## UTC

# DISABILITY BLUEPRINT





#### 1. Preamble

Université de Technologie de Compiègne has put inclusivity at the heart of its strategy. The needs of people with disabilities has long been a concern within the university.

The publication of its Disability Blueprint is an opportunity for UTC to renew its commitment to a comprehensive approach to disability and to mobilize resources and expertise in putting this approach into practice.

Furthering the inclusion of people with disabilities means actively participating in the social shifts to which the law of 11 February 2005 gave impetus.



## 2. Objectives

Institutions of higher education develop their own individual disability policies and define priority areas of focus, which are set out in a blueprint.

A disability blueprint is a **strategic map** featuring **objectives**, in the form of **specific actions**, and covering all areas where disability is potentially an issue for the institution concerned.

Université de Technologie de Compiègne's Disability Blueprint is helping to drive forward a proactive process set in motion more than a decade ago, with a commitment to improving disability awareness and making disability a theme that **cuts across** the different lines of its strategy.

The Disability Blueprint is also a key to meeting a number of regulatory requirements in relation to a digital strategy, the obligation to employ disabled workers (OETH), and a programmed accessibility agenda (Ad'AP). This document is therefore a lever for creating synergies between UTC's different organizational components.

## 3. Legal framework of reference

The Law of 11 February 2005 on equal opportunity, participation and citizenship for people with disabilities initiates fundamental changes to meet the expectations of those with disabilities. This law draws on some of the basic principles of non-discrimination in seeking to ensure equality of opportunity for all in their choice of career and their daily life. 'Anyone with a disability has a right to solidarity from the entire national community, which guarantees them access to the fundamental rights enjoyed by all citizens and to the full exercise of their citizenship'. (Law No. 2005-102 of 11 February 2005 - Article L114-1)

This law also reaffirms the right to higher education for all young people with disabilities. 'As part of the provisions regulating their access, higher education institutions shall enrol students with disabilities or with an incapacitating physical disorder on the same basis as other students, and shall provide their education by implementing the necessary adjustments in the organization, conduct and support of their studies.' (Law No. 2005-102 of 11 February 2005 - Article L. 123-4-1)

Within the higher education sector this law has given rise to two binding charters in relation to disability:

- the *University/Disability Charter*, agreed in 2007 between the Ministry of Higher Education and Research (MESR) and the *Conférence des Présidents d'Université* (CPU), and renewed in 2012,
- the CGE/Disability Charter, agreed in 2008 between MESR and the Conférence des Grandes Écoles (CGE), representing the top-ranking French higher education establishments ("Grandes Écoles").



These two charters are intended to create momentum in applying the Law of 11 February 2005 and ensuring equal opportunities for all students. They are a commitment by universities and *Grandes Écoles* to ensuring that students with disabilities enjoy the same conditions of study and chances of success as other students.

University/Disability Charter - Article 1:

'The signatories shall support students with disabilities in furthering their autonomy and their equal opportunities with respect to other students'.

CGE/Disability Charter - Article 1:

'The objectives of this Charter are:

- to promote access to the Grandes Ecoles for students with disabilities
- to improve consistency and clarity in hosting students with disabilities."

As a framework for implementing this commitment, the University/Disability Charter invites all higher education institutions to publish a blueprint setting out an action plan.

"Each institution formulates its own disability policy and defines its strategic axes. This policy is set out in the form of a multi-year disability blueprint approved by the supervisory board". (University/Disability Charter - Article 2)

Law No. 2013-660 of 22 July 2013 on higher education and research has now made it mandatory for all higher education institutions to adopt a disability blueprint:

"The supervisory board shall adopt the multi-year disability policy blueprint proposed by the academic advisory board. Each year the chair shall present to the supervisory board an implementation progress report with performance indicators." (Law No. 2013-660 of 22 July 2013 - Article 47)

## 4. Organization of UTC's blueprint

#### 4.1 Areas of focus

UTC has structured its Disability Blueprint around four areas of focus:

Focus 1: hosting and providing support for students with disabilities

**Objective:** strengthening hosting facilities, and establishing and improving processes for assisting students with disabilities throughout the university curriculum and in their vocational integration

#### Focus 2: teaching and research

**Objective:** improving the consistency and clarity of teaching and research in relation to disability:

developing and supporting educational innovations, research programs and initiatives (whether business-oriented, technology-oriented, or education-oriented) relating to disability

#### Focus 3: human resources policy for staff with disabilities

**Objective:** developing and improving human resources procedures geared to people with disabilities:

recruitment, qualification, support, retention: includes reclassifying, and taking account of health issues and disability in career progression



#### • Focus 4: accessibility

**Objective:** improving the accessibility of services offered by the university:

> access to the campus, to digital media and the digital workspace, to documentary resources, to course content, etc.

Actions and priorities will be set out in annual schedule.

### 4.2 Steering Committee and working groups

UTC's Disability Blueprint Steering Committee is composed of Carolina Lacome, Health and Safety Officer, and Virginie Leviel, Student Disability Advisor, and is under the supervision of the UTC Director and UTC's General Services Directorate.

The Steering Committee, assisted by working groups with particular areas of expertise, will provide follow-up and present an annual progress report to the UTC Supervisory Board.

The annual schedules relating to the Disability Blueprint will emerge from the proposals and discussions of the various working groups.

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