The Role of Reasonable Adjustments within Organisations in Wales: *Neurodivergent Employee Perceptions*

Krystina Giles

ECED7010

Submission Date: 30 January 2026

Yr Athrofa: Education and Humanities

DECLARATION FORM

PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

Master's Degrees by Examination and Dissertation
Declaration Form.

1. This work has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.
Signed……K.Giles……...
Date ……23/01/2026…….

2. This dissertation is being submitted in partial fulfilment of the requirements for the degree of MA Equity and Diversity in Society.
Signed …K.Giles…….
Date ……23/01/2026……..…….

3. This dissertation is the result of my own independent work/investigation, except where otherwise stated.
Other sources are acknowledged by footnotes giving explicit references.
A reference list is appended.
Signed candidate: ……K.Giles…….…….
Date: ……23/01/2026…….…….

4. I hereby give consent for my dissertation, if accepted, to be available for photocopying, inter- library loan, and for deposit in the University's digital repository
Signed (candidate)……K.Giles…….…….……...
Date……23/01/2026…….…….……..

Supervisor's Declaration.
I am satisfied that this work is the result of the student's own efforts.
Signed: ……..
Date: ……...

CONTENTS

CONTENTS 3
ACRONYMS 6
1. INTRODUCTION 7
2. LITERATURE REVIEW 11
2.1. Introduction 11
2.2. Definitions and Legislation 13
2.3. Neurodivergent and Welsh 18
2.4. Reasonable Adjustments: A display of *Theory in Practice* 20
2.5. Experiences of Reasonable Adjustments 23
2.6. Conclusion 27
3. METHODOLOGY REVIEW 29
3.1. Introduction 29
3.2. Context of Study and Justification of Methodology 29
3.3. Methods 31
3.4. Method 1: Freedom of Information (FOI) Request 32
3.5. Method 2: Semi-Structured Interviews 34
3.6. Ethics 37
3.7. Trustworthiness 39
3.8. Analysis 43
3.9. Conclusion 44
4. RESULTS AND DISCUSSION 47
4.1. Introduction 47
4.2. FOI: Results and Analysis 47
4.3. Interviews: Challenges of Primary Research 52
4.4. Interviews – Participant Profile 56
4.5. Interview Results Theme One – Inconsistent Organisational Awareness, Culture and Policy around RA 56
4.6. Interview Results Theme Two - Individual and Line Manager Roles, Responsibilities, and Experiences in the RA Process 60
4.7. Interview Results Theme Three - Need for Stronger Legislative Framework and Awareness 63
4.8. Further Discussion 66
4.9. Conclusion 71
5. CONCLUSION AND RECOMMENDATIONS 73
6. REFERENCES 77
7. APPENDICES 85
7.1 Appendix 1: Ethics Form 86
7.2 Appendix 2: Participant Pack 104
7.3 Appendix 3: Participant Debrief 109
7.4 Appendix 4: FOI Request Response 110
7.5 Appendix 5: Interview Transcripts and Coding 114
7.6 Appendix 6: Declaration Form 185

ACKNOWLEDGEMENTS

First, I would like to thank my family, for whom have provided me with support and encouragement to enable me to conduct this research and believe in myself.

Next, I would like to thank my student support, Adrian, who not only has provided me the reasonable adjustments I need myself to study effectively and reach my full academic potential, but who has also shown me great kindness and empathy throughout.

I would also like to thank my supervisor, Darrel, who has guided me through this process, shown enthusiasm for my work and has truly been on my personal learning journey with me.

It is of personal thanks to my dear friend Emma, who I met through this course and have shared the ups and downs, trials and triumphs over the three years and whom I value their kindness and friendship.

Finally, last but not least, I give sincere thanks to the four participants who took part in this research, for your patience as I navigated my first every primary research project and for whose input has helped shape my research vision into a reality.

Words cannot express fully my gratitude to all that have supported me throughout this challenging journey. Thank you all.

ABSTRACT

This empirical study explores the effectiveness of the reasonable adjustments' duty, in ensuring that the needs of Neurodivergent employees in Wales are met, adopting a constructivist perspective, and utilising a concurrent nested mixed methods design. This study responds to recognition that Neurodivergent employees may face barriers in the workplace, as well as recognition of the vagueness of how 'reasonable' is interpreted in the *Equality Act (2010)* (DWP, 2024; Lawson & Orchard, 2021; NatCen, 2024). The research combined two data sets of unequal weight, with a Freedom of Information request playing a less dominant role, than the semi-structured participant interviews (Adu & Miles, 2024). The Freedom of Information request aimed to quantify the scale of Neurodivergent employees seeking justice at an employment tribunal for perceived reasonable adjustments failures. In contrast, the more prominent qualitative semi-structured participant interviews with Neurodivergent employees allowed for an in-depth exploration of experiences and perceptions of reasonable adjustments in a large organisation in Wales. Thematic analysis was employed to process and interpret the data and produced three overarching themes that explored the Neurodivergent experiences of reasonable adjustments within their organisation in Wales (Braun and Clarke, 2022). These themes highlighted the importance of seeking Neurodivergent views on reasonable adjustments, as well as the importance of social actors and the impacts they could have on a person's experience. Findings from the interviews emphasise inconsistent knowledge, confidence and practical application of the reasonable adjustments duty. Limitations of the legal framework were interpreted with participants suggesting ways to strengthen it. This empirical study concludes by making three core recommendations, including, review of the term reasonable adjustments by Government to add clarity, reasonable adjustments training and the requirement for robust data collection. These recommendations aim to improve the experiences of Neurodivergent employees in organisations in Wales by placing a greater onus on law makers and workplaces to improve, to provide better protections for their Neurodivergent employees and meet their needs. Overall, this empirical study contributes to research exploring the Neurodivergent nuanced experiences in the workplace by critically exploring lived experiences of Neurodivergent employees in Wales. It demonstrates the value of the constructivist approach and the true importance of seeking the very viewpoints that our legislation, policies and practices affect.

ACRONYMS

DDA	Disability Discrimination Act
FOI	Freedom of Information
PSED	Public Sector Equality Duty
RA	Reasonable Adjustments
UNCRPD	United Nations Convention on the Rights of People with Disabilities

1. INTRODUCTION

This empirical study will consider the experiences of RA of Neurodivergent employees in organisations in Wales. The purpose of this study is to critically explore the RA duty in practice, exploring its effectiveness for employees who are Neurodivergent. The term reasonableness is often viewed as problematic therefore, researching this topic is important (Lawson & Orchard, 2021). Neurodivergent people make up 15% of the UK population, Neurodivergence is included in the umbrella term of Disabled and only 51.6% of the Disabled population in Wales are employed compared to 82.3% of non-Disabled people, there is a high probability that there are disparities in employment for Neurodivergent people in Wales, a disparity worth exploring (Welsh Government, 2024, p. 21; Bruyère & Colella, 2022; Public Health Wales, n.d.).

Moreover, there is evidence that despite protections in the Equality Act to provide Disabled employees with RA, there remain instances where failures in providing said adjustment, lead Disabled employees to take their employers to an employment tribunal (Lawson & Orchard, 2021; NatCen, 2024). Therefore, it is proposed that there is a gap in the practical application of the RA duty in practice, and that Disabled people may remain at a disadvantage, which is explored in this empirical study. RA are known to be essential to help Disabled people to attain and retain work by removing or reducing substantial disadvantage (Moody, 2009). Neurodivergent individual's experiences in the workplace matter and have the potential to help us identify why some people perceive their experiences as positive and others as negative.

Research Question:

How do Neurodivergent employees in Wales perceive and experience the reasonable adjustments made by their employers under the Equality Act 2010?

Research Aim:

The aim of the research is to explore the effectiveness of the RA duty, in ensuring that the needs of Neurodivergent employees in Wales are met by employers applying said duty.

Research Objectives:

- Complete Literature review; critically analysing available peer reviewed research
- Conduct a Freedom of Information (FOI) request, inquiring on the number of RA tribunals in Wales.
- Conduct semi-structured interviews with Neurodivergent employees in a large public sector organisation in Wales.
- Analyse results using thematic analysis, formulating conclusions and recommendations.

Of Note: Disabled and Neurodivergent are capitalised throughout this study, in line with the social model of Disability, as unpacked later in Section 2, Definitions (Disability Rights UK, 2025).

Structure of Dissertation:

Section 2, **Literature Review**, introduces key definitions and Equalities legislation deployed in practice in Wales. Following this introduction to the legislative framework, the literature review continues by exploring the nuances of being Neurodivergent and Welsh, focussing on the experiences of RA from the Welsh perspective. The literature review details the theoretical emergence of RA in practice by delving into Disability Studies and how these theories have influenced policy and practice. The final aspect of the literature review focuses on experiences of RA, segregating this section into three core areas. The three core areas explore the role of the ambiguity of the word reasonable, the role of the Neurodivergent individual, their line manager and colleagues and finally the role of disclosing your Neurodivergence.

Section 3, **Methodology Review**, outlines this empirical methodology as conducted through the constructivist research paradigm (Punch, 2005; Maykut & Morehouse, 1994; Creswell & Poth, 2018). Concurrent Nested Mixed Methods Design is used in this study with the quantitative data method being less dominant than the qualitative method, in line with the constructivist paradigm to seek out the lived experience truth (Adu & Miles, 2024). The methodology review explores the justifications of using an FOI request and semi-structure interviews. Ethical considerations are imperative to this study and are therefore detailed in the methodology review (UWTSD, 2022). The methodology review continues by summarising how participants data are managed in line with the law and ethics of this study and finally consider the trustworthiness of this empirical study by analysing the reliability, validity, transferability and bias of this study (GDPR, 2018, UWTSD, 2022b).

Section 4, **Results and Discussion**, introduces the results from the quantitative and qualitative data collections methods. FOI results are presented, before being analysed and discussed in the context of this study and research question. Subsequently, semi-structured interviews are introduced with a discussion on challenges of primary research. Three core themes identified from the thematic analysis of the semi-structured interviews are presented, with quotes taken directly from the participants in this research. Next, the limitations of this empirical study are discussed, before moving onto potential wider implications of this research, and identifying possible recommendations.

Section 5, **Conclusions**, revisits the aims of this empirical study, before summarising the structure of this research. This section concludes how this empirical study has answered the research question by summarising Sections 2, 3 and 4. Next this section synthesises the empirical study and outlines three core recommendations, with the intention of making improvements to the experiences of Neurodivergent employees with regards to RA in Wales.

Throughout Section 2 Literature Review, Section 3 Methodology Review, Section 4 Results and Discussion and Section 5 Conclusions, this empirical study has been conducted to answer the research question.

2. LITERATURE REVIEW

2.1. Introduction

Welsh Government data details 51.6% of the Disabled population of Wales is employed, compared to 82.3% for non-Disabled people (Welsh Government, 2024, p. 21). Neurodivergent is encompassed in the definition of Disabled, as detailed in Section 2.2 (Bruyère & Colella, 2022). Given that 15% of the UK population is estimated to be Neurodivergent, Neurodivergent employees are likely included in statistics (Public Health Wales, n.d.).

Honeybourne (2020, p. 23) states benefits of employing Neurodivergent people, including, enhanced creativity, as well as meeting legal obligations. Additionally noting the benefits of work for the Neurodivergent employee, including 'improved quality of life', positive impacts to self-esteem and 'social status in a society that values work' (Honeybourne, 2020, p. 23). However, this emphasis on personal benefit of work, overlooks the structural inequalities that remain unaddressed in workplaces such as ableist norms and ambiguity of the law (Ma, 2024; Lawson & Orchard, 2021).

Research suggests that Neurodivergent people have expressed a desire to work but remain unemployed, suggesting there are complexities in the recruitment of Neurodivergent individuals and experiences in employment (DWP, 2024; Giles, 2024). UK-wide research has shown an increase in employment tribunals for Disabled employees with RA as a factor (NatCen, 2024). RA are an essential component to help remove or reduce barriers that Disabled people face in employment (Moody, 2009; Giles, 2024). This brief outline of disparities identifies an essential need for research exploring RA experiences of Neurodivergent employees in Wales.

Limited academic, peer reviewed literature focussing on Neurodivergent employee perspectives of their experiences of RA, have resulted in this literature review being a mix of reviewing available literature, government and organisation publications. Furthermore, Lawson (2008) states that the overall academic scrutiny of RA in the UK to be limited compared to the breadth of research in the US. The literature is limited geographically because limited research has been conducted regarding experiences of RA in Wales, specifically, with only one notable study cited (Hill, 2024).

This study is limited in scope due to its small sample size, nonetheless this research aims to inspire further research into employee experiences of RA in Wales. The focus is on ensuring we as a nation are providing the best possible opportunities for Neurodivergent people to achieve their full potential and achieve 'A More Equal Wales' in line with the aims of the *Well-being of Future Generations (Wales) Act 2015*. It aims to achieve this by reviewing existing peer reviewed research focussing on definitions, legislation before moving onto the current context in Wales and finally drawing on individual experiences to explore the nature of RA. Having established the current context for Neurodivergent employees in Wales and RA, this discussion introduces key definitions and legislation relevant to the understanding of this submission.

2.2. Definitions and Legislation

Definitions

Key terminology for this submission is introduced in this section below:

Neurodivergent: is a term used to describe people whose brain functions differently to societies standard (Malone, 2022). Not to be confused with the term coined by Singer, specifically, Neurodiverse, simply stating all brains are different (Singer, 2017). Neurodivergent is an umbrella term that encompasses a variety of neurotypes, including, but not limited, to Attention Deficit Hyperactivity Disorder (ADHD), Autism, Dyslexia and Dyspraxia (Aherne, 2023). With neurotype defined as 'the characteristic way that a person's brain processes sensory stimuli' (Collins, 2025). Antithetical to Neurodivergent, a neurotypical person is someone who does not deviate from the standard, with regards to their brain function, processing and behaviours (Malone, 2022; Giles, 2024).

Disabled: Although Neurodivergent is the preferred terminology in this study, Disabled is used interchangeably, reflecting the language used in the law and research and any upset is unintentional (Bruyère & Colella, 2022; Giles, 2024). Disabled in The *Equality Act (2010)*, Section 6: is someone who has a 'physical or mental impairment', and 'the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities' (*Equality Act, 2010*, p. 6). The Social model of Disability is widely accepted and used, and it is the author's view that a person is Disabled not by their impairments, but rather the interaction between the individual and the environment (Emens & Stein, 2013; Oliver, 2009). Note Disabled and Neurodivergent are capitalised throughout this study, in line with the social model of Disability, reflecting the political

and cultural significance of Disabled people being part of a collective identify (Disability Rights UK, 2025). In the context of this study, an individual is Disabled due to their work environment and/or role requirements and would need RA.

Reasonable Adjustments (RA): An alteration made to the workplace or job role by the employer, to remove or reduce barriers to help ensure Disabled employees do not face substantial disadvantage, as required by law (Moody, 2009; Giles, 2024). While employers are responsible for RA, where specialist provision is required such as a communication support worker, 'Access to work' can be applied for (Gov UK, n.d.).

With the key terms now explored, this submission moves to discuss the legislative context in Wales, and how this helped shape the current experience of RA for Neurodivergent people.

Legislation: the legislative context in Wales

Key legislation is explored in this section, looking at past and present legislation and how this has influenced RA protections in law.

The Disability Discrimination Act (1995)

The Disability Discrimination Act (1995), known hereafter as DDA, whilst no longer applicable in Wales, helped to form the basis of current legislation and is still applicable in Northern Ireland (ECNI, 2025). The DDA (1995) heralded RA duties in law in Britain and RA were viewed as essential to the Act and to tackling disability discrimination (Lawson, 2008). Lawson (2008, p. 7) identified differences to other

legacy UK Equality legislation, which enforced neutral treatment, because the DDA (1995) put into law that Disabled people are permitted '…to be treated more favourably than non-disabled people and, where its reasonable adjustment duties operate, it requires them to be treated differently from non-disabled people' (Lawson, 2008, p. 7).

The Equality Act (2010)

The Equality Act (2010) was a culmination of 116 separate pieces of legislation, but nine main pieces of equality legislation, one of which being the *Disability Discrimination Act (1995)* previously introduced, and applies to Wales (EHRC, 2018). Article 20 of *The Equality Act (2010)* states three clear circumstances in which RA should be deployed, to include:

> (3)The first requirement is a requirement, where a provision, criterion or practice of A's puts a disabled person at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, to take such steps as it is reasonable to have to take to avoid the disadvantage.
> (4)The second requirement is a requirement, where a physical feature puts a disabled person at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, to take such steps as it is reasonable to have to take to avoid the disadvantage.
> (5)The third requirement is a requirement, where a disabled person would, but for the provision of an auxiliary aid, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, to take such steps as it is reasonable to have to take to provide the auxiliary aid.
>
> (*The Equality Act, 2010*, Section 20, p. 14)

The Equality Act (2010) includes law to make anticipatory adjustments for service users; though the RA Duty related to employees and the focus of this study, RA are reactive, and adjustments are made after a need is identified, rather than anticipating the needs of Disabled employees. Therefore, despite legal protections in the *Equality*

Act (2010), this reactive nature could be seen as perpetuating systemic inequalities and placing the burden of seeking RA on the Disabled person.

Public Sector Equality Duty (PSED)

The *Equality Act (2010)*, saw the introduction of the PSED placing onus on UK Public Authorities to comply with specific duties to show due regard; 'to eliminate discrimination, harassment and victimisation'; 'advance equality of opportunity' and 'foster good relations between persons who share a relevant protected characteristic and persons who do not share it' (Ministry of Justice, 2012). RA, while essential, also help public authorities to ensure they are adhering to the Specific Duties by eliminating discrimination and providing equal opportunities for their Disabled employees and service users (Ministry of Justice, 2012).

The United Nations Convention on the Rights of People with Disabilities (UNCRPD), (2006).

The *UNCRPD (2006)*, Article 5 states 'Parties shall take all appropriate steps to ensure that reasonable accommodation is provided'. The *UNCRPD (2006)*, Article 9 also places emphasis on the need for accessibility for Disabled people. Wales has emphasised its commitment to including the *UNCRPD* in law in Wales and have established a Disability Rights Taskforce aiming to address disparities for Disabled people; employment being a priority (UK Parliament, 2022; Welsh Government, 2021; Disability Wales, 2023).

Well-being of Future Generations (Wales) Act 2015

The Well-being of Future Generations (Wales) Act 2015 is legislation self-proclaiming Wales as doing things differently. The Act introduced five key wellbeing goals, one being to achieve a 'More Equal Wales' meaning 'A society that enables people to fulfil their potential no matter what their background or circumstances' (Welsh Government, 2025, p. 11). The Act introduces wellbeing indicators, including 'fair pay', 'pay differences' and 'people in work', relevant to Disabled employees, with key milestones for 2050, including increased participation in the labour market (Welsh Government, 2025, pp. 17-30).

Legislation Summary

The legislation outlined above, bar the legacy DDA not applicable in Wales, places a legal requirement for employers to provide RA to their Disabled employees (*The Equality Act, 2010*). RA covers those who are Neurodivergent, even if they themselves do not view themselves as Disabled, as it is the Disability rights within this legislation that provides Neurodivergent people protection and provides a duty on their employers to accommodate their needs (*The Equality Act, 2010; UNCRPD, 2006*; Bruyère & Colella, 2022; Giles, 2024). *The Well-being of Future Generations (Wales) Act 2015* places employment as a key wellbeing indicator in Wales, emphasising the importance of successful employment for Neurodivergent employees.

Having outlined the relevant legislation in Section 2.2, it is important to consider specifically how these legal provisions operate in Wales. The *Well-being of Future Generations (Wales) Act 2015* plays a crucial role in this therefore this next section examines the intersection of being Neurodivergent and Welsh.

2.3. Neurodivergent and Welsh

With the *Equality Act (2010)* firmly in place in Wales, it is important to consider the day-to-day reality for Neurodivergent employees. Disabled people have historically been marginalised and excluded from employment (Barnes & Mercer, 2010; Giles, 2024). This is highlighted in Welsh Government data that informs us that 51.6% of Disabled people are employed, compared to 82.3% for non-Disabled people in Wales, highlighting stark differences (Welsh Government, 2024, p.21). However, Wales shows commitment to their future generations, and while not Neurodivergent specific, the Act places a focus on achieving an Equal Wales in the *Well-being of Future Generations (Wales) Act 2015*, making employment a national wellbeing indicator.

From the analysis of the *Well-being of Future Generations (Wales) Act 2015*, Wales could be observed as a proactive force for change when it comes to Neurodivergent inclusion. Although it is important not to ignore that much of this documentation comes from the Welsh Government, who will want to be viewed as doing good. Additionally, the impact of these reports and initiatives cannot yet fully be known and the absence of independent evaluations raises questions about the efficacy and implementation of these initiatives.

Nonetheless, the Welsh Government has not shied away from identifying areas for improvement when it comes to including Neurodivergent people, evidenced by the introduction of the Neurodivergence Improvement Programme, with one core area being RA for Neurodivergent employees and knowledge of RA for employers (Welsh Government, 2023; Welsh Government, 2024b). Therefore, the Welsh Government recognises the need for the workforce to be educated about Neurodivergence, as integral

to meet Neurodivergent individuals' needs (Welsh Government, 2024c). The Welsh Government also fund a National Neurodivergence team with a core aim to improve the lives of Neurodivergent people in Wales, their remit being to give advice to Neurodivergent people about employment and to employers employing Neurodivergent employees (Neurodivergence Wales, 2024). More recently they have held online webinars about RA, raising awareness of Neurodivergence and employee's needs at work, normalising RA as well as providing practical examples to support Neurodivergent employees in Wales (Powner, 2026).

Elsewhere, Public Health Wales has produced guidance on how to create healthy workplace environments for Neurodivergent employees with examples of RA, further emphasising Wales' initiative-taking approach (Public Health Wales, n.d.). Cardiff has its own initiative to become a Neurodivergent Friendly City; perhaps a sign of future things to come for the rest of Wales (Neurodivergent Friendly Cardiff, 2025). Additionally, organisations in Wales recognise the benefits of employing Neurodivergent people including, enhanced innovation, productivity, and workplace morale (Business Wales, 2024).

Despite the legislation changes identified in Section 2.2, and a desire from Disabled people to work from both sides of the spectrum, the Disability employment gap remains (Welsh Government, 2024, p. 21; DWP, 2024; Giles, 2024). Furthermore, although the *Equality Act (2010)* makes discrimination against Disabled people illegal, many Disabled employees feel discriminated against (NatCen, 2024). RA are cited as a barrier in employment in the UK which provides good reasons to research Neurodivergent employee experiences of RA in Wales (DWP, 2024). Research conducted by NatCen

on behalf of ACAS in 2024 found UK-wide employment tribunals relating to Disability discrimination claims to be increasing; with RA being a recurring theme of dissatisfaction (NatCen, 2024). However, this data is limited in its scope as it does not differentiate Neurodivergent employees from all Disabled employees, and Wales from the UK. Missing or absent data is viewed as a long-standing issue that has historically and disproportionately impacted those from already marginalised groups (D'Ignazio & Klein (2020). It has therefore contributed to this researcher's decision to conduct an FOI request as one of the research methods in this study, in what D'Ignazio & Klein (2020) allude to as data activism and the need for people to collect missing or absent data themselves. The FOI request is explained further in Section 3.4.

Interest in RA for Disabled employees is not limited to Wales, as studies by Hashim & Wok (2014) in Malaysia, display interest in organisational behaviour and found successful RA application led to employee satisfaction and increased loyalty to their job. However, given that equality laws overseas differ to the UK, this study, though insightful, will not be considered further.

From this exploration of be Neurodivergent and Welsh, this submission now moves to the theories that have helped shape how RA are understood and applied in practice.

2.4. Reasonable Adjustments: A display of *Theory in Practice*

This section provides a brief exploration of Disability studies and includes discussions on Social Justice theory, Critical Disability Theory and Post-Disability Studies.

Disability Studies

Disability studies have emerged as an interdisciplinary field in the social sciences, challenging societal norms of Disability, helping to shift exceptions of the medical model of Disability in a move towards achieving social justice by recognising societal barriers in the Social Model of Disability (Watson & Vehmas, 2020). Disability studies is a vast topic worth exploring, though to do so would be beyond the limitations of this study and therefore only a brief exploration is included in this study. RA, in the context of Disability studies, could be summarised as dismantling barriers to equality in the workplace by creating fairness, helping to shape reasons why RA are needed, linking closely to social justice and critical disability theories (Rawls, 1999; Siebers, 2001; Hosking, 2008).

Social Justice Theory

John Rawls (1999) theory of Justice proposes that institutions should be assembled to benefit the least advantaged members of society, to create a fair and just society. In this sense, RA can be reimagined as an application of Rawls' 'difference principle,' which advocates for conditions that support the underprivileged (Rawls, 1999, pp. 65-70). When introducing further cases of priority, Rawls (1999, p. 266) introduced the concept that 'inequality of opportunity must enhance the opportunities of those with the lesser opportunity'; providing RA to Disabled employees enables fair access to workplace opportunities. Begon (2023, p. 240) however, identifies limitations in this focus on entitlement to achieve social justice, as it ignores the unique positive experiences Disabled people may have including a sense of community and the new skills a Disabled person may acquire.

It is argued herein that *The Equality Act (2010)* exemplifies social justice theory in practical application by ensuring Disabled people are protected from Disability discrimination and receive RA in the workplace to remove barriers and promote equal opportunities. Therefore, while influential, RA continue to be critiqued by theorists such as Ma (2024, p. 1346) who states RA to have been 'construed with an ableist mind frame and places an unfair and unrealistic burden on disabled people to access justice', arguing them to be ineffective to achieve social justice in the way that Rawls theory exists.

Critical Disability theory

Critical Disability theory challenges views on Disability and has aided the development, acceptance and critique of the widely used social model of Disability, viewing the Disabled person as having an impairment and the environment as Disabling (Emens & Stein, 2013; Shakespeare, 2014). For example, Siebers (2001) supports more inherent ideals of change in Disability studies and views the Disabled body, as well as the able body, as a social construct, requiring a need for not only environmental changes to aid inclusion but societal and cultural changes also.

> Critical disability theory is intentionally political in that its objective is to support the transformation of society so that disabled people in all their diversity are equal participants and fully integrated into their communities. CDT provides a conceptual framework to understand the relationship between impairment, disability and society and to inject disability interests into all policy arenas.
>
> (Hosking, 2008, p. 17)

In practice therefore, while RA can help to dismantle barriers to inclusion, it is questionable whether they go far enough to change societal attitudes towards Disabled people (Siebers, 2001; Hosking, 2008).

Post-Disability Studies

By the very nature of research evolving, it could be considered the next phase to be coined as post-disability studies; a world where Disability is no longer necessary (Bolt, 2004). Critical Disability researchers are arguably progressive in their thinking of Disability and see Disability as a social construct, whereby the environment itself is Disabling (Siebers, 2001; Hosking, 2008). In a post Disability world if these notions became fact, RA would not be needed as we would all view the environment as Disabling and Disabilities as natural human variations. While post-disability can be viewed as an emerging field of Disability study, it already provokes criticism (Bolt, 2004). In research about Universal Design, Hamraie (2016) summarises post-disability to be an ideological view that would deny any ongoing Disability discrimination, consequently hiding Disability instead of dismantling barriers. Therefore, rather than making RA redundant, post-disability thinking highlights the need for broader, systemic changes.

This section has briefly explored Disability studies and how theory influences practice. Building on these theoretical insights, this next section explores how RA are experienced by individuals in real workplace contexts.

2.5. Experiences of Reasonable Adjustments

Research into the experiences of RA has been analysed and thematised into 3 core areas to include the meaning of 'reasonable', the role of the line manager, colleagues, the neurodivergent employees (social actors) and disclosure. Firstly, there is a consideration of the core area of 'reasonable'.

What is reasonable?

While what is reasonable, as defined in law, is dependent on variable factors, the Equality Human Rights Commission (EHRC) identifies guidelines for employers to consider if a RA is reasonable:

- how effective the change will be in avoiding the disadvantage the disabled worker would otherwise experience
- its practicality
- the cost
- your organisation's resources and size
- the availability of financial support.

(EHRC, 2019, p. 1)

Although discussing the DDA, Lawson (2008) recognises many benefits to RA being flexible, including adjustments being tailored to the individual and making it easier for employers to comply with the law. However, more recently, Lawson & Orchard (2021) identify the flexible nature of RA to have caused legal uncertainty on the meaning of reasonableness which can result in instances of Disability discrimination, suggesting a sceptical shift in viewpoint form the same author (Lawson & Orchard. 2021; Giles, 2024). In response to Lawson & Orchard (2021), Foster & Hirst (2022) continued to find the law, in particular the notion of 'reasonableness', to be inadequate and putting onus on the employee to take their case to an employment tribunal should they feel their denied request was reasonable. Foster & Hirst (2022, p. 467) develop their findings further, adding:

> We suggest, therefore, that the focus needs to shift away from the individual requiring the adjustment and towards the 'reasonableness' of pre-existing work environments, including personnel, policies, practices, and culture.
>
> Foster & Hirst (2022, p. 467)

In a more recent article, reasonableness is described as ambiguous and seen to be a dilution of the law decided by an ableist stance, therefore maintaining barriers to social justice for Disabled people (Ma, 2024). Although the research by Lawson & Orchard

(2021) and Foster & Hirst (2022) makes clear that the law is inadequate, this fact remains unchanged and unaddressed in research conducted by Ma (2024). The three research articles are peer reviewed, recent and relevant, and complement the direct findings of each author, that the law of RA is vague, placing Disabled people at a continued disadvantage in the workplace (Lawson & Orchard, 2021; Foster & Hirst, 2022; Ma, 2024; Giles, 2024). More recently there are campaigns for further 'accessibility guidance' in the form of an 'Accessibility Act' which compliments the *Equality Act (2010)* (Disability Rights UK,2025b). Outlining that the *Equality Act (2010)* does not yet go far enough to support Disabled people due it being reactive in nature; the concept of 'reasonableness' not being 'strong enough', therefore the allied need for updated accessibility guidance to help ensure Disabled people's needs are truly met (Disability Rights UK, 2025b). Having considered the first core area of reasonable, the next section will critically explore the second core area of the role of 'social actors'.

<u>The role of the social actors</u>

The role of the line manager in facilitating RA is imperative to the employee receiving RA. Research conducted by Olsen (2024) found participants to state line managers can be a direct barrier to Disabled employees receiving RA, citing line managers to be unwilling and unknowledgeable enough to make RA. Three-quarters of interviewee participants from this research were found to have had negative experiences with obtaining RA (Olsen, 2024).

It is important to consider the Neurodivergent individual in their experience of RA. For example, a recent study found that Autistic people were not aware of their rights to access RA (DWP, 2024; Giles, 2024). While the study was solely focussed on Autistic

people, it remains relevant, given that Autism falls under the term Neurodivergent (DWP, 2024). Colleague interactions and impacts of RA experiences are discussed in the section *Disclosure*, below.

Disclosure

Not all Disabled people disclose their Disability at work (Olsen, 2024). Some Disabled people may not want to request RA through a fear of being seen as awkward, self-conscious, and feeling they need a justification of their requests (Platt, 2011; Giles, 2024). This is corroborated by a study conducted by Tromans *et al* (2023) who found stigma to be a social barrier to requesting RA. Therefore, an individual's decision not to disclose their Neurodivergence to their employer could be the result of varying factors, including a past negative experience, fear of being seen only for impairments or of being treated differently and/or less favourably (Olsen, 2024). A study by Harwood (2016) into what has limited the impact of UK Disability Equality Law, has similar findings to Olsen (2024), Tromans *et al* (2023) and Platt (2021). The study additionally acknowledges the role of colleagues as a barrier to requesting RA, as colleagues can feel they are being treated less favourably and resentful towards their Disabled colleagues, resulting in Disabled colleagues' reluctance to disclose (Harwood 2016; Giles, 2024).

Additionally, recent semi-structured interviews conducted in Wales, found interviewees had disclosed their Neurodivergence, some citing it as a way to get RA they need and legal protections (Hill, 2024). However, many found their disclosure experience negative and received little support from their employer, highlighting the role of power dynamics in employment and assumptions that a safe and responsive

environment exists enabling people to feel comfortable to disclose (Hill, 2024). Notably, Hill (2024) focussed solely on the policing profession, limiting transferability.

In practice, employers state the need for disclosure of Disability to provide the Disabled person with RA they need, therefore the lack of disclosure limits access to necessary adjustments, putting Disabled individuals at a disadvantage (von Schrader, Malzer & Bruyère, 2014). Although fascinating, the literature surrounding Disabled people who choose not to disclose their Disabilities is proven, this research will not be explored further. Moreover, it is considered that those that have not disclosed their Disability and not asked for RA, merits exploration, it cannot provide information on an experience of adjustments neither asked for nor received.

2.6. Conclusion

This literature review has explored the limited available literature, including Government and organisation publications, books, reputable websites and peer reviewed journal articles, to explore how Neurodivergent employees perceive their experiences of RA. The current legal context and obligation to provide RA to Neurodivergent employees in Wales as they are protected as Disabled under The *Equality Act (2010)* has been explored. Nonetheless, the literature found that despite the law, there are instances where RA have not been agreed and Disabled employees have had to go to a tribunal (Lawson & Orchard, 2021; NatCen, 2024). The literature has identified scrutiny of the law and the subjectiveness of the word reasonable, which gives too much power to employers, meaning decisions are made from an ableist perspective (Lawson & Orchard, 2021; Foster & Hirst, 2022; Ma, 2024; Giles, 2024). The role of the line manager is seen as integral to the success of RA and the literature

does not ignore the role of the Neurodivergent employee disclosing their Neurodivergence and being aware of what would help them (Olsen, 2024; DWP, 2024; Giles, 2024).

Peer reviewed journal articles by Olsen (2024) and Hill (2024) have used interviews with Neurodivergent participants, directly informing part of the methodology of this research, as the researcher also wishes to gain first hand experiential narratives as outlined in Section 3 Methodology Review.

3. METHODOLOGY REVIEW

This methodology review looks at the research design and data collection methods, including the reasoning behind these choices. Ethics and trustworthiness play a crucial role in this methodology review. This section is introduced by detailing the research design in Section 3.1.

3.1. Introduction

This empirical research study was conducted through the lens of a constructivist research paradigm (Punch, 2005; Maykut & Morehouse, 1994; Creswell & Poth, 2018). While some data collection is quantitative in nature, as detailed in Section 3.4, the primary research took the form of semi-structured interviews, which are explored further in Section 3.5 (Punch, 2005; Maykut & Morehouse, 1994; Creswell & Poth, 2018). The constructivist paradigm's ontology perceives reality as multidimensional, contrasting with the positivist paradigm, which is absolutist, holds that there is a singular reality and can be viewed as oversimplifying and ignoring the complexities and influencing factors of our lived experience (Punch, 2005; Maykut & Morehouse, 1994; Giles, 2022). The next section introduces justification for the chosen methodology.

3.2. Context of Study and Justification of Methodology

This section explores the chosen methodology in the context of this study. This empirical study aims to understand the lived experiences of participants, which makes the constructivist paradigm ideal for capturing their perspectives on RA (Punch, 2005; Maykut & Morehouse, 1994; Creswell & Poth, 2018). By recognising realities as multifaceted, the researcher can better understand the participants' experiences of RA,

as this ontology emphasises that '…realities are constructed through our lived experiences and interactions with others' (Creswell & Poth, 2018, p. 35; Giles, 2022). This means each reality is unique and constantly evolving as people gain new life experiences, in line with the epistemological belief of there being no singular truth (Creswell & Poth, 2018; Giles, 2022). Therefore inevitably, participants' truth of their experiences on RA will likely differ from one another.

Epistemologically, constructivism views knowledge as co-constructed between researcher and participant; the researcher's interpretation of participant experiences plays a central role in this construction, and therefore the researcher and participants are entwined (Cresswell, 2013, Giles, 2022). This co-constructed knowledge appears in Section 4.3 to 4.8 in the analysis of the semi-structured interviews. However, this is not without bias, explored further in Section 4.8.

The research also adopts a phenomenological design, through in-depth, semi structured interviews, viewing people and their realities as co-constructed and inseparable, taking a holistic approach to understanding participant experiences or phenomena of RA (Maykut & Morehouse, 1994; Creswell & Creswell; Giles, 2022). This is through the appropriate use of gaining first hand lived experience views via semi-structured interviews (Maykut & Morehouse, 1994; Creswell & Creswell, 2018; Giles, 2022). This phenomenological design is seen in the methodological underpinnings of this research whereby a concurrent nested mixed methods design is used with semi-structured interviews playing a more prominent role, to specifically gain those first-hand participant experiences and is outlined further in Section 3.3 (Adu & Miles, 2024).

The researcher as an Equality and Inclusion Officer, has a professional background that shapes how they understand inclusion and workplace experiences. This position provides the researcher with insights into structural influential factors, allows the researcher good interpersonal skills to build rapport and conduct interviews, however, also risks researcher bias and influence at all stages of the study. To ensure the study remained participant focussed, balance was designed into the research, supervision sessions were imperative, transcripts were transparently provided, and the researcher included a specific section on participant voice, emphasising the importance of this in this research.

The next section explores the methods employed in the design of this research.

3.3. Methods

Concurrent Mixed Methods Design is the chosen method for this empirical research; meaning both quantitative and qualitative research methods are completed simultaneously (Adu & Miles, 2024). Specifically, a Concurrent Nested Mixed Methods Design is used.

> With this design, one of the methods (either quantitative or qualitative) plays a less dominant role in the study by focusing on relatively small aspect(s) of the phenomenon of study.
>
> (Adu & Miles, 2024, p. 66).

In respect of this empirical study, the quantitative data is less dominant than the qualitative. This relates to the constructivist paradigm and the need to seek new knowledge from the lived experiences from Neurodivergent employees, making the participant interviews more dominant as per the Concurrent Nested Mixed Methods

Design (Creswell & Poth, 2018; Giles, 2022; Adu & Miles, 2024). Both the quantitative and qualitative data collections methods are justified and analysed in Sections 3.4 and 3.5.

3.4. Method 1: Freedom of Information (FOI) Request

As part of this empirical study, an FOI request was submitted to the Ministry of Justice tribunals to establish the following:

1. How many employment tribunals have there been in total in Wales in the years 2021-2022, 2022-2023 and 2023-2024?
2. How many of these employment tribunals have included the role of reasonable adjustments?
3. How many of these involved Neurodivergent employees?
4. How many of these were upheld?

Savage and Hyde (2014) declare that FOI requests have provided researchers with a powerful research tool. Moreover, FOI requests have been justified as a valuable research method and described as 'valuable sources of research data' and to 'disrupt government discourses, policies, and practices' (Walby and Larson, 2012, pp. 31-42). However, this research method was adopted to gain statistical leverage to determine the current number of employment tribunals relating to RA in Wales. The statistical data, that has been analysed in Section 4, is to help add some quantitative substance to the lived experience data detailed in Section 3.5.

Quantitative data collection is desirable for some researchers, as the results can be powerful, self-explanatory, and can provide revealing insights with marginal effort

(Hammond & Wellington, 2022). Hall (2020) defines this type of quantitative data collection as secondary data, widely used, and plays an important role is social research. Quantitative data is praised for its generalisability, as well as being a quick way to ascertain information, which often costs less (Patten & Newhart, 2018). Robson (2024) added to this by exclaiming quantifiable data to be reliable. Other researchers have also identified this feature in quantitative data and concisely framed, 'There is strength in numbers and quantitative data can provide a powerful and persuasive foundation for social research' (Denscombe, 2021, p. 288).

Nevertheless, quantitative data collection in the form of this FOI secondary data collection, exhibits limitations, including, '…its inappropriateness to answer research questions due to it having been collected for an entirely different purpose, problems accessing data, particularly from private sources, and problems with document quality' (Hall, 2020, p. 147). However, it is questionable how statistics can help one to understand the complexities of people and their experiences, leading to this Concurrent Nested Mixed Methods Design being desirable in this study, as the need for qualitative data remains imperative. (Robson, 2024; Adu & Miles, 2024).

It is worth noting that FOI requests themselves can be refused due to prerequisite exemptions and/or costs involved to complete the request, making this research method potentially risky (Gov UK2, n.d.). Nevertheless, in the context of this study, quantitative data in the form of an FOI request is justified as a research method, as a gap in data was identified in Section 2.3. Specifically, when exploring the current landscape of RA in Wales it was noted that data on employment tribunals was limited and failed to make a distinction between Neurodivergent individuals and other Disabled

employees, as well as distinguishing Wales from the rest of the UK. However, this method alone cannot answer the research question or ascertain the lived experience views, therefore the more dominant research method of semi-structured interviews was chosen and is explored below in Section 3.5.

3.5. Method 2: Semi-Structured Interviews

The researcher had originally considered forming focus groups to ascertain the lived experience, it was decided that there were some barriers and potential ethical issues with this choice, including confidentiality, trust and an openness to share with others (Denscombe, 2021). This, along with the journal articles reviewed in Section 2.5, helped to make the decision that semi structured interviews were the most appropriate method to gauge lived experiences, in this research (Denscombe, 2021; Olsen, 2024; and Hill, 2024).

Semi-structured interviews are widely used in research as they help to ensure focus remains in participant interviews 'while still giving the investigator the autonomy to explore pertinent ideas that may come up in the course of the interview' (Adeoye-Olatunde, & Olenik, 2021, p. 1358). This study consisted of four semi-structured interviews with Neurodivergent participants from a large public sector organisation in Wales. Although not directly related, other researchers have used semi-structured interviews with Neurodivergent individuals to gather first-hand qualitative data, establishing this method as proven, in Neurodivergent research (Khorasani *et al*, 2023). To retain balance in this study, two participants interviewed, perceived their experience of RA as positive, and two perceived their experience as negative. Once recruited,

online interviews were conducted to ensure participants felt comfortable sharing their experiences of RA.

Punch (2005, p. 168) explains interviews as a '…good way of accessing people's perceptions, meanings, definitions of situations and constructions of reality', in line with constructivist research paradigms. Creswell & Poth (2018) recognise that interviews can empower participants by providing them with a voice, assisting with deducing the potential power imbalance between the researcher and participant (Creswell & Poth, 2018; Giles, 2022). Additionally, interviews are valued as being beneficial when addressing sensitive topics with participants (Hennink, Hutter & Bailey, 2011; Giles, 2022). Furthermore, Denscombe (2021) notes, that one-to-one interviews are easy to arrange, straightforward to analyse and transcribe, as the views are expressed through one source at a time. Finally, semi-structured interviews are more flexible than structured interviews as they allow the researcher to probe for additional information (Hall, 2020). As the research aims to ascertain the Neurodivergent employee lived experience of RA in Wales, the semi-structured interviews play a more dominant role in achieving this aim, compared to the results of the FOI request, justifying the Concurrent Nested Mixed Methods Design as the most appropriate method in this research (Adu & Miles, 2024). Using a phenomenological approach, this research focus on the lived experiences of Neurodivergent employees in Wales (Maykut & Morehouse, 1994; Creswell & Creswell). Semi-structured interviews are used to explore how individuals experience RA provided by their employers under the *Equality Act (2010).*

Critiques of interviews, include viewpoints that interviews can be time consuming, costly and difficult to analyse (Blaike, 2003; Matthews & Ross, 2010; Giles, 2022). In addition, interviews are impacted by the interviewer and interviewee relationship (Denscombe, 2021). For example, Denscombe (2021, p. 235) notes that '…interviewees may respond differently depending on how they perceive the person asking the questions…' and interviewees '…supply answers which they feel fit in with what the researcher expect from them…' either way impacting data quality and outcomes.

With the positive and negative aspects of interviews explored, semi structured interviews are justified, as they are a widely used and trusted research method, and therefore assist in achieving the aim of gaining first hand experiences (Punch, 2005; Creswell & Poth, 2018). While negative aspects include the interviewer and interviewee relationship, all ethical considerations have been respected, as detailed in Section 3.6 (Denscombe, 2021).

Due to the nature of this study and the need for participants to be diagnosed Neurodivergent, the main questions were given to the participants beforehand, with a caveat that they may be asked follow-up questions. Acas (2025) have stated that 'Having extra time to read information' has been identified as a recognised RA for Neurodivergent people, and why this anticipatory measure was used to dismantle potential barriers faced by the participants.

Given that this method requires participant participation, ethics played a crucial role in this study, as detailed below in Section 3.6.

3.6. Ethics

Ethics has been an integral element of this empirical study and a full application for ethical approval was approved and is in Appendix 1.

Ethical Approval

This ethical approval process ensured that the University of Wales Trinity Saint David (UWTSD) Research Ethics & Integrity Code of Practice has been rigorously followed (UWTSD, 2022).

For example, it was recognised that participants may disclose instances where their employer has failed to meet legal obligations for RA, potentially causing distress. To manage this in adherence with UWTSD Research Ethics & Integrity Code of Practice, contact information for mental health support and independent advice on filing complaints or resolving issues were provided (UWTSD, 2022). Participants have been anonymised, and it was made clear from the outset, that once these details had been explained, the research would not continue if participants did not give informed consent. During feedback participants were provided with a participant debrief.

Informed consent from participants was essential for this study (Gubrium *et al*, 2012). Participants, therefore, were communicated the aims and purpose of the study, what the data will be used for, and that it will be kept confidential, anonymised and safely stored and encrypted. Participants had the option to decline participating at any point, as well as the right to withdraw free from penalty, and signatures were requested to prove informed consent. If participants chose to withdraw from the study after interview, they

were informed that it may be impossible for their details to be withdrawn after data has been anonymised and analysed.

Confidentiality and anonymity of participants are important factors to protect both, the organisation and participants' interests throughout this empirical study to meet ethical standards (Gubrium *et al*, 2012). If participants have detailed any identifiable features, they were fictionalised. Information has been treated with confidentiality and only relevant information has been included. In line with confidentiality, while also considering the moral and ethical duty to participants, participants were clearly informed that their confidentiality will only be broken in certain circumstances, such as where a safeguarding concern is identified (Bos, 2020). Neither the organisation or the participants have been referred to by name or distinguishable features.

The researcher believes that the benefits of semi-structured interview methods outweigh any perceived risks. The researcher adhered to the UWTSD Research Ethics & Integrity Code of Practice and the UWTSD Research Data Management Policy, to mitigate any such risks (UWTSD, 2022; UWTSD, 2022b). Research did not commence until ethical approval was confirmed and any advice from the researcher's University supervisor has been acted upon. To further mitigate organisational reputational risks, the research intentions and methods were clearly communicated to the organisation. Risks to the researcher and University Supervisor and Study Support were mitigated by ensuring all policies and procedures were followed, as well as seeking support through the supervision process. It was concluded that any perceived risks had been mitigated by following a thorough process to conduct the research and manage data.

Managing Data:

All data collected as part of this empirical study has been kept secure as per the UWTSD Research Data Management Policy and General Data Protection Regulations (GDPR, 2018; UWTSD, 2022b). All data has been kept confidential, with participants' personal details anonymised and encrypted. The researcher's personal laptop and University cloud access are password-protected, with data backed up on the cloud.

Audio files have been collected for transcription purposes and stored solely for research; once the research is reviewed, the data will be deleted. Data has and will continue to be securely stored on the UWTSD Cloud, with two-factor authentication, encryption, and anonymisation in line with UWTSD Research Data Management Policy and General Data Protection Regulations (GDPR, 2018; UWTSD, 2022b).

Building on these ethical considerations, it is essential to examine the trustworthiness of the research to ensure its findings are credible. This is explored below in Section 3.7.

3.7. Trustworthiness

To ascertain the trustworthiness of this study, four key areas were analysed, these are: reliability, validity, transferability and bias.

Reliability

FOI Request:	**Semi-structured interviews:**
The FOI request was submitted to a trusted Government organisation, adding to the reliability of this method. Request found in Appendix 4. Additionally, the process has been well documented, and the questions are specific; therefore, if asked again, would yield the same results (Denscombe, 2014).	Given that the interviewees have lived experience of their own encounters of RA in their organisation, the credibility of their information is of significance as they have been selected as having this lived expertise (Denscombe, 2021). However, consistency is difficult to achieve and impacted by context and the individuals themselves (Denscombe, 2021).

Validity

FOI Request:	**Semi-structured interviews:**
In terms of the validity in the context of this study, the data obtained from the FOI request alone, will not be sufficient in answering the research question, as the focus on these questions is to fill a statistical gap that transpired during the research process, and while it is useful to gauge the scale of employment tribunals relating to RA in Wales, will	As explained in Section 3.6, the relationship between the interviewee and interviewer can have an impact on data (Denscombe, 2021). The interviewee can make an honest mistake in their answers, as well as provide information that is not correct if they perceive their relationship with the interviewer to lack trust or if they

not explain the first-hand experiences of Neurodivergent employees. Denscombe (2014), specifically states that in addition to the precision of the data, the validity is also concerned with the appropriateness of the data in answering the research question as a potential impact on validity. In terms of validity, it is noted that there are gaps in the data obtained in the FOI request, therefore impacting the validity and the analysis process that was subsequently taken, outlined further in Section 4.2 (Denscombe, 2014, Appendix 4).	choose to answer with what they think the interviewer is looking for, again impacting validity (Denscombe, 2021).

Transferability

FOI Request:	**Semi-structured interviews:**
The FOI request is about Wales' population, and therefore transferability of this data is high in some respects as it is not localised to a small demographic (Denscombe, 2014). Therefore, the data requested could be used in other	Transferability or generalisation can be difficult with interviews (Creswell & Creswell, 2023). However, Creswell and Creswell (2023) also distinguish how interviews can be replicated, if good documentation of the qualitative process

research studies, should the data be relevant to the question a different researcher intends on answering (Denscombe, 2014).	has been undertaken, therefore aiding said transferability. In the context of this study, this interview process could be repeated with a greater number of participants and in a greater number of organisations to improve the transferability of the results.

Bias

FOI Request:	**Semi-structured interviews:**
Bias can occur in quantitative data during the analysis and interpretation of the results stage (Creswell & Creswell, 2023). Potential bias in this research is explored further in Section 4.8.	Creswell and Creswell (2023) note interviews to contain bias due to the presence of the researcher impacting responses, and thus outcomes of data. Potential bias in this research is explored further in Section 4.8.

Reliability, validity, transferability and bias have been introduced in this section to examine the trustworthiness of this study, these are further analysed in Section 3.8.

3.8. Analysis

To analyse and conclude the trustworthiness of this empirical study, four key aforementioned areas have been analysed. While issues in each of these areas have been identified as potential risks to the trustworthiness of this study, the researcher has taken steps to limit any impacts to data and conclusions (Denscombe, 2014, Denscombe 2021; Creswell & Creswell, 2023). For the FOI request, this included reporting on the data and information that has been provided, as this information was selected specifically for statistical insight, and is found in Appendix 4 (Adu & Miles, 2024; Denscombe, 2014).

For the semi-structured interviews, the researcher recognised the limitations of the sample size which impacts transferability and recognised their own presence can impact reliability due to interviewer bias (Denscombe, 2021, Creswell & Creswell, 2023). Recognising these limitations has been the first step in improving the trustworthiness of this study. This study has been clearly documented throughout, meaning the study can be easily replicated which further improves validity and transferability (Denscombe, 2021, Creswell & Creswell, 2023). This research study is overseen by an experienced University Supervisor which can be viewed as improving its credibility. Finally, the risk of bias has been reduced by ensuring participant anonymity and confidentiality, and by limiting the input of the researcher during interviews (Creswell & Creswell, 2023). Bias has also been minimised by designing a balanced viewpoint into the research, through seeking perspectives from two participants who perceived their experience of RA as positive, and two as negative. Potential bias is explored further in Section 4.8.

While this section has looked to analyse the trustworthiness of this study, this chapter, methodology review is concluded in Section 3.9.

3.9. Conclusion

This section looks to draw conclusions of the methodology review. This research seeks to ascertain the lived experiences of RA received by Neurodivergent employees in organisations in Wales, through the constructivist lens (Punch, 2005; Maykut & Morehouse, 1994; Creswell & Poth, 2018). The constructivist lens lends itself well to this empirical study as constructivism recognises the complexities and multidimensional aspects of reality, as well as the relationship between researcher and participants, as crucial to gaining new co-constructed knowledge or truth (Punch, 2005; Maykut & Morehouse, 1994; Creswell & Poth, 2018; Cresswell, 2013, Giles, 2022).

While traditionally, constructivist paradigms use qualitative research methods, this empirical study uses Concurrent Nested Mixed Methods Design, with qualitative data being more dominant, as the research recognises the importance of gaining first hand lived experience views (Adu & Miles, 2024). There are positives and negatives notable to both quantitative and qualitative data collection methods used in this empirical study. Quantitative data is acclaimed due to its generalisability, trustworthiness, strength in numbers and speed, making this a good research method (Patten & Newhart, 2018; Robson, 2024; Denscombe, 2021). In the context of this study, the FOI request was used with the intention of finding out statistical data on the number of employment tribunals relating to the RA in Wales, which would be transferable, reliable and a quick way to gain information (Patten & Newhart, 2018; Robson, 2024; Denscombe, 2021). However, quantitative data collection is not without flaws, as in this instance, the

information requested would have originally been collected for a different purpose which could limit its impact and usefulness, as well as FOIs being a risky research method, and the inherent limitation of data to explain complexities of the lived experience (Gov UK2, n.d.; Hall, 2020; Robson, 2024).

Therefore, qualitative data was therefore used as the more dominant research method, to ascertain lived experience views via interviews, in line with the constructivist paradigm, aims of this research (Punch, 2005; Maykut & Morehouse, 1994; Creswell & Poth, 2018; Adu & Miles, 2024). Semi-structured interviews are a well-established, flexible research method to ascertain lived experience views (Punch, 2005, Denscombe, 2021, Hall, 2020). Although semi-structured interviews are also not without flaws, as they can be time consuming, difficult to interpret and analyse, and can be influenced by the researcher (Blaike, 2003; Matthews & Ross, 2010; Denscombe, 2021).

The trustworthiness of this empirical study is a focus area, and the researcher has performed their due diligence throughout this study, to enhance its trustworthiness. Trustworthiness has been analysed using the four key area, including, reliability, validity, transferability and bias, found in Section 3.7 (Denscombe, 2014, Denscombe 2021; Creswell & Creswell, 2023). Additionally, to ensure the trustworthiness of this empirical study, it has gone through the Universities' ethical approval process as outlined in Section 3.6 (UWTSD, 2022). The welfare of the participants was paramount throughout, and confidentiality and anonymity have been upheld via managing data according to the UWTSD Research Data Management Policy, as well as seeking informed consent from participants via the participant pack, a copy of which can be found in Appendix 2 (Gubrium *et al*, 2012; UWTSD, 2022b). After the interviews took

place, participants were provided with a participant debrief, which can be found in Appendix 3.

Section 3 has explored the methodological design of this study and introduced the methods employed to answer the research question. The study now moves onto review and analyse the results, in Section 4.

4. RESULTS AND DISCUSSION

Section 4 details the results of the methods introduced in Section 3, whilst discussing and analysing the results and drawing comparisons and conclusions.

4.1. Introduction

To quote Blaxter, Hughes & Tight (2010, p. 28) always '….appreciate that the research process is not straightforward, predictable or linear', conducting primary research has indeed been a learning journey marked by unpredictability. The messiness of social research is a sentiment shared by seasoned authors, and perhaps a better reflection of the real-world that is not linear but is imperative for the amateur researcher to be aware of and to reframe from the urge to hide potential mess (Law, 2004; Denscombe, 2021). The reality of social research has been anything other than straightforward, and challenges have included data collection problems detailed in Section 4.2 and the challenges arising from gatekeepers and organisational processes, outlined in Section 4.3. Time has been a contributing challenging factor in both methods used. In this instance, the unpredictability of social research has led to compromise, emerging themes, continued data gaps, but also the practical application of the researcher requiring adaptation to the complex nature of real-world research. Section 4 features the results and their analysis, of the methods FOI request and semi-structured interviews as outlined in Section 3.5 and 3.6 respectively.

4.2. FOI: Results and Analysis

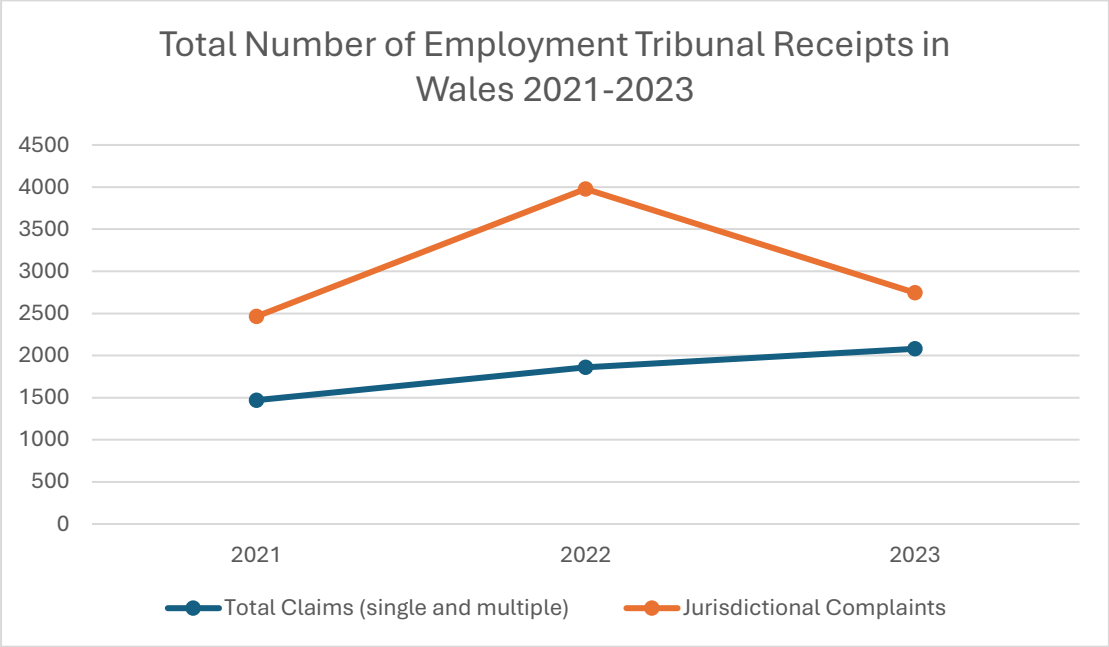
This section outlines the results of the FOI request, before analysing them. The response to the FOI request can be found in Appendix 4.

Results:

Question 1 'How many employment tribunals have there been in total in Wales in the years 2021-2022, 2022-2023 and 2023-2024?'

The Ministry of Justice (MOJ) felt this information was reasonably accessible and a link was provided and included in Appendix 4. From this link, relevant data was extracted to answer Question 1.

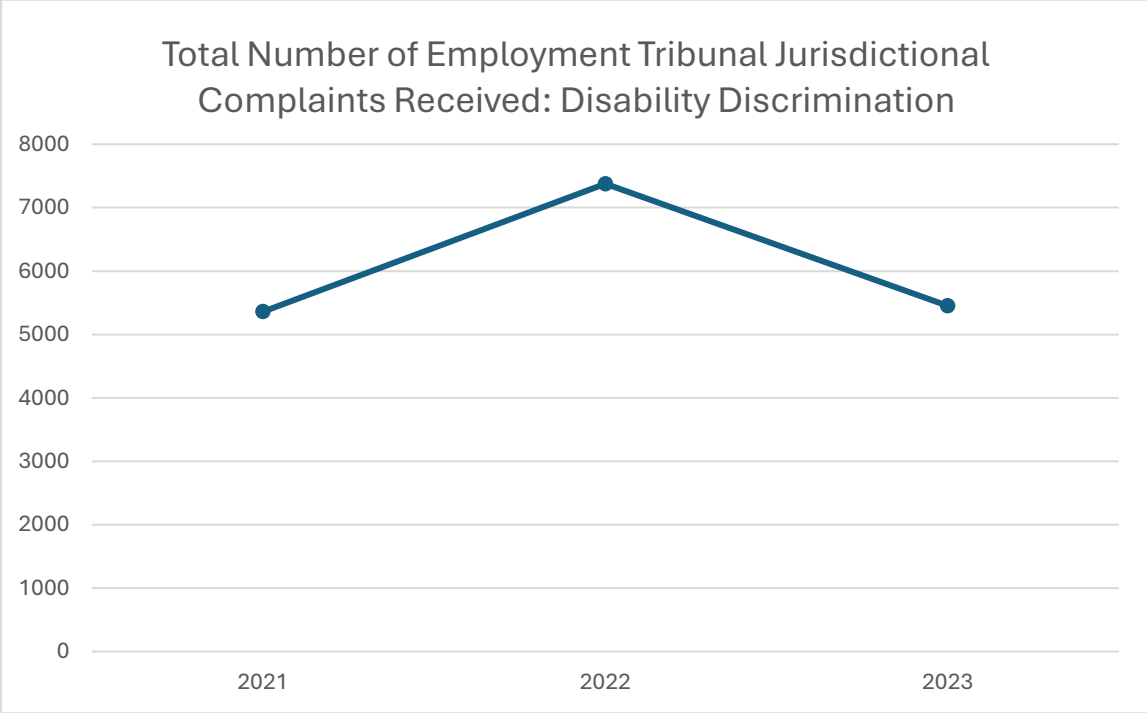
Figure 1:



Using correlational analysis, 'statistical investigation of the relationship between two or more variables', with year and number of claims as the two variables, the results show that the number of total claims in Wales has increased consecutively each year (Adu, & Miles, 2024, p. 271). The results also indicate that the number of jurisdictional complaints increased from 2021 to 2022 but decreased in 2023. At first glance this data may appear useful, however there are issues with the data resulting in this information being unreliable, invalid and untransferable as detailed below in the Analysis Section.

Questions 2, 3 and 4 (outlined in Section 3.4) were answered together in the FOI request, in so much as they were unanswerable by the MOJ, as it was confirmed the MOJ 'does not hold any information in the scope' of the request. Though no information was provided for these questions, for Question 2 specifically, in the information provided for Question 1, there was additional information, including employment tribunals related disability discrimination, which failure to make RA would fall under.

Figure 2:



The results indicate that there was an increase in the total number of employment tribunal jurisdictional complaints received for disability discrimination from 2021-2022 and a decrease from 2022-2023. However, as outlined with Figure 1, there are issues with this data as discussed in the analysis below which deem correlational analysis ineffective.

Analysis:

The FOI process proved complex, and the risk taken in pursuing it did not yield the expected results, as outlined in Section 2: Methodology. To submit the FOI request, the researcher needed to identify the appropriate department. This task was less straightforward than anticipated, however the request was subsequently passed onto the MOJ.

Question one was excluded from the response, as the requested information was deemed 'reasonably accessible' and a link to the data was provided. However, questions two, three, and four were not answered; the MOJ stated that it 'does not hold any information within the scope' of those questions.

Analysing the data for Figures 1 and 2 was also challenging. The raw data extended to 2012, covered every region in the UK, and was presented on a month-by-month basis. This made it time-consuming to analyse and convert into meaningful insights. However, with more time, it is possible that useful patterns could be identified from this data, over a longer period.

While the process was not inherently difficult, if this study were to be replicated without the same time constraints, it might be beneficial to conduct case studies of selected employment tribunal cases to identify common themes. However, this approach would still fall short of providing statistical data on the amount of employment tribunals in Wales where RA are factor, as it is an additional qualitative approach.

The researcher initially intended to conduct correlational analysis on the expected quantitative data. The goal was to examine whether there was a relationship between the number of years and the frequency of employment tribunals. Unfortunately, although some data was received, it was not disaggregated between all Disabled people

and Neurodivergent individuals, and some information was missing. As a result, conducting correlational analysis as planned would not have produced reliable results. Though Figures 1 and 2 display results and initial correlational analysis, instead, a thematic analysis of the available information was undertaken. As explained by Braun and Clarke (2022, p. 4) thematic analysis '…is a method for developing, analysing and interpreting patterns across a qualitative **dataset**, which involves systematic process of data **coding** to develop **themes**…'.

Figure 1 suggests a trend of increasing employment tribunal claims in Wales between 2021 and 2022, followed by a decrease in 2023. A similar pattern appears in Figure 2. However, the data came with several caveats and can be viewed in Appendix 4 via the link and under the heading *Data Caveats*. These caveats make explicit that there are substantial gaps in the data, rendering comparisons unreliable and effectively invalidating the original quantitative analysis approach. Consequently, thematic analysis was adopted to evaluate both the data and its limitations with coding found in Appendix 4.

A key emerging theme was that of *data absenteeism*. Although the researcher could not collect all the data outlined in the methodology, an important finding emerged: public bodies do not always collect relevant data. This finding of data absenteeism reinforces the challenge of missing or absent data in research, previously described as a long-standing issue explored earlier in this submission (D'Ignazio & Klein (2020). This absence of data is, arguably, as significant as the data that was obtained and raises questions for public bodies as to why this data is not viewed as essential to collect and analyse given the experiences of RA is so varied. While partial data was available for Question 1, it contained major gaps due to a migration between systems. Questions 2, 3, and 4 remain unanswered. Concluding there to be no statistical data currently

available on the number of employment tribunals involving Neurodivergent employees where RA are a factor in Wales.

A secondary theme identified was *data unreliability*. It was explained that some data could not be retrieved because 'the data which relate to this period of time were migrated to a new IT system (ECM Reform) and data from the legacy system cannot be derived accurately by region'. Another caveat cited above, states that caution should be executed in making comparisons in the data due to this data migration, therefore questioning the efficacy of this data and invalidating any comparative analysis.

While themes including *data absenteeism* and *data unreliability* have been identified; the unexpected, unpredictable nature of primary research continued with the semi-structured interviews as detailed in Section 4.3.

4.3. Interviews: Challenges of Primary Research

The Challenges:

As identified earlier in Section 4.1, primary research is not without challenges and is rarely a smooth process, something which was evident during the semi-structured interview process (Blaxter, Hughes & Tight, 2010).

It transpired that interviews with participants is not as straightforward to organise as one might imagine. The researcher had to go through a contact at the organisation, known as a gatekeeper in research, to find out if the possibility of conducting interviews in the organisation was welcomed (Denscombe, 2014). The researcher informed the gatekeeper of the aims and objectives of the research, as well as the participant profile required from voluntary participants. The gatekeeper, then set about to find out if this research could be conducted. After significant toing and froing within the organisation,

taking two months, the final decision was made by the original person the researcher contacted. This process identified that there may not be specific procedures in place for researchers to conduct research in organisations, adding to the time it takes to get authorisation.

Once authorisation was given, the researcher deliberated with the ethics of who was making the decision, due to being a novice researcher and unsure about what level in an organisation this decision should come from, and therefore clarified with their supervisor, causing delays. Finally, the gatekeeper began sampling voluntary participants from their Neurodiversity staff led group, communicating the aims and objectives. This took one further month to complete, adding further time constraints. Once voluntary participants were sought, the gatekeeper passed on their contact details to the researcher, with their consent. Then the researcher made contact, fully informed them about the research, sought their consent and arranged the online interviews, which again took time to organise. This process importantly highlights that primary research can be time consuming and researchers need to factor this in. Additionally, it highlighted the role of gatekeepers in research and the importance of clear communication (Denscombe, 2014).

Despite initial challenges, the semi-structured interviews were conducted, and the transcripts can be found in Appendix 5. With the challenges outlined, this study now moves onto the analysis of the results.

Thematic Analysis:

Thematic Analysis has been used to analyse the data from the semi-structured interviews using the approach detailed by Braun and Clarke (2022). As aforementioned, Braun and Clarke (2022, p. 4) state thematic analysis to be '…a method for developing, analysing and interpreting patterns across a qualitative **dataset**, which involves systematic process of data **coding** to develop **themes**…'. The semi structured interviews in this research were recorded and transcribed to assist with thematic analysis. The researcher systematically went through the data to anonymise where necessary, for example where a participant had identified their organisation by name; this was replaced in the transcript with the organisation. The researcher then familiarised themselves with the data in line with 'phase one' of Braun and Clarke's thematic analysis, selecting data excerpts and entering them into a table below the transcript (Braun & Clarke, 2022, p. 35). Each data excerpt was given a specific code in line with 'phase two' of Braun and Clarke's (2022, p. 35) approach which can be found in Appendix 5.

This 'phase one' familiarisation, with the pre-prepared interview questions and the existing literature which were both thematised, allowed the researcher to readily identify recurring themes, patterns and concepts without the need for further mapping (Braun & Clarke, 2022, p. 35). The researcher was reflective and once themes were identified, the researcher re-read the initial codes identified for each transcript to ensure the grouped themes were reflective of the participants' viewpoints and were relevant to the research question in line with 'phase three' and 'phase four' of the thematic analysis approach (Braun and Clarke, 2022, p. 35). Each theme was divided into sub themes, where the results from participants were discussed, interpreted and analysed, to make

this information more digestible during the refining, or 'stage five', of the thematic analysis approach used (Braun and Clarke, 2022, p.35). This intuitive theme selection would not have been possible without full immersion in the data, and not without help from the thematised questions and themes identified in the literature.

During the thematic analysis stages, the analysis reached a stage of clarity in which themes emerged with increasing coherence. Through the coding and familiarisation phases, repeated patterns, as well inconsistencies, became apparent across participants (Braun & Clarke, 2022, p. 35). These included varying participant accounts of organisational awareness, policy and knowledge. Additionally, participants transcripts highlighted differing experiences of knowledge and responsibility of line managers, as well as how individual experiences influence their RA experiences. Finally, during thematic analysis it emerged that the existing legislation was perceived as not sufficient, with participants identifying areas that could be improved. At this stage, the analysis moved beyond descriptions during coding to bringing ideas together across the data during phases three, four and five of Braun and Clarke's approach, with themes clearly rooted in participant's accounts (Braun & Clarke, 2022, p. 35). This finally progressed from the refining stage to 'phase six' or 'writing up' under the three themes identified below (Braun & Clarke, 2022, p. 35):

1. Inconsistent Organisational Awareness, Culture and Policy around RA
2. Individual and Line Manager Roles, Responsibilities, and Experiences in the RA Process
3. Need for Stronger Legislative Framework and Awareness

Thematic Analysis while useful in familiarisation with the data, and identifying key themes, has not been without the challenge of time, which researchers should be prepared for (Braun and Clarke, 2022).

The next section introduces the participant profile, providing context of the semi-structured interviews.

4.4. Interviews – Participant Profile

The participant profile is introduced in this section. The four voluntary participants are diagnosed Neurodivergent employees in a public sector organisation in Wales, with two participants, A and B, who perceived their experience of RA as positive, and two, C and D, who perceived their experience as negative. This meant that purposive sampling was used to identify participants (Acharyya & Bhattacharya, 2019). Random sampling would not have indefinitely provided the researcher with the specific target group required (Acharyya & Bhattacharya, 2019). Participants were sought through the gatekeeper, as outlined in Section 4.3.

With the participant profile outlined, this study moved onto the thematic analysis of the interviews.

4.5. Interview Results Theme One – Inconsistent Organisational Awareness, Culture and Policy around RA

This first theme explores the finding of Inconsistent Organisational Awareness, Culture and Policy around RA by analysing two sub-themes below:

Inconsistent Organisational Awareness, Attitudes and Culture

Participants A and C perceived there to be an organisational negative attitude to RA, exemplified by the statements made by Participant A who perceived RA as a 'box ticking exercise', as well as describing the organisation as 'Very inflexible and not very understanding'. Participant C additionally used words including 'negative' and 'poor' when describing organisational attitudes and awareness of RA. Participant B perceived the organisational view of RA as improving. However, Participant D stated 'the organisation is really supportive around reasonable adjustments', suggesting the organisation has a positive attitude towards RA. This implies inconsistent attitudes are felt across the organisation, and perhaps a contributing factor in the differing experiences of RA. This therefore, suggesting a need for a cultural shift to acceptance and positive messaging, to improve consistency in employee experiences of attitudes, awareness and culture of RA.

Later in the interview, Participant D identified 'there's that culture of that we all need to play our part and deliver the same amount of workload and it's about understanding what that workload looks like according to the individual and their contribution upon it'. Despite their recognition of a positive attitude toward RA, they conceded there may be further deep seated ableist cultural attitudes within organisation, in that there is a perceived cultural attitude that everyone must do the same. And perhaps therefore, some awareness raising to do in terms of what RA would look like on an individualised level. Interestingly, although Participants C and D both perceive their experience of RA as positive, they do have negative perceptions of the organisation's awareness, culture and attitude of RA. This implies wider organisational improvement in this area is needed. Platt (2011) and Harwood (2016), both identify disclosure of impairments to

be impacted by fear of being judged, being seen as a burden or seen as having had an advantage over non-Disabled colleagues. With a culture that insists everyone deliver the same amount of workload, it may equally impact on disclosure for the reasons stated by Platt (2011) and Harwood (2016), as employees may not wish to be seen as receiving favourable treatment and not playing their fair part. Again, identifying a need for a cultural shift and awareness raising of how RA do not provide an advantage.

Similar results were found in awareness of RA, where there is inconsistency across the organisation, suggesting a need for further training to improve cross organisational knowledge of RA. As explored in the literature review, Olsen (2024) found line managers to be uninformed with regards to RA. In addition to this, many Autistic people were not aware of their rights (DWP, 2024). This research corroborates the findings in this study, as there is inconsistent understanding and awareness of RA in the organisation. This stresses a need for further training at all levels, especially as Disabled people often must advocate for themselves, as identified by several Participants who state the process to be self-led.

Inconsistent Policy, Process and Communication

The consensus between participants is that the organisation has a RA policy. Though it is noted that Participant B and C did not perceive the policy as clear, with Participant B exclaiming it needs updating. Participant A was not aware of an organisational policy, perhaps a contributing factor in their perceived negative experience. These perceptions and the fact that one participant was not aware of the policies existence, indicate the need for the organisation to review their internal policy, and ensure it is clearly

communicated. An unclear policy, and lack of awareness, could be contributing factors to an employee's experience of RA, and as mentioned in Section 2.5. Foster and Hirst (2022), detail the need for a shift away from the individual, and advocate instead for the requirement of reasonable policies and processes. Of particular interest here, is that although Participant C had a positive experience, they nonetheless did not view the policy as clear, therefore indicating a potential gap between policy and practice, and raising further questions on its accessibility.

Participant D, however, notes the policy to be well communicated, easily accessible, widely talked about at a strategic level and perceives the organisation to have a good understanding of the policy. Participant D had a positive experience of RA and though their views on the policy appear in the minority, it does show that organisational policy is experienced positively in the organisation, though to what extent remains unclear. The mention of strategic level by participant D implies they may be an experienced member of staff, and it could be explored further, to identify if those with more seniority have a differing experience of RA. This raises questions about power dynamics on experiences of RA, confirming what was discussed earlier in Section 2.5 with regards to power dynamics impacting RA experience (Hill, 2024). This is something which was felt by Participant B, who perceived those with lower status in the organisation to have a different, less positive experience of RA. These details therefore amount to a clear finding that status within an organisation impacts awareness of policies, procedures of RA and overall experience. This implies a need for greater awareness raising of the policy and procedure, and a more consistent application process where appropriate, as well as highlighting a new field to research further.

4.6. Interview Results Theme Two - Individual and Line Manager Roles, Responsibilities, and Experiences in the RA Process

The second theme identified through thematic analysis is explored in this section using sub themes below:

Impact of experiences of the RA Process

Emerging from the interviewees was the impact that participant experiences of RA had on them as an individual, exemplifying their importance. Participant A perceived they had a particularly negative experience trying to obtain RA, stating that they felt they had 'been put at a disadvantage', though acknowledged if they received them, they would have been 'very effective'. Participant B, though they largely perceived their experience of RA as negative, stated that the RA they received had 'allowed me to be in the workplace', 'they are keeping me here' and that they 'had definitely helped with the stresses'. Participant C highlighted that 'Now I don't start my day stressing'. Participant D noted their adjustments had been 'successful' in supporting them in their role. The experiences felt by these employees that RA helped them to maintain and retain their work, was earlier identified in this research (Moody, 2009). These experiences emphasise how RA can be effective in supporting employees, and can contribute to improvement in performance and wellbeing, reminding us of the importance to meet individuals' needs.

Individual Influence

All participants agreed that the RA process is led by the requester, a first step which would require a degree of confidence and knowledge of RA but undoubtedly highlights

the importance of the individual themselves in their experience. Additionally, Participant A recognised that it depends 'how you've been treated previously' that could impact confidence in discussing these things, meaning that individuals may influence discussions due to a lack of confidence based on prior experience. Antithetical to this, participant D noted a wealth of experience that contributed to their positive experience, including that they 'chair various welfare boards' and they 'coach and mentor people with neurodiversity'. Therefore, noting an individual's varied experience in an organisation can increase their knowledge, leading to a positive RA experience. As aforementioned in the literature review, many Neurodivergent people may not be aware of their rights and therefore lack knowledge which could contribute to a person's experience of RA (DWP, 2024). It is therefore determined that people need sufficient individual confidence and knowledge, that requires urgent upskilling, to positively impact their experiences of RA.

Participants B and C identify themselves as a barrier to seeking RA in their organisation. With Participant B stating this to be due to 'professional face and pride', and Participant C stating this to be due to their 'own anxiety'. Both Participants highlight how individuals can be barriers to successfully receiving RA, as they both delayed requesting, and struggled in silence. It was stated in the literature that some people do not disclose their disability, and though not intended to be explored further, this finding corroborate how individuals not disclosing, would delay them receiving RA (Harwood, 2016; Olsen, 2024; Tromans *et al*, 2023; Platt, 2021). Therefore, as stated earlier, this notion of disclosure is important and worth exploring to find out further if it is the individuals themselves preventing disclosure, or if there are wider societal and/or organisational barriers that make individuals fear disclosure. This is

especially prudent, as participant B mentioned ‘pride’ as a barrier, alluding to how they feel they may be viewed differently.

Some participants perceive their seniority within the organisation to have positively impacted on their experiences, meaning an individual’s status can influence their experience of RA. Though whether this is due to personal increased confidence levels that may come with working towards a senior position, or if this is in fact due to differing treatment of those in senior positions, remains unresearched and is worth further exploration into the intricacies of this finding. This inconsistency in experience due to organisational status, has already been deliberated on in the Section above ‘*Inconsistent Policy, Process and Communication’.*

Line Manager Influence

It is clear from the semi-structured interviews that managers play a crucial role in an individual’s experience of RA. Participant C spoke highly of their line managers and noted how accommodating they were in the RA experience, clearly attributing ‘good line managers’ as a contributing factor to their positive RA experience. Participant D who also had a positive experience stated ‘openness and transparency of conversations between line managers’ to be a clear contributing factor in their experience. In contrast, however, participant A had a particularly negative RA experience and stated where RA could have been implemented for them that ‘I don't think they've, they've been explored at all’. This negative perception of line management experienced by Participant A continued, as they expressed ‘with the management, I think that when it comes to disability, it is visible when it suits and invisible when it needs to be’. Participant B

appeared to have a mixed view, in that they personally felt well supported, but organisationally stated that ‘unless you've got a really good first line manager, generally it is the person seeking them and needing them finds a solution’. Significantly, Participant C despite their own positive experience with their line manager noted how this is not the same for everyone and described themselves as ‘lucky’ as they had heard of ‘horror stories’, explaining instances where line managers were far less knowledgeable and accommodating.

Whether positive or negative, it is apparent here that the role of the line manager in a person’s RA experience cannot be disputed. This confirms research found in the literature review that stated line managers have the power to be a direct barrier to Disabled people seeking RA (Olsen, 2024). The research finding that line managers have the power to influence a person’s RA experience, either positively or negatively, highlights the importance of their role in the RA process, as well as a requirement for line managers to be equipped with the knowledge and skills to line manage Neurodivergent people effectively and appropriately.

4.7. Interview Results Theme Three - Need for Stronger Legislative Framework and Awareness

The third theme is explored in this section and is split into sub themes below:

Limitations of the RA Duty

The research suggests that participants were not in agreement with their organisations understanding, confidence and practical application of the RA duty and limitations were identified, which could be contributing factors as to why the participants had differing

experiences. For example, participant B stated the RA duty to be '…a little bit vague and woolly…'. This vagueness of the RA duty experienced by Participant A, reinforces the contributions made in the literature, in which the ambiguity of the law surrounding the notion of reasonableness is noted as a barrier to Disabled employees achieving necessary social justice (Ma, 2024; Lawson & Orchard, 2021; Foster & Hirst, 2022). This has been felt by Participants, some of whom perceive their organisation to refuse RA requests frequently due to the business need, as this is viewed by some participants as easy to do for employers. This therefore emphasises a need to strengthen the law to provide clarity around the notion of reasonableness and removing the onus on the employee to challenge their employer, should they feel their request was reasonable, as focussed on in the literature (Foster & Hirst, 2022).

Additionally, Participant A noted the RA duty to be a 'box tick' exercise, suggesting their organisation's actions to be performative or tokenistic and not meeting Disabled employee needs'. This demonstrates a flaw in the legislation, as organisations can show compliance without sufficiently helping Disabled employees remove barriers. This is a reminder that while the law exists to protect Disabled people, it is only as effective as people within organisations interpreting and implementing the law, and as aforementioned, RA decisions are often made from an ableist standpoint (Ma, 2024). Participant C had the perception that the RA duty was not well understood, which could be a contributing factor to this ableist stance and why it was perceived as a box ticking exercise, because there is a need for increased knowledge of the RA duty and of implementing it in practice (Ma, 2024). This is a sentiment shared by Participant D, who believes the Equality Act has all the information required for employers, and does not view the Act to have limitations, but nonetheless questions 'how we inspect the

implementation of that in organisations both public and private sector, to make sure we're delivering against it'. Participant D therefore perhaps is suggesting the need for scrutiny around the practical application of the law in meeting employee's needs. Participant D stating that this is something which could be included in supplementary guidance; perhaps in the style of accessibility guidance highlighted in the Literature review, to provide further clarity and remove the ambiguity felt by many (Ma, 2024; Lawson & Orchard, 2021; Disability Rights UK, 2025b).

Potential Improvements to strengthen RA Duty

Participants had the opportunity to suggest their thoughts on improvements to the RA duty. Participant A believed the RA duty should be strengthened to protect the individual further, suggesting the addition of a time frame in which employers have, to enact RA, as well as adding regular RA reviews. Participant B stated, that to strengthen the RA duty it would be 'nice to have more in there and it'd be more defined and specific'. Participant C identifies that the RA duty makes it 'too easy for employers to just say no' and that it should be 'innocent until proven guilty'. This emphasises that the duty currently puts the onus on the employee, whereas it should put the onus on the employer to prove that an adjustment is not reasonable and evidence this, before declining requests. Participants A, B and C therefore agree that the RA duty does not go far enough to protect Disabled employees; the need for it to be strengthened to provide clarity and protections; as well as place the onus to prove reasonableness on the employer. Whilst these suggestions are unique to the participants in this research, the notion that the law is inadequate and the need to strengthen it, is found within the literature (Lawson & Orchard, 2021; Foster & Hirst, 2022; Ma, 2024). Participant D, however, as earlier mentioned, saw the limitations to be in the organisation and of

implementing the duty in practice, though did suggest there may be a benefit to supplementary guidance suggesting that the law as it currently stands, is not sufficient.

The third and final overarching theme from the semi-structured interviews has been analysed in this section. This study now moves onto further discussion of the results, including further inclusion of the participant's voice.

4.8. Further Discussion

Participant Voice

It was important to the researcher that participants had a voice, as the research aimed to gain new knowledge form the lived experience of the participants in line with the constructivist design of this research and helping to mitigate researcher bias (Punch, 2005; Maykut & Morehouse, 1994; Creswell & Poth, 2018). Participants were asked, 'If you could give one piece of advice to employers in Wales about making reasonable adjustments, what would it be?', responses included:

- Participant A: 'Don't tar everyone with the same brush. Not everyone is out for a free ride. Some people genuinely want to stay and work and are asking for these things, to stay in work, not to make your life harder…'
- Participant B: 'I think it's just got to be we got to get current…'
- Participant C: 'Educate yourselves' 'They go oh, I know exactly what the person needs and it's like, no, educate yourself. Listen to your employees.'
- Participant D: '…making sure reasonable adjustments are driven by organisations and not individuals, ensuring that what people are able to access is accessible to everyone and not just those that understand their own needs.'

The participants stressed to employers in Wales, the importance of taking requests at face value; ensuring policies, practices and knowledge are up to date; listening to individuals as they know themselves best; and finally providing examples of RA to support consistency in the organisations' approach.

With the participant voice further explored, this section now moves onto discuss the limitations, implications and recommendations of this research.

Limitations

Owing to the unpredictable nature of primary research, there is a potential weakness in the quantitative data due to gaps in the data itself because of a data migration, meaning that the purpose of that data collection was not achieved (Blaxter, Hughes & Tight, 2010; Law, 2004; Denscombe, 2021). Additionally, while interviews are widely recognised and utilised as the primary research data collection method, the sample size was small (Adeoye-Olatunde, & Olenik, 2021; Creswell & Creswell, 2023). Having just four participants also meant the likelihood of having a wide variety of Neurodivergence was limited. To improve transferability and validity, further interviews would need to be conducted and analysed from a larger group of people and from a wider group of organisations.

The research was conducted through a constructivist lens, and the constructivist paradigm recognises that the relationship between the researcher and participants is influenced by the researchers' experiences and personal characteristics, therefore, this research was potentially influenced by the researcher (Cresswell, 2013, Giles, 2022). However, to assist in eliminating researcher bias, the researcher has continued with the

supervision process, including having the questions reviewed and ensured by design the semi-structured interviews sought balanced viewpoints as detailed in Section 3.5. Owing to this relationship between researcher and participants there is potential for there to be data analysis bias, because data analysis could have been influenced by researcher interpretation (Creswell & Creswell, 2023). While the researcher cannot guarantee this is fully mitigated, participant transcripts and coding are included in Appendix 5 for transparency.

Finally, there were practical and resource limitations to this study which may have impacted the overall research. It proved difficult and time consuming to recruit interview participants owing to the need to go through a gatekeeper (Denscombe, 2014). Finally, owing to the fact this submission has word limitations, there are inevitably areas the researcher would have delved deeper.

Overall, this study was subject to several limitations, though the researcher has made every effort to address these limitations to reduce the impact on this study.

Implications

The findings of this research may have broader implications, which could have the potential to impact RA processes and overall experiences for Neurodivergent people. These implications include legal, practical, policy and research implications as follows:

Legal Implication: The ambiguity of the RA duty remains, causing uncertainties for Disabled employees and impacting their experiences. Lawmakers should consider

where greater clarity and protections can be provided to improve the practical application of the law and actual impact of the law on those it is designed to protect.

Policy implication: Given the finding that there is a lack of awareness of organisational policy, as well as perceptions of the policy needing clarity and updates, impacting RA experiences; policymakers should consider reviewing their RA policies and procedures and conduct an audit to assess the level of understanding and awareness.

Practical Implication: The results suggest a lack of consistency within the organisation, as well a need for individuals and line managers alike, to require knowledge of RA. Future practice should enhance knowledge of RA law and procedures organisation wide, as well as look for areas where consistency can be improved and applied such as policy awareness.

Research Implication: This research highlighted gaps and framed new and existing questions that remain unanswered. Future research should therefore explore the statistical extent to which Neurodivergent employees are impacted by RA failings in Wales. Future research should explore in greater detail how organisational awareness and culture impact RA experiences, as well as exploring how a person's seniority, or lack thereof, in an organisation impacts their RA experiences.

Recommendations

This research has highlighted the inconsistency in experiences felt by Neurodivergent employees with regards to their RA in a large public sector organisation in Wales.

However, the scale of the perceived issues remain unanswered due to not being able to gain access to the statistical data on the number of employment tribunals relating to Neurodivergent failure to access RA in Wales and highlighting a recommendation for improved data collection in this area. Neurodivergent experiences of the legal duty applied in practice as well as findings in earlier research, highlight areas for improvement in the law, leading to a recommendation of strengthening the RA duty, particularly adding clarity to the notion of reasonableness (Lawson & Orchard, 2021). Clear inconsistencies in policy awareness, line manager approaches and individual knowledge, implies a need for greater organisational understanding of RA, resulting in a recommendation for training with the aim of improving the experiences of RA through enhanced organisational knowledge.

Additionally, this research has identified areas that would benefit from further research, including how a person's position in an organisation impacts RA experiences and how organisational culture and awareness impact on RA experiences. Crucially the small sample sized used impacts the transferability of this research, therefore further research with Neurodivergent employees in Wales from a wider range of organisations, across sectors, increasing the number of people interviewed should be considered. This would enable other research to investigate best practice in this area to allow for improvements across organisations for Neurodivergent employees, as well as exploring options for refined data collection.

Conclusions of the results and discussion will now be identified in Section 4.9, while final recommendations can be found in Section 5, Conclusion.

4.9. Conclusion

This section seeks to conclude the results and discussion of the FOI request and semi-structured interview methods employed in this research.

Initial observations of this research, prior to data collection, is the finding that concurs with prior research; that primary research is never straight forward (Blaxter, Hughes & Tight, 2010; Law, 2004; Denscombe, 2021).

Moving forward however, analysing findings from the FOI request, proved initially challenging however two themes emerged; data absenteeism and data unreliability, questioning the efficacy of the data provided, and perhaps of the method employed. With the research question and aims to identify Neurodivergent experiences of RA in Wales, semi-structured interviews were used to gain lived experience narrative. The semi-structured interviews yielded interesting results. The findings indicated that while some participants had positive experiences of RA in their organisation, there were significant inconsistencies in how RA policy and process are communicated and understood. These inconsistencies appeared to be influenced by several factors including, organisational culture, individual knowledge and confidence, line manager influence and perceived power differences, with seniority impacting experience.

The research highlighted how primary research is never straightforward and has been impacted by time constraints (Blaxter, Hughes & Tight, 2010; Law, 2004; Denscombe, 2021). Several limitations were highlighted including, small sample size, potential researcher influence and practical and resource. While these limitations have been identified, this research contributes valuable lived experience and identifies key areas

for improvement including to the legal framework itself, policy and practical improvements, additional training needs, as well as suggested areas for further academic research, with the overall aim of improving the RA experience. This submission now moves on to make final conclusions.

5. CONCLUSION AND RECOMMENDATIONS

This empirical study aimed to answer the research question below through conducting a literature review and both quantitative and qualitative data collections and analysis:

***RQ:* How do Neurodivergent employees in Wales perceive and experience the reasonable adjustments made by their employers under the Equality Act 2010?**

In conclusion, this dissertation has tackled the question of the lived experience of how employers have handled the requirement to provide RA by examining the experiences of Neurodivergent employees in Wales. This research first introduced the structure of this submission; this was undertaken initially through a structured appraisal which began with a study of the available literature in a literature review. The literature review explored Disability studies, Disability law, past and present, and experiences of RA in practice (Watson & Vehmas, 2020). The submission then moved onto stipulating the methodology and methods. A concurrent nested mixed methods design was then explored in the methodology section through a constructivist lens (Adu & Miles, 2024; Punch, 2005; Maykut & Morehouse, 1994; Creswell & Poth, 2018). For this research this was in the method of an FOI request and, more dominantly, participant interviews. The FOI results and participant responses and their findings were then considered, and in the light of the available literature in results and discussion. Limitations and implications of the research were also outlined here. Finally, this conclusion revisits the structure of this submission, before synthesising the data, and making recommendations.

Synthesis:

The literature review highlighted stark gaps in employment of Disabled people as well as instances where RA had failed, resulting in Disabled people taking their employers to an employment tribunal to seek justice (Welsh Government, 2024:21; Bruyère & Colella, 2022; Public Health Wales, n.d.; NatCen, 2024). The literature further highlighted ambiguity in the RA duty to be a contributing factor to the experiences of Disabled people receiving RA (Lawson & Orchard,2021; Foster & Hirst,2022). As well as this, Neurodivergent people identified issues including stigma and line managers to contribute to their experience and in some cases impacting disclosure of Disability (Tromans *et al*, 2023; Olsen, 2024). The issues identified in this research, as well as the implications, have the potential to impact Neurodivergent employees, employers and law makers.

To unpack these issues in greater depth there has been a particular focus, incorporating an understanding of the ambiguity of the legislation, as well as exploring the lived experience of Neurodivergent employees. Findings from the participant interviews concluded that the RA duty had room for improvement, owing to it being unclear and not going far enough to protect Disabled employees, this corroborated the ambiguity of the legislation highlighted in the literature review (Lawson & Orchard, 2021; Foster & Hirst, 2022). The findings also indicated that experiences of RA in Wales are inconsistent, with some having a positive experience, while others have a negative experience. The research found several inconsistencies in organisational policy and process. These inconsistencies appear to be influenced by several factors including, organisational culture, individual knowledge and confidence, line manager influence and perceived power differences, with seniority impacting experience Tromans *et al*,

2023; Olsen, 2024; Foster & Hirst 2022; Hill, 2024). Some of these findings included themes worth further exploration and others helped to reinforce the earlier findings of the literature review including how experience is impacted by line managers, knowledge and culture (Olsen, 2024; Foster & Hirst, 2022). Interestingly this research found that even those participants that perceived their experience as positive saw fault in how the organisation handles RA.

These findings indicate that things need to change to improve the experiences of Neurodivergent employees receiving RA in Wales. These changes include strengthening of the law, a consistent approach in organisations in terms of policy, upskilling the workforce and improving data collection. This research also identified additional avenues for further research, including, organisational awareness and culture impact RA experiences and exploring how a person's seniority impacts their RA experience. These findings consequently have left some unanswered questions that will be addressed in the recommendations below:

Recommendation 1: Review of term Reasonable Adjustments by Government to add clarity to what is deemed 'reasonable', as well as improved protections for Disabled people by adding accountability and onus on the employer to prove reasonableness within the Duty.

Recommendation 2: Reasonable Adjustments training implemented organisation wide to ensure line managers are knowledgeable, compliant, empathetic and consistent, and requesters are empowered and informed.

Recommendation 3: Robust data collection to enable transparency of the true amount of Neurodivergent people who are taking their employers to tribunals over RA failings.

Overall, this dissertation has shed light on working progress within the workplace of RA experiences for Neurodivergent employees, with clear findings and

recommendations, with the aim of tackling barriers to receiving RA, and contributes to the *Well-being of Future Generations (Wales) Act 2015* aim to achieve 'A more equal Wales'.

6. REFERENCES

Acas (2025). *Reasonable adjustments at work. Adjustments for neurodiversity*. Available at: https://www.acas.org.uk/reasonable-adjustments/adjustments-for-neurodiversity. (Accessed: 19 April 2025)

Acharyya, R. & Bhattacharya, N. (Eds.). (2019). *Research methodology for social sciences* (1st ed.). London: Routledge.

Adeoye-Olatunde, O. A., & Olenik, N. L. (2021). Research and scholarly methods: Semi-structured interviews. *JAACP : Journal of the American College of Clinical Pharmacy*, *4*(10), 1358–1367. https://doi.org/10.1002/jac5.1441 Available at: https://accpjournals.onlinelibrary.wiley.com/doi/epdf/10.1002/jac5.1441 (Accessed: 28/12/2024)

Adu, P. & Miles, D. (2024). *Dissertation research methods: a step-by-step guide to writing up your research in the social sciences*. London: Routledge.

Aherne, D. (2023). *The Pocket Guide to Neurodiversity*. London: Jessica Kingsley Publishers

Barnes, C. and Mercer, G. (2010). *Exploring Disability*. 2nd edn. Cambridge: Polity Press

Begon, J. (2023). *Disability through the lens of justice*. Oxford University Press. https://doi.org/10.1093/oso/9780198875611.001.0001. Available at: https://academic.oup.com/book/46075/chapter/404574690. (Accessed: 20 March 2025)

Blaike, N. (2003). *Analysing Quantitative Date*. London: Sage

Blaxter, L., Hughes, C. & Tight, M. (2010). *How to research* (4th edn.). Open University Press.

Bolt, (2004). *A Brief Introduction to Post-Disability Literary Criticism.* Presented at Keele University on 21 September 2004. Available at: https://disability-studies.leeds.ac.uk/wp-content/uploads/sites/40/library/bolt-Keele-Presentation-Archive.pdf (Accessed: 13 April 2025)

Bos, J (2020). *Research ethics for students in the social sciences*. Switzerland: Springer Nature.

Braun, V. & Clarke, V. (2022). *Thematic Analysis. A practical guide*. London: Sage.

Bruyère, S. M. & Colella, A. (2022). *Neurodiversity in the Workplace: Interests, Issues, and Opportunities (Edition 1)* (1st ed.). Routledge. https://doi.org/10.4324/9781003023616 Available at: https://library.oapen.org/viewer/web/viewer.html?file=/bitstream/handle/20.500.12657/54498/9781003023616_1043249781003023616-2.pdf?sequence=1&isAllowed=y (Accessed: 12 January 2025)

Business Wales (2024). *Harnessing the Power of Neurodiversity for Employer Success.* Available at: https://businesswales.gov.wales/news-and-blog/harnessing-power-neurodiversity-employer-success (Accessed: 21 April 2025).

Collins (2025). *Definition of Neurotype*. Available at: https://www.collinsdictionary.com/dictionary/english/neurotype (Accessed: 13 April 2024)

Creswell (2013). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches.* 3rd edn. London: Sage Publications

Creswell, J. W. and Creswell, J. D. (2023). *Research Design. Qualitative, Quantitative and Mixed Methods Approaches*. 6th edn. London: Sage

Creswell, J and Poth, C (2018) *Qualitative Inquiry and Research Design. Choosing Among Five Approaches*. 4th edn. London: Sage Publications, Inc

Denscombe, M. (2014). *The Good Research Guide*. 5th edn. London: Open University Press

Denscombe, M. (2021). *The Good Research Guide*. 7th edn. London: Open University Press

Disability Discrimination Act 1995, c. 50. Available at: https://www.legislation.gov.uk/ukpga/1995/50/contents (Accessed: 20 August 2025)

Disability Rights UK (2025). *Social Model of Disability: Language.* Available at: https://www.disabilityrightsuk.org/social-model-disability-language?srsltid=AfmBOopikx6kbqj0TwqmpiyPkBilotQn4zjR8VVxe6kJ0R6ZM-B-K3uq (Accessed: 22 February 2025)

Disability Rights UK (2025b). Accessibility Act. Available at: https://www.disabilityrightsuk.org/accessibility-act?srsltid=AfmBOoowGo5SknIiH2DlkkMmgeJ4L0UKZkpAaixeagR47WHkN2-BchWE (Accessed: 18 January 2026)

Disability Wales (2023). *The Disability Rights Taskforce: An update by the Co-Chair.* Available at: https://www.disabilitywales.org/the-disability-rights-taskforce-an-update-by-the-co-chair/ (Accessed: 29 March 2025)

D'Ignazio, C. & Klein, L. F. (2020). *Data Feminism*. The MIT Press.

DWP (2024). *The Buckland Review of Autism Employment: report and recommendations.* Available at: https://www.gov.uk/government/publications/the-buckland-review-of-autism-employment-report-and-recommendations/the-buckland-review-of-autism-employment-report-and-recommendations (Accessed: 29 March 2025)

ECNI (2025) *Reasonable Adjustments.* Available at: https://www.equalityni.org/reasonableadjustments (Accessed: 22 February 2025)

EHRC (2018) Equality Act 2010. Available at: https://www.equalityhumanrights.com/equality/equality-act-2010 (Accessed: 29/03/2025)

EHRC (2019) *What do we mean by reasonable?* Available at: https://www.equalityhumanrights.com/guidance/business/employing-people-workplace-adjustments/what-do-we-mean-reasonable (Accessed: 22 February 2025)

Equality Act 2010, c. 15. Available at: https://www.legislation.gov.uk/ukpga/2010/15/contents (Accessed: 12 January 2025)

Foster, D. & Hirst, N. (2022). Doing diversity in the legal profession in England and Wales: why do disabled people continue to be unexpected? *Journal of Law and Society*, *49*(3), 447–469. https://doi.org/10.1111/jols.12382 Available at: https://openurl-ebsco-com.ezproxy.uwtsd.ac.uk/linksvc/linking.aspx?sid=Primo&volume=49&custid=s4793139&date=2022-09&spage=447&issn=0263-323X&issue=3&genre=article&authtype=ip%2Cuid&title=Journal+of+law+and+society.&epage=469&doi=10.1111%2Fjols.12382 (Accessed: 22 February 2025)

GDPR (2018). *General Data Protection Regulation*. Available at: https://gdpr.eu/what-is-gdpr/ (Accessed: 29 December 2024)

Giles, K (2022). *Outline a research proposal for a small-scale study and critique using current academic literature on methodology and methods.* ECGE7005Q. University of Wales Trinity Saint David. Unpublished Assignment.

Giles, K (2024). *Critically reflect upon what constitutes Equality and Equity and the implications for a group of your choice who are at risk of exclusion.* ECED7009. University of Wales Trinity Saint David. Unpublished Assignment.

Gov UK (n.d.). *Access to Work: get support if you have a disability or health condition.* Available at: https://www.gov.uk/access-to-work (Accessed: 30 March 2025)

Gov UK2 (n.d.). *How to make a freedom of information (FOI) request*. Available at: https://www.gov.uk/make-a-freedom-of-information-request/if-your-request-is-turned-down#:~:text=An%20organisation%20can%20also%20refuse,based%20in%20Scotland (Accessed: 19 April 2025)

Gubrium, J., Holstein, J. Marvasti, A. and McKinney, K. (ed) (2012). *The SAGE Handbook of Interview Research. The complexity of the craft.* 2nd edn. London: Sage

Hall, R (2020). *Mixing Methods in Social Research. Qualitative, Quantitative and Combined Methods.* London: Sage.

Harwood, R. (2016). What Has Limited the Impact of UK Disability Equality Law on Social Justice? *Laws*, *5*(4), 42-. https://doi.org/10.3390/laws5040042 Available at: https://www.mdpi.com/2075-471X/5/4/42 (Accessed: 12 January 2025)

Hammond, M. & Wellington, J. (2021). *Research methods: the key concepts*. 2nd edn. London: Routledge.

Hamraie, A. (2016). Universal Design and the Problem of "Post-Disability" Ideology. *Design and Culture*, *8*(3), 285–309. https://doi.org/10.1080/17547075.2016.1218714. Available at: https://www-tandfonline-com.ezproxy.uwtsd.ac.uk/doi/full/10.1080/17547075.2016.1218714#d1e401 (Accessed: 13 April 2025)

Hashim, J. & Wok, S. (2014). Predictors to employees with disabilities' organisational behaviour and involvement in employment. *Equality, Diversity and Inclusion: An International Journal*, *33*(2), 193–209. https://doi.org/10.1108/EDI-03-2012-0018 Available at: https://www.proquest.com/docview/1476470069?accountid=130472&parentSessionId=By8HS6MvcqDUbSAGo9MMirwoYPBbg%2Bh8fDBhWmbaDeE%3D&pq-origsite=primo&sourcetype=Scholarly%20Journals (Accessed: 22 February 2025)

Hennink, M. Hutter, I. and Bailey, A. (2011). *Qualitative research methods*. London: Sage

Hill, A. P. (2024). Being a dyslexic police officer in England and Wales: Identity, disability, and disclosure. *Police Journal (Chichester)*. https://doi.org/10.1177/0032258X241280197 Available at: https://journals-sagepub-com.ezproxy.uwtsd.ac.uk/doi/full/10.1177/0032258X241280197 (Accessed: 13 January 2025)

Honeybourne, V. (2020). *The neurodiverse workplace : an employer's guide to managing and working with neurodivergent employees, clients and customers*. London: Jessica Kingsley Publishers Library.

Hosking, D. (2008). *Critical Disability Theory*. A paper presented at the 4th Biennial Disability Studies Conference at Lancaster University, UK, Sept. 2-4, 2008. Available at: https://www.lancaster.ac.uk/fass/events/disabilityconference_archive/2008/papers/hosking2008.pdf (Accessed: 13 April 2025)

Khorasani, L. N., Bastani, A., Shen, T., Kaur, G., Shah, N. D., Juarez, L., Heyman, M., Grassian, J., Cho, A.-C., & Hotez, E. (2023). A Qualitative Investigation on COVID-19 Vaccine Hesitancy in Neurodivergent Communities. *Vaccines (Basel)*, *11*(5), 895-. https://doi.org/10.3390/vaccines11050895 Available at: https://www.proquest.com/docview/2819459132?accountid=130472&parentSessionId=EcwWbYZ2THUwc%2FWMgXybF0X%2FAJn1ama1wMVx3mMGI7U%3D&pq-origsite=primo&sourcetype=Scholarly%20Journals (Accessed: 06 March 2025)

Law, J (2004). *After Method: Mess in Social Science Research.* London: Routledge.

Lawson, A. (2008). *Disability and Equality Law in Britain. The Role of Reasonable Adjustment.* Oxford: Hart Publishing Limited.

Lawson, A. & Orchard, M. (2021). THE ANTICIPATORY REASONABLE ADJUSTMENT DUTY: REMOVING THE BLOCKAGES? *Cambridge Law Journal*, *80*(2), 308–337. https://doi.org/10.1017/S0008197321000568 Available at: https://www.cambridge.org/core/services/aop-cambridge-core/content/view/A53FC6A50C0B0BE44EAD5989B2D9E2FD/S0008197321000568a.pdf/div-class-title-the-anticipatory-reasonable-adjustment-duty-removing-the-blockages-div.pdf (Accessed: 5 January 2025)

Ma, G. (2024). Critiquing reasonable adjustment: calling for positive action to tackle disability discrimination. *Disability & Society*, *39*(5), 1346–1351. https://doi.org/10.1080/09687599.2023.2287407 Available at: https://www.tandfonline.com/doi/full/10.1080/09687599.2023.2287407#abstract (Accessed: 5 January 2025)

Malone, T. (2022). *Equality, Diversity & Inclusion.* The Practical Guide. 2nd edn. Pied Wagtail Publishing

Matthews, B. and Ross, L. (2010). *Research Methods. A Practical Guide for the Social Sciences*. Essex: Pearson.

Maykut, P. and Morehouse, R. (1994) *Beginning Qualitative Research*. A philosophic and practical guide. London: RoutledgeFalmer

Ministry of Justice (2012). *Public Sector Equality Duty*. Available at: https://www.gov.uk/government/publications/public-sector-equality-duty (Accessed: 14 January 2025)

Moody, S. (ed) (2009). *Dyslexia and Employment, A Guide for assessors, trainers, and managers.* West Sussex; Wiley-Blackwell

NatCen (2024). *The Rise of Disability Discrimination Cases in the UK*
NatCen's study for Acas examined the rise in claims, issues raised, and how organisations like Acas can support employers. Available at: https://natcen.ac.uk/blog/rise-disability-discrimination-cases-uk (Accessed: 11 January 2025)

Neurodivergence Wales (2024). *Welcome to Neurodivergence Wales.* Available at: Home - Niwrowahaniaeth Cymru | Neurodivergence Wales | National Neurodivergence Team (Accessed: 29 March 2025)

Neurodivergent Friendly Cardiff (2025). *Working together to become a Neurodivergent Friendly city.* Available at Neurodivergent Friendly Cardiff : Neurodivergent Friendly Cardiff (Accessed: 24 February 2025)

Oliver, M. (2009). *Understanding Disability: From Theory to Practice*. London: Palgrave Macmillan.

Olsen, J. (2024). Employers: influencing disabled people's employment through responses to reasonable adjustments. *Disability & Society*, *39*(3), 791–810. https://doi.org/10.1080/09687599.2022.2099251 Available at: https://www.tandfonline.com/doi/full/10.1080/09687599.2022.2099251#d1e497 (Accessed: 11 January 2025)

Patten, M. & Newhart, M. (2018). *Understanding Research Methods. An Overview of the Essentials.* 10th edn. London: Routledge

Platt, L. (2011). *Understanding Inequalities. Stratification & Difference*. Cambridge: Polity Press

Powner, V. (2026). Reasonable Workplace Adjustment Ideas for Neurodivergent Individuals. [Webinar]. [Online]. Neurodivergence Wales/Welsh Government (Accessed: 18/01/2026) Available at: https://neurodivergencewales.org/en/resources/videos/community-of-practice-sessions/vicky-powner-welsh-government-disabled-peoples-employment-champions-reasonable-workplace-adjustments/

Public Health Wales (n.d.). *Neurodiversity.* Available at: https://phw.nhs.wales/services-and-teams/healthy-working-wales/workplace-guidance/healthy-work-environments/equality-diversity-and-inclusion1/neurodiversity/ (Accessed: 29/03/2025)

Punch, K (2005). *Introduction to Social Research*. Quantitative and qualitative approaches. 2nd edn. London: Sage publications Ltd.

Rawls, J (1999). A *Theory of Justice*. Revised Edition. Harvard University Press.

Robson, C (2024). *Real World Research*. 5th edn. West Sussex: Wiley.

Savage, A., & Hyde, R. (2014). Using freedom of information requests to facilitate research. *International Journal of Social Research Methodology*, *17*(3), 303–317. https://doi.org/10.1080/13645579.2012.742280. Available at: https://research-ebsco-com.ezproxy.uwtsd.ac.uk/c/onvpsy/viewer/pdf/ur6lq5j3sv?route=details (Accessed: 01 November 2024)

Shakespeare, T. (2014). *Disability Right and Wrongs Revisited.* 2nd Edn. London: Routledge

Siebers, T. (2001). Disability in Theory: From Social Constructionism to the New Realism of the Body. *American Literary History*, *13*(4), 737–754. https://doi.org/10.1093/alh/13.4.737. Available at: https://www-jstor-

org.ezproxy.uwtsd.ac.uk/stable/3054594?sid=primo&seq=14 (Accessed: 30 March 2025)

Singer, J. (2017). *NeuroDiversity the Birth of an Idea*. Amazon: Judy Singer.

Tromans, S. J., Drewett, A., Lee, P. H., & O'Reilly, M. (2023). A survey of the workplace experiences of police force employees who are autistic and/or have attention deficit hyperactivity disorder. *BJPsych Open*, *9*(4), e123–e123. https://doi.org/10.1192/bjo.2023.508 Available at: https://www.proquest.com/docview/2833448839?accountid=130472&parentSessionId=JaN%2FIsX456oFyWk3SgtPv17Ia5XDX%2Fran%2F4O2pLhV%2Bs%3D&pq-origsite=primo&sourcetype=Scholarly%20Journals (Accessed: 22 February 2025)

UK Parliament (2022). *Disability strategies in Wales, Scotland and Northern Ireland*. Available at: https://commonslibrary.parliament.uk/research-briefings/cbp-9671/#:~:text=The%20Government%20committed%20to%20incorporating,new%20Disability%20Rights%20Action%20Plan. (Accessed: 29/03/2025)

UWTSD (2022). *Research Ethics & Integrity Code of Practice.* Available at: https://www.uwtsd.ac.uk/research/research-integrity-and-ethics. (Accessed: 20 August 2025)

UWTSD (2022b). Research Data Management Policy. Available at: https://digitalservices.uwtsd.ac.uk/library/open-access-and-research/research-data-management/. (Accessed: 20 August 2025)

von Schrader, S., Malzer, V. & Bruyère, S. (2014). Perspectives on Disability Disclosure: The Importance of Employer Practices and Workplace Climate. *Employee Responsibilities and Rights Journal*, *26*(4), 237–255. https://doi.org/10.1007/s10672-013-9227-9 Available at: https://www.proquest.com/docview/1611453935?accountid=130472&parentSessionId=OkP4F%2BRtJuQrdSQd0uPD5nxZ1vSbERv1w2SogVhEoMs%3D&pq-origsite=primo&sourcetype=Scholarly%20Journals (Accessed: 21 April 2025)

Walby, K. & Larsen, M. (2012). Access to Information and Freedom of Information Requests: Neglected Means of Data Production in the Social Sciences. *Qualitative Inquiry*, *18*(1), 31–42. https://doi.org/10.1177/1077800411427844. Available at: https://journals-sagepub-com.ezproxy.uwtsd.ac.uk/doi/epub/10.1177/1077800411427844 (Accessed: 01 November 2024).

Watson, N. & Vehmas, S. (2020). *Routledge handbook of disability studies* (Second edition.). London: Routledge.

Well-being of Future Generations (Wales) Act 2015. (SI 2015/anaw 2). Available at: https://www.legislation.gov.uk/anaw/2015/2/contents/enacted (Accessed: 22 February 2025)

Welsh Government (2021). *Locked out: liberating disabled people's lives and rights in Wales beyond COVID-19: the Welsh Government's response.* Available at:

https://www.gov.wales/sites/default/files/pdf-versions/2021/8/2/1629191745/locked-out-liberating-disabled-peoples-lives-and-rights-wales-beyond-covid-19-welsh-governments-0.pdf (Accessed: 29 March 2023)

Welsh Government (2023). *Neurodivergence improvement programme: engagement events November 2022.* Available at: Neurodivergence improvement programme: engagement events November 2022 | GOV.WALES. Accessed: 29 March 2025)

Welsh Government (2024). *Labour market statistics (Annual Population Survey) 2023.* Available at: https://www.gov.wales/sites/default/files/pdf-versions/2024/6/3/1719407202/labour-market-statistics-annual-population-survey-2023.pdf (Accessed: 22 February 2025).

Welsh Government (2024b). *Neurodivergence Improvement Programme.* Available at: Neurodivergence Improvement Programme (Accessed: 29 March 2024)

Welsh Government (2024c). *Getting the right training to the right people in the right way Thematic report on the Neurodivergence Workforce.* Available at: Thematic report on the Neurodivergence Workforce (Accessed: 29 March 2025)

Welsh Government (2025). *Well-being of Future Generations (Wales) Act 2015: the essentials*. Available at: https://www.gov.wales/sites/default/files/pdf-versions/2025/2/2/1740501518/well-being-future-generations-act-essentials.pdf (Accessed: 29 March 2025)

7. APPENDICES

Appendix 1: Ethics form
Appendix 2: Participant Pack
Appendix 3: Participant Debrief
Appendix 4: FOI Request Response
Appendix 5: Interview Transcripts
Appendix 6: Declaration Form

7.1 Appendix 1: Ethics Form

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

1	Full Name:		Krystina Dawn Giles			
2	Tick all boxes that apply:		Member of staff:	☐	Honorary research fellow:	☐
	Undergraduate Student	☐	Taught Postgraduate Student	☒	Postgraduate Research Student	☐

3	Institute/Academic Discipline/Centre:	University of Wales, Trinity Saint David/ Institute of Education and Humanities
4	Campus:	Carmarthen
5	E-mail address:	2211201@student.uwtsd.ac.uk
6	Contact Telephone Number:	07470071859
	For students:	
7	Student Number:	2211201
8	Programme of Study:	MA Equity and Diversity in Society ECGE7002Q/ECED7010
9	Director of Studies/Supervisor:	Dr Darrel Williams

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	**YES**	☒	**NO**	☐
				Date	
2	If Yes, please indicate source of approval (and date where known): ***Approval in principle must be obtained from the relevant source prior to seeking ethical approval***	Research Degrees Committee	☐		
		Institute Research Committee	☐		
		Other (write in) Mr Ken Dicks	☒	**25/10/2024**	

SECTION C: Internal and External Ethical Guidance Materials

	Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, location-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed.	
1	**UWTSD Research Ethics & Integrity Code of Practice**	☒
2	**UWTSD Research Data Management Policy**	☒
3	*GDPR: General Data Protection Regulation*	☒

SECTION D: External Collaborative Research Activity

If there are external collaborators then you should gain consent from the contact persons to share their personal data with the university. If there are no external collaborators then leave this section blank and continue to section E.

1	Institution					
2	Contact person name					
3	Contact person e-mail address					
4	Is your research externally funded?		**YES**	☐	**NO**	☐
5	Are you in receipt of a KESS scholarship?		**YES**	☐	**NO**	☐
6	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	**YES**	☐	**NO**	☐
7		Employed	**YES**	☐	**NO**	☐
8	Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)?	If YES then the permission question below does not need to be answered.	**YES**	☐	**NO**	☐
9	Has permission to undertake the research has been provided by the partner organisation?	(If YES attach copy) If NO the application cannot continue	**YES**	☐	**NO**	☐

Where research activity is carried out in collaboration with an external organisation

10	Does this organisation have its own ethics approval system?	**YES**	☐	**NO**	☐
	If Yes, please attach a copy of any final approval (or interim approval) from the organisation (this may be a copy of an email if appropriate).				

SECTION E: Details of Research Activity

1	Indicative title:	The Role of Reasonable Adjustments within Organisations in Wales		
2	Proposed start date:	01/04/2025	Proposed end date:	25/09/2025
	Introduction to the Research (maximum 300 words per section) **Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below:** *Purpose of Research Activity* *Proposed Research Question* *Aims of Research Activity* *Objectives of Research Activity* Demonstrate, briefly, how **<u>Existing Research</u>** has informed the proposed activity and explain *What the research activity will add to the body of knowledge* *How it addresses an area of importance.*			
3	**Purpose of Research Activity** The purpose of this research activity is to explore the reasonable adjustment duty in practice, exploring its effectiveness for employees who are neurodivergent. (this box should expand as you type)			
4	**Research Question** **How do neurodivergent employees in Wales perceive and experience the reasonable adjustments made by their employers under the Equality Act 2010?** (this box should expand as you type)			
5	**Aims of Research Activity** The aim of the research is to explore how effective the reasonable adjustments duty is, in ensuring that the needs of neurodivergent employees in Wales are met by employers applying said duty. (this box should expand as you type)			

6	**Objectives of Research Activity** • Complete Literature review • Conduct a Freedom of Information (FOI) request to the employment tribunals, inquiring on the number of reasonable adjustments tribunals in Wales. • Conduct interviews. (this box should expand as you type)
	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that **may** be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods here, but should instead describe how you intend to collect the data necessary for you to complete your project.
7	This research will start with an exploration of current research available in the form of a literature review. I will read a variety of books and peer-reviewed journal articles to produce a critical analysis on the thoughts of current available research relating to the effectiveness of reasonable adjustments for public sector employees in Wales who are neurodivergent. I will conduct a Freedom of Information request to the Employment Tribunals company, asking for details of the number of tribunals that have taken place in Wales relating to reasonable adjustments failures and how many decisions were upheld. This is purely to gain statistical information relating to the topic. Walby and Larson (2012:pp31-42) justify the use of FOI requests as the information gained produces 'valuable sources of research data', and as a way to 'disrupt government discourses, policies, and practices'. The Freedom of Information Act is said to have provided researchers with a powerful research tool (Savage & Hyde, 2014). I intend to conduct semi-structured interviews with 4 voluntary participants from a large public sector organisation in Wales. Participants will be part of the organisations Neurodiversity network and through liaising with the network's coordinator, volunteers will be able to put themselves forward to be involved in the research. I will seek two participants who perceive their experience of reasonable adjustments as positive and two who perceive their experience as negative. Once volunteer participants are established, interviews will be conducted online to help ensure participants feel comfortable sharing their experience of their employment, alleviating the need for questions to be asked and answered in their place of work. While not a similar topic, other researchers have conducted semi-structured interviews with neurodivergent individuals to gain first-hand qualitative data of individual experiences (Khorasani *et al*, 2023). This method is widely used in research as it 'permits interviews to be focused while still giving the investigator the autonomy to explore pertinent ideas that may come up in the course of the interview' to further enhance understanding (Adeoye-Olatunde, & Olenik, 2021:1358). I am strong in opinion that the benefits of these methods outweigh any perceived risks. Any risks to the University will be mitigated by following University procedures, including adhering to the UWTSD Research Ethics & Integrity Code of Practice and the UWTSD Research Data Management Policy.

I will follow advice and guidance from my university supervisor and not start conducting my research until I have received full ethical approval. Any risks to the organisation that I am undertaking the research in will be mitigated through ensuring anonymity of the organisation to ensure it is not indefinable. I will ensure I communicate fully my research intentions and methods and answer any questions they may have. I will mitigate any risks to participants by anonymising their responses and signposting them to additional support should they raise any concerning issues or show any emotional distress. In all any perceived risks will be mitigated by following a thorough and proper process to conduct my research and manage and report data.

This research is important because neurodivergent and other Disabled employes still face disadvantage, discrimination and insufficient protection in the workplace due to the flexible, vague and subjective nature of workplace adjustments being labelled reasonable (Lawson & Orchard, 2021). Exploring the Reasonable Duty will provide an opportunity to find out factors that can both enhance and limit a person's experiences of reasonable adjustments in the workplace to help inform better practice.

References:

Adeoye-Olatunde, O. A., & Olenik, N. L. (2021). Research and scholarly methods: Semi-structured interviews. *JAACP : Journal of the American College of Clinical Pharmacy*, *4*(10), 1358–1367. https://doi.org/10.1002/jac5.1441 Available at: https://accpjournals.onlinelibrary.wiley.com/doi/epdf/10.1002/jac5.1441 (Accessed: 28/12/2024)

Khorasani, L. N., Bastani, A., Shen, T., Kaur, G., Shah, N. D., Juarez, L., Heyman, M., Grassian, J., Cho, A.-C., & Hotez, E. (2023). A Qualitative Investigation on COVID-19 Vaccine Hesitancy in Neurodivergent Communities. *Vaccines (Basel)*, *11*(5), 895-. https://doi.org/10.3390/vaccines11050895 Available at: https://www.proquest.com/docview/2819459132?accountid=130472&parentSessionId=EcwWbYZ2THUwc%2FWMgXybF0X%2FAJn1ama1wMVx3mMGI7U%3D&pq-origsite=primo&sourcetype=Scholarly%20Journals (Accessed: 28 December 2024)

Lawson, A. & Orchard, M. (2021). THE ANTICIPATORY REASONABLE ADJUSTMENT DUTY: REMOVING THE BLOCKAGES? Cambridge Law Journal, 80(2), 308–337. https://doi.org/10.1017/S0008197321000568 Available at: https://www.cambridge.org/core/services/aop-cambridge-core/content/view/A53FC6A50C0B0BE44EAD5989B2D9E2FD/S0008197321000568a.pdf/div-class-title-the-anticipatory-reasonable-adjustment-duty-removing-the-blockages-div.pdf (Accessed: 29 December 2024)

Savage, A., & Hyde, R. (2014). Using freedom of information requests to facilitate research. *International Journal of Social Research Methodology*, *17*(3), 303–317. https://doi.org/10.1080/13645579.2012.742280. Available at: https://research-ebsco-

	com.ezproxy.uwtsd.ac.uk/c/onvpsy/viewer/pdf/ur6lq5j3sv?route=details (Accessed: 01 November 2024) Walby, K. & Larsen, M. (2012). Access to Information and Freedom of Information Requests: Neglected Means of Data Production in the Social Sciences. *Qualitative Inquiry*, *18*(1), 31–42. https://doi.org/10.1177/1077800411427844. Available at: https://journals-sagepub-com.ezproxy.uwtsd.ac.uk/doi/epub/10.1177/1077800411427844 (Accessed: 01 November 2024).
	Location of research activity Identify all locations where research activity will take place.
8	Interviews – online I propose to conduct interviews with participants online via video call, participants have the option to have their camera turned off. This is to help ensure participants are somewhere they feel comfortable and private to talk openly about their experiences. I will also ensure I am in a private room. This also provides an opportunity for the interviews to be automatically transcribed using the software readily available on Microsoft Teams. The participants will be from a large public sector organisation, having liaised with the neurodiversity network coordinator to seek volunteers interested in participating in this research.
	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants. If you live in the country where you will do the research then please state this.
9	N/A *(this box should expand as you type)*

10	Use of documentation not in the public domain: Are any documents **NOT** publicly available?	**NO**	☐
		YES	☒
11	If Yes, please provide details here of how you will gain access to specific documentation that is n in the public domain and that this is in accordance with the current data protection law of the country in question and that of England and Wales. FOI request. I want to conduct an FOI request to the employment tribunal service to ask: • How many employment tribunals have there been in total in Wales in the years 2021-2022 2022-2023 and 2023-2024?		

	• How many of these employment tribunals have included the role of reasonable adjustments? • How many of these involved neurodivergent employees? • How many of these were upheld?

	Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?	**YES**	**NO**
12	A prosperous Wales	☒	☐
13	A resilient Wales	☐	☐
14	A healthier Wales	☐	☐
15	A more equal Wales	☒	☐
16	A Wales of cohesive communities	☐	☐
17	A Wales of vibrant culture and thriving Welsh language	☐	☐
18	A globally responsible Wales	☐	☐
19	If YES to any of the above, please give details:		
	A prosperous Wales: A recent report by the Department for Work and Pensions outlined reasonable adjustments, including a lack of knowledge of individual rights to adjustments, as barriers to sustaining employment for Autistic people in the UK (DWP, 2024). Through this research exploration of reasonable adjustments, it provides the opportunity to identify barriers to reasonable adjustments access which can impact the retention of neurodivergent employees working in Wales. This therefore relates to the aim of a More Prosperous Wales by focussing on employment opportunities. A more Equal Wales: The role of reasonable adjustments as defined by The Equality Act (2010) is to remove or reduce disadvantage faced by Disabled employees in the UK. Through this research, identifying potential enablers and inhibiters to achieving successful reasonable adjustments could help to relate to the aim of achieving a more Equal Wales by enabling neurodivergent employees' opportunities to reach their full potential. References: DWP (2024) The Buckland Review of Autism Employment: report and recommendations. Available at: https://www.gov.uk/government/publications/the-buckland-review-of-autism-employment-report-and-recommendations/the-buckland-review-of-autism-employment-report-and-recommendations (Accessed: 29 December 2024) Equality Act 2010, c. 15. Available at: https://www.legislation.gov.uk/ukpga/2010/15/contents (Accessed: 29 December 2024) Well-being of Future Generations (Wales) Act 2015. (SI 2015/anaw 2). Available at: https://www.legislation.gov.uk/anaw/2015/2/contents/enacted (Accessed: 29 December 2024)		

SECTION F: Scope of Research Activity

	Will the research activity include:	YES	NO
1	Use of a questionnaire or similar research instrument?	☐	☒
2	Use of interviews?	☒	☐
3	Use of focus groups?	☐	☒
4	Use of participant diaries?	☐	☒
5	Use of video or audio recording?	☒	☐
6	Use of computer-generated log files?	☐	☒
7	Participant observation with their knowledge?	☐	☒
8	Participant observation without their knowledge?	☐	☒
9	Access to personal or confidential information without the participants' specific consent?	☐	☒
10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
12	Investigation of participants involved in illegal activities?	☐	☒
13	Use of procedures that involve deception?	☐	☒
14	Administration of any substance, agent or placebo?	☐	☒
15	Working with live vertebrate animals?	☐	☒
16	Procedures that may have a negative impact on the environment?	☐	☒
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.		
	Details of any other primary data collection method: FOI request (this box should expand as you type)	☒	☐

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

If there are no participants then do not complete this section, but go directly to section H.

	Who are the intended participants:	**YES**	**NO**
1	Students or staff at the University?	☐	☒
2	Adults (over the age of 18 and competent to give consent)?	☒	☐
3	Vulnerable adults?	☐	☒
4	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☐	☒
5	Prisoners?	☐	☒
6	Young offenders?	☐	☒
7	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
8	People engaged in illegal activities?	☐	☒
9	Others. Please indicate the participants below, and specifically any group who may be unable to give consent.	☐	☒
	Details of any other participant groups: (this box should expand as you type)		

	Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
10	How many participants are expected?	There are expected to be four participants for the interview research method.
11	Who will the participants be?	Participants need to be neurodivergent, employees in Wales in order to gain first hand experiences and produce the qualitative data to inform this research. Therefore, a purposive sampling method will be applied to recruit participants, to ensure the specific category of people can be identified for research purposes, random sampling would not definitely provide me with the target group for this research (Acharyya & Bhattacharya, 2019). In this instance I aim to directly liaise with the Neurodiversity network coordinator from a large public sector organisations in order to only sample participants from the specific characteristic group. Reference: Acharyya, R. & Bhattacharya, N. (Eds.). (2019). *Research methodology for social sciences* (1st ed.).London: Routledge.
12	How will you identify the participants?	I aim to identify participants from a Neurodiversity staff support network at a large public sector organisation. To

		achieve this I will need to make contact with the organisation and receive permission from the organisation (the gatekeepers) to conduct this research. I will need to inform them of the nature and purpose of the research and how I will mitigate any risks to their organisation including maintaining their and individual participants confidentiality and anonymity as well as safely securing and processing data. I aim to make initial contact via telephone to seek the authoritative person from the organisation and follow up with a written letter/email to seek formal written permission from the gatekeeper to conduct this research. Reference: Denscombe, M. (2014). *The good research guide : for small-scale social research projects* (5th ed.). McGraw-Hill Education.

	Information for participants:	**YES**	**NO**	**N/A**
13	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
14	Will you tell participants that their participation is voluntary?	☒	☐	☐
15	Will you obtain written consent for participation?	☒	☐	☐
16	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☐	☐	☒
17	If the research is observational, will you ask participants for their consent to being observed?	☐	☐	☒
18	Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
19	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☐	☐	☒
20	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
21	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
22	If NO to any of above questions, please give an explanation			
	(this box should expand as you type)			

	Information for participants:	**YES**	**NO**	**N/A**
24	Will participants be paid?	☐	☒	☐
25	Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
26	Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐

27	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
28	If YES to any question, please provide full details			
	(this box should expand as you type)			

SECTION H: Anticipated Risks

	Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.		
1	**Full risk assessment completed and appended?**	**Yes**	☐
		No	☒
2	**Risks to participants** For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information		
	Risk to participants: If members of the focus groups get upset informing me that they feel their employers are not meeting their legal obligation to provide them with reasonable adjustments. *(this box should expand as you type)*	*How you will mitigate the risk to participants:* Signpost participants to other organisations for additional support and advice depending on the need. For example: • Acas - Helpline 0300 123 1100 • Citizens Advice - Advicelink Cymru number: 0800 702 2020. • Mind - https://www.mind.org.uk/about-us/mind-cymru-mind-in-wales/ *(this box should expand as you type)*	
3	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities		

	There is a potential for participants to disclose instances where they feel their employer has failed to meet their legal obligation to make reasonable adjustments for their neurodivergence in the workplace. These instances could make participants upset and distressed. In order to manage this, I will ensure I have contact details readily available to signpost participants for additional mental health support as well as where they can go for independent advice on making a complaint or aiming to resolve the issue they are facing (Contact details included above). I will make clear at the beginning of the research process that should anything be disclosed to me that is illegal or raises any safeguarding concern that it is my moral and ethical duty to report this in adherence with the UWTSD Research Ethics & Integrity Code of Practice. This will be clearly outlined during the consent to research process and research will not be conducted unless participants give informed consent. Participants will be assured that their data will be anonymised, and they will not be identifiable through my research. *(this box should expand as you type)*	
4	**Risks to the investigator** For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest	
	Risk to the investigator: It could be upsetting hearing people's experiences. *(this box should expand as you type)*	*How you will mitigate the risk to the investigator:* Ensure I have the protocols in place to signpost them to help. I am also aware of the support offered by the University, including the formal supervision process of my supervisor. I have access to wellbeing and counselling support services if needed. I also have learning support for additional support. *(this box should expand as you type)*
5	**University/institutional risks** For example: adverse publicity, financial loss, data protection	
	Risk to the University: Potential risks to the University could include reputational risks and a risk of adverse publicity should the research be conducted unethically or data mismanaged. *(this box should expand as you type)*	*How you will mitigate the risk to the University:* I will follow all University procedures to ensure I have full ethical approval and only conduct research that has been approved by following the UWTSD Research Ethics & Integrity Code of Practice. I will ensure all data collected is kept secure as per the UWTSD Research Data Management Policy and General Data Protection Regulation (GDPR, 2018). GDPR (2018) General Data Protection Regulation. Available at: https://gdpr.eu/what-is-gdpr/ (Accessed: 29 December 2024) *(this box should expand as you type)*
6	**Environmental risks** For example: accidental spillage of pollutants, damage to local ecosystems	

	Risk to the environment: N/A *(this box should expand as you type)*	*How you will mitigate the risk to environment:* N/A Although no environmental risks have been identified, it should also be noted that due care and consideration for the environment is considered and much of this research is conducted online, therefore eliminating use of fossil fuels which cause harm to the environment. *(this box should expand as you type)*

	Disclosure and Barring Service			
	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	**YES**	**NO**	**N/A**
7	Does your research require you to hold a current DBS Certificate?	☐	☒	☐
8	If YES, please give the certificate number. If the certificate number is not available please write "Pending"; in this case any ethical approval will be subject to providing the appropriate certificate number.			

SECTION I: Feedback, Consent and Confidentiality

1	**Feedback** What de-briefing and feedback will be provided to participants, how will this be done and when?
	Participants will be verbally de-briefed at the end of the interview sessions. The feedback provided will include reiterating the purpose of my research and why their information is being collected. Participants will be made aware that they will be able to view and agree the accuracy of the transcripts once these are finalised. *(this box should expand as you type)*
2	**Informed consent** Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.

	Before giving consent, participants will be made fully aware the aims and purpose of my research and what the data will be used for and that it will be kept confidential and anonymised and safely stored and encrypted. I will then require signatures for consent and participants have the option to decline participating. Signatures will be gained from participants prior to online interview electronically. Participants will be provided with a participant pack prior to the online interview which will include a research brief, informed consent and a copy of the main structured questions that they will be asked. Participants will then be provided with the minimum of one week to read the documents and decide if they still want to be involved, they will then return the consent form with their electronic signature. I will also make it clear that participants have the right to withdraw at any stage of the research with no penalty. If they want to withdraw after the interview, I will inform them that it might be impossible for you to withdraw their details after it has been anonymised and analysed. *(this box should expand as you type)*
3	**Confidentiality / Anonymity** Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
	I will ensure I protect the organisation and participants interests throughout this research project, including with regards to confidentiality and anonymity. If participants detail any identifiable features of themselves, their role or their workplace these will redacted or fictionalised. I will treat all information shared with me as confidential and not share with others and only include details as specified for the purpose of this research. Confidentiality will only be broken in circumstances such as where a safeguarding concern is identified, this will be explicitly explained at the beginning of the research when consent is sought. I will ensure not to make the organisation, and participants are identifiable in the research, by not referring to them by name or disclosing any other indefinable characteristics. Participation will remain voluntary, and participants will be reminded of their right to withdraw from the research at any time. Reference: Denscombe, M. (2014). *The good research guide: for small-scale social research projects* (5th ed.). McGraw-Hill Education. *(this box should expand as you type)*

SECTION J: Data Protection and Storage

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	**YES**	**NO**
1	***"Personal data"*** *means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.*	☐x	☐
	If YES, provide a description of the data and explain why this data needs to be collected:		
2	This research needs to include real identifiable people in order to find out their lived experiences. Data will be anonymised. I will collect audio files for transcript purposes.		

	(this box should expand as you type)		
	Does it involve special category data (as defined by the GDPR)?	**YES**	**NO**
3	***"Special category data"*** *means sensitive personal data consisting of information as to the data subjects' –* *(a) racial or ethnic origin,* *(b) political opinions,* *(c) religious beliefs or other beliefs of a similar nature,* *(d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992),* *(e) physical or mental health or condition,* *(f) sexual life,* *(g) genetics,* *(h) biometric data (as used for ID purposes),*	☐	x☐
	If YES, provide a description of the special category data and explain why this data needs to be collected:		
4	This research is specifically focussing on neurodivergent employees. The details of their neurodivergent conditions will not be specific, and participants will be anonymised. *(this box should expand as you type)*		

	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	**YES**	**NO**
5	Manual files (i.e. in paper form)?	☐	☒
6	University computers?	☐	☒
7	Private company computers?	☐	☒
8	Home or other personal computers?	☐	☒
9	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☒	☐
10	"Cloud" storage or websites?	☒	☐
11	Other – specify:	☐	☒
12	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation:		
	All data collected will be kept confidential with participants' personal details anonymised and encrypted. My personal laptop is password protected and I only I have access to it, this is the same for my University cloud access. Data will be backed up on the cloud. Transcripts and audio recordings will be uploaded to the University OneDrive and then permanently deleted from my private device. In order to access my University OneDrive it requires two factor authentication to access it. *(this box should expand as you type)*		

	Data Protection		
	Will the research activity involve any of the following activities:	**YES**	**NO**
13	Electronic transfer of data in any form?	☐	☒

14	Sharing of data with others at the University outside of the immediate research team?	☐	☒
15	Sharing of data with other organisations?	☐	☒
16	Export of data outside the UK or importing of data from outside the UK?	☐	☒
17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
18	Publication of data that might allow identification of individuals?	☐	☒
19	Use of data management system?	☐	☒
20	Data archiving?	☐	☒
21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate):		
	Data will need be collected initially on my personal laptop, the data will be stored immediately on the cloud and subsequent analysis will be carried out and stored the University cloud. *(this box should expand as you type)*		
22	List all who will have access to the data generated by the research activity:		
	Krystina Dawn Giles – only I will have access to the raw and analysed data. *(this box should expand as you type)*		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	Krystina Dawn Giles *(this box should expand as you type)*		
24	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
	Data will only be stored for research purposes, once the work is examined by an appropriate examination board, the data will be deleted. Data will be stored on the UWTSD Cloud with two factor authentication via my personal laptop and will be encrypted and anonymised. Once the transcripts and audio recordings are uploaded to the University OneDrive, they will be permanently deleted from my personal device. My personal device is password protected which only I know the password to. I will adhere to the UWTSD Research Data Management Policy and the GDPR. *(this box should expand as you type)*		
25	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. (*Most relevant to academic staff)*		
	No *(this box should expand as you type)*		
26	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	**YES**	☒

27	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	**YES**	☒

SECTION K: Declaration

	The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants**.** In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/		
1	**Signature of applicant:**	K.Giles	**Date:** **19/02/2025**

For STUDENT Submissions:

2	Director of Studies/Supervisor:	D Williams	**Date:** **20.02.25**
3	Signature:		

For STAFF Submissions:

4	Academic Director/ Assistant Dean:		**Date:**
5	Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed **ALL RELEVANT** sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (**where appropriate**)
☐	I have attached a full risk assessment (where appropriate) *ONLY TICK IF YOU HAVE* ***ATTACHED A FULL RISK ASSESSMENT***
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.

RESEARCH STUDENTS AND STAFF ONLY All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk , with the title 'Ethical Approval' followed by your name. You will be informed of the outcome of your claim by email; therefore **it is important that you check your University and personal email accounts regularly.**
STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

This form is available electronically from the Academic Office web pages:

https://www.uwtsd.ac.uk/academic-office/appendices-and-forms/

7.2 Appendix 2: Participant Pack

Study Information Sheet

Title
The Role of Reasonable Adjustments within Organisations in Wales: Neurodivergent Employee Perceptions

Invitation paragraph
Before you decide to take part in this study it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. The researcher, Krystina Giles, can be contacted if there is anything that is not clear or if you would like more information. Take time to decide whether you wish to take part.

Purpose of the study
This study is to research 'The Role of Reasonable Adjustments within Organisations in Wales: Neurodivergent Employee Perceptions'. The **Research Question** is:

How do Neurodivergent employees in Wales perceive and experience the reasonable adjustments made by their employers under the Equality Act 2010?

The aim of the research is to explore the effectiveness of the reasonable adjustments' duty, in ensuring that the needs of neurodivergent employees in Wales are met by employers applying said duty. The reasons this topic is being explored is because as part of the researcher's MA in Equity and Diversity in Society at UWTSD, they are required to complete a dissertation module. This study will be this researcher's dissertation module.

Why have I been chosen?
You have been approached as you have been identified as a Neurodivergent employee in your workplace that is willing to take part in social research. Additionally, you have been identified for specifically having experience of reasonable adjustments you are willing to share.

Do I have to take part?
Taking part is entirely voluntary and refusal to take part, or withdrawal will involve no penalty or loss, now or in the future.

What will happen to me if I take part?
If you choose to take part, you will be expected to take part in an online interview with the researcher. The interview is estimated to take approximately 1 hour. This interview will be recorded and transcribed, but you are welcome to keep your camera off. You are required to read the questions sent to you beforehand to familiarise yourself with what is going to be asked during the interview. You will be required to read and give informed consent should you wish to take part, and you have the option

to read and agree the transcripts of what you have said, before they are analysed as part of this research.

What do I have to do?
There are no lifestyle restrictions as a result of participating.
The interviews will be recorded and transcribed. These will then be coded and will not be used or made available for any purposes other than this research project.

Are there possible disadvantages and/or risks in taking part?
There may be a risk in taking part should you disclose any information that makes you feel uncomfortable as this may cause you emotional distress. If you disclose anything that is illegal or is a safeguarding concern this information is required to be passed on to the UWTSD safeguarding officer.

What are the possible benefits of taking part?
- There is no intended benefit to the participant from taking part in the project.
- There is a benefit to the researcher in that it will assist them in completing their dissertation.
- There is a potential for this to benefit society more widely, should others engage with this research and conduct a similar study and make recommendations on a much larger scale.

Will my taking part in this project be kept confidential?
All data will be identified only by a code, with personal details kept in a locked file or secure computer with access only by the immediate research team.
The study has received full ethical approval from the University and has and will continue to follow the UWTSD Research Data Management Policy.

What will happen to the results of the research project?
The results of the research will be stored on the researchers University cloud that is accessible by the researcher via a password protected laptop and two-factor authenticated access. The raw data will then be analysed, and any identifiable data will be anonymised. The raw data will be deleted once the examination board have marked the dissertation. This anonymised data will be submitted to the examination board alongside the dissertation in approximately January 2026. Some dissertations are then added to the Universities repository or published where the data may continue to be accessed, though the anonymised versions only.

Who is organising and funding the research?
There is no organisation funding or sponsoring this research. This research is forming Part 2, Dissertation module of the researcher's MA Program of study only.

Ethical review of the study
The project has been reviewed by the University of Wales Trinity Saint David's Institute Ethics Committee.

Additional Note:
Please let the researcher know, using the below contact information, if you require any reasonable adjustments to take part in this interview. The main interview questions are provided in advance below this study information sheet.

Contact for further information

For further information and what to arrange a convenient online interview time, please contact the researcher:

Name: Krystina Giles

Contact: 2211202@student.uwtsd.ac.uk

Research Interview Questions:

The organisation

1. How do you feel reasonable adjustments are viewed in your organisation?
2. How well do you feel your employer understands their responsibilities to provide reasonable adjustments under the Equality Act 2010?
3. Does your organisation have a clear policy on reasonable adjustments? If so, how is it communicated and implemented?
4. Have you experienced any difference between organisational stated policies and practice regarding implementing reasonable adjustments?

Individual Experiences

5. What can you tell me about your experiences of reasonable adjustments in your organisation (from the point of requesting to the point of receiving the reasonable adjustments)?
6. Were the adjustments made in collaboration with you and how involved did you feel in the process?
7. How effective have these adjustments been in supporting you in your role?
8. What impact have reasonable adjustments (or the lack thereof) had on your wellbeing and job performance?
9. What aspects do you think contributed to your experience of reasonable adjustments and how?
10. What has been the role of your line manager and management in general in your experience of reasonable adjustments?
11. Were there any challenges or barriers you faced in asking for reasonable adjustments?
12. Do you think your organisation could do more in relation to reasonable adjustments? If yes, how?

Legislation

13. Do you have an opinion on the specific duty to provide reasonable adjustments in the Equality Act, 2010?

Other

14. If you could give one piece of advice to employers in Wales about making reasonable adjustments, what would it be?
15. Is there anything else you wish to tell me in relation to your reasonable adjustments experience?

Please Note:
These are the main questions that you will be asked in the research interview. However, should the researcher require more information about one of your answers they may ask follow up questions. These follow up questions cannot be provided in advance as they would be dependent on the information provided in the interview which cannot be predicted.

Consent Form

You must read the following statements carefully. If upon reading the Study Information Sheet, Interview Questions and statements below, you still agree to take part in this research, please sign the declaration below and email to: 2211201@student.uwtsd.ac.uk

Please confirm the following statements:

- *I confirm that I have read and understand the Participant Information Sheet*
- *I have had the opportunity to ask questions and had them answered*
- *I understand that all personal information will remain confidential and that all efforts will be made to ensure I cannot be identified (except as might be required by law)*
- *I agree that data gathered in this study may be stored anonymously and securely, and may be used for future research*
- *I understand that my participation is voluntary and that I am free to withdraw at any time without giving a reason.*
- *I agree to take part in this study*

Participant's signature

I, _____(NAME) consent to participate in the study conducted by Krystina Giles under the supervision of Dr Daryl *****.

Participant Signature:_____
Date:_____
Name and signature of researcher taking consent

7.3 Appendix 3: Participant Debrief

Research Participant Debrief Form for the study:
The Role of Reasonable Adjustments within Organisations in Wales: Neurodivergent Employee Perceptions

- Thank you for taking the time to take part in this research project.
- The research project aimed to investigate the effectiveness of the reasonable adjustments' duty, in ensuring that the needs of neurodivergent employees in Wales are met by employers applying said duty.
- If you would like to find out more about this research, place contact Krystina Giles via email: 2211202@student.uwts.ac.uk
- If you wish to withdraw from this research, please contact Krystina Giles.
- If you have any questions about the research project or feel you need to speak with someone for support, please contact Krystina Giles.

Thank you once again for your participation in this research project.

Considerations:

- General additional support should you have impacted in anyway by this research or wish to seek advice about your reasonable adjustment management in your workplace:

- Acas - Helpline 0300 123 1100
- Citizens Advice - Advicelink Cymru number: 0800 702 2020.
- Mind - https://www.mind.org.uk/about-us/mind-cymru-mind-in-wales/

7.4 Appendix 4: FOI Request Response

Dear Ms Giles,

Freedom of Information Act (FOIA) Request – 250410065

Thank you for your request dated 10 April 2025 in which you asked for the following information from the Ministry of Justice (MOJ):
1. How many employment tribunals have there been in total in Wales in the years 2021-2022, 2022-2023 and 2023-2024?
2. How many of these employment tribunals have included the role of reasonable adjustments?
3. How many of these involved neurodivergent employees?
4. How many of these were upheld?
I would want each response broken down into the years 2021-2022, 2022-2023 and 2023-2024. I am unsure if it is clear, but each questions follows the next and is not separate.

Your request has been handled under the FOIA. I have renumbered your request for ease of reference.

Question 1:
We can confirm that the MOJ holds the information that you have requested. However, the information is exempt from disclosure under section 21 of the FOIA, because it is reasonably accessible to you. The information can be accessed via the following link:

https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fassets.publishing.service.gov.uk%2Fmedia%2F65799fcc095987001295dfb9%2FTribunals_Annex_ C_Q2_2023_24.ods&wdOrigin=BROWSELINK
Tribunals_Annex_C_Q2_2023_24.ods

In the above referenced link, Table C_3 shows monthly Total Number of Employment Tribunal Receipts by Region, January 2012 to September 2023 (the latest currently available).

In relation to equivalent data covering the period between October 2023 and March 2024, the MOJ does not hold any information in the scope of your request. This is because the data which relate to this period of time were migrated to a new IT system (ECM Reform) and data from the legacy system cannot be derived accurately by region.

The FOIA does not oblige a public authority to create information to answer a request if the requested information is not held. The duty is to only provide the recorded information held.

Questions 2, 3 and 4:

I can confirm that the MOJ does not hold any information in the scope of your request.
This is because information relating to the specific details of employment tribunal hearings heard at courts located in Wales, including details relating to reasonable adjustments, neurodiversity and the final outcome of proceedings cannot be obtained from the administrative systems held for the public authority purposes by His Majesty's Courts and Tribunal Service (HMCTS) and MOJ.

This information can only be obtained by accessing the court/tribunal case records themselves to determine it. These case records are held in the custody of the court/tribunal for the purposes of the court, only. That information required to respond to your request is therefore not held by the MOJ, and so is not subject to the FOIA.

The FOIA does not oblige a public authority to create information to answer a request if the requested information is not held. The duty is to only provide the recorded information held.

Appeal Rights
If you are not satisfied with this response, you have the right to request an internal review by responding in writing to one of the addresses below within 40 working days of the date of this response.

data.access@justice.gov.uk

Disclosure & Library Team, Ministry of Justice, Postal Point 5.22, 102 Petty France, London, SW1H 9AJ

You do have the right to ask the Information Commissioner's Office (ICO) to investigate any aspect of your complaint. However, please note that the ICO is likely to expect internal complaints procedures to have been exhausted before beginning their investigation.

Yours sincerely

Analysis Directorate,
Ministry of Justice

(End of Letter)

Data Caveats

4) Employment Tribunal (ET) data for Q1 2021/22 (and therefore 2021/22) and ET disposal jurisdictional data is not available due to migration to a new case management system. From next quarter, data on Receipts, Disposals and Outstanding from both old and new case management systems will be published in the main tables at a national level. This data will not include jurisdictional or regional breakdowns as this is still in the process of being engineered and therefore Annex C will not be produced during this period. The data will be published as soon as the work is completed, and the data has been checked and quality assured. For historical data please look back at this publication for reference.

5) Due to operational differences between ECM and Ethos (the previous database), caution should be exercised when making comparisons in the statistical results before and after migration (June 2021 onwards).
6) There are around 400 single claim receipts not included in the data that are being processed through a new IT system and the data is not yet available.
7) From September 2022, the Employment Tribunal has moved to a new case management system (Reform ECM). Cases in the new system are not included in the statistics.

Coding:

Date Excerpt:	Code:
the MOJ does not hold any information in the scope of your request.	Gap in data
This information can only be obtained by accessing the court/tribunal case records themselves to determine it.	Information not held by MOJ Information held by courts though still individual cases and not quantified.
These case records are held in the custody of the court/tribunal for the purposes of the court, only.	Data not accessible
data is not available due to migration to a new case management system.	Gap in data
From next quarter, data on Receipts, Disposals and Outstanding from both old and new case management systems will be published in the main tables at a national level.	Future data will be published at national level
This data will not include jurisdictional or regional breakdowns as this is still in the process of being engineered and therefore Annex C will not be produced during this period.	Gap in data
Due to operational differences between ECM and Ethos (the previous database), caution should be exercised when making comparisons in the statistical results before and after migration	Unreliable data
There are around 400 single claim receipts not included in	Gap in data

the data that are being processed through a new IT system and the data is not yet available.	
From September 2022, the Employment Tribunal has moved to a new case management system (Reform ECM). Cases in the new system are not included in the statistics.	Gap in data

7.5 Appendix 5: Interview Transcripts and Coding

Research Interview with Participant A Transcript and Coding

22 July 2025, 03:29pm

Krystina Giles (2211201) started transcription

Krystina Giles (2211201) 0:03
Before we start can you confirm that you've read and understood the participant pack that I sent to you.

Participant A 0:06
Yeah.

Krystina Giles (2211201) 0:08
And thank you for signing the consent form. Can you just confirm that you're still happy to consent to take part today?

Participant A 0:14
Yes, I am.

Krystina Giles (2211201) 0:15
And please let me know if you need to stop for a break at any moment and we can pause the interview. That is fine. Also just a reminder that it is a semi structured interview so although I provided questions in advance I may ask some additional questions.
Just as prompts to gain as much information as I can.
And I'm just going to try and check if the recording is working because my laptop is incredibly slow. Do apologise.

Participant A 0:45
OK, it says it's come up on mine. It says that it's been started.

Krystina Giles (2211201) 0:47
Thank you. Thank you.

Participant A 0:50
It's OK.

Krystina Giles (2211201) 0:52
OK.
So just start with the first question. So how do you feel? Reasonable adjustments are viewed in your organisation?

Participant A 1:06
I think that it's when you mention reasonable adjustments, I think they'll start to take notice. But I think it's.
I don't. I don't think they follow through with with that. It's more of a box ticking exercise.

Krystina Giles (2211201) 1:27
OK, how is this a bit of a prompt? Sorry. So how would you describe the organisation attitude then towards reasonable adjustments?

Participant A 1:38
Very inflexible and not very understanding.

Krystina Giles (2211201) 1:43
OK.
Thank you. How well do you feel your employer understands their responsibilities to provide reasonable adjustments under the Equality Act 2010?

Participant A 1:55
I think that they need to put pen to paper to say to be seen to be doing something, but I think they do is the minimal possible.
I think it's we've heard you need reasonable adjustments. We'll have the meeting, but that's kind of where it ends.

Krystina Giles (2211201) 2:15
OK. How confident would you say staff are in discussing the legal obligations in the Equality Act?

Participant A 2:26
I think it depends on the individual. You know if the individual asking for them, it depends on them and their confidence and how they've been treated previously. I think in my experience from management's perspective, I think they're not very understanding, therefore may be quite confident in not putting things in place because there's they they know what they can and can't do to sort of make sure the criteria is

hit.
Without actually helping and maybe in some circumstances.

Krystina Giles (2211201) 3:08
OK.
Does your organisation have a clear policy on reasonable adjustments, and if so, how is it communicated and implemented?

Participant A 3:18
Not that I'm aware of. I'm not aware of a policy.

Krystina Giles (2211201) 3:25
OK, I won't ask any prompts for that one if we're not aware of the policy.
Have you experienced any difference between organisational stated policies and actual practise regarding implementing reasonable adjustments?

Participant A 3:44
As I say, I'm not really aware of policies in place for reasonable adjustments. I know that I'm entitled to them because of my disabilities.

Krystina Giles (2211201) 3:52
Yeah.

Participant A 3:54
But oh sorry, my is evidence of the disability. I forgot what I was talking about halfway through. Can you repeat the question? Yeah.

Krystina Giles (2211201) 3:57
No, no, no, it's fine. Take your. Take your time.
Would you? Of course I can. Of course I can. Have you experienced any difference between organisational stated policies and actual practise regarding implementing reasonable adjustments?

Participant A 4:14
Yeah. Well, like I said, I'm not aware of the policies. What? I raised that I had had a disability for four years. And in that time I'd never been offered reasonable adjustments, despite asking previously.
And that sort of prompted a knee jerk reaction. Then, as to all right, well, what do you want? So I listed, I think it was maybe three things in total and I was told straight

away, no. There was no going back and seeing if it was possible. It was just a point blank, no.

Krystina Giles (2211201) 4:48
OK.
I think this moves us on to the next section, which is about your individual experiences. So you may have given me a bit of this already, but what can you tell me about your experiences of reasonable adjustments in your organisation from the point of requesting to the point of receiving the adjustment?

Participant A 5:00
OK.
So in my experience I developed. Are you happy for me to say what what my disabilities are, or would you rather not?

Krystina Giles (2211201) 5:20
I'm happy for you to say as long as you are comfortable, anything that I feel shouldn't be included for confidentiality can be redacted, so that's fine. Like, if you were to by accident mention the organisation, it can be redacted.

Participant A 5:31
OK, that's fine. So I I was diagnosed with PTSD, which was work related and as a result of that, it triggered a neurological disorder. And in the meantime.
That I've been diagnosed with my Neurodivergence as well. So there's sort of three new raw issues going on here. So it was about four years ago when I first became symptomatic with my neurological disorder and I just wanted to get straight back to work and do my day-to-day job and I didn't really want to create too many waves. I felt that I had to ask for reasonable adjustments in early 2023.
Because a move that was suggested I felt was going to put me at a disadvantage and I didn't hear anything back from that, I put it in writing. Fast forward to this year, 2025 so two years later.
I again had to ask if I could discuss potentially having reasonable adjustments. I suggested 3, which I felt were not unreasonable, not beyond the realms of possibility, and I was told there and then in that meeting, within seconds of them hearing what I wanted, I was told no, there was no. You know, there's no opportunity to say, oh, we'll, we'll go and see if this is possible. It was just categoric. No.

Krystina Giles (2211201) 7:16
OK. Thank you for sharing your experience there with me and information on your

disabilities, I just wondered has has anything escalated then from that from the no or are we still at that point of no at the moment?

Participant A 7:35
No, I was told no one of the one of the requests I made was regarding level of work, administrative work.
And maybe being limited as to how much I was allocated and I was told no, it wasn't possible in the meantime. I haven't escalated that, but I've also been moved to a different team whose sole purpose is excessive workload. So it I've actually been moved in the opposite direction, I've said, like, you know, for arguments sake, you know, if I have 20 things on my workload, it causes me a lot of stress, but I could maybe deal with five and they've gone right. We'll put you on a team where your workload is now 100.

Krystina Giles (2211201) 8:28
OK. Thank you. So this next question, I'm going to ask it as it is because I'm asking all participants the same, but it may not be relevant given what you've just told me. So we're the adjustments made in collaboration with you and how involved did you? Feel in the process, so yeah.

Participant A 8:49
No.
I I never received any reasonable adjustments.

Krystina Giles (2211201) 8:55
OK. And maybe the second part we could do that slightly different. So how would you describe your communication with the organisation throughout, were alternatives discussed at all?

Participant A 9:07
No alternatives were discussed. I recently had to put in writing because I never received any minutes from the meeting where the reasonable adjustments were requested by myself.
So within the last, I think it was the last seven days I've I've had to put in writing. Referring back to that meeting so that there is a documented evidence of what was discussed, but to this day I kind of feel like they've made my life harder, not easier.

Krystina Giles (2211201) 9:43
Have any decisions being communicated to you at all or?

Participant A 9:47
No.

Krystina Giles (2211201) 9:50
OK.
Again, the next one, given what you've said, is slightly different. So how effective have these adjustments been in supporting you in your role? Obviously you've not received any adjustments, so.
Just asking this one slightly differently for the adjustments that you asked for. How effective do you think they would have been in supporting you in your role?

Participant A 10:19
I think they would've been very, very effective. Yeah, I I think they would have made a massive difference. And I feel like some of the symptoms I faced.
Over the last 3-4 months since asking for those, if they'd been implemented, I I wouldn't have had those symptoms.

Krystina Giles (2211201) 10:43
OK.

Participant A 10:43
Or at least there's a high likelihood I wouldn't have had those symptoms. They I feel like the contributing factor essentially had been taken away then I may may not have hit the point that I became symptomatic again.

Krystina Giles (2211201) 10:59
Thank you for sharing. I think you may have a bit more to say on this one potentially. So what impact have reasonable adjustments or the lack thereof had on your well-being and job performance?

Participant A 11:16
They have put me at. I feel like I've been put at a disadvantage. I'm aware of my rights under the Equality Act and potential indirect discrimination.
Whereby because of my needs because of my disability, I can't always be treated the same as everyone else, and I feel that without considering my requests or meeting me halfway, they've put me at a disadvantage whilst also asking me to stay in work, which to date I'm doing, but I kind of feel like I've been put on an uphill struggle.

Krystina Giles (2211201) 12:03

Have you noticed changes in things like your stress levels, confidence, engagement in your work?

Participant A 12:09
Yeah, yeah, I feel that by being told that they weren't willing to help me, I it's affected my job. I don't. I don't look forward to go in to work. I don't feel valued in work. You know, essentially as I say, you know it all this all stems from a work related injury essentially. And for for me to be unwell and have a lot of my difficulties because of a place of work that's not willing to help me stay in work and remain healthy. It's yeah, it's created a lot of stress, a lot of questions. Yeah. And I and it's really affected the passion for a job that I really, really loved.

Krystina Giles (2211201) 13:07
Thank you for sharing. How has your performance or product productivity been affected?

Participant A 13:15
I I don't think my performance has been affected. I think it's maintained the standard that it has been, I think had they been implemented, my performance would undoubtedly be be a bit better. However, I don't think I'm actually and where I should be? Yeah, I think.

Krystina Giles (2211201) 13:39
Thank you. What aspects do you think contributed to your experience of reasonable adjustments and how?

Participant A 13:51
So as I say, essentially I, you know, I asked for for three things. They have consistently over the four years that I've been struggling with.
Unbeknownst to me, I obviously had Neurodivergence. In the meantime, I've sort of learned that over the last two years, but that was also obviously brought up during the meeting, but I have learnt what my triggers are and that's kind of what prompted my diagnosis because we learned that these weren't little. These were things that were triggering a stress response, you know? So I'm very open person, maybe a bit too open, but I laid it all out for them. I was completely honest. And I've said, you know, these things I'm asking for.
Are things that I've recognised have triggered me in the past and these are things that I want to minimise if I can't completely avoid, I'd like to minimise and I need your help in doing that and obviously I was told no.

Krystina Giles (2211201) 14:57
So are there any particular factors? Just a few examples, just such as communication, organisational culture or individual support that may have shaped your experience?

Participant A 15:10
None.
I I'm not. I'm not entirely sure I I don't know whether it's a lack of understanding, because as I say, I mean essentially I'm kind of running with three disabilities at once if you know or you know, especially so I don't know whether it's a lack of knowledge on their part.
I think my perception of it was that business needs comes before individual needs, despite the fact that if I had just that little bit of support without it affecting, I don't think it affects.
My role things that I asked for wouldn't affect my hours, my duties or you know, anything like that. Um.
And I just, yeah, I think I think they've kind of gone well no, you know, we're not doing that because this is what this is, what this place needs.

Krystina Giles (2211201) 16:11
Thank you. What has been the role of your line manager and management in your experience of reasonable adjustments?

Participant A 16:21
Not a big part. I feel that there is support to an extent, however, I feel that where there were may be avenues they could have explored to see if the reasonable adjustments could be implemented, or at least in part or to an extent, I don't think they've, they've been explored at all. I I think.

Krystina Giles (2211201) 16:49
Yeah.

Participant A 16:55
I I think with with the management, I think that when it comes to disability, it is visible when it suits and invisible when it needs to be.
In some circumstances I've had progression taken from me with my disability cited as a reason because they don't want to cause me any extra stress despite previously not having an impact in that that way.
And then as I say, you know I've said, well work workload makes me unwell and

they've gone, we'll put you on a workload team. So I feel that they say the right things, but the actions are very different.

Krystina Giles (2211201) 17:45
Thank you. And just on that, did you feel that your line manager and management were they knowledgeable or did they seek any additional guidance?

Participant A 17:53
No, no, no further guidance was sought not to my knowledge anyway.

Krystina Giles (2211201) 18:01
Were there any challenges or barriers you faced in asking for reasonable adjustments?

Participant A 18:08
No. Like I said, I'm I feel like I'm quite a confident person. I'm quite open and I was. I was disheartened when I first said, oh, I want to ask for this and they went. No. And it was shut down. Obviously asking for the second one. I sort of kind of had that apprehension.
And then well, can I have this instead? Or this, you know, not you can't have that. And it was kind of, yeah, it it just made me feel defeated. And I thought, well, I haven't challenged it since, because what's the point? I've been told? No.

Krystina Giles (2211201) 18:41
Thank you. Do you think your organisation could do more in relation to reasonable adjustments? If yes, how?

Participant A 18:50
I think that they could definitely, and I can only speak from my experience. The whole reason I've got at least two of my disabilities is because I wasn't listened to when I when I needed to say I'm. I'm struggling and my management at the time didn't listen to me, which subsequently caused me to have, at least at least one of the two disabilities that I've got.
And to this day, I'm still not being listened to when I say this will help me or this is what I'm struggling with. But then in the next breath, if you do become unwell with it, they don't like that.
So I kind of feel like I'm between a rock and a hard place. I I feel like there's no place for you to be neurodivergent, or disabled in certainly my specific workplace.

Krystina Giles (2211201) 19:52

Thank you. And are there any specific changes or additions you think could improve your organisation approach?

Participant A 20:01
Yeah. Listen, listen, we are, we're adults. Nobody knows their personal battles better than themselves. And if somebody is saying this is what I need, this is what I'm struggling with. Then you should help and.
I think that further consideration should be made for reasonable adjustments. I feel like if somebody has plucked up the courage to sit down and say this is what I need from you, just to be told no without any further investigation or any substitute. Alternatives. I think that's very poor from the organisation part and I think that that should change.

Krystina Giles (2211201) 20:47
Thank you. This next bit is on the legislation itself. So do you have an opinion on the specific duty to provide reasonable adjustments in the Equality Act 2010?

Participant A 21:00
I think it's great that it's in legislation. Um.
But I think that certain employers are aware of this legislation and as I said earlier on, I feel like it's more of a box tick, an exercise. They know that in law, they've got to offer them, but they don't always do that. And if you.
Put in writing that it hasn't been offered. They'll give you the meeting, but they won't always follow through with that. So I think they tick enough boxes to get get past the legislation without it actually, in my experience, without it actually benefiting the person who needs them.

Krystina Giles (2211201) 21:43
So would you like to see any changes to the duty?

Participant A 21:47
Yeah, I think that in in regards to reasonable adjustments, I think that they should be offered within, you know, certainly within six months of disability diagnosis or recognition.
I think they should be reviewed on a a regular basis as as the person sees fit, maybe annually for the first couple of years just so that changes can be made.
And I think that allowances could be made for those individuals and if not, that individual should have more cover under the Equality Act without having to think, well, I need to get legal advice. You know, I don't want it to get to the point where I'm having to sue my employer, before they take notice, I think that if there was a clause

in there that I could do something, or if I had more knowledge about it and how I can sort of advocate for myself, that would be beneficial.

Krystina Giles (2211201) 22:55
Thank you. If you could give one piece of advice to employers and Wales about making reasonable adjustments, what would it be?

Participant A 23:07
Don't tar everyone with the same brush. Not everyone is out for a free ride. Some people genuinely want to stay and work and are asking for these things, to stay in work, not to make your life harder, not to make the businesses needs unmanageable, but so that they can remain in work and a productive and proactive member of your team.

Krystina Giles (2211201) 23:33
Thank you. And last one, is there anything else you wish to tell me in relation to your reasonable adjustments experience?

Participant A 23:45
It's just been a pointless exercise in my experience.

Krystina Giles (2211201) 23:54
Thank you. I'm going to end the interview here and stop recording and transcribe.

Krystina Giles (2211201) stopped transcription

Data Excerpt	Code
I don't think they follow through with with that	Scepticism about employer commitment
It's more of a box ticking exercise.	Perceived actions are performative or tokenistic
Very inflexible and not very understanding.	1. Lack of flexibility 2. Lack of empathy
that they need to put pen to paper to say to be seen to be doing something	Perceived actions are performative or tokenistic
I think it's we've heard you need reasonable adjustments. We'll have the meeting, but that's kind of where it ends.	Perceived actions are performative or tokenistic

it depends on them and their confidence and how they've been treated previously	RA experience impacted by individual experiences
management's perspective, I think they're not very understanding	Lack of empathy from management
confident in not putting things in place because there's they they know what they can and can't do to sort of make sure the criteria is hit.	Management actioning the minimal support to comply
Not that I'm aware of. I'm not aware of a policy.	Lack of clear organisation policy for RA
As I say, I'm not really aware of policies in place for reasonable adjustments	Lack of clear organisation policy for RA
I know that I'm entitled to them because of my disabilities	Individual understanding of entitlement
I raised that I had had a disability for four years. And in that time I'd never been offered reasonable adjustments, despite asking previously.	Lack of proactive engagement with Disabled employee
knee jerk reaction.	Employer action without full thinking and following procedure
what do you want?	Employee consultation of needs
I listed, I think it was maybe three things in total and I was told straight away, no	1. Performative consultation 2. Lack of flexibility 3. Immediate rejection
There was no going back and seeing if it was possible	Lack of flexibility and collaboration
It was just a point blank, no.	Rejection
wanted to get straight back to work	Desire to work
didn't really want to create too many waves	Doesn’t want to burden employer
I felt that I had to ask for reasonable adjustments in early 2023. Because a move that was suggested I felt was going to put me at a disadvantage	Change in job role conditions instigated need for adjustments
I didn't hear anything back from that	Lack of proactive engagement with Disabled employee

I put it in writing	Employee formalising the process
Fast forward to this year, 2025 so two years later	Time consuming process
which I felt were not unreasonable, not beyond the realms of possibility	Employee perceived ask as reasonable
told there and then in that meeting	Performative collaboration
within seconds of them hearing what I wanted, I was told no, there was no	1. Performative consultation 2. Lack of flexibility 3. Immediate rejection
no opportunity to say, oh, we'll, we'll go and see if this is possible.	Lack of flexibility
I've also been moved to a different team whose sole purpose is excessive workload. So it I've actually been moved in the opposite direction,	Employer action disadvantages employee
No alternatives were discussed	Lack of flexibility
I recently had to put in writing because I never received any minutes from the meeting where the reasonable adjustments were requested by myself.	1. Poor communication 2. Lack of formal process
I kind of feel like they've made my life harder, not easier	1. Perceived negative impact of RA process in organisation 2. Failure to support needs
I think they would've been very, very effective.	Perceives denied RA request had potential to have a positive impact
if they'd been implemented, I I wouldn't have had those symptoms	Perceives denied RA request had potential to have positive impact
I feel like I've been put at a disadvantage	Failure to support needs
aware of my rights under the Equality Act	Employee aware of Rights to RA
asking me to stay in work	Employer wants to retain employee
uphill struggle	Facing barriers to getting needs met
they weren't willing to help me, I it's affected my job	Perception of employer support impacted job
I don't look forward to go in to work	Perceived negative impact of RA process in organisation

I don't feel valued in work	Perceived negative impact of RA process in organisation
it's created a lot of stress,	Perceived negative impact of RA process in organisation
it's really affected the passion for a job that I really, really loved	Perceived negative impact of RA process in organisation
had they been implemented, my performance would undoubtedly be be a bit better	Lack of RA potential negative impact on role performance
I don't know whether it's a lack of understanding	Potential lack of organisational understanding/ knowledge
I don't know whether it's a lack of knowledge on their part.	Potential lack of organisational understanding/knowledge
my perception of it was that business needs comes before individual needs	Prioritisation of organisational interests
little bit of support without it affecting, I don't think it affects.	Individual does not perceive RA request to be unreasonable
support to an extent	Limited support from line managers
where there were may be avenues they could have explored to see if the reasonable adjustments could be implemented, or at least in part or to an extent, I don't think they've, they've been explored at all	Perceived lack of employer engagement in RA process Failure to collaborate with Disabled employee
with the management, I think that when it comes to disability, it is visible when it suits and invisible when it needs to be	1. Scepticism about employer commitment 2. Inconsistent approach
they say the right things, but the actions are very different	1. Inconsistent approach 2. Perceived actions are performative or tokenistic
I feel like there's no place for you to be neurodivergent, or disabled in certainly my specific workplace.	Experience has negatively impacted employer perception of organisation attitude towards Disabled people
Listen, listen, we are, we're adults. Nobody knows their personal battles better than themselves. And if somebody is saying this is what I need,	Listen to the individual about what they need to help them.

this is what I'm struggling with. Then you should help	
further consideration should be made for reasonable adjustments	Perception that the organisation needs to be more proactive with regards to RA
if somebody has plucked up the courage to sit down and say this is what I need from you, just to be told no without any further investigation or any substitute. Alternatives. I think that's very poor from the organisation part and I think that that should change.	Negative attitudes and barriers in the organisation need addressing
great that it's in legislation	Positive attitude about RA being in law
employers are aware of this legislation and as I said earlier on, I feel like it's more of a box tick, an exercise	Perceived actions are performative or tokenistic
They know that in law, they've got to offer them, but they don't always do that	Perceived non-compliance with the law
And if you. Put in writing that it hasn't been offered. They'll give you the meeting, but they won't always follow through with that	Perceived actions are performative or tokenistic
they tick enough boxes to get get past the legislation	Perceived actions are performative or tokenistic
without it actually benefiting the person who needs them	Not meeting Disabled employee needs
they should be offered within, you know, certainly within six months of disability diagnosis or recognition	Suggested addition of time frame to legislation
they should be reviewed on a a regular basis as as the person sees fit	Legislation should include R reviews
individual should have more cover under the Equality Act	Legislation should be strengthened to protect the individual further
I don't want it to get to the point where I'm having to sue my employer, before they take notice, I think that if there	Legislation should be strengthened to protect the individual further

was a clause in there that I could do something	
more knowledge about it and how I can sort of advocate for myself	Need more knowledge of legislation
Don't tar everyone with the same brush	Negative perception of organisations attitude
Not everyone is out for a free ride	Negative perception of organisations attitude
not to make your life harder	Negative perception of organisations attitude
not to make the businesses needs unmanageable	Prioritisation of organisational interests
they can remain in work and a productive and proactive	RA needed to support needs
pointless exercise	Negative perception of organisation actions

Research Interview with Participant B
Transcript and Coding

24 July 2025, 02:31pm

Krystina Giles (2211201) started transcription

Krystina Giles (2211201) 0:07
OK.
So this is the start of the research interview and recording and transcription has started. Could you please confirm that you read and understand, understood the participant pack that I sent to you?

Participant B 0:22
I have and I did. Yeah. Thank you.

Krystina Giles (2211201) 0:24
Thank you and thank you for signing the consent form. Would you mind just confirming that you're still happy and consent to taking part?

Participant B 0:31
Yeah, absolutely and no problem. Thanks.

Krystina Giles (2211201) 0:34
And just let me know. Obviously I know you've already told me somebody might knock your door, so just let me know if you need a break at any moment and we can pause the interview. That's absolutely fine. And just a reminder that it is a semi structured interview so that although I shared questions with you in advance, I may ask some additional prompts and it's really just to help me get as much information as I can for.
Research. Is that OK?

Participant B 0:56
Yeah, that's fine. Yeah.

Krystina Giles (2211201) 0:58

Hopefully. OK, so start the questions. So the first one, how do you feel reasonable adjustments are viewed in your organisation?

Participant B 1:10
I think I've I've got a mixed view on it. I think we are going in the right direction. They're not as known about as I think they should be potentially. So there's a negative in that in the sense of people don't know what's available or how to access it.
We've I've got 23 years service. We've definitely come on leaps and bounds in supporting people need reasonable adjustments and knowing the basics. However we still can do better and there's pockets across the organisation, but also some specialisms within specialisms which is just my personal opinion as an outsider looking in.
Where it's still seen as as a negative or something to be worried about to be working around. And I say that in some of our specialist areas where I have worked and I haven't needed any reasonable adjustments, but it's maybe a more male dominated specialism and there's that.
And I use the word weakness, but that sort of view on it. Sorry.

Krystina Giles (2211201) 2:23
Thank you. Just on that, how would you describe the organised organisation attitude towards reasonable adjustments?

Participant B 2:31
Sorry my dog's going bananas. I think this might be my door.

Krystina Giles (2211201) 2:35
Right. If we, I will.
I'll pause the interview and then we'll start again.

Participant B 2:44
Thank you. Thanks.

Krystina Giles (2211201) stopped transcription

Transcript

24 July 2025, 02:35pm

Krystina Giles (2211201) 0:03
Waiting for that to restart. Lovely right. Recording has restarted, so it was just on the last question. So how would you describe the organisation attitude towards reasonable adjustments?

Participant B 0:18
Yeah.
I'm sorry I missed. Did you have the that was that a supplementary or I missed where that?

Krystina Giles (2211201) 0:24
This is a supplementary. Yeah. So the first question which you already answered was how do you feel reasonable adjustments are viewed in your organisation? And then this is supplementary and this is specifically about attitude. So it's how would you describe the organisation attitude towards reasonable adjustments?

Participant B 0:43
Yeah. I think again, we're we're definitely going in the right way and it's known about we've got policies and practises in place and awareness. I think the senior leadership teams and everything are, are generally you know where we should be and it's positive. But again there's pockets within it all that either have a bit of a negative connotation or a negative, an outdated view with it all. And there's also the side around the fairness balance. You know something that is still a thought to sometimes that giving people that reasonable adjustment is giving them an advantage rather than levelling the field, so to speak. Do you know?

Krystina Giles (2211201) 1:36
Yeah. Thank you for sharing that. So on to the next question, how well do you feel your employer understands their responsibilities to provide reasonable investments under the Equality Act 2010?

Participant B 1:50
I think because of the organisation and size we are organizationally we understand it well and we generally do it well. Sometimes it's getting the right links in the chain. However, I'm back from a period away and I've sort of been looking a little bit more in depth around neurodiversity and I think that generally, so you know, societal ways well, it's still an emerging and we we've still we've got to get on that a bit because I think they we're better with the more traditional, kind of not access to work, reasonable adjustments.
Whereas these ones may be hidden, invisible, or emerging, should we say where we've got a little bit of work to understand what we can and can't do and what we should and shouldn't not shouldn't shouldn't be doing, but what's available.

Krystina Giles (2211201) 2:46

Thank you. A supplementary. How confident are staff in discussing the legal obligations, do you think?

Participant B 2:56
I think it's a mixed bag. I think it's still one of those things that generally people do infrequently. So I think if you asked somebody, including myself, to do, we are we fully understood it. The probably answer is honest answer is no. When that would be my.
But we've got places to go, so we everyone's got, HR advisors and business partners. So I think through that way where there's a good understanding if even if it's not a personal understanding.

Krystina Giles (2211201) 3:30
Thank you. Next question, which you kind of have already answered a little bit for me, so I might just start off a bit deeper. So does your organisation have a clear policy on reasonable adjustments and if so, how is it communicated and implemented?

Participant B 3:47
I think it's a little bit dated and I'm not sure when we last revisited it, which sort of links back to my point around it's more around the traditional aspects. So and then the highlighted it and selling it or selling it, but the highlighted and awareness.

Krystina Giles (2211201) 4:06
Yeah.

Participant B 4:07
And I can't remember the last time, if I'm perfectly honest, we we find posted awareness with our Internet probably like lots of other organisations, we've got a HR page and then it takes you into layers of forms and different things.
So, I'm, I would hope and I'm confident that it's fairly easy to access if you're looking for it, but I can't think of the last time we were proactive around it.

Krystina Giles (2211201) 4:34
Were you made aware of it at all during onboarding or training?

Participant B 4:40
I would suggest probably not. I can't remember.
But I didn't have any needs then and I didn't have any supervisory side of it, so I don't think I would be and I'm probably 20 years ago, I probably wasn't.

Krystina Giles (2211201) 4:58
Thank you. Next question then have you experienced any difference between organisational stated policies and actual practise regarding implementing reasonable adjustments?

Participant B 5:11
None.
Yes, I'm trying to think of what I say I've personally seen and felt them.
I think, yeah, I suppose. I think I have. I have personally and I and I was just trying to scratch my head and I thought about this moment when we had, when I had to look at it coming back and there's reasonable adjustments previously and more recently and I'm talking more maternity previously and more recently minor linked.

Krystina Giles (2211201) 5:32
Hmm.

Participant B 5:40
With some care for my son who's got neurodiversity.
But there's a there's a lot talked about and a lot of look what I would call or what we term as local local agreements. So if we're a line manager and employee, we'll just agree that for a short period and see how it goes.
And because of my seniroity, I've done a lot of that. But the problem with it is it's worked for me, but it's very personality linked. So for instance, last year the different line manager, same set of circumstances, it works really well around flexibility and keeping in touch and doing things.
Change that around and I'm not negatively impacted. I I don't feel that there's just a different expectation around it, which made it more challenging, whereas if we'd addressed it formally, that would have been better.

Krystina Giles (2211201) 6:33
So.

Participant B 6:41
And I think when I observe things and I've sort of been involved in grievances and you know, just speaking with people, I think we there's quite a lot of that that goes on.
So we generally are good and there's lots of flexibility.
But I think we're probably resistant personally and organizationally to go through the process to document it and do it because it we're seen to be a bit, you know, **** and punitive around what we're doing and recording because well, it's OK because me and

you were talking, you're fully afraid with my needs. It's working.
Whereas when somebody drops off or out of that pivotal post, it becomes really difficult and murky and the documentation is there to safeguard and support us all.

Krystina Giles (2211201) 7:28
Thank you.
Moving on to individual experiences questions, what can you tell me about your experiences of reasonable adjustments in your organisation from the point of requesting to the point of receiving the adjustments?

Participant B 7:48
I think on a personal perspective, they move as quickly as I push them. I've never had a huge resistance to anything I've asked for, but I do think that I've had.
And generally it's there's a lot of onus on the person who needs the reasonable adjustments to find the solutions and to voice them. And then it's maybe easier to receive that agreement or support to do it, whereas I think we could be better and I would have felt better supported with just well, this is what we could do and having that conversation and maybe taking that off you, because I think having been through it a couple of times, the first time with pregnancy, I didn't really have an issue sorting it out myself, so to speak.
But second time when you've got a lot going on and you've got some more significant challenges, and you're spinning plates for things that are taking other priorities for you. It would be nice regardless of your seniority. And I was different level when I had them and the organisation steps up and does that.
And I think unless you've got a really good first line manager. Generally it is the person seeking them and needing them finds a solution and I think there is the problem because generally they're that and I'll use the word vulnerable that they're in that vulnerable position and we should be delivering to them.

Krystina Giles (2211201) 9:18
Thank you.
Were the adjustments made in collaboration with you and how involved did you feel in the process?

Participant B 9:29
Yeah. So really going back to that first point I was because I felt they were driven more by me and I say looking at other people. And when I've seen that, there's there's a lot of that. You know, there probably are really great things where we've organizationally come, but I can't give you those examples personally or awareness. Yes.

Krystina Giles (2211201) 9:50
Thank you. How were final decisions on any adjustments made communicated to you?

Participant B 9:58
None.
I think they've only ever been verbally and maybe an email, and that's what I mean. That sort of familiar contact rather than formal contact, if that makes sense.

Krystina Giles (2211201) 10:10
Yeah. Thank you. How effective have these adjustments been in supporting you in your role?

Participant B 10:21
Yeah, I think they have been effective. Whenever I've asked for them. But like I say, that's because I feel like I've driven a lot of them, but equally sometimes and I say more recently.
It would be nice to know what else is there, or sometimes you don't see the obvious things that are there, so I think there probably could be they could be bettered, you know, again if the if the organisation was just being a little bit more proactive around it.

Krystina Giles (2211201) 10:55
Thank you. And what impact have reasonable adjustments or the lack thereof had on your well-being and job performance?

Participant B 11:04
I think when I've had them, they've they've allowed me to be in the workplace and when I say that I say coming back from maternity, I was really keen that I was going to go back after a phase return to a full time role, full time hours.
I didn't want to go part time and those were all lifestyle choices for me, but those reasonable adjustments allowed me to navigate that and my husband's within the same organisation. So that did it.
And for that side of things, and more recently, again, they've allowed me to come back to the workplace. And they are keeping me here. But again, I think that's just partly driven by me managing everyone else's expectations. And I personally think. I'm able to do that because of the seniority I sit in the organisation. If I came back in a more junior position with the same dynamic I've got. I'm not confident we would be doing enough.

Krystina Giles (2211201) 12:15
OK. Thank you. Staying on the same question, just a bit of a supplementary with relation specifically to the NEURODIVERGENCE and the reasonable adjustments to do with that. Have you noticed any changes in your stress levels, confidence engagement in the role?
Or things like that for example.

Participant B 12:38
Still really early days if I'm perfectly honest for my side of things, but it's definitely helped with the stresses and I think that was more the stresses in coming back with things. Sorry, the stress is to come back and do things and maybe having stress myself, you can over amplify those. So it's allowed me just to do that. But I'm confident in my caring role, but I'm exploring it personally and.
There's still a lot of stress around that.

Krystina Giles (2211201) 13:15
Thank you for sharing. What aspects do you think have contributed to your experience of reasonable adjustments and how?

Participant B 13:26
I think there's probably a couple of ways the obvious would be through supervision, seniority and roles and supporting others and line managing others. Personally. The first part would be maternity.
And some of the parts to allow us allow me to come back, but us to function as a family and then I've lost my train of thought. Now what was the?

Krystina Giles (2211201) 13:52
It's OK. Do you want me to repeat the question? Yeah, that's absolutely fine. So what aspects do you think contributed to your experience of reasonable adjustments and how?

Participant B 13:54
Yes.

Krystina Giles (2211201) 14:04
I've got a bit of a prompt as well here that might be helpful. So are there any particular factors such as like communication, organisational, culture, individual support that have shaped your experience?

Participant B 14:04
Yeah. And then, yeah.
Yeah, I think yes. So coming back, that appeared the personal part about it was just being feeling able to share. And I also put that was a caveat of having to because of where we were as a family.
But also it's a yeah, it's allowed putting those in have allowed me to come back and explore it and push for roles. But again, I I still got the same niggle if I wasn't at the position where maybe and because I've got to a point where I'm quite happy to say what I think, I'm not sure I would have had the same response and that's my concern with this because people junior in position or who haven't got that voice are probably the people who need it more.

Krystina Giles (2211201) 14:59
Mm-hmm.

Participant B 15:06
Or as much as.

Krystina Giles (2211201) 15:09
Thank you. And staying on the same sort of topic, were there any like individuals or aspects of the organisation which contributed to making your experience either positive or negative?

Participant B 15:24
Yeah, both in the sense of I've had some phenomenal support.
Through things I chose to do when my children were very little and was supported, I'm sort of had some out-of-the-box kind of support for taking my kids when I was breastfeeding them on courses and supporting their needs to allow me to progress my career.
Right through to more recently, just a more sensitive and soft and understanding around neurodivergence and the impacts an individual within the family can have on the family unit versus then when you have somebody who's got not so much of an insight in it.
It's not negative to the point of the dead negative things, or they made me feel negative, but I suppose it shines a light on when people are much more aware and sympathetic and understanding that those people stand out and we probably should aspire to having more than those who are a bit go in or it sounds really difficult, but you probably just need you know a bit of strong discipline routines and you know it'll be better in time. That kind of view, it's just a little bit outdated.

Krystina Giles (2211201) 16:35
Thank you. What has been the role of your line manager and management in general in your experience of reasonable adjustments?

Participant B 16:45
Yeah, I probably covered that in the other in the other answer, we're we're what are we the word now we're disciplined and we've got a seniroity structure. So everything has to go through them. But like I say, when you've got somebody who's being more proactive and engaging and supporting.
Not even aware it just makes it a lot easier and a lot more flowing versus somebody who's happy to help you. But you're sort of, you know, wading through treacle and they're just saying, yeah, OK, that's fine. That's fine. So yeah, they're always there. And they always have to be there.
But some are a lot better than others.

Krystina Giles (2211201) 17:24
Thank you. I've not heard that saying before. Wading through tree colour like that. Were there any challenges or barriers you faced in asking for reasonable adjustments?

Participant B 17:37
Do you know, I.
I don't honestly know in the sense of I should have asked for reasonable adjustments recently and previously sooner than I did, and I can't honestly tell you why I didn't. I think there's some professional face and pride and I would hope and expect of myself that I am that sympathetic and attune leader. But I didn't apply it to myself. And also I'm sort of and again, maybe because of my some of my characteristics, and I'm busily trying to understand those means that I'm good at giving advice. Maybe, but I'll take in my own. But also sometimes when you're in it and you live in it, you don't see the wood for the trees, and that's where I think the organisation and line managers are being, got to be aware of it. So nothing put me off. I've got nothing negative that the the cultures, the policies the people put me off.
But I didn't and I should have done it sooner, and it's probably a mixture of all of those.

Krystina Giles (2211201) 18:45
Thank you. And do you think your organisation could do more in relation to reasonable adjustments? If yes, how?

Participant B 18:54

Yeah, I I think definitely we could. I think the policy needs a full review to make it more current and they sort of say that just because of what we started with this, it's a lot more traditional around physical disabilities and more seen disabilities.
And hidden disabilities, but also around that proactive piece. And I think we've got to be put in some more focus on our line managers because though you know those are the people that should be maybe seeing the me's a couple of years ago or 10 years ago.
And picking that up for everyone's welfare for the individual but for the organisation and doing that. And I think we've just, we're missing a part where we put people, people are valued and I think the organisation does value and people feel valued but are doing their core role and I think we need to extend that into those supportive workplaces a bit better.

Krystina Giles (2211201) 19:55
Thank you. Moving on to the legislation itself, do you have an opinion on the specific duty to provide reasonable adjustments in the Equality Act 2010?

Participant B 20:09
I do, but a caveat that with it would be nice to have more in there and it'd be more defined and specific, but then be when it's more defined and specific. It sometimes makes it more difficult because we haven't got. It's not. We're not putting everything into a little neat box, so ideally I do, but I haven't got the solution for you of how I can make it better, but I think it's a little bit vague and woolly. There could be maybe more supplementary and support legislation, if not more clear legislation.

Krystina Giles (2211201) 20:43
Thank you. And just two more questions left, you would please if you could give one piece of advice to employers in Wales about making reasonable adjustments, what would it be?

Participant B 20:56
I think it's just got to be we got to get current and we've got to be aware far across everywhere. I would suggest we're too far behind the curve. I think we do what we do well, we do well as in the typical disabilities and seen and I and I'll you know make it a really simple with, you know, physical disabilities and things, but that hidden side, we're behind the curve and with, you know clearly it's something that I, I do feel strongly about that.
I don't think it's emerging, it's just better understood and there's a huge side there as well as I think females. My personal view is a lot of the neurodiverse and the hidden side is just better for males than by females. So it is more 5050.

And then you throw in some maternity and menopause and other some other complexities. There's just a lot more to make it current and more inclusive. And once we've done that all at the same time, I think it's just being more proactive with our staff that it's a known and it is one of those.
Is that until you've got somebody who needs reasonable adjustments, you're never going to use it. So it's that muscle memory. But when we don't use it and it's a little bit like, oh, it's just over there and we speak, we get somebody to help us when we need it, it makes it a bit daunting and things. So we just got to find a way of merging those together.

Krystina Giles (2211201) 22:23
Thank you. Last one now just is there anything else you wish to tell me in relation to your reasonable adjustments experience?

Participant B 22:35
The only thing I want it is a positive side. I think when you're happy and you have a voice, whether it's your own organizationally with my organisation, you'd be really surprised what they're supportive and what they will come up and support you with. Because I think actually with some of the things I've asked for and have been supported with and I've done and not putting the owners back in the organisation, but they're probably conversations that could have been had to say, well, is that really sensible, is that right thing? And I know that's a very balance.
So there is a bit around if you don't ask, you don't get, but you've got to find your voice, but the organisation is really, really accepting and they are creative. But a lot of the creativity comes from the people who are seeking, who need the reasonable adjustment. So it's when you find your voice, just be careful what you wish for, because sometimes you think the doors closed so you ask for the extreme and you think you're going to negotiate. Well, actually sometimes you fall straight through on your face and you've got to you've got to roll with it or take a step back and like you know, like I say that some of that's with, you know, taking my kids to courses when they were six weeks old. You know, I probably didn't need to do that for anyone's balance, but I was doing it because it was my plan and I could do it as a young mother and I was going to do it. And I sort of wish somebody had maybe said, what is that really? You could do it and we will support you, but you really want to do it.
That kind of conversation. So there is loads of positivity, but we just it's got to be more everyday language with it all.

Krystina Giles (2211201) 24:15
Thank you. I'm going to stop the recording now. Unless there's anything else you want to share.

Participant B 24:21
That's great.

Krystina Giles (2211201) stopped transcription

Date excerpt	Code
going in the right direction	Organisational view of RA improving
not as known about	Lack of awareness of RA
people don't know what's available or how to access it.	Lack of awareness of RA
come on leaps and bounds in supporting people need reasonable adjustments and knowing the basics	Organisational improvement with regards to RA
we still can do better	Need for organisational improvement with regards to RA
some specialisms within specialisms	Some specialist knowledge of RA in place
it's still seen as as a negative or something to be worried about to be working around.	RA viewed negatively, as something to fear in some areas of organisation
we've got policies and practises in place and awareness	Clear policies, procedures and awareness of RA in place
senior leadership teams and everything are, are generally you know where we should be and it's positive.	Leadership positive attitude towards RA
there's pockets within it all that either have a bit of a negative connotation or a negative, an outdated view with it all	Pockets of leadership with negative and outdated view/attitude of RA
And there's also the side around the fairness balance. You know something that is still a thought to sometimes that giving people that reasonable adjustment is giving them an advantage rather than levelling the field, so to speak.	RA viewed as giving Disabled people and advantage
organisation and size we are organizationally we understand it well and we generally do it well.	Generally good understanding and application of the Equality Act
Sometimes it's getting the right links in the chain	Understanding and application of RA impacted by communicating with the right people in the organisation

neurodiversity and I think that generally, so you know, societal ways well, it's still an emerging	Understanding of neurodiversity still emerging society wide
still we've got to get on that a bit	Organisation needs to become more aware of RA for neurodiversity
I think they we're better with the more traditional, kind of not access to work, reasonable adjustments.	Organisation better at understanding and providing RA for visible disabilities
ones may be hidden, invisible, or emerging, should we say where we've got a little bit of work to understand	Organisation has more to do to become aware of RA for non-visible disabilities
mixed bag	Inconsistent confidence levels in discussing legal obligation with regards to RA in the Equality Act
generally people do infrequently	Discussing legal obligations with regard to RA in the Equality Act done infrequently
I think if you asked somebody, including myself, to do, we are we fully understood it. The probably answer is honest answer is no. When that would be my.	People in the organisation not generally confident to discuss legal obligations with regards to RA in the Equality Act
But we've got places to go, so we everyone's got, HR advisors and business partners.	Although individual confidence to discuss to legal obligations with regards to RA in the Equality Act is present, there are subject matter experts within the organisation who can advise
good understanding if even if it's not a personal understanding	Good organisational confidence in discussing RA in the Equality Act
a little bit dated and I'm not sure when we last revisited it	RA policy not up to date
highlighted and awareness, I can't remember the last time	RA policy not recently communicated with or promoted to employees
we find posted awareness with our Internet probably	RA policy would be locatable on internal internet
I would hope and I'm confident that it's fairly easy to access if you're looking for it	RA policy would be locatable on internal internet
can't think of the last time we were proactive around it	RA policy not recently communicated with or promoted to employees

local agreements. So if we're a line manager and employee, we'll just agree that for a short period and see how it goes.	RA put in place using an informal approach
works really well around flexibility and keeping in touch and doing things	Informal approach to RA worked well personally for participant
if we'd addressed it formally, that would have been better.	A more formalised approach to RA would be better
I've sort of been involved in grievances	RA grievances in occurrence at organisation
generally are good and there's lots of flexibility	Informal approach is good and flexible
we're probably resistant personally and organizationally to go through the process to document it	Organisational resistance to formalising RA process
when somebody drops off or out of that pivotal post, it becomes really difficult and murky and the documentation is there to safeguard and support us all	Informal approach to RA leaves gaps in meeting people's needs when there is change in line management.
they move as quickly as I push them	RA process progress led by requester
never had a huge resistance to anything I've asked for	Personal RA needs met by organisation
there's a lot of onus on the person who needs the reasonable adjustments to find the solutions and to voice them	RA responsibility felt by requesters
I think we could be better and I would have felt better supported with just well, this is what we could do and having that conversation and maybe taking that off you	If responsibility to request and suggest RA was shared employees would feel better supported
unless you've got a really good first line manager. Generally it is the person seeking them and needing them finds a solution	Line manager crucial to RA process and taking the burden off the requester
there is the problem because generally they're that and I'll use the word vulnerable that they're in that vulnerable position and we should be delivering to them	RA requester could be viewed as more vulnerable and therefore needs line manager to be proactive in RA process
they were driven more by me	Process driven by Disabled individual

ever been verbally and maybe an email	RA decisions communicated informally verbally or via email
they have been effective	RA provided effective in supporting individual in role
would be nice to know what else is there	Employer could be more proactive in suggesting and communicating what RA are available
could be bettered, you know, again if the if the organisation was just being a little bit more proactive	Employer could be more proactive in suggesting and communicating what RA are available
they've allowed me to be in the workplace	RA provided effective in supporting individual in role
they are keeping me here	RA received crucial to keeping individual in role
I think that's just partly driven by me managing everyone else's expectations. And I personally think. I'm able to do that because of the seniority I sit in the organisation	Perceives individual seniority in the organisation to have positive impact on RA experience
If I came back in a more junior position with the same dynamic I've got. I'm not confident we would be doing enough.	Perceives those with lower status in the organisation to have a different, less positive experience with regards to RA.
definitely helped with the stresses	RA received have helped reduce individual stress levels
through supervision	Line manager supervision has contributed to individual positive experience of RA
and supporting others and line managing others	Experience in the role of line managing others has contributed to positive experience of RA
feeling able to share.	Personal confidence in communicating has contributed to positive experience of RA
I still got the same niggle if I wasn't at the position where maybe and because I've got to a point where I'm quite happy to say what I think, I'm not sure I would have had the same response and that's my concern with this because people junior in position or who haven't got that voice are probably the people who need it more.	Perceives those with lower status in the organisation to have a different, less positive experience with regards to RA.

I've had some phenomenal support	Individual received excellent support with regards to RA from individuals and organisationally
more sensitive and soft and understanding around neurodivergence	Received a sensitive and understanding approach to RA from line manager
shines a light on when people are much more aware and sympathetic and understanding that those people stand out and we probably should aspire to having more than those	Crucial to have individuals in the organisation who are understanding and show empathy in the RA process.
it sounds really difficult, but you probably just need you know a bit of strong discipline routines and you know it'll be better in time. That kind of view, it's just a little bit outdated.	Recognition that those that don't empathise and have an outdated view of Neurodivergence would negatively impact experience of RA.
disciplined and we've got a seniority structure. So everything has to go through them.	Organisational structure means all RA requests have to go through line manager
when you've got somebody who's being more proactive and engaging and supporting. Not even aware it just makes it a lot easier and a lot more flowing	Crucial to have line managers who are understanding and proactive in the RA process.
somebody who's happy to help you. But you're sort of, you know, wading through treacle and they're just saying, yeah, OK, that's fine. That's fine. So yeah, they're always there. And they always have to be there.	Recognition that line managers who aren't proactive in RA process would negatively impact experience of RA.
some are a lot better than others	Line managers approach to RA inconsistent in organisation
I should have asked for reasonable adjustments recently and previously sooner than I did, and I can't honestly tell you why I didn't. I think there's some professional face and pride	Personal views and feeling contributing to delay in requesting RA
also sometimes when you're in it and you live in it, you don't see the wood for the trees, and that's where I think the	RA requester could be viewed as more vulnerable and therefore needs line manager to be proactive in RA process

organisation and line managers are being, got to be aware of it.	
nothing put me off. I've got nothing negative that the the cultures, the policies the people put me off.	Organisation did not contribute in any way to delay in requesting RA
the policy needs a full review to make it more current	RA policy needs reviewing and updating
hidden disabilities, but also around that proactive piece	Organisation needs to be more proactive in supporting those with unseen disabilities
put in some more focus on our line managers	Organisation should put more emphasis into line manager role in RA process to improve things
I think we've just, we're missing a part where we put people, people are valued and I think the organisation does value and people feel valued but are doing their core role and I think we need to extend that into those supportive workplaces a bit better	Organisation could improve RA approach by becoming more person centred
nice to have more in there and it'd be more defined and specific	RA in the Equality Act could be improved if made more specific
I think it's a little bit vague and woolly	RA in the Equality Act is too vague
could be maybe more supplementary and support legislation, if not more clear legislation	RA in the Equality Act could be strengthened or supporting legislation added
we got to get current	Organisatione needs to updates its approach to RA
we're too far behind the curve	Organisation is currently behind with regards to RA
I think we do what we do well, we do well as in the typical disabilities and seen and I and I'll you know make it a really simple with, you know, physical disabilities and things,	Visible disabilities well catered for in organisation
but that hidden side, we're behind the curve	Organisation is behind in supporting individuals with non-visible disabilities.
My personal view is a lot of the neurodiverse and the hidden side is just better for males than by females. So it is more 5050.	Other characteristics/ personal circumstances could impact experience of RA

And then you throw in some maternity and menopause and other some other complexities.	
being more proactive with our staff	Organisations should be proactive with employees with regards to RA
Is that until you've got somebody who needs reasonable adjustments, you're never going to use it. So it's that muscle memory. But when we don't use it and it's a little bit like, oh, it's just over there and we speak, we get somebody to help us when we need it, it makes it a bit daunting and things. So we just got to find a way of merging those together.	Make RA process easy to remember and follow.
when you're happy and you have a voice, whether it's your own organizationally with my organisation, you'd be really surprised what they're supportive	Individual confidence can impact experience of RA
if you don't ask, you don't get	Onus on Disabled person to request RA

Research Interview with Participant C
Transcript and Coding

25 July 2025, 02:01pm

Krystina Giles (2211201) started transcription

Krystina Giles (2211201) 0:15
OK, this is the start of the research interview and recording and transcription has started and would you mind please just confirming that you've read and understood the participant pack that I sent?

Participant C 0:25
I have, yeah.

Krystina Giles (2211201) 0:26
Thank you and thank you for signing the consent form. Could you just confirm that you're still happy and consent to taking part today?

Participant C 0:34
Yeah, I do.

Krystina Giles (2211201) 0:35
Thank you. And just let me know at any point if you need to stop for a break and we can just pause the interview and stop the recording and then re record. So that's not a problem at all or someone knocked the door or anything little like that. And just a little reminder that it's a semi structured interview, so although I provided you with the questions in advance.

Participant C 0:48
Yeah.
Yeah. Umm.

Krystina Giles (2211201) 0:55
I may ask some prompts which you haven't been provided with. Are you happy to proceed?

Participant C 0:57
Yeah.
Yeah, happy.

Krystina Giles (2211201) 1:01
Lovely. And so we'll get started on the questions. How do you feel? Reasonable adjustments are viewed in your organisation?

Participant C 1:11
Negatively only way I can put it, I got lucky. So I do think it's down to managers, but also it's like I'm staff. So I feel like we get it slightly easier than other positions.
But as a whole, I don't think we do it particularly well. There's no like consistency. I think you're it's very much luck with the draw, which in my opinion it shouldn't be.

Krystina Giles (2211201) 1:39
Thank you. Just on that, how would you describe the organisation attitude towards reasonable adjustments?

Participant C 1:46
Yeah.
How do I say no? I was going to swear then. No, I won't say that, poor you can probably think of the word I was going to put before the word poor. But yeah, again, it's I mean, I'm very lucky with the managers I have.
Now if I'd gone through what I've gone through recently with previous managers, I probably would have either gone and found another job or been struggling severely.

Krystina Giles (2211201) 2:12
Thank you. How well do you feel that your employer understands their responsibilities to provide reasonable adjustments under the Equality Act 2010?

Participant C 2:23
They understand it, they just don't do it. Again I keep saying I want to keep reinforcing that my managers are great. I know I haven't named them, but just like for the universe energy, my managers are amazing. But yeah, they they know what their legal obligations are, but they just seem to do whatever they can and to get around it. It's like, Oh well, the organisational need is this, which means you can't have this and it's like, that's not how it works. If it's under the Equality Act, you can't just come up with excuses as to why an individual can't have it. You have to work with them.
You can't just constantly say, well, this is unreasonable and I do hear it a lot like

people ask for things and one person has it and the other person's manager won't let them because they deem it unreasonable. And it's like, well, if some people have got it in a similar role, why can't they? So it's it is down to the line manager, which is unfortunate.

Krystina Giles (2211201) 3:18
Thank you. How confident would you say staff are in discussing these legal obligations?

Participant C 3:27
With who? Like with their line managers or?

Krystina Giles (2211201) 3:31
So it can be from either end, so it could be line manager discussing downwards or person requesting discussing to their line manager. How confident do you think staff are in discussing the legal obligations and understandings?

Participant C 3:45
I mean staff to their managers, probably not very because it's almost like with some people that'll probably be like banging your head against a brick wall. Like I've had issues with other managers, not with reasonable adjustments, but with like, flexible working and that sort of thing. And it was like banging my head against a brick wall. Like no matter what I came up with it's like they had an excuse ready and waiting from like a preset list of excuses. And I know other people have similar issues where they've kind of gone. Oh, this this is very reasonable. And they've gone through HR and we have we have advocate like ADHD advocates within our force. So they've gone through all of them. And they've got it down to sort of like, right, this is good. It's not unreasonable. And then all and the managers will still try and find a way around it. So I feel like confidence over time is becoming less and less. I mean, the other way around, I feel like managers sort of BS with confidence about it. I think some of them maybe don't understand the Equality Act enough, which is why they come up with excuses, whereas I think if they understood the Equality Act in more detail, then maybe they wouldn't. They wouldn't have as much pushback.
But I think they think they're confident in talking about it, but that they don't know enough about it to for that to be genuine confidence in my opinion.

Krystina Giles (2211201) 5:06
Thank you. Does your organisation have a clear policy on reasonable adjustments and if so, how is it communicated and implemented?

Participant C 5:16
Yeah.
Technically it's clear, but it's about as clear as muddy water it's.
In terms of it being communicated, it's not clear in that sense it's more like basically kind of go well what is it you need to help you sort of stay and work and work to the best of your ability and they like, we'll sort of accommodate it so long as the all as business interest allows it.
And there's always seems to be a reason for most people as to why it's detrimental to the organisation and they can't have it. And again, it's that's not everybody. It's if it was a clear structure and going, nobody has this for this reason, then it'd be fair enough.
But it depends on the manager and I know each department does have different sort of different responsibilities, so it's hard to say like one-size-fits-all, but I'm like if you're in an office based job that's non critical it should all sort of be the same within reason, but yeah, it's it's not very clear and I do think that's part of the problem in that everybody knows what reasonable adjustments are they know to ask for them. You simply need to speak to HR or get the paperwork and then submit it to your line manager, so that process in itself is very simple. But then having a discussion with your line manager who maybe doesn't understand the Equality Act and what reasonable, adjustments and how they go together, that's the sort of muddy water part of it.

Krystina Giles (2211201) 6:53
Thank you. Have you experienced any difference between organisational stated policies and actual practise regarding implementing reasonable adjustments? I think you might have touched on this a little bit.

Participant C 7:07
Yeah. I mean, even I have sort of.
Just trying to go through my reasonable adjustments in my head now.
I mean, I say the only bit I have is I have a flexible working application, so my team work, a certain sort of shift pattern and I still do the same days I'm in work don't change, but I only work 7:00 AM to 5:00 PM across the board now as part of my flexible working.
Just might like to have a routine and everything, but initially I've had this for a while now, but when I first had it implemented it was with the previous manager. It was quite difficult. They were kind of going. Oh yeah, well, what if somebody needs you, like really late at night and I'm like nobody works past 11 anyway. And so if somebody needs anybody at two in the morning, nobody works. That and then I

finally got it through them after, you know, what seemed like forever and it comes up for renewal every year and every year they kind of go We just want to make sure it's still working for you. And I'm like, yeah, it's working. They go well We're just going to check organisational needs. And I'm just like I've got it now and I've had it for a while, so.

Krystina Giles (2211201) 8:07
OK.

Participant C 8:21
So good luck and there's, but there's always that tiny little part of me goes. Please don't do that. Please don't be annoying about it. Just just put it through. It's been working for like, 2 years now. Leave it well enough alone, but mean for the rest of mine. That mine are sort of good as gold. Really. But I've heard from others where they've had the reasonable, the adjustments, and a new managers come in and then all of a sudden this new manager got in the I don't like that one. Why have we got that one in place and it's like, oh, well, I've always had it and it helps me XYZ and they're like, no, no, no, the department can't can't accommodate that anymore. And even now, even though my current managers are great, there's that tiny little bit of dread that if they ever get promoted or they leave or get reassigned somewhere, I'm going to end up with one of them. And it's because of that lack of consistency across the force. I think even if you've got a great line manager, there's that tiny little niggling in your head that goes what if the next one's not as nice?

Krystina Giles (2211201) 9:19
Thank you.
So moving on to individual experience now, so just more about your own experience. So what can you tell me about your experience of reasonable adjustments in your organisation from the point of requesting to the point of receiving the adjustment?

Participant C 9:39
It was really smooth. I was I was almost like, am I dreaming? This is way too easy. Like I was waiting for the other shoe to drop. I basically got my diagnosis, went through that whole process and my line manager went at the time went, so what do you need? And I went, what do you mean you went so you know what can we do to help you?
And I was like. OK. Like it'd be really nice. And he went just e-mail me a list, and if we can accommodate it, we will. And there were things like we're meant to hot desk. So I said I don't want a hot desk anymore. The desk I like for like sensory reasons where it's positioned, window lighting and all that kind of stuff. I went when I I said

anyone can use it. But when I'm in I want that to be my desk.
I want access to sort of like almost like my own stationary pot. So if I'm running out of post its and stuff, I've got easy access to those, flexibility. If I'm starting to feel a bit burnt out just to use a little bit of like some of the hours in my pot to finish a little bit earlier if I can.
What was it they bought me like? Wireless earbuds, those loops. And there were things like that I wanted to put in them because I always kept forgetting my own personal sets. I was like, I need some for work. I emailed it across and they went, Yeah, that's fine. Put it on this form and I'll sign it. I was like, OK, is that it? And he went, yeah. Why? What else do you need? I went. He went running fidget toys. I went. I don't like them. He went well. If you find any, send them or buy some for you. I was like, OK. And I've heard so many horror stories from other people. I was dreading it when he said, So what do you need? Let's put some reasonable adjustments in, my brain just went, oh, God. Here we go. And actually it was really positive. And then my line manager, I say left, got promoted. But he's now my senior and the new manager that Amen. Is just as nice. So it's almost been quite refreshing from hearing all these horror stories within the organisation from other people I know to actually my own experience was actually really plain sailing.
Which I did not expect.

Krystina Giles (2211201) 11:42
Thank you. So you have touched on this a little bit, but maybe just a bit more detail in this question. So were the adjustments made in collaboration with you and how involved did you feel in the process?

Participant C 11:55
I basically dictated it to them, which again was quite weird. I think. What was it?
I think there's. I've spoken to an Neurodiversity advocate that's sort of like unofficial, sort of like, I don't even know what they are. They're just basically people who've had a little bit of training and can sort of help you with reasonable adjustments. And I've recently had a chat with one of them. And one of the ones they want officially written in, is the flexibility to use time off to finish a bit early because they haven't officially put that one in and I kind of let it go because my managers have been great and she was like, no, what if the next one's not that great? Let's try and get it in and there's a little bit of pushback with that one now because they're like, oh, we don't want it written in that we have to let you. And I'm like, no, no, but you have to. It's just like if we've got plenty of cover and I want to finish one hour early, what's the harm? I'm not asking for A and he was like, OK, so they're currently sort of discussing that one. But yeah, I feel like I say, like, 99% of this. I've basically gone, I would like this and they've just gone, OK, have it.

And I'm sort of just kind of going, OK, I've got what I need. Now I'm just sitting in the corner and be quiet and get on with it.

Krystina Giles (2211201) 13:10
Thank you. How effective have these adjustments been in supporting you in your role?

Participant C 13:16
None.
Really good. Actually. I kind of I feel my boyfriend always says I've been white knuckling it up until recently. I only got my diagnosis last, it was like October time. See. So up until then, I didn't realise all the times when I've been off sick for months at a time was just burnout, where I was just getting to the point where I was so overwhelmed and overstimulated, whereas now I feel like if I start now that I know what burnout is, it's burnout. For me, it's not depression or all these other things I got told it was I can go, Oh, I'm starting to feel the effect. Can I have a day off here if we can? Or can I finish a little bit early or could I? You mean there's flexibility there. Now I don't start my day stressing because I know when I go in that's my desk. That was always a problem of mine was, oh, somebody sat at the desk that I like. I'm have to sit in a desk that I don't like and that's going to sort of start getting me riled up before I even start my working day. Have my wireless earphones has been a godsend because we have some very chatty people in the office and now I just stick them in. I like my loops as well like for when we've had like big meetings and stuff. I can put those in it sort of like DRAM. Some of the background noise out not to worry about running out of post its because I love my post its they're like my little dopamine here. I can scrunch it and throw it in the bin.
And so, yeah, there were all these little, little things that I didn't realise I needed, but now that I've got them, I can see how much I'm benefiting from them, if that makes sense.

Krystina Giles (2211201) 14:56
Yeah. Thank you. What impact have reasonable adjustments or the lack thereof had on your well-being and job performance?

Participant C 15:07
None.
I think I'm doing better. We don't really have a system where they kind of say we're doing better or we're doing worse.
But yeah, I feel like like the interpersonal side of things. I feel like I'm getting on with people more and I'm less sort of snappy at people because before, if I was trying to

work on things and I was, it was like the afternoon and I'd had really overstimulating morning.
I'd had to sit at a desk. That wasn't the one I wanted to sit at, and all these different kinds of things. By the time I got to the afternoon and somebody asked something of me, I'd probably snap at them or wasn't polite for want of a better word. And I feel like I'm able to, like, focus on things. Now. I've got a bit more energy and stuff, whereas before, I probably didn't, so it has definitely had some like definitely had a beneficial impact. I've got no way of sort of officially saying I'm more productive or I'm less productive, but I feel like I'm better in work with them than without.

Krystina Giles (2211201) 16:10
Thank you. What aspects do you think have contributed to your experience of reasonable adjustments and how?
I've got some prompts because I feel like that question sometimes is a bit, so it's up to you if you want them. Yeah, so it could be, for example, if there are any particular factors such as communication, organisational, culture, individual support, like anything, any.

Participant C 16:23
Yeah, my brain was kind of going. Yeah, please.

Krystina Giles (2211201) 16:38
Sort of anything that you think has contributed to your experience of reasonable adjustments.

Participant C 16:42
Umm.
For me, I'd probably just say it's good line managers that, like I said earlier, if I'd had managers from previous years and been going through this, I think it would have been dire. I think I'd have been like the total opposite end of the spectrum in terms I'd have been slagging them off left, right and centre.
Because they weren't great managers, they micromanaged and they weren't supportive. I don't think they understood what the word well-being meant in any capacity, whereas now because I've got a line manager and his manager who it's almost like, well-being is at the forefront. Their point is almost like. you look after your staff and your staff look after you sort of thing. That's their mentality of, you know, if everyone's happy and everyone's, you know, feeling good about themselves and good about where they work, they're going to be more productive. And so I do think that's had a massive massive impact.

Krystina Giles (2211201) 17:38
Thank you.
Again, you've touched on this a little bit, but this might prompt some additional information, but what has been the role of your line manager and management in general in your experience of reasonable adjustments?

Participant C 17:52
Yes, so the line manager I had at the time when I was putting them through, he came in probably about six, he came into the organisation while I was off sick with, as it turned, as I found out then, burnout.
And he was a well-being officer in his previous organisation. So when he came in, literally he, you know, lived and breathed well-being so he was the one that became my line manager. And so when everything was sort of going on.
His sole focus was how can we make sure we keep you in work? What's the what's the problem? How can we look after you and that sort of thing? And now that he's become more senior, he's doing that not just for me, but for everybody in our team.
And then the new line manager that came in, he's very understanding of people who are neurodiverse obviously accommodating what they might need, sort of being guided by them rather than just assuming, oh, I think I know what this person needs.
And so yeah, I think those like those two.
Have been amazing, whereas other line managers not so much.

Krystina Giles (2211201) 19:04
Thank you. Were there any challenges or barriers you faced in asking for reasonable adjustments?

Participant C 19:10
It was my own anxiety, if anything, because originally it was, yeah, me. Because originally I was being asked what I sort of need to, you know, help me and work what? And I was like, I don't know. I was like, oh. And then I spoke to our neurodiversity network. And they were like, oh, you can go and get a diagnosis. Like, we'll try and see if we can get you a diagnosis or at least an assessment.
So they're like, but you don't need one to get reasonable adjustments. You can just ask. But I felt like I'd imposter syndrome. I was like, maybe it's all in my head. Maybe it's not what I need. So I was my own barrier. I was going. No, no, I'm not going to ask because I could be asking for things I don't actually need because it's all in my head. So then after I got my diagnosis.
I felt more comfortable saying, OK, this is what I need now and this will help me with

XYZ. So I probably say yeah, I was the challenge. I was the barrier rather than anything work related.

Krystina Giles (2211201) 20:06
Thank you. Do you think your organisation could do more in relation to reasonable adjustments and if yes, how?

Participant C 20:14
Oh yes, I think consist like consistency is is the key and I know it's hard to say obviously to have consistency because what one person needs, somebody else won't. And what one department go. Yeah, that absolutely fine. Might be more difficult for another one.
But I feel like managers need to be educated more, not just on well-being in general, but the well-being of people who are neurodiverse, reasonable adjustments, and what? And almost a case of you can't just say no for organisational need as a default, you know if somebody's asking for something and they've got a just like a justifiable plan, so that the organisation isn't at a detriment. You can't just come back and go, Yeah, well, it is. And I feel like that it's. I feel like training is a massive one.
Not just for like senior managers, but even like just for staff, because if that member of staff goes for promotion, they take that knowledge with them. So I feel like across the board there needs to be more education.

Krystina Giles (2211201) 21:16
Thank you. Moving on to just a quick question about the legislation itself. Do you have an opinion on the specific duty to provide reasonable adjustments in the Equality Act 2010?

Participant C 21:29
None.
When you say that I don't actually know what the specific part of the Equality Act says.

Krystina Giles (2211201) 21:35
So it's just the the. So for example, the duty to provide reasonable adjustments in the Equality Act. Do you think it's strong enough, do you think it's well understood? Do would you like to see any changes in the duty?

Participant C 21:41
Yeah.
Oh, I see what you mean. I don't think it's probably understood enough. I think people

just think of it as, oh, it's there. It's just something there for people rather than actually know this as massive bearing on people's lives. So again, I feel like, people need to be better educated on it and I do feel I feel like it needs to be stronger because I almost feel like it's too easy for employers to just say no. It's what, because I and I've seen and I see it happen. So I'm just like, I think it needs to be reinforced, that it's one of those, it's almost like the innocent until proven guilty, it's like this person basically have whatever they want until you can justify with like fact not just you saying they can't have it, as to why it's going to be detrimental. So if somebody says, Oh yeah, I want to work, I can only do three like, two days a week in the office. The rest of the time I need to be at home and they go. No, no, no. We need you.

Krystina Giles (2211201) 22:36
Yeah.

Participant C 22:46
In the office. OK, just if they need to justify why? So it's a case of, but this person's equally as productive at home as they are in work. So it makes no, Oh, we need them in for meetings. They can have teams meetings. So they need to provide actual factual evidence as to why this cannot be accommodated rather than just as occupational as occupational need or the bit of business interest and that sort of thing. So I would like to see it reinforced that basically with like somebody said she can have whatever they want and it's the, it's the organisation job to evidence exactly why they can't have it rather than just being able to say they can't.
Have it like they have to, like give evidence as to why they can't.

Krystina Giles (2211201) 23:30
Thank you. If you could give one piece of advice to employers in Wales about making reasonable adjustments, what would it be?

Participant C 23:38
Educate yourselves. They seemed, it's one of those, those that think they're doing good aren't because they do see it as a one size fits all like that. They'll have done it once for one person. They go oh, I know exactly what the person needs and it's like, no, educate yourself. Listen to your employees.
Like if somebody says this is what I need, I'd say 99.9% of the time. They're not saying it just to be awkward. They're saying because they really need it. And actually, even if, like, even if thinking, oh, it's going to be a pain, trial it, doing give them a give them six months and see how it goes. And if after the six months, they're not more productive or you think they're just taking the Mick, then readdress it. But don't just assume that everyone's going to be taking the Mick when they ask for something

you don't you think is unreasonable. Like, just let your employees kind of lead you, if that makes sense.

Krystina Giles (2211201) 24:29
Thank you. And last question just is there anything else you wish to tell me in relation to your reasonable adjustments experience that you haven't already?

Participant C 24:39
No, I like might be great. Like I'm jinxing it now. Like something's going to go wrong in the future.
But now I think I think all the questions sort of cover everything really.

Krystina Giles (2211201) 24:52
Thank you. I'm going to stop the record and transcription.

Krystina Giles (2211201) stopped transcription

Data excerpt	Code
Negatively	Organisational negative view of RA
I got lucky	Positive RA experience due to chance
I do think it's down to managers	RA experience directly impacted your manager
we get it slightly easier	Some roles are easier to apply RA to
as a whole, I don't think we do it particularly well	Organisation not performing well with regards to RA
no like consistency	Lack of organisational consistency with regards to RA
luck with the draw	RA experience like a 'post code lottery'
poor	Organisational negative attitude to RA
I'm very lucky with the managers I have	Line manager has had positive influence on individual RA experience
if I'd gone through what I've gone through recently with previous managers, I probably would have either gone and found another job or been struggling severely	Line manager has the power to negatively impact experience of RA
They understand it	Organisational understanding of the Equality Act present

they just don't do it	Organisation does not apply duty to provide RA in EA in practice
reinforcing that my managers are great	Line manager has had positive influence on individual RA experience
they they know what their legal obligations are	Organisational understands legal requirement to provide RA
but they just seem to do whatever they can and to get around it	Organisation attempts to bypass the duty to provide RA
It's like, Oh well, the organisational need is this, which means you can't have this	Organisational needs placed before individual needs Potential misunderstanding of organisations ability to refuse RA due to business needs.
If it's under the Equality Act, you can't just come up with excuses as to why an individual can't have it	Organisation attempts to bypass the duty to provide RA Potential misunderstanding of organisations ability to refuse RA due to business needs.
You have to work with them.	Organisation needs to work with individuals
can't just constantly say, well, this is unreasonable	Organisation viewing RA requests as unreasonable
I do hear it a lot like people ask for things and one person has it and the other person's manager won't let them because they deem it unreasonable	Inconsistent approach to providing RA across organisation Role of line manager impacts experience of RA
it is down to the line manager, which is unfortunate.	Role of line manager impacts experience of RA
staff to their managers, probably not	Staff may lack confidence in discussing legal obligations of employer
I know other people have similar issues where they've kind of gone. Oh, this this is very reasonable. And they've gone through HR and we have we have advocate like Neurodiversity advocates within our organisation. So they've gone through all of them. And they've got it down to sort of like, right, this is good. It's not unreasonable. And then all and	Clash between individual and organisational perspective of reasonable Role of line manager impacts experience of RA

the managers will still try and find a way around it.	
feel like confidence over time is becoming less and less	Employee wide confidence to discuss RA with managers is decreasing
feel like managers sort of BS with confidence about it	Managers confidence in discussing RA is not sincere
some of them maybe don't understand the Equality Act enough	Not all line managers have the same understanding of the EA and RA
come up with excuses	Line manager impacts experience of receiving RA
if they understood the Equality Act in more detail, then maybe they wouldn't.	Line manager understanding of law impacts individual experience of RA
Technically it's clear, but it's about as clear as muddy water	RA Policy unclear
In terms of it being communicated, it's not clear	RA Policy not clearly communicated with employees
what is it you need to help you sort of stay and work and work to the best of your ability	Seeking input of RA needs from employees
we'll sort of accommodate it so long as the all as business interest allows it	RA made as long as they don't clash with business needs
there's always seems to be a reason for most people as to why it's detrimental to the organisation and they can't have it	RAs frequently refused due to business need
And again, it's that's not everybody. It's if it was a clear structure and going, nobody has this for this reason, then it'd be fair enough. But it depends on the manager	Line manager impacts experience of receiving RA
each department does have different sort of different responsibilities, so it's hard to say like one-size-fits-all	RAs received differ depending on role
if you're in an office based job that's non critical it should all sort of be the same within reason	People in similar roles should be able to access similar RA
it's not very clear	RA policy not clear
everybody knows what reasonable adjustments are	Knowledge of what RA are is organisation wide

they know to ask for them	Individuals know the process to request RA
You simply need to speak to HR or get the paperwork and then submit it to your line manager, so that process in itself is very simple.	Process to request RA is straight forward
But then having a discussion with your line manager who maybe doesn't understand the Equality Act and what reasonable, adjustments and how they go together, that's the sort of muddy water part of it.	Practical application of RA inconsistent
I have sort of	Aware of differences in stated policy and practical application of RA in organisation
It was quite difficult.	Received pushback from line manager on requested RA
finally got it through them after, you know, what seemed like forever	Length process to have RA accepted and implemented
it comes up for renewal every year and every year they kind of go We just want to make sure it's still working for you. And I'm like, yeah, it's working. They go well We're just going to check organisational needs	Organisation checks organisational needs at RA renewal
but there's always that tiny little part of me goes. Please don't do that. Please don't be annoying about it. Just just put it through. It's been working for like, 2 years now. Leave it well enough alone,	Renewal process causes uncertainty of RA remaining in place
for the rest of mine. That mine are sort of good as gold.	RA received have been working and implemented easily
But I've heard from others where they've had the reasonable, the adjustments, and a new managers come in and then all of a sudden this new manager got in the I don't like that one. Why have we got that one in place and it's like, oh, well, I've always had it and it helps me XYZ and they're like, no, no, no, the	Instances where RA removed at a new line manager say so during renewal process

department can't can't accommodate that anymore	
my current managers are great	Line manager has positive impact on RA experience
there's that tiny little bit of dread that if they ever get promoted or they leave or get reassigned somewhere, I'm going to end up with one of them.	Uncertainty around possibility of new line manager removing RA at renewal process
lack of consistency across the organisation. I think even if you've got a great line manager, there's that tiny little niggling in your head that goes what if the next one's not as nice	Lack of consistency in organisation impacts employee experiences of RA
It was really smooth	Requesting and receiving RA smooth process
am I dreaming? This is way too easy	Employee pleasantly surprised at how easy the process was
my line manager went at the time went, so what do you need?	Line manager seeking employee views of what RA they need - aided success ?
just e-mail me a list, and if we can accommodate it, we will.	Line manager seeking employee views of what RA they need
And there were things like we're meant to hot desk. So I said I don't want a hot desk anymore. The desk I like for like sensory reasons where it's positioned, window lighting and all that kind of stuff. I went when I I said anyone can use it. But when I'm in I want that to be my desk. I want access to sort of like almost like my own stationary pot. So if I'm running out of post its and stuff, I've got easy access to those, flexibility. If I'm starting to feel a bit burnt out just to use a little bit of like some of the hours in my pot to finish a little bit earlier if I can. What was it they bought me like? Wireless earbuds, those loops. And there were things like that I wanted to	Individual successfully received several RA

put in them because I always kept forgetting my own personal sets.	
I emailed it across and they went, Yeah, that's fine. Put it on this form and I'll sign it. I was like, OK, is that it? And he went, yeah.	Straightforward process to request RA
What else do you need?	Line manager proactive in trying to meet RA needs
I've heard so many horror stories from other people	Negative perceptions of RA circulating in organisation
I was dreading it when he said, So what do you need? Let's put some reasonable adjustments in, my brain just went, oh, God. Here we go.	Negative preconception of what the RA process would be like
And actually it was really positive.	Positive RA experience
my own experience was actually really plain sailing	Experience of RA process and implementation smooth
I basically dictated it to them	RA requests led by employee
I've spoken to an Neurodiversity advocate that's sort of like unofficial, sort of like, I don't even know what they are. They're just basically people who've had a little bit of training and can sort of help you with reasonable adjustments	Organisation has advocated that can help ND staff with RA process Individual utilised this resource
And I've recently had a chat with one of them.	Individual utilised ND advocate resource in RA process
And one of the ones they want officially written in, is the flexibility to use time off to finish a bit early because they haven't officially put that one in and I kind of let it go because my managers have been great and she was like, no, what if the next one's not that great	One RA arrangement is informal agreement Attempting to make informal agreement an official RA due to inconsistency in line managers approach to RA in organisations
there's a little bit of pushback	Receiving resistance to formalise RA already in place
oh, we don't want it written in that we have to let you.	Lack of commitment from organisation to formalise RA
there's a little bit of pushback with that one now because they're like, oh, we don't want it written in that we have to	Potential difference in what organisation and individuals deem reasonable

let you. And I'm like, no, no, but you have to. It's just like if we've got plenty of cover and I want to finish one hour early, what's the harm? I'm not asking for A and he was like, OK, so they're currently sort of discussing that one.	
I feel like I say, like, 99% of this. I've basically gone, I would like this and they've just gone, OK, have it.	Positive experience of receiving RA
Really good. Actually	RA received effective in supporting employee in their role
Oh, I'm starting to feel the effect. Can I have a day off here if we can? Or can I finish a little bit early or could I? You mean there's flexibility there.	Flexible RA help employee to avoid stress and burnout
Now I don't start my day stressing	RA received have had positive impact on employee wellbeing
all these little, little things that I didn't realise I needed, but now that I've got them, I can see how much I'm benefiting from them	RA received supporting employee in their role
I think I'm doing better	RA have contributed to improvement in performance and wellbeing
like the interpersonal side of things. I feel like I'm getting on with people more	RA received have improved colleague relationships
I'm able to, like, focus on things.	RA received have had positive impact on job performance
I've got a bit more energy and stuff	RA received have had a positive physical and mental difference
definitely had a beneficial impact	RA received have had a positive impact
I feel like I'm better in work with them than without	RA received have had a positive impact to working life
good line managers	Good line management contributed to positive RA experience
they micromanaged and they weren't supportive.	Micromanagement and lack of supportive management would have negative impact on RA experience

I don't think they understood what the word well-being meant in any capacity	Line management lack of knowledge of wellbeing would contribute to negative RA experience
well-being is at the forefront. Their point is almost like. you look after your staff and your staff look after you sort of thing	Line management who are wellbeing focussed contribute to positive RA experience
That's their mentality of, you know, if everyone's happy and everyone's, you know, feeling good about themselves and good about where they work, they're going to be more productive.	Line managers with a wellbeing, needs focus believe they have more productivity from their staff
well-being officer in his previous	Line manages previous role as a well-being officer contributed to positive experience of RA
how can we make sure we keep you in work? What's the what's the problem? How can we look after you and that sort of thing?	Line management that focuses on what an employee needs to be successful in work has contributed to positive RA experience
understanding of people who are neurodiverse	Line management knowledge and understanding of Neurodivergence has contributed to positive RA experience
guided by them rather than just assuming	It is important to be led by what the employee needs in the RA process
It was my own anxiety	Own anxiety is a barrier to asking for RA
I don't know	Individual not knowing what RA would help is a barrier to successful RA
And then I spoke to our neurodiversity network. And they were like, oh, you can go and get a diagnosis. Like, we'll try and see if we can get you a diagnosis or at least an assessment. So they're like, but you don't need one to get reasonable adjustments.	Proactive, knowledgeable staff led group helpful in the RA process
But I felt like I'd imposter syndrome. I was like, maybe it's all in my head. Maybe it's not what I need. So I was my own barrier.	Own thoughts/feelings barrier to asking for RA

diagnosis. I felt more comfortable saying, OK, this is what I need now	Official diagnosis had positive impact on confidence to ask for RA
I was the barrier rather than anything work related.	No work related barrier to asking for RA
consistency is is the key	Organisation could improve by being more consistent with regards to RA process
managers need to be educated more	Improving line managers knowledge of RA would improve the experience
not just on well-being in general, but the well-being of people who are neurodiverse, reasonable adjustments	Line managers need improved knowledge of Neurodivergence and Neurodivergence wellbeing and RA
And almost a case of you can't just say no for organisational need as a default, you know if somebody's asking for something and they've got a just like a justifiable plan,	Perception that organisational need is used frequently as an excuse not deliver RA
I feel like training is a massive one. Not just for like senior managers, but even like just for staff, because if that member of staff goes for promotion, they take that knowledge with them. So I feel like across the board there needs to be more education.	Increased training organisation wide would benefit RA experience
I don't think it's probably understood enough	Perception the RA duty in the EA is not well understood
people need to be better educated on it	Organisation needs increased knowledge of RA duty in the EA
I feel like it needs to be stronger	Feels that the RA duty needs to be strengthened
it's too easy for employers to just say no	RA duty currently gives employers too much power to refuse RA requests
and I've seen and I see it happen	Organisational instances of RA requests being declined
I think it needs to be reinforced, that it's one of those, it's almost like the innocent until proven guilty, it's like this person basically have whatever they want until you can justify with like fact	RA should be granted unless the organisation can prove with evidence that a request would have a detrimental impact on the organisation, taking onus away from the Disabled person.

not just you saying they can't have it, as to why it's going to be detrimental	
So they need to provide actual factual evidence as to why this cannot be accommodated rather than just as occupational as occupational need or the bit of business interest and that sort of thing.	RA duty should put ownness on employers to prove that the request would negatively impact business needs before declining it
So I would like to see it reinforced that basically with like somebody said she can have whatever they want and it's the, it's the organisation job to evidence exactly why they can't have it rather than just being able to say they can't. Have it like they have to, like give evidence as to why they can't	RA strengthened to put more ownness on employers to provide evidence as to why a RA has been declined due to business need
Educate yourselves	Advises employers to gain more knowledge on RA and ND
They seemed, it's one of those, those that think they're doing good aren't because they do see it as a one size fits all like that. They'll have done it once for one person. They go oh, I know exactly what the person needs and it's like, no, educate yourself.	Importance of not making assumptions about what an ND person may need
Listen to your employees	Importance of listening to employees In the RA process
They're not saying it just to be awkward. They're saying because they really need it.	Importance of listening to and believing employees In the RA process
But don't just assume that everyone's going to be taking the Mick when they ask for something you don't you think is unreasonable	Importance of being objective in RA process Importance of listening to and believing employees In the RA process
let your employees kind of lead you,	Importance of listening to employees In the RA process

MA Research Interview Transcript and Coding – Participant D

14 August 2025, 10:01am

Krystina Giles (2211201) started transcription

Participant D 0:05
There we go.

Krystina Giles (2211201) 0:46
So it's just to say that this is the start of the recording and transcription. And are you happy to confirm that you're happy to take part in this interview today?

Participant D 1:01
I am.

Krystina Giles (2211201) 1:03
And that you received and signed the consent form before today?

Participant D 1:08
I did.

Krystina Giles (2211201) 1:09
And also just to let you know that it's a semi structured interview. So obviously I did send you the majority of the questions in advance, but I may ask additional questions sort of as and when needed.

Participant D 1:42
Yeah.

Krystina Giles (2211201) 1:51
Lovely. OK. So we're going to start the question. So you have seen these. So how do you feel reasonable adjustments you in your org?

Participant D 2:07
I've got most of that, but I've got the questions in front of me. You're dropping in and you're dropping out a little bit, so just in.

Krystina Giles (2211201) 2:12
OK.
How do you feel that reasonable adjustments are viewed in your organisation?

Participant D 2:18
OK. So just in terms of obviously working in an operational environment for a large scale provider, I suppose is extremely difficult to ensure that reasonable adjustment policy and process is brought into the operation based upon the nature of demands, but the organisation is really supportive around reasonable adjustments. It's got its own policy process and guidance that's consistent with both all Wales and national recommendations from the training organisation we use, so I think the organisation is open for reasonable adjustments. It's open for conversation. It looks at them as a positive. I think the barrier in which I'm sure we're going to come to throughout questions is putting that into an operational environment that allows us to maintain meeting demand against supporting our people.
Yeah.

Krystina Giles (2211201) 3:10
Yeah. And I just want to let you know obviously in some of that you did say where you work and I will redact that from the transcript. So.

Participant D 3:19
Of course.
OK, to talk about profession in general. And is it just not to mention an employer?

Krystina Giles (2211201) 3:46
You, whatever you mention, if it's something that I think that where you could be identified or your employer could be identified, I will redact it. So I don't want you to

worry about it because that might sort of stop you from saying what you want to say and it might make it a bit more difficult for you.
So just say whatever sort of comes to you and I will redact anything that is too personal, if that makes sense. So if it's going to like identify like you said, the name of the organisation like, we'll get that out.

Participant D 4:13
Absolutely.
Yeah.

Krystina Giles (2211201) 4:22
None.
OK. How well do you feel your employer understands their responsibilities to provide reasonable adjustments under the Equality Act?

Participant D 4:34
So I suppose thinking from a kind of strategic level organisation wide acknowledgement, there's a, there's a acknowledgement and an understanding of its requirements for from a human resource perspective, it's got the necessary policy and process in place to effectively deliver that in, in, in the organisation.
But I'm I'm not confident we've got the knowledge and understanding at ground level around our requirements and responsibilities around the Equality Act and the need to deliver reasonable adjustments in line with it. So I think we got it right at organisational strategic level, but practical level across the organisation probably needs greater upscaling and greater awareness to ensure that what we're doing around flexible working and reasonable adjustments is very individual based rather than group dynamics and that then that will fall in line with the Equality Act.

Krystina Giles (2211201) 5:26
Thank you. You have kind of answered this one already actually. So is does your organisation have a clear policy on reasonable adjustments, which is yes. So I'm just going to ask you a bit of a simple supplementary questions there. So how was the policy communicated and implemented and like is it accessible?
And easy to understand.

Participant D 5:47
So the the policies embedded into the organisation has been for probably over five years, it's it's easily accessible by organisational IT systems. We've got policy and process databases and systems that allows everyone to access it. The policies widely talked about in strategic and tactical documents, across the organisation.

So I think we've got a good understanding of that. The policies there, the detail of the policy, it's the bit around the application of it which is the gap.

Krystina Giles (2211201) 6:22
And were you made aware of it during like onboarding and training in the organisation?

Participant D 6:29
So yeah, it's part of a structured introduction programme into the organisation for everybody, in particular around neurodiversity, because we're seeing a great deal of that in relation to the profession that I work in particular. But it's fair, it's fairly well talked about and fairly well advertised.
Kind of know the onboarding phase.

Krystina Giles (2211201) 6:51
Thank you. And have you experienced any difference between organisational stated policy and actual practise regarding implementing reasonable adjustments?

Participant D 7:01
So I suppose this is where the biggest gap is in in the organisation and and no other organisation I've I've I've visited, not just in, in this organisation, but in a wider similar organisations. Obviously we've got a responsibility as an organisation and that's set out in policy and process dictated by the Equality Act.
But the implementation of that strategic understanding and responsibility into day-to-day organisation practise is very, very difficult, bearing in mind the services we provide a non generic if that makes sense. We're we're we're not driven by an individualised approach. We're driven by a an organisational approach and therefore it's very difficult to ensure adjustments, maximise the support and the need for individuals on an individualised basis. So there's there's that bit around the non individualised approach around reasonable adjustments, which is obviously a core part of of what we need to get right. But you've also got that bit around training in an understanding and flexibility for operational people in management positions to make those decisions based upon the needs of the individual arrives, whereas at the minute they're out outweighed by the need of the organisation and the need to provide our organisational service.

Krystina Giles (2211201) 8:15
Thank you. Moving on to individual experiences, so more of your experience now, So what can you tell me about your experiences of reasonable adjustments in your organisation from the point of requesting to the point of receiving the adjustments?

Participant D 8:15
Yeah.
OK, so we have a certain time scale we need to flex around. It's very much like maternity based adjustments we get. We have to, we have to respond to them within a course of 14 days and then they go for an appropriate panel to get them implemented within the 28 day period. So we've got us a pretty swift process in place in terms of initial contact between individual and line manager line manager with HR, HR into a organisation wide board that then determines whether they get that reasonable adjustment at a local level. So no reasonable adjustments really a finally I've got a final sign off at a local level. It's all all strategic level based upon the wider capability and capacity requirements of the of the organisation. So we've got a pretty swift process, but it's that bit around out having visited some other organisations outside of emergency services.
There's there's, there's a need for some of those decisions around reasonable adjustments to sit at a strategic level, but a private sector level, for example, you generally get those decisions made really locally and you don't get that opportunity within similar organisations to do that.
Or if you do, we haven't yet scoped it.

Krystina Giles (2211201) 9:44
Thank you.
Were the adjustments made in collaboration with yourself and how involved did you feel in the process?

Participant D 9:55
So it's it's a two way conversation. The initial reasonable adjustments are put forward by the individual that they're assessed by the line manager to see if they're compatible with their local place of work. And then both of those aspects with both views from a from a line manager perspective, from an individual perspective and from an HR perspective, and then put up to a strategic level for for authorisation and and and decision. So it's pretty inclusive, to be honest. We've got that bit right.

Krystina Giles (2211201) 10:25
Thank you.
Mm-hmm.

Participant D 10:28
Yeah.

Krystina Giles (2211201) 10:29
How effective have the adjustments that you've received been in supporting you in your role?

Participant D 10:36
So.
They've they've been successful in terms of.
In terms of the overarching role profile and and again, this is very difficult in our organisation, that probably needs to come through in, in this conversation, it probably comes from some of the other stuff is in this particular organisation. For example, we might have 10 or 12 roles in the space of five years. So for example, I've moved roles about nine times in three years.

Krystina Giles (2211201) 10:50
Hmm.

Participant D 11:03
And so every single time those reasonable adjustments are needing to be reviewed based upon the role you're in to make sure you've got all necessary requirements to support you in that area of of of, of your work. In terms of organisational business, that is very difficult to do with a conscient changing in roles. So they are.
More effective in the role you're in, but what hinders that? What hinders that support mechanism and the consistency of those reasonable adjustments? Is is the consistent movement of of leaders in this organisation.

Krystina Giles (2211201) 11:37
OK. Did your adjustments meet your expectations?

Participant D 11:38
Good.
So yeah, they meet my expectations. They've been met in full. That's not always the case in the organisation, of course. In particular, those in in certain positions, not in leadership positions. It's easier for for reasonable adjustments to be put in place for leaders that have not only part citizen facing and part and undertaking making business continuity etcetera, but no. In my case they have. Yeah.

Krystina Giles (2211201) 12:08
Thank you. And what impact have reasonable adjustments had on your well-being and job performance?

Participant D 12:17
So I think I think just as long as you understand from an individual basis the reasonable adjustments that you require based upon the role you're carrying out at that given time, you know it's significant, but you need to have, you need to really understand what adjustments you need and sometimes that's difficult for people.

Krystina Giles (2211201) 12:29
Hmm.

Participant D 12:36
And that's and sometimes though, it's difficult for for people to advise on what those look like because only you know what your constraints are in that role profile and what you're willing to discuss to an organisation at any given point. But in my case, you know, they've they've been, they've been successful.

Krystina Giles (2211201) 12:51
Thank you. What aspects do you think have contributed to your experience of reasonable adjustments and how?

Participant D 13:01
So a couple of aspects. My own reasonable adjustments at certain periods in my career as it hasn't been consistent, but has been throughout at certain points now. I chair various welfare boards inside the organisation. I also coach and mentor people with neurodiversity in terms of leadership and development outside it.
So all of those really feed into my my knowledge, my understanding where we currently are.

Krystina Giles (2211201) 13:26
Thank you. And are there. So obviously you've had a positive experience of your recent adjustments. So are there any particular influencing factors such as communication, organisational culture or like individual support for example, that have shaped that experience for you?
Yeah.

Participant D 13:43
I suppose there's a couple of bits. There's the openness and transparency of conversations between line managers and individuals to make sure that we're creating that environment where conversation can take place. And then there's the bit that no adjustments work, where decisions can be taken at a local level to implement and

have some flexibility around their implementation in particular.
We're in an operational working environment, so whilst we need a strategic understanding of what of reasonable adjustments look like across the board in the organisation, decision making shouldn't sit at that level. Is is best off sitting locally.

Krystina Giles (2211201) 14:14
Thank you.
And for yourself, now what has been the role of your line manager and management in your experience of reasonable adjustments?

Participant D 14:25
So it's been positive they've engaged, but I suppose like the majority of conversations around reasonable adjustments, those conversations are driven by the individual. So in my case, they've been, they've been positive because I've driven those conversations. No, that's not consistent across the organisation. It's not driven by line managers, it's driven by individuals and and and they're they're feeling and understanding of what they need at that given point.

Krystina Giles (2211201) 14:53
Thank you. Were there any challenges or barriers you faced in asking for your reasonable adjustments?

Participant D 15:00
I think there's two aspects, isn't there in my organisation and similar organisations anywhere in a demanding working environment, there's that culture of that we all need to play our part and deliver the same amount of workload and it's about understanding what that workload looks like according to the individual and their contribution upon it. That's the first bit.
And then there's that second bit around, no, e are heavily focused on.
Again, I go back to, we're heavily focused on that organisational approach, not an individualised approach in my organisation and similar organisations general based upon the demand and and so those, those two bits of the barriers.

Krystina Giles (2211201) 15:36
Thank you. And do you think your organisation could do more in relation to reasonable adjustments and if yes, how?

Participant D 15:44
I think that the biggest aspect is trying to identify how the current operational organisation model, both locally, regionally and nationally, can be adjusted to fit

individual needs on a day-to-day basis, whilst maintaining the current performance and output. I think we're very much kind of.
What's the? What's the? What's the word? We're very top heavy. We're we're very overstructured. Based upon the nature of the work we do that the individualised bit is the bit we need to look at and building that into the organisational model of future.

Krystina Giles (2211201) 16:20
Thank you. I'm just looking at the legislation itself now. So do you have an opinion on the specific duty to provide reasonable adjustments in the Equality Act 2010?

Participant D 16:31
I I think the Equality Act gives us virtually everything we need. I I I the question I would have around it, how we how we inspect the implementation of that in organisations both public and private sector, to make sure we're delivering against it.

Krystina Giles (2211201) 16:46
Thank you.

Participant D 16:47
So not, not not the policy document, not the policy itself, but the monitoring of it. I suppose the bit we need to grow.

Krystina Giles (2211201) 16:50
Hmm.
Thank you.
Just a bit of a supplementary on that. So do you think the legislate? Yeah, you think the legislation is strong enough. Do you think it's well understood in practise?

Participant D 17:09
I think it's well understood. I keep going back to, but well understood at strategic level, but a an operational level and the impact of non compliance with it is not necessarily understood now not as well.

Krystina Giles (2211201) 17:23
Thank you.
And last two questions now, so if you could give one piece of advice to employers in Wales about making reasonable adjustments, what would it be?

Participant D 17:36
None.

I suppose the first piece of advice would be around making sure reasonable adjustments are driven by organisations and not individuals, ensuring that what people are able to access is accessible to everyone and not just those that understand their own needs.

Krystina Giles (2211201) 17:55
Thank you. And is there anything else that you want to tell me in relation to your reasonable adjustments experience that you've not been able to so far?

Participant D 18:03
No, I think we've covered everything. Unless you think I've missed something.

Krystina Giles (2211201) 18:08
Nope.
Thank you. I'm going to stop the record and transcription when my laptop lets me. Stop.

Krystina Giles (2211201) stopped transcription

Date excerpt:	Code:
difficult to ensure that reasonable adjustment policy and process is brought into the operation based upon the nature of demands	RA policy and process difficult for large organisations to implement
the organisation is really supportive around reasonable adjustments	Organisation supportive of RA
own policy process and guidance that's consistent with both all wows and national recommendations	Consistent policy and guidance on RA, in line with recommendations
open for reasonable adjustments	Organisation receptive of RA
It's open for conversation	Conversational approach to RA
It looks at them as a positive.	RA viewed positively in organisation
I think the barrier in which I'm sure we're going to come to throughout questions is putting that into an operational organisation environment that allows us to maintain meeting demand against supporting our people.	Particular work environment and demands make implementing RA challenging

there's a acknowledgement and an understanding of its requirements for from a human resource perspective	HR has understanding of RA requirements in Equality Act
it's got the necessary policy and process in place to effectively deliver that in, in, in the organisation	Necessary policy and processes in place to deliver RA
not confident we've got the knowledge and understanding at ground level around our requirements and responsibilities around the Equality Act	Knowledge and Understanding of RA responsibilities in the Equality limited across the organisation
need to deliver reasonable adjustments in line with it	Knowledge and Understanding of requirement to deliver RA limited across the organisation
I think we got it right at organisational strategic level,	Good understanding and knowledge of RA responsibilities at strategic level in organisation
but practical level across the organisation probably needs greater upscaling and greater awareness	Wider organisation needs further training and knowledge of RA responsibilities
policies embedded into the organisation has been for probably over five years	RA policy well established
easily accessible by organisational IT systems	RA policy easily accessible
The policies widely talked about in strategic and tactical documents	RA policy widely discussed at high organisational levels
it's the bit around the application of it which is the gap	Gap in application of RA policy
So yeah, it's part of a structured introduction programme into the organisation for everybody, in particular around neurodiversity, because we're seeing a great deal of that in relation to the profession that I work in particular. But it's fair, it's fairly well talked about and fairly well advertised. Kind of know the onboarding phase.	RA policy introduced at the point of onboarding staff
the implementation of that strategic understanding and responsibility into day-to-day organisational practise is very, very difficult, bearing in mind the	Implementation of RA difficult due to the type of work environment

services we provide a non generic if that makes sense.	
We're driven by a an organisational approach and therefore it's very difficult to ensure adjustments,	Organisational approach to RA making RA delivery difficult to achieve
there's that bit around the non individualised approach around reasonable adjustments, which is obviously a core part of of what we need to get right.	Need to improve of individualised approach to providing RA
you've also got that bit around training in an understanding and flexibility for operational people in management positions to make those decisions based upon the needs of the individual arrives	Training need identified for management to increase understand of individualised RA
whereas at the minute they're out outweighed by the need of the organisation and the need to provide an organisational service.	Individual needs for RA outweighed by organisational needs and need to deliver a service
we have to respond to them within a course of 14 days and then they go for an appropriate panel to get them implemented within the 28 day period	RA requests responded to in timely manner
we've got us a pretty swift process in place in terms of initial contact between individual and line manager line manager with HR, HR into an organisation wide board that then determines whether they get that reasonable adjustment at a local level	RA request process and decision is quick
I've got a final sign off at a local level	RA is local agreement
It's all all strategic level based upon the wider capability and capacity requirements of the of the organisation	RA decisions based on organisational needs
there's a need for some of those decisions around reasonable adjustments to sit at a strategic level, but a private sector level, for example, you generally get those decisions made really locally and you don't get that opportunity	RA difficult to implement at an individual level due to organisational constraints

it's a two way conversation	Collaborative approach to RA
The initial reasonable adjustments are put forward by the individual that they're assessed by the line manager to see if they're compatible with their local place of work	Initial conversations of RA are between the individual and their line manager
And then both of those aspects with both views from a from a line manager perspective, from an individual perspective and from an HR perspective, and then put up to a strategic level for for authorisation and and and decision.	Final RA decision made at strategic level
it's pretty inclusive	RA process inclusive
they've been successful in terms of. In terms of the overarching role profile	RA received successful in supporting individual in role
I've moved roles about nine times in three years. And so every single time those reasonable adjustments are needing to be reviewed	RA revised with each role change
to make sure you've got all necessary requirements to support you in that area of of of, of your work	RA reviewed with each role change to ensure sufficient support
So they are. More effective in the role you're in, but what hinders that? What hinders that support mechanism and the consistency of those reasonable adjustments? Is is the consistent movement of of leaders	Success of RA hindered by frequent movement of leaders
Good. So yeah, they meet my expectations. They've been met in full.	RA received fully met individual's expectations
not always the case in the organisation, of course	Recognises that not everyone has RA that fully meet their expectations
In particular, those in in citizen facing positions, not in leadership positions	RA success differs depending on seniority in the organisation
It's easier for for reasonable adjustments to be put in place for leaders that have not only part citizen facing and part and	Some roles, especially leadership roles make implementing RA easier

undertaking making business continuity etcetera	
you need to really understand what adjustments you need	Individuals that require RA need an understanding of what they need
sometimes that's difficult for people	Not everyone aware of what RA they might need
it's difficult for for people to advise on what those look	Difficult for line managers to advise on what RA may work
they've been successful	RA received have been successful
chair various welfare boards inside the organisation	Experience in organisation has influenced positive RA experience
also coach and mentor people with neurodiversity in terms of leadership and development outside it. So all of those really feed into my my knowledge, my understanding where we currently are.	Experience in organisation has influenced increased knowledge and positive RA experience
openness and transparency of conversations between line managers and individuals to make sure that we're creating that environment where conversation can take place.	Transparent, open conversation between individual and line manager have shaped positive RA experience
have some flexibility around their implementation in particular. We're in an operational working environment, so whilst we need a strategic understanding of what of reasonable adjustments look like across the board in the organisation, decision making shouldn't sit at that level. Is is best off sitting locally	RA work best when decision made at a local level
it's been positive	Positive experience with line manager in RA process
they've engaged	Line manager engaged with individual, aiding positive RA experience
I suppose like the majority of conversations around reasonable adjustments, those conversations are driven by the individual.	RA conversations led by the individual requesting them

they've been positive because I've driven those conversations.	Individual confidence in leading RA conversation has aided positive RA experience
that's not consistent across the organisation	RA conversations not consistent across organisation due to individuals requesting not leading those conversations
it's driven by individuals and and and they're they're feeling and understanding of what they need at that given point.	RA process requires individuals to have an awareness of their needs
there's that culture of that we all need to play our part and deliver the same amount of workload and it's about understanding what that workload looks like according to the individual and their contribution upon it.	Organisational culture acts as a barrier to RA
we're heavily focused on that organisational approach, not an individualised approach in my organisation and similar organisations in general based upon the demand	Constraints of organisational need lead to an organisational approach to RA Organisational approach to RA not as effective as individualised approach
trying to identify how the current operational organisational model, both locally, regionally and nationally, can be adjusted to fit individual needs on a day-to-day basis, whilst maintaining the current performance and output.	Organisation could improve RA approach by focussing on individual needs in addition to organisational need
think the Equality Act gives us virtually everything we need	RA duty provides employers everything they need with regards to RA in the organisation
how we how we inspect the implementation of that in organisations both public and private sector, to make sure we're delivering against it	Organisations need to be accountable in how they implement and deliver RA
I think it's well understood	RA duty well understood
but well understood at strategic level, but a an operational level and the impact of non compliance with it is not necessarily understood now not as well	RA duty better understood at senior level

I suppose the first piece of advice would be around making sure reasonable adjustments are driven by organisations and not individuals, ensuring that what people are able to access is accessible to everyone and not just those that understand their own needs.	RA approach should be consistent organisational, providing support to those who also less familiar with what they might need.

7.6 Appendix 6: Declaration Form

Appendix 6 Declaration Form

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Master's Degrees Dissertation
Declaration Form.

1. This work has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.

2. This dissertation is being submitted in partial fulfilment of the requirements for the degree of: MA Equity and Diversity in Society

3. This dissertation is the result of my own independent work/investigation, except where otherwise stated. A reference list is appended.

4. I acknowledge the use of Microsoft Editor throughout my work. I also acknowledge the use of Chat GBT [https://chatgpt.com/] on 6 April 2024 and 26 May 2025 to check the spelling and grammar of my own written work.
    i. I used the prompt(s): 'Please check the following text for readability, grammar and syntax' and 'Please check I have written the following in the past tense'.
    ii. I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and

other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

5. I hereby give consent for my dissertation, if accepted, to be available for photocopying, inter- library loan, and for deposit in the University's digital repository

Signed (candidate)……K.Giles…….…….……...

Date……..…….……..

Supervisor's Declaration.
I am satisfied that this work is the result of the student's own efforts.

Signed (Supervisor)…….…….……...
Date…….…….……..