



University of  
St Andrews

**University of St Andrews**

# **British Sign Language (BSL) Plan 2024 to 2030**

**6 May 2024**

Contact: [diversity@st-andrews.ac.uk](mailto:diversity@st-andrews.ac.uk)

Published for public view: [Equality Scheme Reports](#)

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## 1. Introduction

The University of St Andrews published our first BSL Plan in November 2018, laying the ground to increase and promote BSL use on campus. The current document represents our second BSL Plan, which summarises activities, barriers, and lessons from 2018-24, and sets goals for 2024-30.

[View the BSL plan on YouTube.](#)

## 2. Statutory context

The current document helps the University to uphold the following legislation:

**[The BSL \(Scotland\) Act 2015](#)**: reflects the Scottish Government’s goal “to make Scotland the best place in the world for BSL users to live, work & visit”. The Act required listed bodies to publish BSL Plans by November 2018, and at least every 6 years thereafter. The Scottish Government published its first [BSL National Plan \(2017-23\)](#) and set a new [BSL National Plan \(2024-30\)](#) in November 2023.

**[The Equality Act 2010](#)**: requires listed bodies to make reasonable adjustments for disabled people, to enable equitable participation. This includes enabling communication in BSL for d/Deaf people, and anticipating these needs for our future staff, students, and visitors.

## 3. BSL at St Andrews: status, progress and activities, 2018-24

From 2018-20 a small number of student BSL users were enrolled (fewer than 5). There have been no disclosures of BSL use among staff, students or visitors since 2020, and no requests for BSL translation. This suggests a need to pro-actively engage BSL users from outside the University to identify and remove barriers to study, to attract BSL users to work and study at the University. We have taken steps to support d/Deaf and hard-of-hearing students with adjustments around captioning, hearing loops and other auditory aides.

We gather data on staff and students who use BSL, and are d/Deaf or hard of hearing. Data is collected at application stage to enable targeted support, and can be updated online via HR Self Service, and our Student Portal. Support is arranged for staff via Occupational Health, and for students by the Disability Team within Student Services. Contact Scotland BSL allow external contact with the University in BSL where required, while live interpreters at graduation ceremonies ensure these ceremonies are accessible for BSL users.

We have made progress in areas as documented below. Some previous goals could not be progressed due to a lack of BSL users on campus, high staff turnover, and adapting to online delivery during Covid: where progress has been limited, we have set actions in 2024-30 ([see Sections 6&7](#)).

### a) University of St Andrews BSL Plan 2018-24

The University published our first [BSL Plan](#) in November 2018, in written English, and [signed BSL translation](#). The Plan was published via dedicated [BSL page](#) on the University website.

### b) Contact Scotland BSL

Our BSL webpage contains instructions for staff to include [Contact Scotland BSL](#) details where contact information is provided (e.g. in email signatures or policy documents). Staff policies have been updated to include these details as standard, allowing options to feed back or enquire in BSL.

### c) Supporting student BSL users

The University has provided BSL support on campus in the form of reasonable adjustments for student BSL users (2018-20), including a BSL interpreter at graduation in 2019. We have included this provision as standard since returning to in-person ceremonies, as an anticipatory measure to better accommodate visitors and family members. We have booked interpreters for all 10 graduation ceremonies in June 2024.

In 2023, we funded a student to use British and Nigerian Sign Language Interpreters to help engage participants in their summer research project (including representatives of the Deaf Women Association of Nigeria and other deaf-blind individuals).

#### **d) University BSL Data**

Student data was collected throughout the previous plan through student disability processes, and a BSL User field was added to our HR staff records in 2023. No staff or students at the University have declared or recorded BSL user status since 2020.

#### **e) External Partnership**

The University is a member of Scottish Equality Forum (SEF), which contains representation from all Scottish colleges and universities. Since the National Plan was published, BSL Plan Leads from across Scotland have met monthly online. BSL interpreters have attended meetings as standard, to translate, and offer feedback on discussions around BSL Plans.

SEF members planned a collective engagement event to reach BSL users who aspire to attend college or university. The decision was jointly taken to delay this event until after publication to ensure sufficient time for attendees to view Plans, and to ensure capacity to process and act on feedback in appropriate detail.

#### **f) Foundational activities**

The University has taken significant steps to advance disability support, which will be further developed to reflect our goal to increase BSL representation on campus. Areas of focus will include:

- i. Supporting Access Students Working Group:** the group was formed in 2023 as part of the Student Services Disability Team, offering named contact points before and after enrolment for students who disclose a disability. We have set an action to ensure our contacts can better understand and meet the expectations of BSL users who engage with this service.
- ii. Accessibility Visiting Days** were introduced in October 2023, to help staff and prospective students better understand the support that is required, and available at the University. 2 sessions were delivered to 45 people in October 2023, and to 51 people in April 2024, to those disclosing a range of disabilities. We have set an action to attract BSL users to signed visitor sessions, to increase applications and enrolments from BSL users, and better meet their expectations.
- iii. Campus Accessibility Audit:** The University has committed to a full Campus Accessibility Audit (2024) to ensure the campus reflects the needs of our staff and students. This will build on a previous sensory audit (2023) by student interns, which viewed the campus through a neurodiverse lens. We will seek input from BSL users via engagement events throughout 2024-25, and explore further internships to help improve our buildings for BSL users.
- iv. Staff Disability Policy & Processes:** we revised our policy in June 2023, increasing focus on social contexts of disability, which better reflect BSL as a language, culture and skill. We will further revise the policy in 2024-25, reflecting interim work to improve processes, and identify frameworks to advance disability equality at the University. We will ensure this work takes steps to enhance equality for BSL users, as identified through consultation events in year 1.
- v. Online operations:** moving online during Covid required accessibility measures, e.g. transcripts, recordings, and remote delivery. Transcripts enable quicker translation of materials when we identify the need, while online delivery increases our access to interpreters and BSL users from regions beyond

Fife. We have set an action to identify and translate key admissions materials, and to facilitate a translated online ‘taster’ event to build rapport, capacity and aspirations to study at the University, recognising that interpreters may require time to research or develop subject-specific vocabulary. We will also revise wording on BSL Webpages to explain how support is identified and procured.

#### **g) Institutional drivers**

In addition to drivers listed in the current section, the University has set an ambitious vision to create an environment in which all can flourish and realise their potential. Our Diverse Action Plan outlines the actions we will take over a five-year period to progress this vision and its underpinning objectives. Eminent activities can help further our aim to increase and promote BSL use on campus, for example:

- i. **Revised EDI reporting structures** will provide a conduit to executive staff to enable visibility, buy-in, forward planning and alignment with other University priorities;
- ii. **Reviews of EDI training and webpages** will allow updated content on BSL, and d/Deaf culture.
- iii. **Competencies framework:** Human Resources are currently creating a competency framework that supports a culture of diversity and inclusion, which would in turn create a more positive environment for initiatives such as BSL training;
- iv. **Web Programme Review:** will allow online environments to be reviewed for d/Deaf inclusion.

#### **4. BSL at University of St Andrews: Lessons learned, 2018-24**

We recognise that our progress is at an earlier stage than planned, and that many barriers can be overcome with a revised approach, post-pandemic. Lessons learned from our first plan and are listed below, and [Section 5](#) discusses how our Plan builds on each lesson to better achieve its aims.

##### **a) Monitoring and evaluation**

Our 2018-24 plan set actions across many areas from the National Plan. Some of these were more immediately relevant to an education environment, while others related to other aspects of life. More selective activity and regular review points are needed to ensure work is relevant and responsive to change; is more visible, and that deliverables are specific, measurable, attainable, realistic and timebound (SMART).

##### **b) Targeted engagement needed**

Many of our plans from 2018-24 relied on having BSL users enrolled and engaged on campus: since 2020, no staff or students have disclosed BSL use. To increase staff and student applications from BSL users, pro-active engagement is required to understand the changing needs of BSL users; perceptions of the University, and levels of aspiration and qualification to work and study here.

##### **c) Targeted partnership needed**

Numbers of those using or seeking to learn BSL are low across the sector, making it hard to pool sufficient numbers to consult or train. External partnerships can become focused on updates and networking, where more active project work is required. Whether internally or collectively, a strategic approach is required to deliver the scale of our Plan’s ambition.

##### **d) Forward planning**

We have historically encountered BSL when requested as a reasonable adjustment. Planning and booking BSL services for events, training and translation requires time to ensure interpreters can prepare materials which use specialist academic language, and to ensure resilience to cancellations (e.g. in the event of illness). A pro-active approach to interpretation services, and examination of new technologies is required.

#### **5. University of St Andrews BSL Plan 2024-30. Delivering our Plan: a strategic approach**

Our 2018-24 Plan followed the Scottish Government’s template: guidance from the Scottish Government’s BSL Policy Officer (Feb. 2024) reassured us that it is appropriate to set locally relevant activities, and to carry

out the plan in the most effective way possible. We have taken this opportunity to reflect on lessons learned, and adopt a more methodical approach, to identify gaps more effectively, and translate our commitment into impact. This will help us build ambitious, experience-led activities across our range of functions, and build evidence to adapt to and support a growing BSL presence on campus.

Our New BSL Plan takes steps to overcome barriers identified in section 4, as outlined below.

**a) Monitoring and evaluation**

We have set a phased approach, breaking the 6-year cycle down into 3x2 year projects. This aims to ensure regular review points, and that actions remain relevant, up-to-date, and responsive to change.

Engagement activities and reviews of the plan will be focused at the start of each phase. Setting shorter phases will allow us to build activity over time as applications increase. It will also enable more regular updates and engagement activities to be undertaken in a more structured manner; for success to be measured, and to retain momentum when activities are handed over to new owners.

**b) Targeted engagement needed**

We will keep our BSL Plan consultation open until [National BSL Day](#) (Scotland, 22 October), and actively promote participation via partners in the education, public and charitable sectors. This will allow a reasonable period for BSL users to consider our plan, and aims to avoid consultation fatigue as public bodies vie for feedback ahead of the reporting deadline. We will also pro-actively participate in Scottish Equality Forum’s planned engagement event, which will look to engage BSL users with aspirations to study, and consult the local community through existing channels (e.g. outreach). Consultations will form the basis of a report recommending how to best transition from Phase 1 to Phase 2 of the Plan.

**c) Targeted partnership needed**

We will continue engagement with the wider post-compulsory education sector via the Scottish Equality Forum, who are a valuable community of practice. We will explore synergies with other colleges’ and universities’ Plans, and where feasible aim to approach these actions together within the local area. We will also seek opportunities to reach young BSL users through existing connections with local schools, and to accommodate d/Deaf parents and children through shared activities with local Childcare providers, to meet the needs of BSL users beyond the campus environment.

**d) Forward planning**

We will continue to provide BSL interpretation as standard at graduation ceremonies, and trial targeted visitor events for BSL users. To meet this resource need, we will seek connections with additional BSL interpretation services who are widely networked, and can offer a range of additional services to help deliver the aims of our Plan. This will involve a review of technology needed to increase BSL accessibility.

**6. Summary of BSL Plan and actions, Phases 1-3**

The current report adopts a 3-phase approach, and focuses most activity on Phase 1 (May 2024-May 2026). Phase 1 represents work to build capacity and expertise, and inform our approach to Phases 2&3.

Phase 1	Phase 2	Phase 3
May 2024- May 2026	May 2026- May 2028	May 2028- May 2030
<b>Engage, learn, promote</b>	<b>Build &amp; support</b>	<b>Grow &amp; lead</b>

Phase 1	Phase 2	Phase 3
<b>Priorities</b>		
Collate evidence via focused engagement, reporting after 1Y	Set actions and identify resources for Phase 3, and 2030-36 Plan respectively; embed in University Strategy for 2029-34	
Forming internal & external communities of practice	Evaluate effectiveness of Phase 1: set vision and priorities accordingly	
Increasing visibility, fluency, representation & understanding of BSL on campus	Communicate outputs & progress from previous phase	
Identify and agree Phase 2 actions & resourcing	Ensure all student and staff services can anticipate a& meet the needs & expectations of a growing BSL campus population	
	Produce business case for more advanced BSL provision	

#### **a) Phase 1: ‘Engage, Learn, Promote’ (May 2024-May 2026)**

Phase 1 will require focused work to lay the foundations for more ambitious goals in later phases of the Plan. Priorities will include setting up sustainable groups internally and externally to progress plans together; events and consultations to gauge perceptions of the University and barriers to entry; increasing engagement with BSL users at pre-application events; supporting staff training, and increasing visibility and understanding of BSL and d/Deaf culture on campus.

#### **b) Phases 2 and 3: ‘Build & support’, ‘Grow & Lead’ (May 2026-May 2030)**

Phase 2 will be guided by the outcomes of Phase 1, adapting to ongoing consultation and demographic changes. We anticipate some focus shifting from attracting staff and student BSL users, towards understanding their experiences in work or study at St Andrews. This will require us to identify social opportunities in BSL (e.g. clubs, societies, events), as well as access to recreation, the arts, and University accommodation for a larger d/Deaf student community. Our processes will require adaptation to reflect increasing BSL use on campus, and ensure equivalency with the hearing population.

#### **c) Summary of Phase 1 Actions**

The following actions will be progressed over Phase 1 (May 2024- May 2026), and continued into phases 2 & 3 where appropriate. [Section 7](#) sets out these actions with reasoning and timescales, organised by the themes from the National Plan.

#### **Engage: building an evidence base that considers the lived experience and insight of BSL Users**

- 1) We will increase engagement with BSL users through the following channels:
  - a. keeping our consultation on the plan open for 6 months, and actively promoting to BSL Users to increase meaningful feedback. We will use feedback to develop and prioritise existing actions throughout year 2, by producing and promoting a consultation report at the end of Year 1;
  - b. National Sectoral Event: co-delivered by Scottish colleges and universities, to ensure consultation is education-focused; the event will aim to include relevant organisations from across sectors;
  - c. Focus groups within Fife and/or surrounding regions: to gauge aspirations and qualifications to study at St Andrews, identify barriers, and inform actions.
- 2) We will seek to increase engagement with relevant stakeholders by establishing:
  - a. A University of St Andrews BSL Leadership Group, containing key staff;
  - b. Relevant connections and projects with universities, colleges, charities and local services;
  - c. Partnership with a versatile d/Deaf Persons’ organisation to provide training, consultancy and translation services.



- 3) We will review existing formats for visiting days; open days and offer-holder days, and identify how best to mainstream BSL accessibility in face-to-face and online events. We will aim to run a pre-application event online in October 2024, and explore a more complex face-to-face format the following year. This will allow us to identify needs, and establish a suitable event format.
- 4) We will review marketing materials to identify most popular media, and translate these into BSL to foster engagement at pre-application stage.
- 5) We will continue to provide BSL interpretation as standard at graduation ceremonies, and look to engage more BSL interpreters to reduce single points of reliance.

#### **Learn: how we increase BSL fluency, and physical accessibility for BSL users on campus**

- 6) We will provide opportunities for staff to learn BSL language skills, either internally or with external partners (to increase participants). We will initially facilitate a taster to gauge aspirations, and allow staff to understand the time required to learn and retain a language. We will prioritise delivery for those whose roles are most relevant to BSL users on campus.
- 7) We will seek ways to record and evaluate data relating to level of BSL use among the hearing community on campus.
- 8) We will ensure that staff have access to d/Deaf culture and awareness training, and are refreshed on how and when to use Contact Scotland BSL translation services.
- 9) We will ensure that disability policy and process updates take active steps to increase d/Deaf equality.
- 10) We will ensure our Campus Accessibility Audit considers BSL contexts, and invites feedback from BSL users as part of Phase 1's engagement activities.

#### **Promote: how we increase awareness, visibility and status of BSL on campus**

- 11) We will take steps to celebrate and promote BSL Scotland Day each year (e.g. campaigns; events).
- 12) Increase visibility of BSL on campus (e.g. in marketing materials; adverts; at events).
- 13) We will revise web content and wording to be more encouraging and relatable for BSL users.
- 14) 'Inclusive Practice Support Group' discusses literature around areas of inclusivity in the curriculum. We will devote a meeting to discussing literature around BSL, including social contexts, and how we can apply these lessons in development of our plan.
- 15) We will seek to promote BSL as a language and culture through a public event, based on the outcome of discussions as noted in action 14, above. We will learn from this event to plan further events over the remainder of the plan, mapped to dates of celebration and solidarity.

#### **d) Anticipated Phase 2 and 3 actions:**

Phases 2 and 3 will continue to build activities commenced in Phase 1. Subject to outcomes of Phase 1, we anticipate that additional Phase 2 and 3 actions will include:

- 16) Seeking staff interest to build knowledge and language skills around BSL; develop through continued professional development (RDS & ARDS processes).
- 17) Exploring how to embed BSL skills training within the University (e.g. via Academic Schools, Professional Units; external suppliers); ensuring regular opportunities to practice conversation to build/retain skills.
- 18) Hosting Phase 2 event in St Andrews, with a view to attracting BSL users to campus; increasing confidence to engage with the sector, and developing later phases of our Plan.
- 19) Increase access to local facilities:
  - a. Internally: (e.g. Student Services; Occupational Health)
  - b. Externally: (e.g. recreation, healthcare, welfare, and childcare).
- 20) Increasing BSL-focused outreach activities with school-aged children, in partnership with other universities and colleges if feasible.
- 21) Conducting academic research around BSL in linguistic and cultural contexts.
- 22) Designing student intern remit to work with BSL users on campus.
- 23) Identifying and promoting social opportunities in BSL:



- a. Internally (e.g. sports, clubs, societies)
- b. within a 60-mile radius of St Andrews (i.e. within Fife, Tayside, Angus, Perth & Kinross; Edinburgh).

**We will identify and publish further Phase 2 actions May 2025-May 2026, informed by Phase 1 outcomes.**

**Stuart A. Hall**  
**Deputy Head of Equality, Diversity and Inclusion**  
University of St Andrews  
06/05/2024

## 7. University of St Andrews: BSL SMART Action Plan (Phase 1, May 2024 – May 2026).

Our BSL Action Plan is overseen by our Head of EDI, and led by our Staff Disability Lead (presently Deputy Head of EDI). Actions will be coordinated by the EDI Team, who will work with key University departments to deliver the Plan.

### a) St. Andrews BSL Data actions

**Scottish Government priority:** BSL Data

Action (numbered as per section 6)		Rationale	Time	Measure of success
1	Increase engagement to gain a fuller understanding of aspirations and barriers for prospective students, via:	Ansence of student & staff BSL users, and late arrival of guidance have limited consultation ahead of publication.	2024-30 (focus on Y1, Y3, Y5)	Interactions with BSL users locally/nationally
a	Extended consultation on current plan	Extending consultation & actively seeking engagement will allow us to consider lived experience across our various contexts	May-Nov '24	Evidence base to inform delivery & update of actions, and enable planning of Phase 2
b	National event with other colleges/HEIs		Jan-May '26	
c	BSL users in Fife/ surrounding area		Jan-May '28	Report at end of Y1: implement changes in Y2
			TBC '24	
18	Explore Phase 2 national event in St Andrews, drawing on Phase 1 action 1b	Attracting BSL users to campus; increasing confidence for BSL users to engage with the sector, and developing Phases 2 & 3	Jan '25	
7	Present rationale to collect data on BSL fluency through talent and skills frameworks, and emergent competency frameworks. Collect data on existing and new BSL Users from our hearing population	HESA require us to report on staff who are d/Deaf and use BSL as a first or preferred language. This requires us to frame BSL in terms of disability, and limits our ability to promote relevant opportunities for hearing staff to sign  Collecting data on BSL as a skill allows us to ensure necessary adjustments and provisions are in place	October '26	Evidence base to inform planning of Phases 2&3  Report at end of Y3: implement changes in Y4
			Sep '25	Ability to assess levels BSL fluency on campus
			Promote disclosure annually '24-30	Inclusion of BSL as a formal competency which can be developed under CPD (RDS & ARDS)

### b) St Andrews BSL Workforce actions

**Scottish Government priority:** BSL Workforce

Action (numbered as per section 6)		Rationale	Time	Measure of success
2a	Establish membership and Terms of Reference for BSL Plan ownership group	To ensure our Plan is focused, joined-up, with input from the appropriate voices. Regular meetings and project planning will allow plans to be adaptable and more resilient to change than previously	Summer '24  Review Oct '26 & Oct '28	Membership and ToR set and ratified by Principal's Office  Smooth succession planning and transition between phases of the Plan
2b	Develop relevant, sustainable external partnerships to progress plans and develop communities of practice.	Low local numbers limit statistical analysis, social opportunities and strategic buy-in for BSL focused activities: pooling activities & resources increase potential reach & scope of Plans, and expertise involved	May-September '24  Review Jan '26 & Jan '28	Agreement from external partners to work together on areas of shared focus (e.g. projects, research, events)
2c	Increase our partnerships with external providers of BSL services (e.g. interpreters, teachers, translators, consultants).	Scotland's 12,556 BSL Users are served by 66 registered interpreters: demand outweighs supply, which is compounded by universities sharing many key deadlines. Formal partnerships would allow us to plan ahead, and agree a level of service.	Summer '24  Review with service report after 2 & 4 years	An MoU with a d/Deaf persons' organisation who can provide as many services as possible.  Biennial report of service engagement from the supplier
6 & 8	Source & deliver BSL taster & d/Deaf Culture training staff; gauge appetite for longer, accredited BSL/refresher training. Prioritise delivery for most relevant roles to BSL users on campus	Increase staff skills; promote BSL usage on campus, and recognise language skills as a professional asset; foster connections with external partners who also seek training to increase uptake, if appropriate.	By May '25	Training delivered to 20 staff (either internally/with sectoral/ community partners); Interest in/feasibility of longer courses ascertained
12	Increase visibility of BSL at St Andrews, e.g. BSL interpreter as reasonable adjustment in job adverts; visible interpreters in marketing images of events	Normalising BSL use, and setting the expectation that we welcome applications and engagement from BSL users.	Sept '24	Increased applications from BSL users; publication of a marketing image containing an interpreter.

Action (numbered as per section 6)		Rationale	Time	Measure of success
7 & 16	Develop mechanism to record BSL use and level of fluency under talent & skills frameworks; identify and support staff who wish to increase fluency level	Ensure all BSL users can inform the Plan's delivery; reduce stigma of BSL reflecting disability. To measure progress in building BSL talent, while meeting statutory reporting criteria.	Align with delivery of BSL taster training	A record of BSL Users; level of fluency, knowledge of aspiration to advance BSL fluency & growth throughout Plan.
17	Explore ways to embed BSL skills training within core provision (e.g. Academic & Professional Skills; evening classes; external supplier)	Ability to build BSL competencies into core staffing, and build aspirations/skills to sign at higher levels	Phase 2	Ability to engage staff year on year, and for these staff to undertake regular refresher training/ BSL conversations.

**c) St Andrews BSL Culture Actions**

**Scottish Government priority:** Promoting the Heritage & Culture Of BSL

Action (numbered as per section 6)		Rationale	Time	Measure of success
11	Celebrate and promote BSL on National BSL Day (Scotland) via online campaign	Increase awareness and understanding of BSL's history, language and culture; promote relevant BSL work/initiatives.	November annually	Views/shares/ reactions; positive engagement
14 & 15	Hold discussion on emergent academic literature, to inform design of an event that explores Scottish BSL dialects, and/or other international sign-languages	Legislation focuses on British Sign Language, but does not proscribe activity to consider the range of local slangs/dialects used across Scotland and the UK, or to sign in other languages (e.g. American Sign Language)	Discussion session: May '24- May '25 Event: Nov. '25	An informed and engaged discussion, leading to a public facing event with high attendance; learn from event to inform comparable events in Phases 2 & 3
21	Undertake, collate & promote academic research around BSL in linguistic and cultural contexts	Utilise our world-class research profile to further the interests & profile of BSL users (e.g. School of Modern Languages; Anthropology; Medicine)	Phase 3	Body of research relating to disability/ sensory loss, including research on BSL  3&4* REF returns on research around disability, including research on BSL

d) St Andrews BSL Accessibility actions

Scottish Government priority: BSL Accessibility

Action (numbered as per section 6)	Rationale	Tim'	Measure of success
3	Review open days and other pre-application events; identify a sample for BSL users. Deliver online in year 1 and explore in person option in year 2	Currently, BSL interpretation is only facilitated when requested. More activity is required to reach and engage BSL users, which will require targeted advertising, and suitable infrastructure, which will be informed by year 1 consultations  Sept. 2024 (online)  Sept. '25 (proposed f2f)	Event organised and delivered, with attendance from 5 BSL users. Success of the online event & feedback received will help inform design of in-person event
4	Identify sample of popular admissions marketing videos: translate into BSL, promote online; measure success	Phase 1 will focus on attracting student BSL users to the University, which will require better provision of information in BSL. Prioritising what we translate will help us to measure success and allocate resources	Phase 1  Videos viewed; enquiries from BSL users wishing to explore studying at St Andrews
5	Continue to provide BSL interpretation as standard at graduation ceremonies	Ensure ceremonies can seamlessly accommodate future BSL graduates, families and celebrants	Ongoing (from '19)  BSL interpretation at graduation ceremonies as standard; increased contacts with interpretation services to increase potential substitutes in case of absence
10	Consider BSL and d/Deaf inclusion in the planned accessibility audit of campus spaces for disabled people	Ensure our physical spaces are suitable for d/Deaf building users, and foster a sense of belonging for BSL users on campus	TBC '24-25  Survey responses pertaining to d/Deaf accessibility and BSL use on campus; ability to deliver on these needs
13	Revise web content to be more encouraging & relatable for BSL users	Some feedback suggests that University webpages over-emphasise low resources, which may discourage applications from BSL Users	May '24-Nov '24  Increased student applications from BSL users

e) **St Andrews Young People actions**

**Scottish Government priority:** Children, young people and their families

Action (numbered as per section 6)		Rationale	Time	Measure of success
19b	Seek to include local childcare partners (and other community partners) in our shared BSL activities	Increase competencies to ensure d/Deaf parents, and parents of d/Deaf children have equitable access to childcare and other local services	Phase 2	Interest from local nurseries in collectively joining our training; positive response to prospect of anticipatory measures
20	Seek opportunities to engage with school-age BSL users, through exiting outreach programs, or in partnership with other universities and colleges.	Forming relationships with young BSL users aims to build trust, confidence and aspirations to attend the University, either as a direct entrant, or via an articulated college route.	Phase 2, after gaining insight through Phase 1 consultations	Informal feedback on aspirations to attend university; increased student applications from local BSL users

f) **St Andrews Wellbeing & Social Care actions**

**Scottish Government priority:** BSL wellbeing and social care

Action (numbered as per section 6)		Rationale	Time	Measure of success
9	Take active steps to increase d/Deaf equality in disability policy and process updates	Low historical numbers of d/Deaf staff may require attention to ensure BSL users can access disability support/ adjustments equitably with other disabled staff.	May '24-May '26	Disability policies and processes include specific contents on our BSL Plan, commitments and available support for BSL users and their colleagues
19	Increase access to funding and services for BSL Users	Ensure BSL users feel comfortable and confident seeking support from University & local services	Phases 2&3	Increasing staff & student retention of BSL users 2026-30
a	<b>University services:</b> (e.g. via Student Services & Occupational Health)		May '26	Engagements & successful outcomes for cases involving service users who use BSL
b	<b>Local services:</b> (e.g. health, recreation, childcare, welfare)		Jan '28	Formal partnership agreement
22	Design student intern remit to work with BSL users on campus.	Increase student understanding of BSL; increase peer-led activities for BSL students; ensure relatable	Jan '27- Sept 2027	Design & approval of an evidence-based student intern remit; number and quality of applicants; intern report to inform Phase 3 activities

<b>Action (numbered as per section 6)</b>		<b>Rationale</b>	<b>Time</b>	<b>Measure of success</b>
23	Identify and promote social opportunities in BSL	Ensure BSL users can access recreational activities in BSL; overcome lack of local social activities in BSL/ BSL users living within Fife.	2025-30	See actions 19a & 19b
a	University: (clubs, societies, recreation)		May '25- May '27, then ongoing	Sabbatical Officers/Student Reps/ Staff Networks report confidence in how to optimise the experience of future BSL users
b	Local: within a 60-mile radius of St Andrews (i.e. within Fife, Tayside, Angus, Perth & Kinross; Edinburgh).		May '27-May '29, then ongoing	Identification of social opportunities within catchment area; attendance and feedback from d/Deaf attendees and other BSL users



