



TOOLKIT:

BE DISABILITY CONFIDENT
ON CAMPUS

*My***PLUS**⁺
UNIVERSITY
CLUB

 myplusstudentsclub.com

Toolkit

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The MyPlus Be Disability Confident on Campus Toolkit provides information, resources and guidance to University staff who are supporting students with disabilities as they search for placements, internships and graduate roles.

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Introduction

Disability confidence on campus

Our vision is to ensure that having a disability or long-term health condition doesn't prevent anyone from having the career that they want to have

The number of students with a disability or long-term health condition attending university continues to increase year on year. Like their non-disabled counterparts, they choose to go to University for a variety of reasons, including to pursue a particular career or to enable them to get a better job than they would otherwise have done.

However, it remains considerably harder for them to find employment upon graduating than for their non-disabled counterparts; and research shows that disabled graduates at all qualification levels are less likely to have obtained full-time employment than non-disabled graduates.

This presents a challenge for both employers, who historically have struggled to



The aim

MyPlus are well-positioned to provide knowledge, confidence and expertise based on our extensive experience of working with disability confident employers, our engagement with students with disabilities and working with University Careers

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Understanding disability

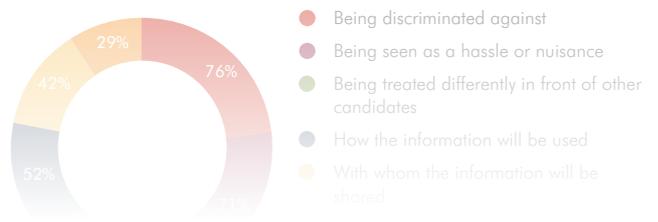
Disability and long-term health conditions include, but are not limited to, visual and hearing impairments, mobility impairments, Asperger's Syndrome, diabetes, epilepsy, dyspraxia, mental health conditions, speech impairment and major illnesses such as cancer, HIV and MS.

A person has a disability if he or she has a **physical or mental impairment** which has a **substantial and long term adverse effect** on his or her ability to carry out **normal day to day activities**.

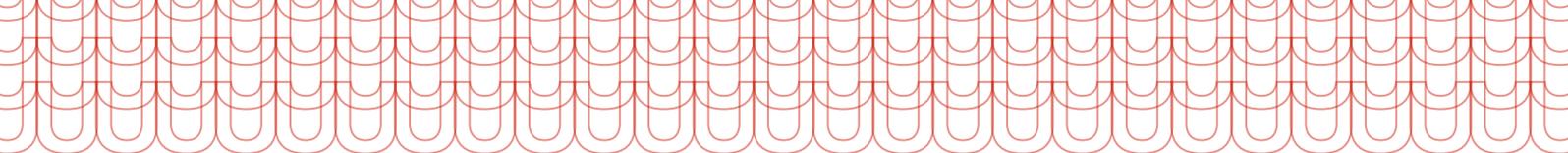
Commonplace disabilities that students at universities have*



Concerns of disabled students about 'being open'



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Challenges facing students with disabilities

As they transition from education to employment

Finding a job is challenging for everyone however add in a disability or long-term health condition and it can become even more difficult.

To help support students with disabilities to overcome these challenges, we first need to understand what they are.

The challenges are many and varied however what stands out is that this group of students often lack the confidence to apply to employers, believing that their disability will rule them out of the running for graduate-level jobs. In addition, some students with disabilities have not immersed themselves in student life instead believing that academic achievement alone will make them employable; they therefore lack the employability skills that employers demand.

Disabled students face a number of challenges as they enter the world of work:

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Staff Development Session

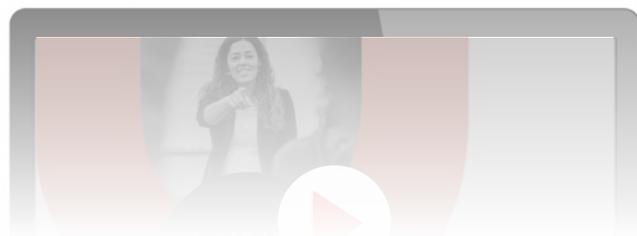
The five pillars of disability confidence

This first digital training for University staff, delivered as a webinar, is designed to build understanding of the specific challenges facing students with disabilities as they transition from education to employment and be in a position to support them with accurate information, resources and advice.

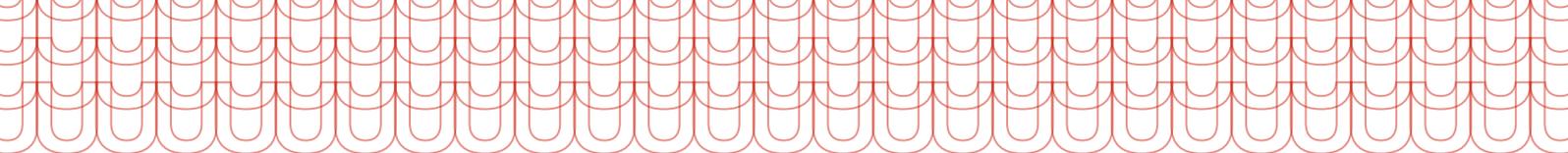
Disability confidence on campus means ensuring staff have the capability (knowledge, skills and attitude) to be able to support students as they transition from university to employment and be able to provide the expert advice required to enable them to successfully tackle the recruitment process. By building knowledge and skills across the 5 pillars of disability confidence, this training webinar will enable you to confidently coach and mentor students towards successfully achieving their career goals.

Having reminded ourselves how broad the subject of disability is, the webinar moves on to cover the 5 pillars of disability confidence:

- Understanding the employment challenges facing students with disabilities
- My 'Plus': identifying your strengths to stand out from the crowd
- The benefits of being open and how to be open
- Applying for a job with a disability & accounting for



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Student skills sessions

Digital training packs

These digital training packs are designed for use by staff with your students and cover the 'how to' of job attainment with a disability.

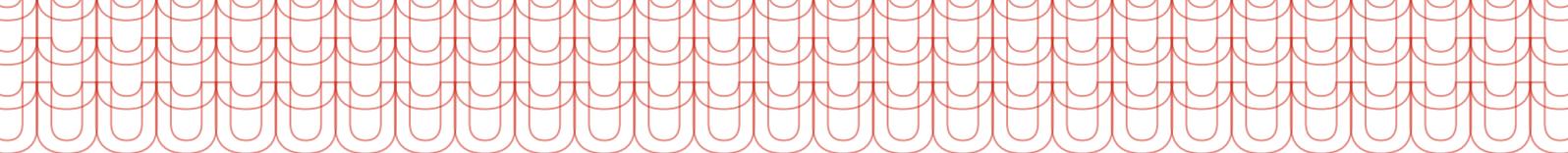
Each interactive training package will equip you with up to date information and the resources to build the confidence and skills of students with disabilities to address the unique challenges they face as they successfully transition from education into employment.

- Disclosure: How to disclose a disability and benefits of doing so
- Identifying strengths: Using a disability to stand out from the crowd
- Accessing support & adjustments during the recruitment process
- Applying with a disability: accounting for differences in your application

Each digital training pack includes:

- A Train the Trainer guide & notes
- A video introduction to the training
- A power point deck of slides

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Disability confident conversation cards

The Conversation Cards are designed for Careers Staff to use with students with disabilities and long-term health conditions to help them overcome some of the challenges they face as they apply for jobs and navigate the recruitment process.

Based on feedback from Careers Staff who advise students with disabilities, students tend to have a clear idea of the topics that they want advice and guidance on. The Conversation Cards can be used to put some structure around these conversations.

The 6 topics covered are:

- The benefits of being open
- How to be open
- Applying for work with a disability
- Requesting Adjustments in the recruitment process
- Communicating strengths
- Accessing disability confident employers

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The benefits of being open

The following explores both the benefits of being open, and the consequences of not informing

Benefits of being open

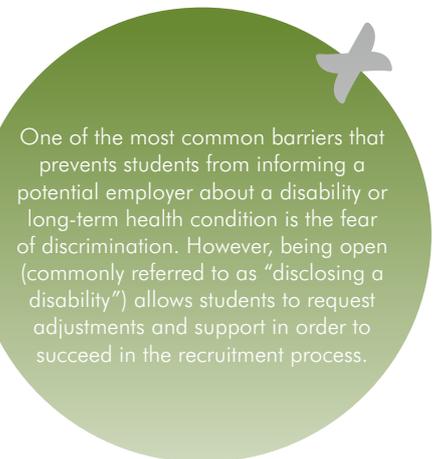
- Students can request in advance the adjustments / support they need which means that they can demonstrate their full potential at each stage of the application process.

Q: You are the expert of your own condition. What adjustments do you need to demonstrate your ability?

- Students can discuss their disability positively with an employer. In addition to informing an employer that they have a disability, they can talk about the strengths they have gained from managing it.

Q: What skills and strengths have you developed from managing your disability on a day-to-day basis?

- Rather than trying to hide a disability, being open allows students to be themselves throughout the application process and focus on showing the employer what they can do.



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How to be open

A checklist which students can use to put together their 'openness statement' and discuss their disability effectively with an employer

What to say – openness statement

1. This is my disability / condition
2. This is the implication for the recruitment process
3. As a consequence, this is what I require

Example:

"I am a wheelchair user. I am unable to walk and use a wheelchair at all times. I require access, a toilet and a parking space."

Example:

"I have an anxiety disorder. I get nervous particularly in new situations. It will be useful for me to have an orientation visit prior to my interview and for my interviewer to be aware of my condition on the day."

Example:



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