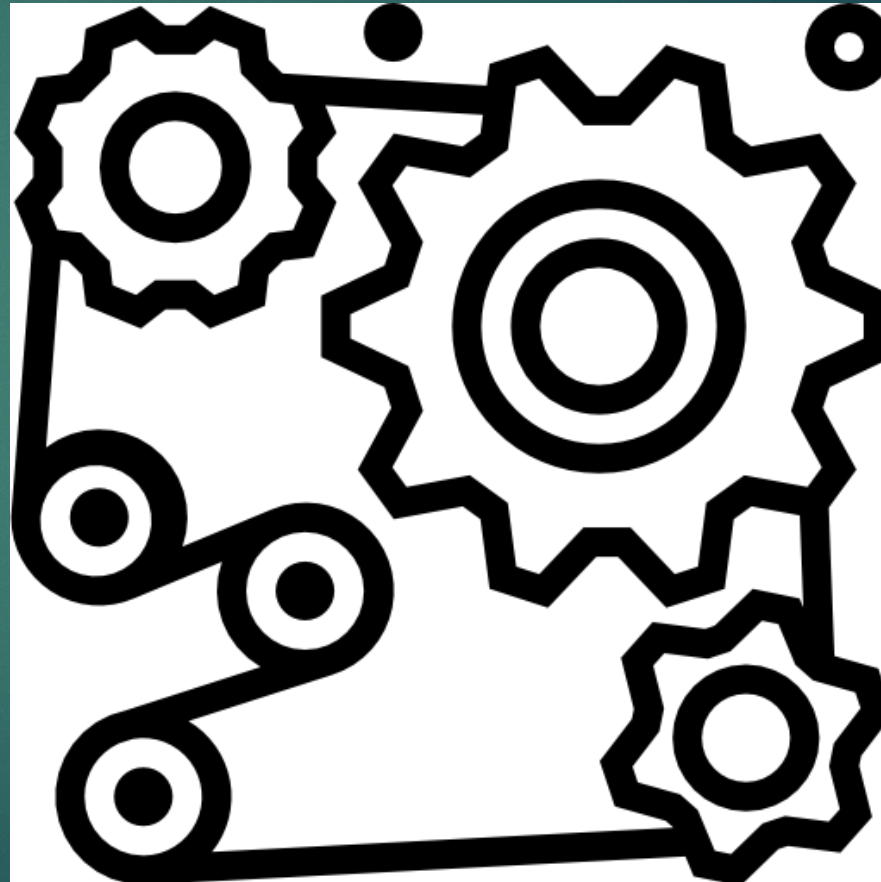
How have I done it?

- ▶ Focus on action
 - ▶ Fudge the paperwork later
- ▶ Acceptance of personal risk
- ▶ Intuitive
 - ▶ BUT retrospective application of COM-B model of behaviour change



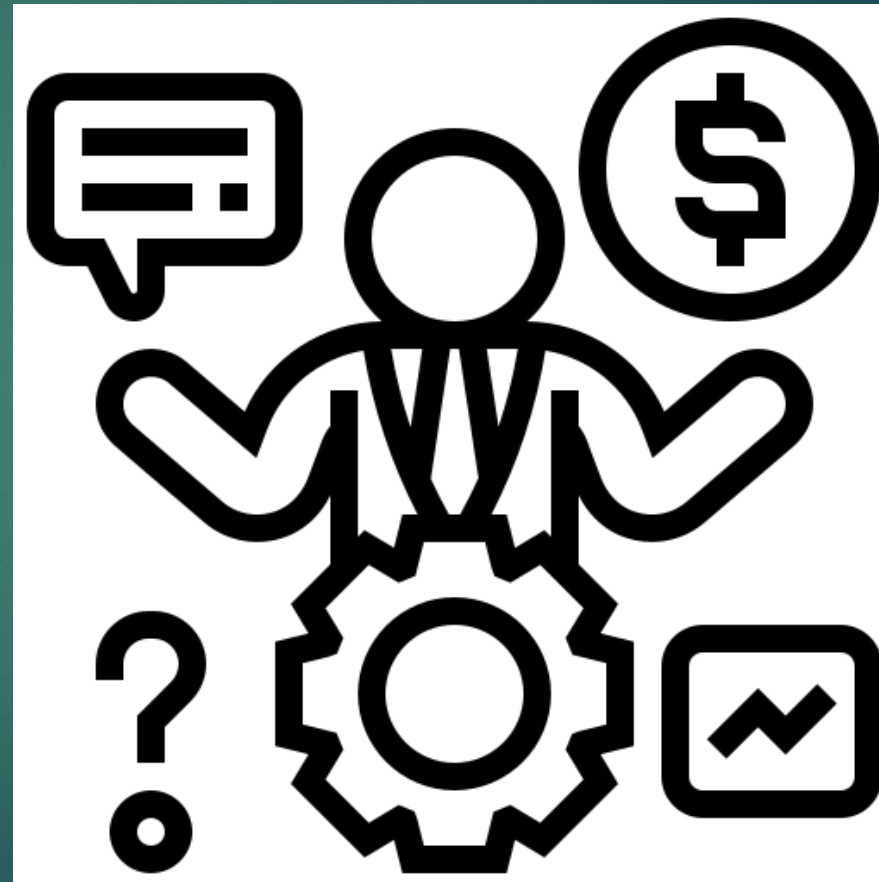
COM-B Model

- ▶ Changing behaviour requires change of one or more
 - ▶ Capability
 - ▶ Opportunity
 - ▶ Motivation
- ▶ Put system into new configuration
- ▶ Minimise risk of reverting
 - ▶ Push back



Improving access – systemic and cultural problem

- ▶ Capability
 - ▶ Structural and attitudinal barriers
 - ▶ Knowledge and skills
 - ▶ Training – allyship and bystander
- ▶ Opportunity
 - ▶ All new builds & refurbishments
 - ▶ All equipment purchases
 - ▶ Every hire, recruitment
 - ▶ All processes and procedures
- ▶ Motivation
 - ▶ Because it could be you
 - ▶ Diversity = improved quality and profits
 - ▶ Funder requirements



Who

- ▶ Two types of people:
 - ▶ Those with a disability
 - ▶ Those who will have one
- ▶ Visible/ invisible
- ▶ Physical / Mental / Deaf / Neurodiverse
- ▶ Disability is inherently intersectional
- ▶ Everyone has to rise up together
- ▶ No-one left behind



Deeds not words

- ▶ Impatient – since 1995
- ▶ Hold people accountable to their mission statements
 - ▶ UKRI: Research by everyone, for everyone
 - ▶ Manchester: To advance education, knowledge and wisdom for the good of society.
- ▶ Perfect is the enemy of done
- ▶ Take action
 - ▶ Best guess (informed by evidence & those impacted)
 - ▶ With feedback loops
 - ▶ Don't need RCT for a ramp



Disability Discrimination Act 1995



The Equality Act 2010

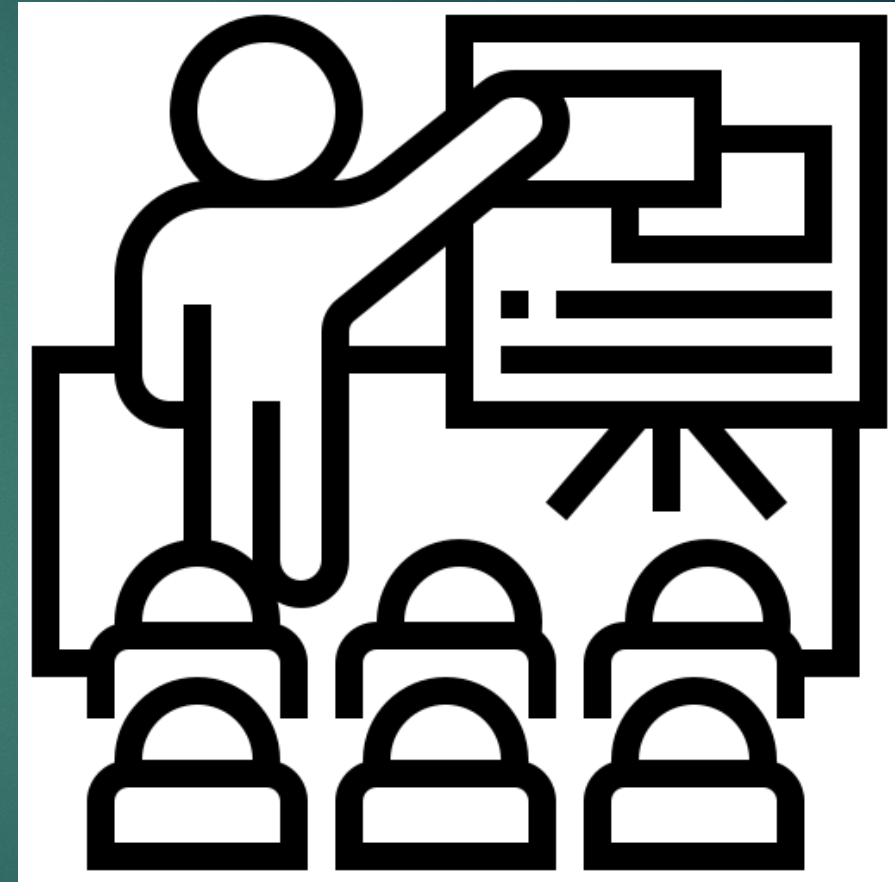
What deeds?

- Embrace the all-access attitude.
- You have to test for accessibility with real users.
- Accessibility is cheaper when it's done up front.
 - ▶ Small increments more achievable and sustainable
 - ▶ Take advantage of serendipity
 - ▶ Never fear going big



Accessible Teaching

- ▶ Web pages achieve max. access
 - ▶ And provide access info
- ▶ Resources provided in advance, & in accessible formats
 - ▶ Standard template for all slides
 - ▶ Documents provided in screen reader friendly formats
- ▶ Ask about accommodations rather than diagnoses
 - ▶ Don't only label as disabled
 - ▶ Don't gaslight
- ▶ Build in access
 - ▶ all first years timetabled to fully accessible rooms for first semester
 - ▶ All accessible student rooms have hoists
- ▶ Train, support, promote staff



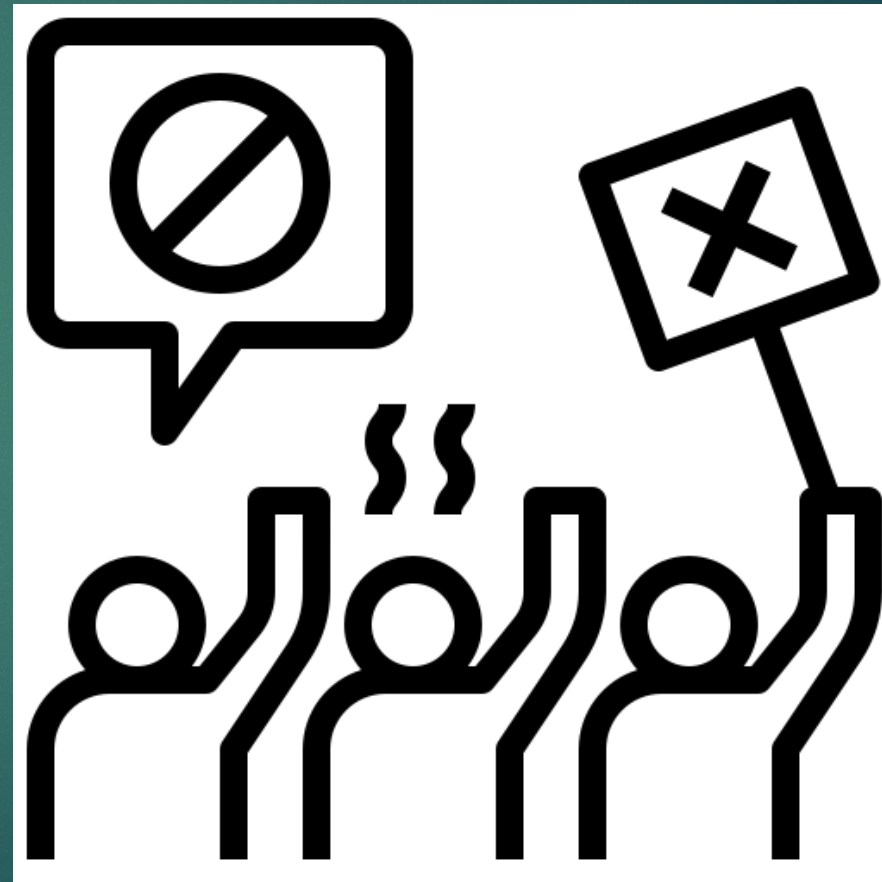
Accessible Research

- ▶ EXPECT DISABLED PARTICIPANTS
- ▶ Good quality PE/ PPI
- ▶ Audit EDI of researchers & participants
- ▶ Accessible written info
 - ▶ Simple
 - ▶ Clear text/ large font etc
 - ▶ “How we made this project accessible” section in info sheet
- ▶ PI/ Ethics committee training
- ▶ Budget for access costs
 - ▶ Venues
 - ▶ BSL, captions, audio descriptions, videos, Easy Read
 - ▶ Carers, travel, food, etc.



Evidence-based dissent

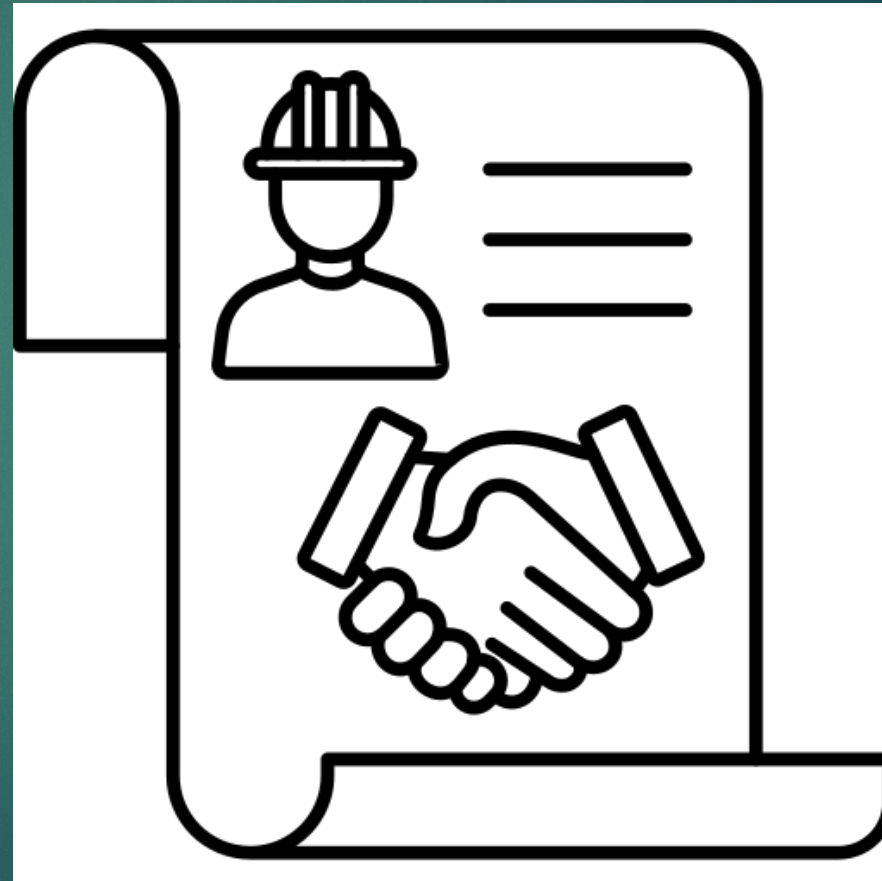
- ▶ Stories plus numbers
- ▶ Be critical but creative
- ▶ Important to support the awkward squad
- ▶ Find teams used to implementing change / principles
 - ▶ E.g. Estates used to being challenged on green principles
- ▶ Sometimes you have to weaponise embarrassment



Anti-ableist training

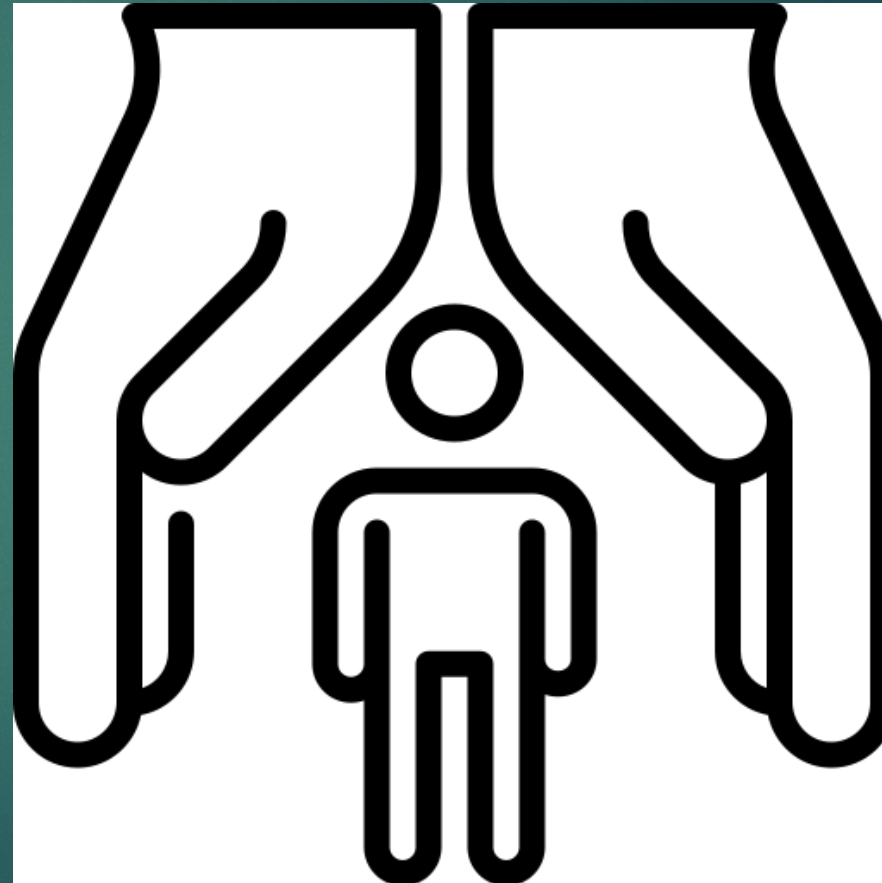
Allyship

- ▶ Social model
- ▶ Audit existing policies, buildings, & equipment against guidelines
 - ▶ List all deficits even if the money isn't currently available
 - ▶ Upgrade access standards for new builds, refurbishments, and equipment
 - ▶ Have a all staff report faults policy, with access faults prioritised
- ▶ Regularly check function of accessible equipment
- ▶ Annual review includes reasonable adjustments passport for ALL staff
 - ▶ Can cover other protected characteristics that need accommodations

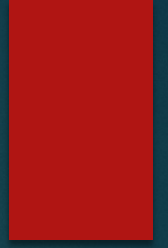


Bystander training

- ▶ May wish to reinforce with role play
- ▶ Challenge ableist assumptions
 - ▶ Dumbing down
 - ▶ Too hard, complex, time consuming, unsafe
 - ▶ No value added
- ▶ Challenge ableist language (but don't get bogged down in it)
 - ▶ Wheelchair bound, suffering from, offensive terms
- ▶ Challenge ableist practices and design



Lund University – Core Values Work



Suppression technique	Counter strategy	Affirmation technique
Making invisible	Demand attention	Acknowledge
Ridiculing	Question	Respect
Withholding information	Be honest	Inform
Double blinding	Break the pattern	Enforce double reward
Blaming & shaming	Intellectualise	Affirm reasonable norms

Making invisible Demand attention Acknowledge

- ▶ Society invisibles disability
- ▶ Lack of accommodation
- ▶ Lack of representation

- ▶ Out and proud
- ▶ Demand accommodations

- ▶ Mentoring, promoting,
- ▶ Paying for extra costs, mandatory access standards



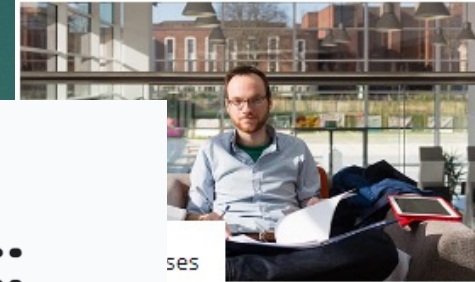
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ses

nnected with Manchester's pioneering g industry connections.



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Find the latest finance information for students.



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You'll have access to a wide range of support to help you make the most out of University.

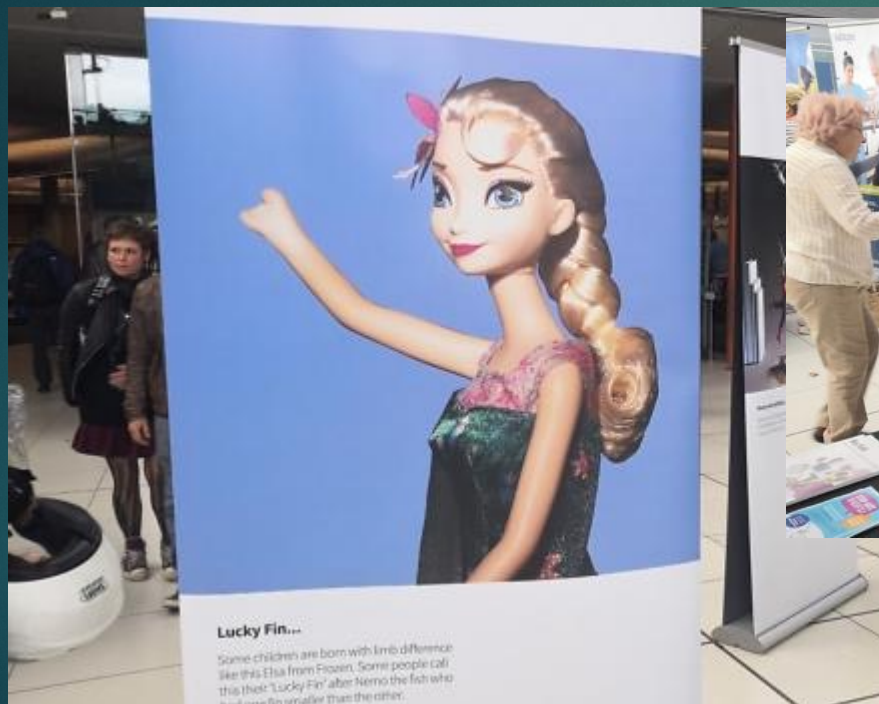


The Manchester experience



Welcome

Make visible - Disability Pride 2019: 50 stalls, 6000 visitors



Demand attention / acknowledge



 Purple Reach



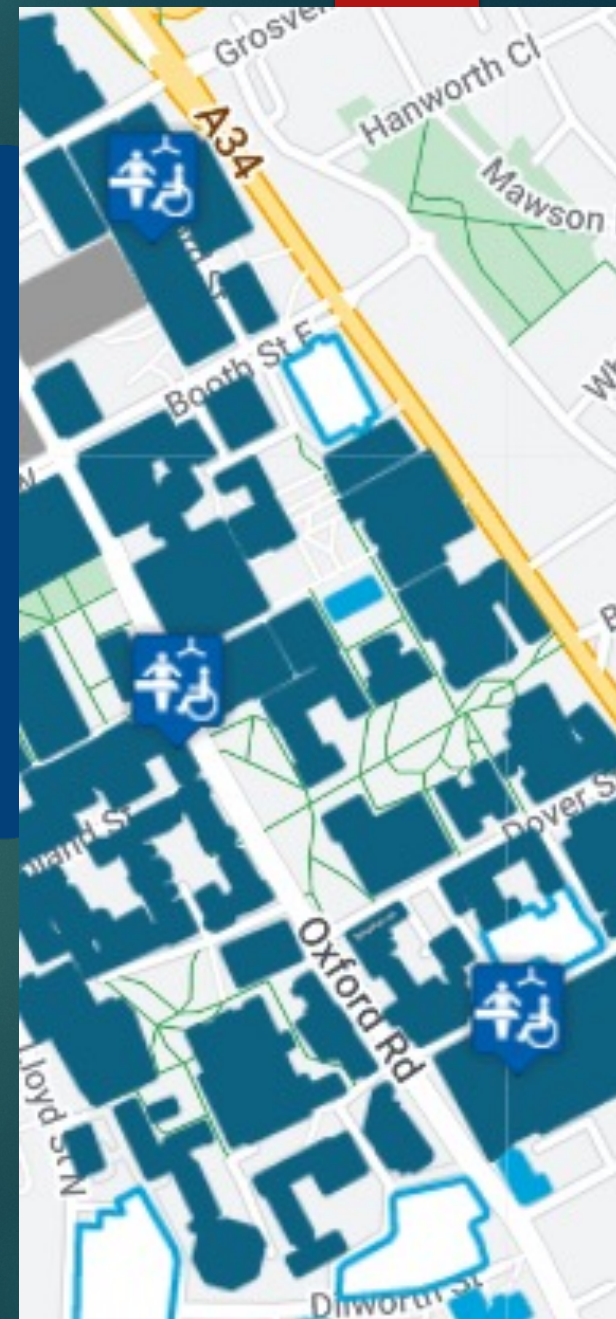
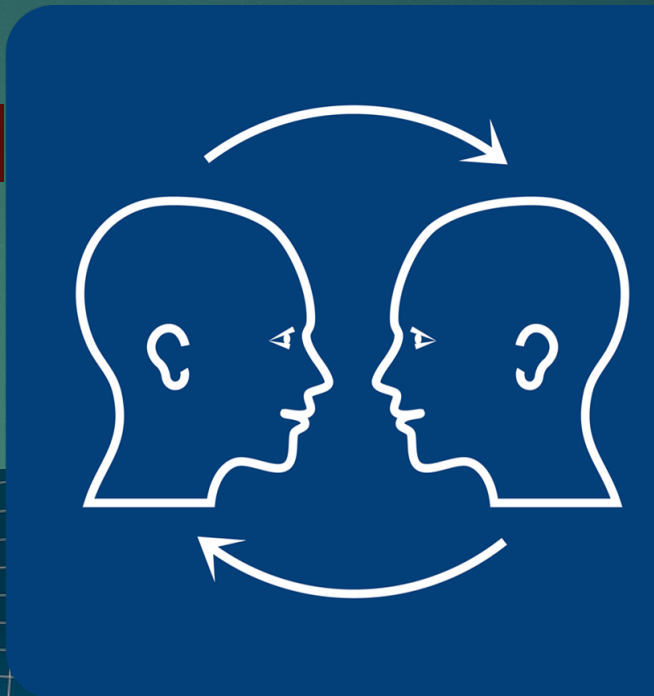
Ridiculing Question Respect

- ▶ Language choices
- ▶ Poor assumptions
- ▶ What do you mean by that?
- ▶ Flip the protected characteristic
- ▶ Demonstrate respect for all diversities and variability



Demonstrate respect

Staff must provide slides a week in advance

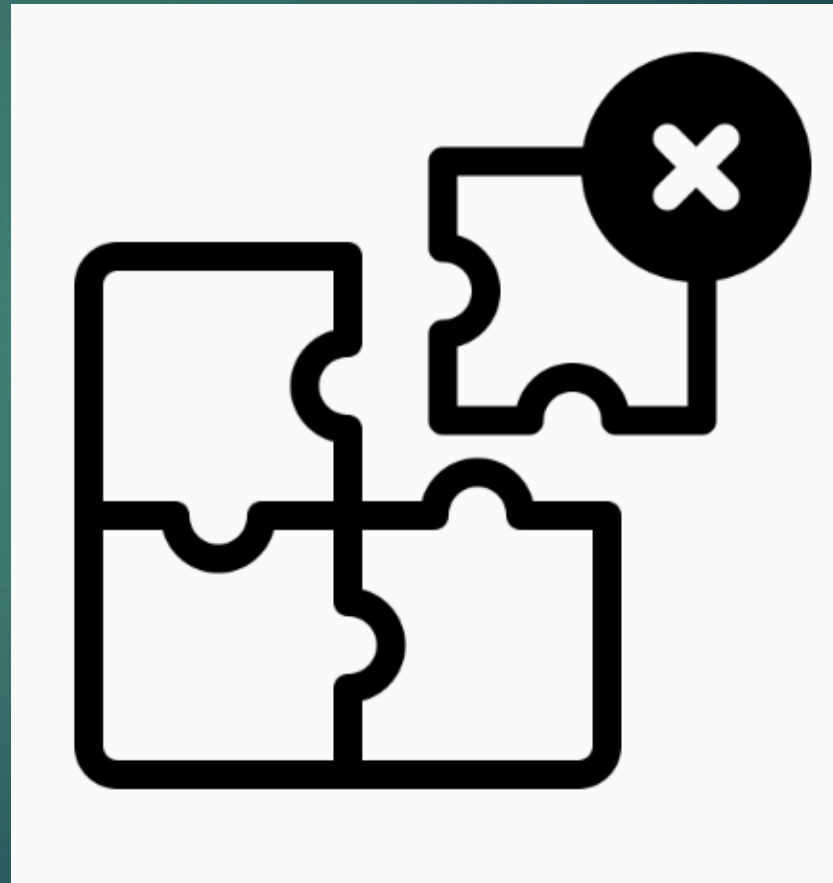


Withholding information

Be honest

Inform

- ▶ Who is not invited to the table
- ▶ Whose information isn't shared
- ▶ Adult conversations about limitations
- ▶ Explicitly invite diversity
- ▶ Mandatory inclusion of diverse advisers to inform work
- ▶ Implementation of access guidelines



Inform - Access Guidelines

Access All Areas in Labs
Dissemination Access
Guidelines

Version 1.1 (July 2023)

Deane KHO and the Access All Areas in Labs Team

Access All Areas in Labs
Protocol Access
Guidelines

Version 1.1 (July 2023)

Access All Areas in Labs
Working Practices
Access Guidelines

Version 1.1 (July 2023)

Deane KHO and the Access All Areas in Labs Team

Access All Areas in Labs
Equipment Access
Guidelines

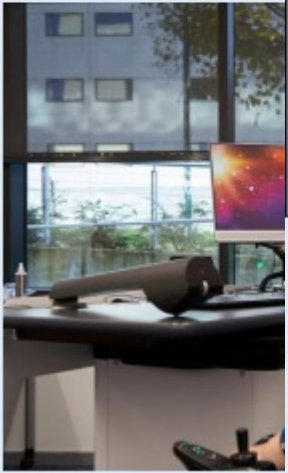
Version 1.1 (July 2023)

Deane KHO and the Access All Areas in Labs Team

Access All Areas in Labs
Structural Access
Guidelines

Version 1.1 (July 2023)

Deane KHO and the Access All Areas in Labs Team



Include: quality engagement



I know a lot – which is why I have to ask so many questions (Deane 2019 *BMJ Innovations*. 13.

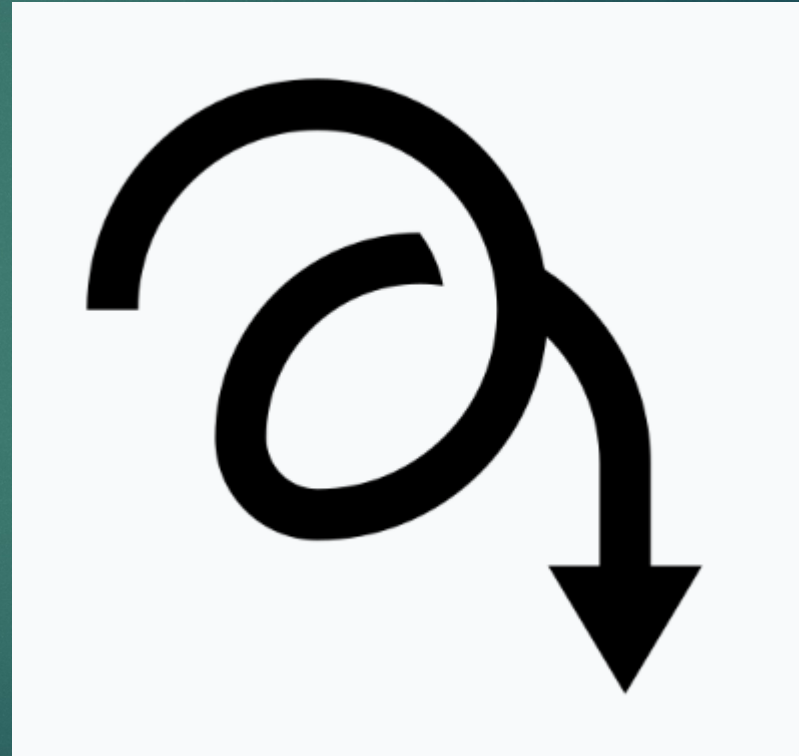
<https://innovations.bmj.com/content/5/1/43>)

Double-blinding

Break the pattern

Enforce double reward

- ▶ Exercise: Yes = not really disabled;
No = laziness causes disability
- ▶ No access > no visible disabled
people > so no access needed
- ▶ Hold onto your personal integrity
- ▶ Recognise internalised ableism
- ▶ Everyone needs support sometimes
- ▶ Only robots don't need flexibility
- ▶ Value diversities



Value diversity – challenge ableism (internal and external)

To find a good work/life balance for me and my family, I sometimes send emails outside of traditional office hours. I have no expectation you'll do the same.

I mostly work virtually in order to best manage my disabilities. If we are meeting face-to-face indoors I will be wearing a mask and would appreciate it if you could do so as well (unless medically exempt).

**Reasonable
adjustments
disability
passports**

**Mental Health
First Aider**

MHFA England

© tonefotografia



Blaming and shaming Intellectualise Affirm reasonable norms

- ▶ Your inability to overwork is why the project failed
- ▶ You saying “no” overloaded the rest of the team
- ▶ Good project planning allows for variability
- ▶ Diversity enhances quality
- ▶ Sensible working loads are effective
- ▶ Holidays etc are mandatory
- ▶ Flexibility valuable for all
- ▶ Not brains on sticks



Affirm reasonable norms

Workload survey 2021 Data report

A REPORT BY UNIVERSITY AND COLLEGE UNION

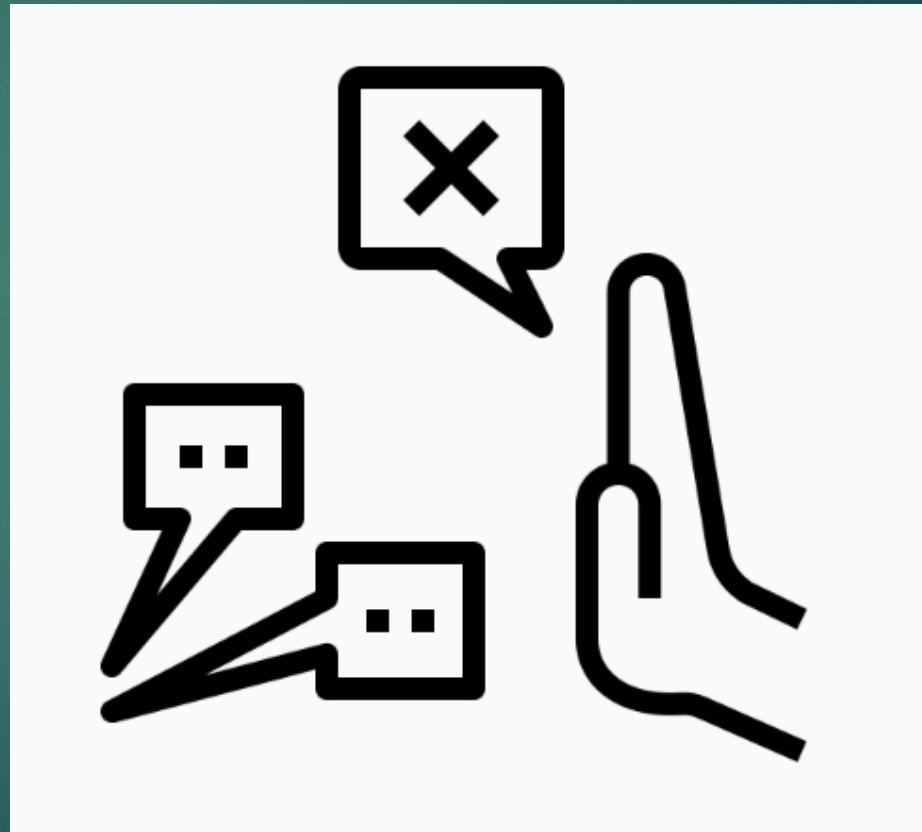
UCU
University and College Union



Thanks to Empower
Ability Consulting

Affirm reasonable norms

- ▶ Perfect is the enemy of done
- ▶ You have to say “no” in order to have the time to say “yes”
- ▶ Stand on the shoulders of giants
- ▶ Build teams – solo isn’t sustainable
- ▶ Be generous with information – charge for implementation
- ▶ Change systems so they support positive behaviours
 - ▶ Fail safe
 - ▶ Redundancy
 - ▶ Just the way we always do it



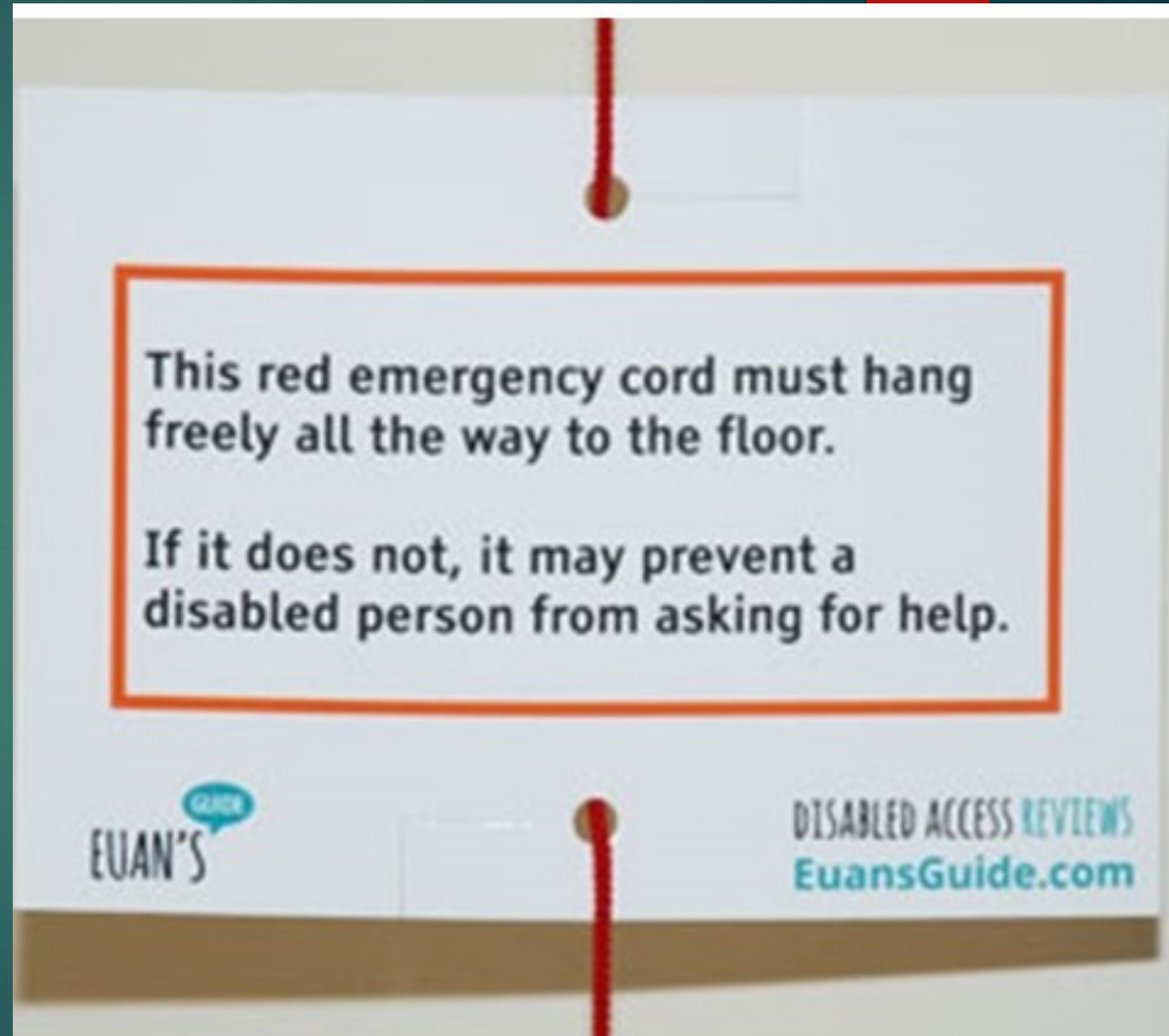
Accessibility behaviour targets – immediate to 5 years

- ▶ Audit PEEPs and lone working plans
- ▶ Implement reasonable accommodations passport into annual reviews
- ▶ Normalise reasonable workloads and flexible working
- ▶ Allyship and bystander training
 - ▶ All staff responsibility for fault reporting
- ▶ Mentorship programs
- ▶ Access hackathons/ Pride events
- ▶ Access to external advocacy expertise



Structural access targets - immediate

- ▶ New builds and refurbishments to guideline standards
- ▶ New equipment and its placement to guideline standards
- ▶ Evac chairs or alternatives
- ▶ Microphones, PA systems, and portable hearing loops
- ▶ Euan's guide red cord cards
- ▶ Colour contrast in accessible toilets (pot of paint)



Structural & equipment access targets – 5 years

- ▶ Funders require minimum access standards for eligibility for funds
 - ▶ Includes mandatory training and audits
- ▶ An accessible toilet in any building with standard toilets
- ▶ Dual alert fire alarms
- ▶ Equipment connectivity standards
- ▶ Hearing technology standards
- ▶ Ergonomics – seating, lighting, acoustic environment
- ▶ Key routes – light doors, step free
- ▶ Lever taps and D handles
- ▶ Changing Place accessible toilets within 20 min



Structural & equipment access targets – 10 years

- ▶ “Maximum” access requirements necessary for funding
- ▶ Disinvest / repurpose buildings that cannot be made accessible
- ▶ Where possible
 - ▶ Fire safe lifts
 - ▶ Step free fire exits
- ▶ Most routes – light doors, step free
- ▶ Changing Place accessible toilets within 10 min
- ▶ Accessible fieldwork, boats, planes, etc etc



References

- ▶ Deane KHO and the Access All Areas in Labs Team. 2023. Access All Areas in Labs: Access Guidelines. Version 1. March 2023. University of East Anglia, Norwich. <https://www.uea.ac.uk/web/groups-and-centres/projects/access-all-areas-in-labs>
- ▶ Deane K, Delbecque L, Gorbenko O, et al. Co-creation of patient engagement quality guidance for medicines development: an international multistakeholder initiative. 2019 *BMJ Innovations*. 13. <https://innovations.bmj.com/content/5/1/43> (Table 3)
- ▶ Schroeder K, Bertelsen N, Scott J, Deane K, et al. Building from Patient Experiences to Deliver Patient-Focused Healthcare Systems in Collaboration with Patients: A Call to Action. 2022. *Therapeutic Innovation & Regulatory Science*. <https://doi.org/10.1007/s43441-022-00432-x>
- ▶ Brage T, Lövkrona I, Eldh C, et al. (2016). Core values work in academia: – with experiences from Lund University. Lund University https://eige.europa.eu/sites/default/files/core_values_work_brage_lovkrona.pdf

Useful books

- ▶ Ryder Carroll. “The Bullet Journal Method”.
<https://bulletjournal.com/pages/book>
- ▶ Susan Jeffers. “Feel the fear and do it anyway.”
<https://susanjeffers.com/books/>
- ▶ Robert Sutton. “The No Asshole Rule” and “The Asshole Survival Guide” https://en.wikipedia.org/wiki/The_No_Asshole_Rule
- ▶ Simon Sinek. “Start with Why” and “Find your Why”.
<https://simonsinek.com/books/start-with-why/>
- ▶ Brene Brown. “Dare to Lead”
<https://brenebrown.com/hubs/dare-to-lead/>
- ▶ Stephen Trzeciak & Anthony Mazzarelli. “Compassionomics”.
<https://www.compassionomics.com/>
- ▶ Susan Michie et al. “The Behaviour Change Wheel.”
<http://www.behaviourchangewheel.com/>

Training resources

- ▶ Disability Awareness Training
<https://www.purplereach.co.uk/>
- ▶ Guide dog etiquette
https://www.guidedog.org/PuppyRaising/PuppyRaiserManual/Resources/Assistance_Dog_Etiquette.aspx
- ▶ Epilepsy first aid
<https://www.epilepsy.org.uk/info/firstaid>
- ▶ Attitude is Everything resources for making music events accessible
<http://www.attitudeiseverything.org.uk/resources>

Web access

- ▶ Web access
<https://www.w3.org/standards/webdesign/accessibility>
- ▶ Low Vision web access
<https://www.w3.org/TR/low-vision-needs/>
- ▶ Common web access problems for VIPs
<https://www.rnib.org.uk/rnibconnect/web-accessibility-people-disabilities>

Toilets

- ▶ Changing Places

<http://www.changing-places.org/>

Access Ratings

- ▶ Euan's Guide
<https://www.euansguide.com/>
- ▶ AccessAble
<https://www.accessable.co.uk/>
- ▶ Snowball App – available from Google Play and App Store
<https://apps.apple.com/gb/app/snowball-community/id1624679548>
- ▶ Wheelmap, for ratings for wheelchair access
<https://wheelmap.org/>

Other talks

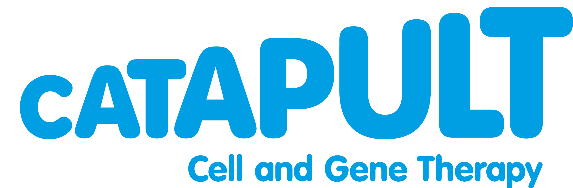
- ▶ Lab access sucks – so here are guidelines to start solving this. Vitae 2023.
<https://www.youtube.com/watch?v=j9H9tdPjpQw&t=10s>
- ▶ Starting Change Making. Cultural Forum Norwich. 2022. <https://youtu.be/XZ72o4fbuh8>
- ▶ Values, disability, saying no, and how fabulous it is to fail during the research process. 2021
<https://emmaelvidge.wordpress.com/2021/10/26/episode-2-katherine-deane/>
- ▶ Benefits of being a Disabled Scientist. UK Association for Science and Discovery Centres. 2020
<https://www.youtube.com/watch?v=vjMHySCxY2k&feature=youtu.be>

Contact details and thanks

- ▶ <https://www.uea.ac.uk/web/groups-and-centres/projects/access-all-areas-in-labs>
- ▶ k.deane@uea.ac.uk



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