



# John Wheatley College

## Board of Management

### Disability Equality Scheme

and

### Disability Equality Action Plan

2009 - 2012

EUROPEAN SOCIAL FUND 2007-2013



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## Foreword

John Wheatley College is committed to equality of opportunity for all and strives to ensure that there are no barriers to the progress of learners or staff with a disability or additional support needs. The College actively promotes disability equality and is committed to eliminating discrimination and unfair treatment in every aspect of its functions and activities that impact on learners, staff and others who use the services and facilities of the College. A range of processes and mechanisms which involve disabled learners, staff and stakeholders are in place to assist the College gather data and assess the impact of its policies, practices, functions and plans. The results and findings are published on an annual basis in the College's Equality and Diversity Report.

The College is committed to developing and operating policies, functions, working practices and services that aim to ensure that discrimination, including unlawful discrimination and harassment on grounds of disability, play no part in the way that the College delivers its vision and mission. Significant progress has been made by the College through its systems and processes which are continually developed and reviewed with the involvement and consultation of learners, staff and other stakeholders with a disability or additional support needs. Through the involvement of stakeholders the College has adapted and improved as an employer and service provider for disabled learners, staff and service users.

The commitment of staff to the College's ethos of inclusion and disability equality ensures the delivery of a high quality service which strives to meet the needs of all learners and the communities it serves. Management provide effective leadership, support, training and development to staff to ensure the success of the College.

The College's strong commitment to disability equality is reinforced through its Disability Equality Scheme and Action Plan. The Scheme and Action Plan will continue to evolve and develop through its monitoring and review of processes which involve individuals with a disability or additional support needs to gauge its impact and progress in achieving disability equality and eliminating discrimination. It is anticipated that the College's approach will lead to real outcomes and practical improvements in the day-to-day life and experiences of our learners, staff and service users with a disability or additional support needs. The College will report its progress in its Annual Equality and Diversity Report.

Andrew Woolley  
Chair

Ian Graham  
Principal

## **Section A**

### **1 Introduction to Disability Equality Scheme**

This is the approved revised Disability Equality Scheme (DES) 2009 - 2012 of the Board of Management of John Wheatley College produced in partnership with learners, staff, partners, members of its recognised Trade Unions and Professional Association, external agencies and other stakeholders. The purpose of this Disability Equality Scheme and Action Plan is to indicate clearly how the College addresses its general and specific duties derived from the Disability Discrimination Act 1995, as amended by the Disability Discrimination Act 2005, the Disability Discrimination (Public Authorities) (Statutory Duties) (Scotland) Regulations 2005 and the Disability Discrimination (Public Authorities) (Statutory) Duties Regulations 2005.

The Disability Equality Scheme applies to all learners, staff, partnership organisations, contractors and service providers.

### **2 Statutory Context**

The Disability Discrimination Act 1995 (DDA 1995), amended by the Disability Discrimination Act 2005, places a general duty on all public authorities, including Further Education institutions, to have due regard to promoting disability equality when carrying out their functions. The aim of the Disability Equality Scheme is to enable the College to continue to fulfil the six requirements of the general duty. It aims to do this by mainstreaming disability equality throughout the College in all its policies and functions. The College must have due regard for the need to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act (2005);
- eliminate harassment of disabled people that is related to their disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life; and
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

The duty extends the DDA (1995) requirements and subsequent Special Education Needs and Disability Act 2001 (SENDA) to anticipate and respond to the individual needs of disabled people. It also requires the College to

embed disability equality into processes and activities and become a proactive agent of change.

In addition, there are specific duties which the College must comply with to fulfil the general duty laid down in the Disability Discrimination (Public Authorities) (Statutory Duties) (Scotland) Regulations 2005 and the Disability Discrimination (Public Authorities) (Statutory) Duties Regulations 2005. All Public Authorities covered by the specific duties must:

- publish a Disability Equality Scheme (including within it an associated Action Plan) which demonstrates how it intends to fulfill its general and specific duties;
- involve disabled people in the development of the Scheme;
- carry out impact assessments to evaluate the effectiveness of its Action Plan; and
- make arrangements for gathering relevant information.

All listed public authorities\*, subject to the specific duty to prepare and publish a disability equality scheme (DES) are required to review and publish a revised scheme every three years. The purpose of this is to make sure that:

- the new disability priorities for the next three years, take into account all the information that has been gathered and any relevant strategic or operational changes;
- a new action plan is developed to deliver these priorities over the next three years; and
- the DES is kept up to date and relevant to the organisations activities.

\*All public authorities listed in Schedule 1 to the Disability Discrimination Act 1995, as amended, and remain in the Schedule, are subject to the General Statutory Duty under s.49A(1) of the Disability Discrimination Act, as amended.

The Action Plan contained within this DES sets out particular actions and responsibilities and indicates in more detail how the College will carry disability equality forward.

### **3 John Wheatley College Context**

John Wheatley College is one of five community colleges located within the City of Glasgow. Its provision is planned as a community college, within the strategy for Glasgow which has been endorsed both by all colleges located in the City and the Scottish Funding Council.

The College is located in and primarily recruits learners from Glasgow's East End and Greater Easterhouse (although a fraction of its enrolment does relate to community-based provision made in close association with North Lanarkshire Council's Community Learning and Development Service).

The East End and Greater Easterhouse is one of the most challenging educational environments in Scotland. This catchment area features in the Scottish Executives most deprived postcodes and other related indices of multiple deprivations. The extent of the challenge which the College faces in addressing local needs can be gleaned from the Constituency Profiles published by the Office for Public Health in Scotland (in February 2008).

Consequently, the nature of the College's catchment areas demands novel approaches to the engagement of local residents in Lifelong Learning. In response to this, the College operates a de-centralised, community-based approach to the provision of lifelong learning which is, if appropriate, designed to articulate with or to provide opportunities for progression to more traditional qualifications (including Higher Education both at the College and elsewhere in Glasgow).

In academic year 2008/9 the College enrolled 13,119 learners. Of the learners enrolled 27% disclosed a disability, a total of 8.5% refused to provide information in relation to the disclosure of a disability. Learners who attend the College have a wide range of disabilities and additional support needs, including multiple and complex needs. The College monitors and reports the type of disabilities and additional support needs of learners, areas of good practice and areas for further development in its Annual Equality and Diversity Report which can be found on its website.

At 31 July 2009, 23 employees, a total of 10.09% of the College's workforce had requested that they be recognised as having a disability. At 31 July 2008 this figure was 13 employees, a total of 6.13% of the workforce.

The College is committed to equality for all, including those with disabilities. It has appointed an Equality and Diversity Advisor for an initial fixed-term period of 18 months. This role will assist the College to implement its Disability Equality Scheme and support management in achieving the targets set in the DES Action Plan. The Equality and Diversity Advisor will work with learners, staff, senior management, operational managers, partner organisations and other stakeholders to further integrate disability equality into the College's policies, procedures, functions and services.

## **4 Equality Statement, Vision and Mission**

### **4.1 Vision Statement**

John Wheatley College seeks to offer opportunities in life-long learning of the highest quality to raise the educational attainment levels in the East End and Greater Easterhouse to the national norm.

It also seeks to play a central role in the economic and social regeneration of these and other communities in its catchment area.

### **4.2 Mission Statement**

John Wheatley College strives to provide an excellent and inclusive Lifelong Learning environment for Glasgow's East End, Greater Easterhouse and the other communities it serves.

### **4.3 Equality Statement**

John Wheatley College recognises the strength of a multi-cultural and diverse society and is committed to promoting equality of opportunity for all. The College values the diversity of its workforce and learner population. Its equality policies, procedures, equality schemes and associated action plans apply to all learners, staff, partnership organisations, contractors and service providers who shall be required to comply with their requirements.

John Wheatley College is committed to equality of opportunity for all and strives to ensure that there are no barriers to the progress of learners or staff.

Learners and staff deserve equal and mutual respect at all levels. Mutual respect, cooperation and understanding are expected of all learners, staff partnership organisations, contractors and service providers. Learners and staff should neither condone nor tolerate behaviour that discriminates against or undermines the dignity or self-esteem of any individual or creates an intimidating, hostile or offensive environment.

The College recognises that the provision of equality of opportunity in the workplace is not only good management practice but ensures the delivery of a high quality service to learners and the communities it serves. The College's continuing commitment to equality and diversity will help all employees to develop their full potential and talents, and ensure resources are fully utilised to maximise the efficiency of the service the College provides.

The College is committed to ensuring that all learners receive appropriate impartial guidance. Learners will be treated fairly and provided with guidance to help them select programmes which assist them to meet their educational and other aspirations. All applicants will be viewed impartially and will not normally be denied access to a programme of study without an educationally

justifiable or legal reason. The College seeks to provide all learners with support to assist them progress within their agreed programme of study. In addition learning opportunities are provided which promote equality and recognise the value of diversity in society.

This statement is supported by a number of College policies, procedures and Equality Schemes and associated Action Plans which are identified in Appendix 1.

#### **4.4 Commitment to Disability Equality**

As part of the College's commitment to disability equality the DES is reviewed annually through the College's strategic and operational planning procedures.

The DES and associated Action Plan have been reviewed and revised in accordance with statutory requirements. An Equality Impact Assessment has been carried out to review the Scheme's compliance with legal requirements and best practice. This has enabled the College to reassess the Scheme's impact and effectiveness with involvement from disabled people and other stakeholders.

This revised DES and associated Action Plan will be reviewed annually with the involvement of disabled people and further developed. Progress in driving forward change will be reported in the Annual Equality and Diversity Report. The Annual Equality and Diversity Report is approved by the Board of Management and is presented at a number of the College's standing committees. A copy of the Report is placed on the College's website with alternative formats available on request.

### **5 Development of the DES and Action Plan**

Since the initial implementation of its DES and Action Plan in December 2006, the College has routinely carried out involvement, consultation and engagement initiatives with disabled persons and other stakeholders and the feedback received has been used to inform the ongoing development of its DES and Action Plan.

In order to develop the revised DES, which will operate over the next three years, the College produced a programme of involvement and consultation activities for disabled persons and other stakeholders. The outcomes from these activities have been used to inform the development of the revised DES and its associated Action Plan and to support the College's disability equality agenda. These activities, combined with further consultation and involvement activities will inform the future development of a Single Equality Scheme and Action Plan. A full report of the findings is available on request in electronic, paper or alternative formats.

## **5.1 Internal Learner and Staff Involvement.**

Activities undertaken with these groups included:

- focus groups with learners, learners with a disability or additional support needs and carers arranged as classroom visits at both main campuses, including visits to Support for Learning classes;
- focus groups with staff (including those with a disability or underlying health condition) arranged as part of scheduled team or committee meetings at both main campuses, including a meeting with members of the Support for Learning Team;
- one-to-one interviews with disabled and non-disabled staff;
- feedback from the Learner Satisfaction Survey;
- on online or paper staff questionnaire;
- on online or paper learner questionnaire; and
- feedback from the College's Annual Staff Disability Audit.

## **5.2 External Involvement.**

Activities undertaken or planned with external groups include(d):

- a focus group to be organised with local disabled people (will be organised in partnership with Glasgow Disability Alliance);
- feedback through Glasgow Disability Alliance using its report titled 'Partnership Working to ensure the human rights of disabled people'; and
- utilisation of feedback from previous learners.

The College will continue to use traditional methods of involvement. It will also seek to use more innovative methods to encourage disabled people and their advocates/carers; and stakeholders to participate. In particular the College will seek to continue its engagement with hard-to-reach disabled people.

## **5.3 Outcomes of Internal Involvement**

The participants who took part in the consultation and involvement exercises included people with a range of disabilities including individuals with limited mobility, mental health conditions, additional support needs, sensory impairments, learning difficulties and long-term illness. The College gained valuable input from all those involved. Their views, experiences and suggestions have informed the development of this DES and Action Plan.

### 5.3.1 Positive Outcomes

#### Learners

Positive feedback from learner involvement included:

- the College has very good physical access;
- attending College has resulted in disabled learners gaining confidence and making new friends;
- learners with disabilities feel safe at College and do not face the harassment and bullying they sometimes experience in other places;
- learners with disabilities feel that non-disabled learners are generally helpful and supportive;
- most learners are aware of procedures for reporting concerns or incidents of discrimination or harassment;
- lecturers are very supportive and active in enabling the College to meet learners' needs;
- non-disabled learners who had not previously met many disabled people enjoy learning alongside people with disabilities;
- learners describe the College as diverse, flexible, friendly, welcoming and dependable;
- learners who have attended other local colleges feel that the College has a more diverse mix of learners than most, particularly with regard to disability;
- disabled learners greatly value the College's partnership project with Enable, which assists them to find employment that compliments their studies at College;
- equipment and other adjustments were made, as appropriate, to suit learners' specific needs; and
- learners expressed how they enjoy attending the College and how it has enhanced their quality of life.

## **Staff**

Positive feedback from staff involvement included:

- the College provides a high quality of support for disabled learners and staff;
- equality, including disability equality, is at the heart of the College's ethos and underpins all of its services;
- disability equality is built into admission processes for learners and recruitment processes for staff to enable the College to meet individual needs;
- the Individual Learning Plan system assists teaching staff in providing effective consistent and responsive support for learning;
- those employed in teaching, support and management roles consistently strive to meet the individual needs of learners and staff;
- staff are proud of the College's accessibility and innovation in tailoring learning opportunities for disabled people, including its outreach work through the Learning Network;
- all staff, particularly those with a learners and/ or community engagement focus, clearly and consistently challenge discriminatory language and behaviour, using this as an opportunity to both promote equality and prevent discrimination;
- as an employer, the College is flexible in meeting the needs of staff affected by disability, either personally and/or in respect of caring responsibilities; and
- the College's promotion of disability equality is highly valued, and is evidenced in the extensive commitment to both the focussed events during the Week of Diversity and the integrated curriculum activities.

## **Outcomes of Involvement - External**

### **Glasgow Disability Alliance**

Glasgow Disability Alliance (GDA) is a membership-led organisation of disabled people and groups in Glasgow. It acts as a collective, representative voice of disabled people, promoting equality, rights and social justice.

The College is currently seeking input from GDA in relation to development of its revised DES. The feedback will inform the further development of this DES and Action Plan.

The College has a long standing partnership relationship with Glasgow Disability Alliance (GDA). In 2009 GDA produced a report titled 'Partnership Working to ensure the human rights of disabled people'. The report states that it is about 'partnership working based on the experiences, thoughts, suggestions and inspirations of both disabled people who are members and learners of GDA and of their partner organisations. It draws on the views about what works well and what need to change. It also shines a light on some of the excellent partnership working which is being done with and for disabled people in Glasgow and provides specific examples of these across a broad range of organisations'. The GDA Report identifies three such examples at John Wheatley College.

These relate to the College's:

- 'about Employment' Transition project. This was introduced to address a recommendation made in an earlier Quality Review conducted by HMLe;
- links with Hazelwood School; and
- DIY Doll's House with Glasgow Association for Mental Health.

Working in partnership with GDA ensures that the College have direct input from disabled people and groups in Glasgow. GDA acts as a collective, representative voice of disabled people, promoting equality, rights and social justice.

During session 2008/09, in conjunction with Enable, the College's Support for Learning team sought and secured full funding for a five year supported employment project (in session 2007/08 the College secured partial funding). The project which commenced in August 2009 continues to provide valuable opportunities for learners with additional support needs (ASN) to apply College acquired skills and knowledge in the work environment. Regular steering group meetings were used to collaborate with Enable and other College partners to share, evaluate and develop good practice to support the needs of disabled people.

### **5.3.2 Outcomes of Involvement – Areas for Further Development**

#### **Internal Involvement**

##### **Learners**

The learners involved were very positive about the College's inclusive approach. Points for further development raised by learners included:

- reviewing refreshment, service area and seating availability at The Bridge to ensure that disabled learners have access to affordable, varied healthy

eating options, do not have to queue for long periods and have access to seating at break times;

- identifying ways to make the more challenging core skills elements in Support for Learning and other programmes enjoyable, relevant and accessible;
- the changing facilities shared by catering and construction learners at East End Campus is cramped;
- assessing the adequacy of disabled parking at Easterhouse Campus;
- reviewing of learners queuing in corridors after breaks to improve accessibility for wheelchair users;
- further developing the learner induction process in relation to disability equality and other areas of equality to ensure that all learners understand what is expected of them;
- continuing to assist learners with higher levels of support needs and/ or limited care support packages to access learning for more hours per week; and
- identifying ways to minimise room and/ or staffing changes, which can be both difficult and distressing for disabled learners.

## **Staff**

Areas for further development raised by staff included:

- further developing partnership working with support organisations to enable better access to and sharing of information about support needs, and encouragement for learners to use the skills they learn at College in daily life;
- identifying opportunities for the College to influence external bodies responsible for funding of assistive technology to ensure this equipment has a long-term, sustainable impact on learners' lives;
- assessing potential for the College to offer more distance learning opportunities, increasing equality for those unable to physically access the College's services;
- exploring the development of programmes or courses specifically for learners with autistic spectrum disorders who have high academic potential with significant social, communication or sensory difficulties;

- continuing to develop the College's approach to support for learners and staff who have disabilities including mental illness, long-term illness, blindness or partial sight, deafness or hearing impairment, multiple disabilities and autistic spectrum disorders;
- further developing mechanisms for sharing information in advance of admission and identifying appropriate learning programmes or challenge levels to lower the risk that learners with additional support needs may not attain or progress;
- continuing to develop integration of specialist support by increasing capacity of individual staff to meet support needs through staff development;
- monitoring adequacy of assistive technology provision for those with severe and complex needs;
- continuing to identify ways of encouraging learners and carers or support organisations to disclose all relevant support needs at the earliest possible stage;
- identifying ways to minimise room changes, which can be distressing for many disabled learners;
- ensuring that all College documents are appropriate for their intended audience, including use of Plain English guidelines;
- further developing the College's approach to the supply of alternative format materials and the use of assistive communications technology, including preparation of information for teaching staff regarding options and ordering processes;
- further developing written guidance on implementing equalities for specific groups of staff in relation to their area of work, including guidance on reasonable adjustments and other requirements relating to disability; and
- further staff development in health and safety and how this relates to the equalities agendas to ensure that staff are able to balance the requirements of both these areas appropriately.

## **6 Priority Areas for Action**

All of the areas for further development identified will be taken into account by the College, however there are specific points which were given widespread or significant priority by participants. As a result, the following areas will be

given priority to be addressed in the College's DES and Action Plan. These include:

- a review in association with the service provider of the refreshments, service areas and seating availability at The Bridge;
- a review the shared changing facilities for catering and construction learners at East End Campus;
- a review learners queuing in corridors after breaks;
- further development of the College's induction process for learners and staff in relation to disability equality and other areas of equality;
- identifying strategies to minimise room changes;
- extending collaborative working practices with disabled persons and/ or their advocates/ carers; and partner organisations, to enable better access to and sharing of information about support needs;
- identifying with disabled learners ways to encourage and support the use of skills/ knowledge acquired in College within daily life;
- continuing to develop integration of specialist support by increasing capacity of individual staff to meet support needs through staff development;
- further developing the College's approach to the supply of alternative format materials and the use of assistive communications technology, including preparation of information for teaching staff regarding options and ordering processes;
- providing different groups of staff with written guidance on implementing equalities within their work, including guidance on reasonable adjustments and other requirements relating to disability;
- ensuring that all College documents are appropriate for their intended audience, including use of Plain English guidelines; and
- further staff development in health and safety and how this relates to the equalities agendas to ensure that staff are able to balance the requirements of both these areas appropriately.

Actions resulting from these priorities will be identified in conjunction with the College's Equality Impact Assessment processes where appropriate and included in the DES Action Plan.

## **Section B**

### **7 Functions of the College**

The primary function of the College is to provide teaching and learning within the terms of the Further and Higher Education (Scotland) Acts 1992 and 2005. Its sub-functions are complex and overlap in many ways.

Particular areas of the College's activities to which the Disability Equality Duty applies include:

- strategic and operational planning, including estates and budget planning;
- learner admissions and access;
- learner achievement and assessment;
- provision of learner guidance and support;
- curriculum design and delivery;
- staff recruitment, selection, employment career progression and professional development;
- working in partnership with the community and establishing community links;
- promoting social inclusion and lifelong learning through outreach and youth access work in the local community;
- service delivery and procurement;
- marketing and publicity; and
- quality assurance and improvement in all policies, services and functions.

#### **7.1 Leadership and Management**

##### **7.1.1 Strategic and Operational Planning**

Disability equality is mainstreamed through integration into the College's management and strategic planning structure. Its budget is constructed to meet the aims of the Board's strategic objectives with resources allocated as appropriate to meet the disability equality agenda.

The College Plan, approved by the Board of Management for sessions 2009-12, contains specific references to further development of the College's approach to equality, including disability for learners and employees. This strategic underpinning of disability equality is evidenced by the College gaining external recognition for the quality of its inclusive provision.

This evidence base includes feedback from the College's HMle annual engagement activity, in April 2009, their subsequent full review and the October Investors in People audit. The Inspectorate were, as a consequence of their November 2009 review, able to make 'unqualified' confidence statements about the quality of the College's provision. They were also able to identify at the College a number of sector leading innovative practices. The resultant report is expected to be in the Public Domain on 19 February 2010. The College's Investors in People Report is available on request.

### **7.1.2 Board of Management**

Members of the Board of Management are responsible for ensuring that the College meets the general and specific duties of the Disability Discrimination Act as amended. The College's progress against its disability equality agenda and implementation of its DES and Action Plan are reported at regular intervals to the Board of Management and its standing committees.

The Board of Management's Personnel and Staffing Committee (employment) and Academic and General Purposes Committee (curriculum and service delivery) have specific responsibility to ensure that the College meet its aims and objectives as identified in its DES and Action Plan as developed with the on-going involvement of disabled people.

The Board of Management and its Standing Committees consider regular progress reports on the operational aspects of the College's Equalities work, including minutes from; the Equalities Committee and Workgroups, the Quality Enhancement Committee; and the Curriculum Support Services Forum. In addition, an Annual Equality and Diversity Report, which includes specific reference to the College's compliance with Disability Discrimination Act legislation both in terms of employment and education, is produced and considered.

The College promotes disability equality through the Curriculum Development and Authorisation procedures, the annual self-evaluation processes and its CPD application procedures.

The College routinely reviews its performance with regard to disability equality as part of both the Equality Impact Assessment process and within the School annual reports.

The College has in place a learner and public commendations and complaints procedure. The College monitors the type of commendations and complaints it receives on an annual basis. During session 2008/09 the College received one disability related complaint from a learner. The complaint was resolved to

the satisfaction of the learner and the individual concerned returned to a further course of study in session 2009/10.

The Board of Management consults its staff systematically under the auspices of the Joint Consultative Committee which consists of representatives of management, recognised Trades Unions and a Professional Association. The Board invites the Student Association to nominate a representative to be a member of relevant committees such as the Equalities Committee, Academic Board and Board of Management. Each session the Student Association's is actively encouraged to appointment a Disability Officer. The purpose of this role is to represent the needs of learners with a disability or additional support needs through participation in the College's Equalities Committee.

### **7.1.3 The Principal and Strategic Management Team**

Senior management play a crucial role in driving forward the College's disability equality agenda through embedding disability equality in strategic priorities, quality systems and development plans. This ensures that an organised and holistic approach is taken within the College. To achieve this aim the College's strategic management team and operational managers consider reports on the implementation of disability equality as part of their strategic and operational planning processes. This demonstrates to staff the importance of the Disability Equality Duty for the College.

Members of the College's Strategic Management Team and Operational Management Team continue to participate in the Board and Committee work of local Equalities groups; and regularly engaged with both the East Glasgow Community Health and Care Partnership and the local regeneration agencies.

Equality Forward (funded by the Scottish Funding Council) was established to support colleges and universities in Scotland in their work towards ensuring equality for all learners and prospective learners, and staff. Key College personnel were members of the Equality Forward's committees and Board. The Scottish Funding Council announced that funding would no longer be continued for this organisation and it ceased to operate in March 2009. As a result, the Funding Council sought views on how colleges and universities could be supported with their equality and diversity work. This included feedback on a proposed four-level approach to equality and diversity, which includes:

Level 1 - Advice and guidance: providing basic support to colleges and universities through website resources, reports, toolkits and seminars.

Level 2 - Targeted development and capacity building: identifying where carefully targeted proactive research, support and guidance can significantly impact on equalities outcomes.

Level 3 - Equalities leadership: aiming to ensure that equalities become a leadership issue over and above the roles of specific equalities practitioners.

Level 4 - Systemic change/integration: equality and diversity concepts should become embedded effectively as the norm into everyday activities in colleges and universities.

The College prepared, with the involvement of its staff, management, members of its Trade Unions and Professional Association a response to the Funding Council's consultation exercise. In addition a member of the College's strategic management team and its Equality and Diversity Advisor attended a consultation seminar run by the Scottish Funding Council on Friday 18 September 2009 to provide feedback on its proposed approach to supporting colleges and universities.

The College has maintained close contact with other agencies and groups who seek to promote equality and tackle discrimination in Scotland. Their work is informed by the experiences of those who experienced unfairness and discrimination as well as those who have to implement changes.

### **Principal - Accountability**

The Principal is accountable to the Chair to the Board of Management for driving forward the College's disability agenda within all aspects of the College's strategic and operational functions. The Board of Management set key objectives for the Principal over a twelve month period (bearing in mind the College's mission, priorities in its development plan and resources). A copy of this is available on request.

The job description for the Principal specifically includes a responsibility to provide leadership in respect of the College's Inclusive Ethos and in the Board's Equalities Agenda (this was added as a consequence of the appraisal process for 2008/09 and the publication of the SFC's consultation paper related to the development of its future support for the further development of the Equalities and Diversity agenda in post-school education. It has also, subsequently, been added to the job descriptions of all members of the College's Senior Management Team. Through the CDR process targets are set in relation to equality and diversity which provides for accountability to the Board of Management and demonstrates the Principal's leadership role in this area.

The Principal delivers an address at the beginning of each academic year which informs staff about the successes of the previous year and new developments or challenges for the new session. This presentation at the beginning of each year sets and reinforces the ethos and commitment to the College's equality agenda, including disability and provides an opportunity to

recognise the achievement of staff in the previous academic year in working towards meeting the needs of its stakeholders.

All managers are required to demonstrate leadership in implementing the College's disability equality agenda and in promoting equality and diversity. However, the College has an expectation of all staff to undertake a leadership role in the activities they undertake on its behalf and to challenge discrimination in all its forms.

The Principal and members of the strategic management team are responsible for:

- ensuring that the Disability Equality Duty is met;
- promoting disability equality internally and externally;
- ensuring the practical implementation of the DES and its Action Plan; and
- for ensuring that the College's disability equality policies and procedures are followed.

### **Strategic Management Team - Accountability**

The job description for the post held by members of the Strategic Management team, Depute Principal, Assistant Principal and Chief Finance Officer also includes a responsibility to provide leadership in respect of the Board's Equalities Agenda and the role holders are in turn set equality and diversity targets by the Principal which contribute to the College's disability equality agenda.

The CDR documentation and process for members of the Strategic Management Team explicitly include a section which requires members to state what specific actions they have taken to promote and implement the College's disability equality and inclusiveness agenda. The CDR process aims to ensure that members of the Strategic Management Team are able to demonstrate to the Board of Management progress in its disability equality agenda. Matters relating to the promotion and achievement of disability equality are included in the targets set for members of the Senior Management Team.

The College reviewed, in partnership with the appropriate members of the Professional Association, the CDR process for its Operational Managers during Session 2007/08 and similar changes have been made to the process for this group of staff. The revised CDR process was implemented in session 2008/09. The College acknowledges the significance for senior and operational management to demonstrate commitment and leadership to promoting and achieving disability equality.

The College Plan contains specific references to the further development of the inclusive approach which it has towards all learners and staff. Members

of the College's Strategic Management Team continue to take their leadership role and commitment to equality very seriously.

The College's Equality and Diversity Advisor has routine and systematic access to the Management Team to enable her to raise directly matters in this respect with the College's Management team.

### **Operational Plans**

The College Strategic Plan is translated into Operational Plans for both teaching schools and all College and Function teams. Written Operational Plans communicate to managers the College's strategic equality aims and objectives, which are translated into clear and agreed operational objectives. Managers provide regular reports to the Strategic Management Team on their progress against all operational targets, including those related to equalities. This process ensures that members of the Strategic Management Team are kept informed of the College's progress in terms of its disability equality agenda.

#### **7.1.4 Operational Managers and Line Managers**

Curriculum Teams and College Services and Function Teams are required to undertake a self-evaluation exercise which involves measuring progress against previously set team targets and those contained in the College Plan. The information gathered through the annual Curriculum self-evaluation process is reported in the overall School Action Plan published at the beginning of each session and individual Curriculum Team Action Plans.

The format of the College and Function Team self-evaluation annual report (which is based on the HMIE framework) requires managers, with the involvement of staff, to identify best practice in relation to disability equality promotion and action.

Good Practice is disseminated to other teams during the College's Quality Days, which are scheduled in order to facilitate ready access to staff development and training. The information is also collated and reported in the College's Annual Equalities' Review.

Managers are responsible for:

- promoting disability equality internally and externally;
- preventing disability discrimination;
- ensuring the practical implementation of the DES and its Action Plan;
- ensuring that the College's disability equality policies and procedures are followed; and

- for managing any incidents of harassment or discrimination related to staff or learner disability in accordance with the College's procedures.

Managers are responsible for ensuring that staff:

- understand their responsibility for promoting disability equality and eliminating disability discrimination;
- challenge and report disability discrimination if it occurs;
- receive appropriate support and assistance to meet their individual needs if they have a disability or underlying health problem;
- receive appropriate training and development to assist them in fulfilling the aims and objectives of the College's disability equalities agenda; and
- understand their role and responsibility in terms of disability equality as contained within their job description.

### **Operational Management and Heads of Section - Accountability**

Managers are held accountable for the promotion of disability equality and elimination of discrimination through the College's self-evaluation processes. Each Operational Manager and Head of Section is required to produce an annual self-evaluation report, which includes a requirement to report on the team and its members' specific contribution to the College's equality agenda. Each report writer is required to demonstrate how they and/or their team have; promoted disability equality, worked with the involvement of disabled people towards improving services, embedded further disability equality and eliminated discrimination or harassment.

The College's internal self-evaluation process ensures that managers are directly accountable for embedding disability equality into their practices, policies, procedures, plans, functions and services.

Self-evaluation reports involve every team member in the review and evaluation of the team's performance in meeting the strategic and operational aims of the College, including those contained in its disability equality agenda. The reports communicate to all staff how they are involved and contribute, as a team and individually, in meeting the College's disability equality objectives. The equalities data relating to disability is extracted and included in the College's Annual Equality and Diversity Report. A summary on the self-evaluation reports equality data is presented at the College's Board of Management and other relevant standing committees such as the Academic and General Purposes Committee, Personnel and Staffing Committee and Equalities Committee. A copy of the extracted data is also placed on the College's website for staff and learners with an invitation to

comment on what further improvements the College could make to its services.

The College Service and Function Teams' self-evaluation reports are presented to the both the Strategic Management Team and relevant committees. In learning and Teaching areas the Curriculum Leaders produce an overview and undertake, with relevant senior staff, a review of the annual reports in their area; and in addition the Associate Principals (Core School and Vocational School) produce reports.

The Assistant Associate Principal (Quality), whose remit includes the embedding of equality promotion and the prevention of discrimination throughout quality systems including; curriculum development and delivery and Continuing Professional Development, is a member of the Scotland's Colleges' Access and Inclusion Forum and was vice chair of former Equality Forward West Forum. The Human Resources Manager was also a member of the Equality Forward West Forum.

### **7.1.5 All Staff**

All job descriptions for staff contain a clause relating to their duty and responsibility to eliminate harassment and discrimination related to disability and to promote positive attitudes towards disabled people. This ensures that staff clearly understand the College's commitment to disability equality and actively challenge disability discrimination or harassment should it occur. The College expects all staff members to demonstrate leadership on equality and diversity. This clause was reviewed and revised in session 2008/09.

Staff are responsible for:

- challenging and dealing appropriately with incidents of discrimination and stereotyping;
- ensuring that they attend training and development opportunities relating to disability equality;
- identifying improvements to the College's services and functions which will enhance the learning or working experience of disabled people; and
- for bringing disability related barriers to the attention of the College.

### **Staff Accountability**

Staff accountability for promoting disability equality and eliminating discrimination takes place and is reinforced through various management systems.

The job description for every staff member and Statement of Particulars reinforces the College's commitment to disability equality and the responsibility of staff to promote disability equality and challenge discrimination in all its forms.

All new entrants are issued with a range of College policies along with their Statement of Particulars prior to commencing employment with the College. Staff are required to sign confirmation that they have read and understand these policies. In addition as part of its induction process new entrants are provided with a briefing on the College's Equality Policies and Safeguarding Children, Young People and Vulnerable Adults Policy and associated procedures by a member of the Human Resources Team in their first week of employment. This approach is to ensure that staff are aware of the College's policies and approach to safeguarding and equality. It also provides staff with an opportunity to ask any questions or seek advice.

Team meetings and briefings are a key method of communication for the College. Information on the College's disability equality agenda is delivered by managers to academic and support teams. Communication with staff is face-to-face, this means staff involvement in two-way communication and discussion is more possible. This method enables teams to be directly involved in the College's disability equality agenda with the aim of improving the College's services and functions for disabled people.

Team meetings and briefings, on which equalities, including disability, is a standing item, include:

- the Strategic Management Team hold a weekly meeting at which Associate Principals and operational managers attend on a regular basis. Associate Principals are responsible for disseminating information to Curriculum Leaders and for feeding back to the Strategic Management Team. Minutes of the Strategic Management Team meetings can be accessed by staff through the College website. The College's Equality and Diversity Advisor reports on the progress of the equality agenda directly to members of the Strategic Management Team;
- the Associate Principal (Core and Vocational) hold regular team meetings with the Curriculum Leaders;
- Curriculum Leaders and Heads of Section hold regular team meetings with the staff for whom they are responsible;
- Assistant Principals hold weekly meeting with operational managers within their area of responsibility; and

- operational managers attend Curriculum Team meetings on an ad hoc basis to provide or obtain information from academic staff on various issues and ensure cross function communication and team work.

Team meetings and briefings have proven to be a successful system for involving staff in influencing the development and implementation of policies, procedures, plans, services and functions for the College both as an employer and a service provider as will be demonstrated later in the report.

## **7.2 Equalities Committee**

The Equalities Committee oversees the College's disability equality agenda. Its membership includes members of the strategic management team, a disabled staff representative, staff representatives, Human Resources staff and representatives of recognised Trade Unions and Professional Association. The Depute Principal acts as Chair of the Equalities Committee which ensures the necessary authority and access to resources to drive forward the College's disability equality agenda.

The College also operates two workgroups on equalities, the Employment Equalities Workgroup and the Inclusive Learning Workgroup. These workgroups are chaired by a member of the strategic management team and support action on equality for learners and staff respectively.

## **7.3 Guidance and Advice Services**

The Advice Team provides a wide range of guidance activities to all learners, including those participating in outreach programmes. The service provided has been reviewed and improved with the involvement of disabled learners, staff and other stakeholders during the duration of the College's DES. Feedback from learners has assisted the service to evolve in order to better meet the needs of learners affected by disability or additional support needs.

Comprehensive information on programmes and College services is available in a wide variety of formats, including electronic versions available via the College website, which can more efficiently and effectively be translated, spoken and/or produced in accessible formats. Curriculum support services are organised to meet the needs of disabled learners throughout their chosen programme of study. This is provided in innovative ways to engage and support individuals and groups in the learning process. The Advice Team have produced handbooks, with the involvement of disabled learners, staff and other stakeholders, including the Directory of Care Services to assist tutors with specialist information. These documents are reviewed annually.

Furthermore, the Greater Easterhouse Pathfinder website, which the College developed with the involvement of local community groups, also contains information on a range of agencies to support disabled learners.

The Advice Team operates a centralised admissions system which includes organising and attending pre-entry interviews with programme tutors which provides candidates with a disability or additional support needs with the appropriate information and support about the programmes in addition to impartial and accurate advice on funding and welfare issues. At the pre-entry interview stage the needs of disabled learners and learners with additional support needs are identified and diagnostic testing is arranged to identify core skills and appropriate additional support needs. Once learners are enrolled the Advice Team provide a complimentary service supporting programme tutors by providing both pastoral and careers guidance to all disabled learners including those in community based venues.

Progression Guidance, designed to enable disabled learners to compete on equal terms in post-College employment and/or education, is delivered as a series of learner centred activities and includes job seeking skills, participation in mock interviews and presentations from external agencies and/or employers. Progression guidance is provided through a comprehensive programme in conjunction with the College's key partners, which allows disabled learners to find out about services both linked to the College and within their own communities. Information gained through these activities enables disabled learners to make informed and realistic decisions about their future plans. Collation of destination statistics also informs planning process for this programme.

In supporting disabled learners towards employment the College utilises both its Enable supported Transition to Employment project and its Service Level Agreement with Careers Scotland; and also engages with an extensive range of employment support agencies in the locality (including Glasgow East Regeneration Agency) to provide structured progression guidance.

The Guidance and Advice Team services are systematically reviewed on an annual basis or as appropriate with the involvement of disabled learners, staff, external agencies and other stakeholders. This is achieved through a variety of approaches, for example focus groups with disabled learners, short life working groups with teaching staff and reviews of programmes of events. The outcomes of these activities inform future planning and enhance the services available to disabled learners.

The Guidance and Advice Team is aware of the many barriers which often face disabled learners when considering returning to education. Services have been developed to help build confidence and boost self esteem and the Advice Team has created a supportive environment to enable effective guidance to take place.

The Advice Team have developed effective referral processes between teaching staff and external agencies to enable disabled learners to access appropriate specialist support when they most need it. The Advice Team has developed strong links with local community agencies with a view to breaking

down barriers to enable learners with a disability or additional support needs to receive the most appropriate information and advice for progressing into employment, training or further study.

The Advice team contributes to College publications, such as the prospectus, to ensure there is no cultural bias and to promote disability equality.

Through College planning days the Guidance Manager is able to engage in the strategic planning process. Participation in the planning process informs the services developed and delivered by the Advice Team. Periodic consultation with teaching staff enables the Advice Team to provide accurate information and advice on all College programmes. Through the self-evaluation process within College teams and the evaluation of the learning experience process, the Advice Team are able to systematically plan guidance services to effectively support learners with a disability or additional support needs to achieve their goals.

Enrolled learners, whether based in the College main campuses or community based venues, have access to the College's first class e-mail system and learner area of the website. Through this medium disabled learners are able to communicate with each other and the Advice Team is able to communicate effectively with learners, providing up to date information and highlighting events which may be of interest.

The Advice Team has produced, in partnership with disabled learners, staff and other stakeholders, a number of useful documents to assist at both the induction and progression guidance stage which are available to all learners in a variety of formats, where appropriate some of this information is also made available to potential learners via the College website.

In addition to support learners in session 2008/09 mental health practitioners were available in the College provided by the East Glasgow Community Health Care Partnership for the provision of Mental Health Services. The Guidance and Advice Team organised and held learner interviews in both its East End and Easterhouse Campus to provide opportunity of access to the communities which the College serves.

#### **7.4 Learning and Teaching**

Provision of an inclusive learning experience for learners with a disability or additional support needs is integral to the operation of the College. The Curriculum Support Services Forum oversees the operational aspects of College services that are involved in meeting the needs of the College's diverse range of learners, including those with disabilities or additional support needs.

To actively promote and embed disability equality into learning and teaching materials the College has set procedures for design, development, authorisation and delivery of programmes and curriculum materials; and the

creation of accessible materials for learners. In addition to further support the creation of accessible and effective learning environments, the Learning and Teaching Strategy highlights a variety of suitable learning and teaching approaches to be utilised by staff.

There is an emphasis on blended learning, which integrates a range of approaches and materials suited to the topic being delivered. Materials are available in electronic format which enables lecturing staff to adapt the materials for learners on mainstream programmes according to individual support needs. The Individual Learning Plan (ILP) directly involves the learner in identifying their needs and ensuring that they receive the appropriate support throughout their learning experience with the College. ILPs are discussed in more detail under the Learner Section.

The number of learners with additional support needs in mainstream programmes has steadily increased over the years. Across the College curriculum teams have worked closely with the Support for Learning team to design programmes from Scottish Qualification Authority (SQA) Access 1 level with clear progression to higher levels of national qualifications. The College does recognise that discrete programmes are necessary in circumstances where very specialised and/or intense support is required and such courses continue to be available.

The embedding of the Quality and Equality in Learning and Teaching Materials (QELTM) guidelines into the College's Curriculum Development and Authorisation procedures has created an effective system for tracking equality promotion and prevention of discrimination in learning and teaching materials. This has been further supported by the production, for all staff, of a guide to writing easy-to-read documents.

The College actively promotes disability equality in its publicity materials, via its staff and through its processes. The College strives to ensure that learners who have a disability or additional support needs are able to participate meaningfully and to the full extent of their abilities in college life. The College's systematic processes including self-evaluation, learner engagement in quality enhancement and the evaluation of the learning experience enable it to gather information and involve disabled learners in improving and adapting its services and functions. The use of the Individual Learning Plan (ILP) system underpins guidance and is the primary document for tracking an individual's needs and support measures. An Individual Learning Plan is opened for every learner and reviewed at least once per teaching block to record any changes in circumstances which impact on the learner's progress, attainment, achievement or support requirements. The annual ILP Audit highlights issues to be addressed and informs future planning in relation to the inclusion, disability or additional support needs or other equality matters. In recent years the College has increasingly attracted larger numbers of learners with more significant and/or complex disabilities or additional support needs. In addition, effective support processes have led to an increase in the number of learners disclosing that they have a disability or additional support needs.

## 7.5 Estates

The College recognises that, for many disabled people, environmental barriers can play a large part in restricting opportunities. The College involved learners and staff with physical, sensory, mental health and learning difficulties or disabilities and relevant external agencies in the design process of its new builds and in the formation of new services.

A series of focus groups with learners and staff were held over a period of time during the design stage and construction of the College's Easterhouse and East End Campuses. By involving disabled stakeholders the College ensured that it met their needs. All of the College's buildings are built in compliance with the Disability Discrimination Act and relevant building regulations on accessibility. In some areas the physical environment is designed to go beyond compliance. The College's buildings are, therefore, fully accessible by disabled learners and staff.

The College's building in Easterhouse was initially audited for accessibility prior to its opening in August 2001 by the Glasgow City Council's Social Work Department Disability Advisory Service. The representatives who audited the building had physical and sensory impairments. The College was also audited by the Scottish Funding Council for accessibility in 2002/03 as part of a sector wide exercise. That process made minor recommendations with which the College immediately complied.

The College's East End Campus at Haghill, which opened in February 2007, for example involved PAMIS as an integral part of its design process. PAMIS is an organisation in Scotland working with people with profound and multiple learning disabilities, their family carers and professionals who support them. The College won an award with PAMIS for its accessible toilet in its East End Campus (which considerably exceeds standards set by current building regulations).

The College has continued to review its property and estates with the involvement of disabled people and other stakeholders to ensure accessibility to premises and facilities. For example, the College has purchased 'Evac-chairs' to assist, in the event of an emergency evacuation or lift failure, staff or learners who have mobility difficulties.

The feedback provided by both staff and learners during consultation and involvement was positive about the College's property and Estates, particularly regarding physical access.

The College's building and learning spaces are entirely accessible to those with physical disabilities (as are its network of community-based learning centres). In addition, the buildings have also been designed to support learners with sensory disabilities (there is a comprehensive range of assistive technology to support learners in these respects). Teaching Staff also have

access to Care Assistants who can, when necessary, provide other support services to learners. The College's Estates provision, in many cases, exceeds that specified in building regulations. Information about the College's buildings and their accessibility is available on the DisabledGo Website [www.disabledgo.info](http://www.disabledgo.info)

This accessible physical estate, in conjunction with the College's Inclusive ethos ensures that the needs of disabled people and other stakeholders are met.

## **7.6 Procurement**

The College uses the Advanced Procurement for Universities and Colleges (APUC) when making purchases. APUC provides professional procurement expertise in the setting up and management of large scale contracts to the advantage of all its customers. Suppliers who tender with APUC are required to provide an Equal Opportunities Certificate.

The College includes an appropriate Equalities Statement, incorporating disability, in any tender documentation which it prepares for major projects. The College expects service providers to demonstrate commitment to disability equality.

## **7.7 Marketing and Publicity**

The College consistently reviews its approach to the development of appropriate publicity materials. Disabled people and stakeholders are involved in the process of developing promotional materials through the use of focus groups. The College's prospectus promotes disability equality with positive images. An electronic version of the prospectus is available on the College website and can be accessed in various formats.

Over a period of years the College has invited comment from disabled stakeholders, the general public, learners, staff and other stakeholders in the development of its website. The involvement of disabled stakeholders has led to a number of improvements to the websites appearance, clarity of purpose and, specifically, the ease of use for individuals seeking course and College information. The College's website is accessible by design, complying with appropriate standards by using Cascading Style Sheets which makes the site viewable regardless of the users' screen settings. This also makes the information viewable on mobile devices. Staff responsible for website maintenance work to ensure a high standard of accessibility.

Direct involvement of learners with a disability or additional support needs has led to:

- learner access to a range of resources which support their induction into the College which were developed with their direct involvement;

- improvements in the logging on process and a roving log on; and
- development of a new section which allows learners access to their own Individual Learning Plan, which includes areas for their own personal update as well as sections updated during or following a review by their programme leader

## **7.8 Community Involvement**

The College takes an inclusive approach to engage with the community in the establishment of its strategic and operational priorities.

Wide involvement with stakeholders including Community Planning Partnerships takes place regularly. The records of such discussions can be found on the College's website. The College engages with local community representatives through the auspices of local voluntary organisations within the communities it serves.

Circa £450,000 is committed to the College's Wider Access Programme to sponsor community-based adult education. The College liaises with local community organisations to ascertain their priorities and to seek an understanding of their possible contributions/roles in the organisation of any classes which this Programme can support.

The College continues to participate in the local Lifelong Learning Groups in both Community Planning Partnership Areas in its locality.

The College involves the local and wider community in the development of its services and facilities which informs the on-going development of its DES and Action Plan. Previous examples of involvement include focus groups organised and run in partnership with external agencies and securing feedback from marketing and publicity events.

The College works in partnership with a wide range of disability organisations. The College has close links with Glasgow Disability Alliance, Royal National Institute for the Blind, Enable, Positive Mental Attitudes, Children's Hospice Association Scotland and various other voluntary organisations. It also has close links with statutory agencies such as the Social Work Department, NHS Greater Glasgow and Clyde and Glasgow East Community Health and Care Partnership which provide services for disabled people and those with additional support needs.

The College shares information on best practice with regard to disability equality where appropriate.

## **8 Gathering Information and Impact Assessment**

### **8.1 Gathering Information**

The College recognises the importance of gathering information which may reflect the impact of its policies, procedures and practices on disabled people and other stakeholders. It is in the College's best interests to design services which are widely accessible and appeal to a diverse range of users, including disabled people. The College uses a wide range of qualitative and quantitative methods to gather information which is scrutinised on an annual basis and compared with internal and external benchmarks. The College is fully aware of the benefits of involving disabled people in planning and decision making processes and senior management are committed to ensuring that the views of disabled people are integrated into the College's planning and development activities. This embeds disability equality in all core processes.

The College uses a number of methods for gathering information on its progress in promoting and achieving disability equality. The information gathered is used by different functions and services to further embed disability equality. Progress in disability equality is evaluated and reported in the annual Self-evaluation Team Reports and the College's Annual Equality and Diversity Report. The information has assisted the College to move towards enhancing the learning and working environment for disabled people over a number of years.

The College recognises that the involvement of learners and staff with disabilities or additional support needs can be challenging for a number of reasons. For example:

- the College's learner population is not static. Most learners are part-time and enrol for short programmes, a limited number of learners enrol for one or more academic sessions and 40% of the College's teaching is delivered in community based outreach centres;
- it takes time for learners to get to know the College and its staff;
- it takes time to encourage learners to get involved in engagement and consultation processes;
- not all learners who disclose a need for additional support for learning have a recognised disability;
- many of the College's disabled learners have multiple or complex support needs which take significant partnership working to meet;
- not all learners who have an additional support need are willing or able to disclose this to the College, despite the processes designed to enable this;

- not all staff are willing to disclose their disability and/or give permission for the College to formally record that they have a disability; and
- response to internal learner and surveys and focus groups is limited.

Over time, the College has mainstreamed approaches to involve disabled people in the development of its activities including the development of its DES and Action Plan. These approaches have proven to be successful in meeting the needs of disabled people. The College, however, continually seeks to improve its services and facilities. This requires a systematic review of activities including the involvement of disabled people and other methods utilised by the College to gain information. These methods are both quantitative and qualitative.

## **8.2 Learners**

### **8.2.1 Quantitative Methods**

Learner information pertaining to disability is gathered in the following formats:

- number of disabled applicants, interviewees, acceptances and withdrawals by type of disability disclosed;
- commendations and complaints submitted which are disability related;
- discipline involving disabled people;
- attendance levels of disabled learners;
- retention levels (cross referenced against other equality strands);
- achievement levels (cross referenced against other equality strands); and
- learner surveys conducted at various times of the year, subjects including accessibility of buildings, the website, Policies and Schemes, the learning experience and College facilities.

### **8.2.2 Qualitative Methods**

#### **Learners**

The College has a strong commitment to involving disabled learners in its review and development processes. These processes include:

- learner representation at programme team meetings;
- focus groups and a mid-programme evaluation;

- involvement of advocates and/or carers and local and/or, as appropriate, the national organisations of disabled persons;
- participation of representatives of the Student Association in scheduled planning activities;
- the pre-entry guidance process;
- engagement with referring partner agencies with regard to the most effective strategies for individual learners;
- Individual Learning Planning (ILP) to enable the College to respond appropriately to individual needs; and
- the annual ILP Audit which enables the College to make appropriate changes to its policies, procedures, plans and practices to meet the needs of disabled learners.

## 9 Learner Profile

The undernoted table gives the percentage of learners (headcount) who have chosen to disclose that they have a disability or additional support needs to the College. The number of learners has risen from 19.90% to 27.16%.

**Table 1 – Percentage of Learners with a Disability/Additional Support Needs – 2006 - 2009**

Session	Number of Learners		Disability
2008/09	8,573		2,329 (27.16%)
2007/08	7,048		1,403 (19.91%)
2006/07	7,096		1,412 (19.90%)

The College's ILP and progressive guidance processes helps to ensure that learners with a disability or additional support needs are fully supported to achieve and attain in their chosen course of study. The College closely monitor the achievement and attainment rates of all learners including those with a disability or additional support needs.

The number of enrolled learners with a disability or additional support needs who achieved, progressed or completed their programme in academic years 2006/07 to 2008/09 is shown in table 2 below.

**Table 2 – Achievement Comparison for sessions 2006/07 – 2008/09\***

<b>Session 2008/09</b>	<b>Total College</b>	<b>Disability</b>
Enrolled	13119	2783 (21%)
Completed	11776	2561 (92%)
<b>Session 2007/08</b>	<b>Total College</b>	<b>Disability</b>
Enrolled	9969	2296 (23%)
Completed	9192	2150 (94%)
<b>Session 2006/07</b>	<b>Total College</b>	<b>Disability</b>
Enrolled	2851	684 (24%)
Completed	2297	591 (86%)
Achievers/Progressed	1607	356 (52%)

\* these figures include learners who achieved, progressed or completed a course/programme.

Learners who attend the College have a wide range of disabilities and additional support needs, some learners have multiple and complex needs. The number of learners who attended the College with a disability or additional support needs increased in 2008/09 by 7.25% in comparison to session 2007/08. A total of 27% of the College's learners disclosed that they had a disability or additional support needs.

The College has developed approaches to support learners with a disability or additional support needs to progress onto other educational programmes and/or employment. The College's Transitional Vocational Programmes (TVPs) are an example of one of these. The TVPs operate to address the significant challenge of unemployment experienced by learners with Additional Support Needs (ASN).

The two aims of these innovative practical programmes are the:

- support and enablement of learners who have significant levels of ASN to develop employment related vocational and personal skills; and

- effective promotion of equality and the raising awareness of diversity.

The development and delivery of these programmes, with on-going and effective involvement of individuals affected by disability and other stakeholders, has had an extremely positive impact on College operations in terms of raising awareness and changing attitudes of the public, other learners and College staff.

Skills, knowledge and experience gained by the College from designing and operating these experiential programmes, with integrated employment support, will greatly influence future College activity. Employability is central to the TVP framework. In the current programmes learners are supported and enabled, via the effective Enable partnership, to progress through vocational education onto employment. In addition, acquisition and/or further development of core, interpersonal and/or specific vocational skills, linked to an individual's needs and aspirations are the aims of and for learners.

Transitional Vocational Programmes have been developed with the involvement of stakeholders over a number of years to provide tailored, practical vocational learning for individuals with ASN. A number of programme delivery models are efficiently and effectively integrated to accommodate learners' needs or aspirations and the working environments within different vocational settings.

This model of delivery effectively challenges stereotypical images. Effective internal partnership working and collaboration, involving the Advice team, vocational teams and Support for Learning staff, successfully facilitates entry to, progression within and transition from the full range of TVPs.

Enable Scotland and the College have developed effective working arrangements over a number of years and since the mid 1990s Enable's Employment Link Workers, as visiting speakers, have supported delivery of the Employability element within the Skillsbuilder and Skillstart programmes. In 2005 Enable and the College formalised their partnership working by designing a project with the aim of providing improved employment progression and transition opportunities for learners with significant ASN. In early 2006 funding was secured, through Equal Access to Employment's RE:Focus (ESF) programme, to embed employability activities in the TVPs from the start of session 2006/07.

College staff, in partnership with Enable's Employment Development Worker (EDW), piloted an innovative approach to the completion of the Individual Employment Plan, including the setting of goals and monitoring progress against these. It centred on the time-tabled Core Skills sessions where learners recorded their skills development, identified potential progression routes and considered their transition support needs. This initiative facilitated the achievement of each individual's Employment Plan enabling them to progress more effectively towards employment. This reduced the transition to

employment or further study by around six months to complete a major advance for this cohort of learners.

In session 2007/08 all TVP learners progressed along the employability pathway. Learner progression outcomes included:

- five making the transition to supported employment in retail;
- four TVP participants took up volunteering opportunities;
- six learners from Access 3 TVPs progressing into mainstream National Qualification programmes. (5 JWC/ 1 Glasgow Metropolitan College); and
- eight Core School Working with Others and Citizenship programme learners moving into the Vocational School's Creative Technologies Hairdressing Salon Assistants or Hospitality TVPs.

In session 2008/09 all TVP learners progressed along the employability pathway. Learner progression outcomes included:

- eight referrals to Enable for supported work placements;
- four gained work experience placements with Local Employers;
- two gained permanent employment; and
- eleven went onto mainstream programmes with a Further Education College (including John Wheatley College).

In addition the lessons learned from and approaches adopted in TVPs have been disseminated across the College to inform curriculum development in all subject areas. Additionally, the Advice Team involvement in the TVPs has influenced the content of College progression guidance activities. The College plans to expand the model to other areas of College provision and establish secure funding to enable continuation of partnership working with Employment Transition facilitators.

The experience, knowledge and skills gained from this project, in session 2008/09 assisted the College to:

- successfully work with Enable Scotland in securing funding to support the expansion of this approach to four further FE Colleges; and
- contribute to the development of a Glasgow wide approach to supporting ASN learners manage the transition to employment.

From the start of session 2009/10, for the next 5 years, an Enable Employment Development Worker will be based within the College to provide

dedicated employment support to learners affected by disability and to work with College staff in addressing the employment transition needs of these learners.

## **9.1 General Information**

Assessing the additional learning needs and support requirements of learners affected by disability requires sensitivity and flexibility to ensure that the learner receives appropriate support from the earliest possible stage and throughout their programme of study. The fact that some learners may choose not to disclose their disability or additional needs, and that some may not recognise their need for additional support, can make effective provision of this service problematic.

The College relies, to a significant extent, upon referrals from staff, external agencies and where appropriate, parents or carers. To this end the College developed a Partnership Protocol which required partner/ referring agencies to provide information relating to the additional needs of the individuals they support; and established standards for communication and data transfer. As mentioned previously, this is an area identified for still further development by participants in consultation and involvement activities.

The triangulation of learner feedback, with agency or carer feedback and learner progress reports is seen by external partners as a comprehensive means of evaluating the learning experience for learners. The College has made use of electronic surveys to encourage learners with a disability or additional support needs to participate in the evaluation of their College experience.

The College uses an Individual Learning Plan (ILP) system to involve each learner with a disability or additional support needs in identifying their individual needs and support measures. Learners may not be aware of their own needs or be able to identify the support they require, however this process of on-going review between the learner and appropriate College staff member helps to ensure that the learner's needs are addressed as they evolve. The ILP process directly involves the learner in the management of their own learning experience.

The College conducts an annual ILP Audit. This audit concerns the types and levels of support provided to learners, issues to be addressed and future planning requirements in relation to inclusive service provision for disabled learners. The ILP audit has directly influenced the development of College service provision and facilities.

## 10 Recruitment and Selection Strategy

The College's recruitment and selection strategy seeks to select the best candidate for every job vacancy and achieve a fair and consistent approach in its Recruitment and Selection Procedures by promoting equality of opportunity. The College's equality policies reaffirm its commitment to equal opportunities in employment.

As an employer the College is committed to promoting equality of opportunity and to demonstrate commitment the College adopts recruitment and selection procedures which are fair, lawful and objective. The College understand that it is in its interest to achieve a fair and consistent approach in its recruitment and selection procedures for all categories of employees not only to ensure that the best candidate for the job is selected, but also to:

- avoid discriminatory practices;
- ensure equal access to all jobs; and
- comply with employment legislation and ensure good human resource management practice.

The College has clear written procedures for recruitment and selection which are made available to everyone involved in the recruitment process.

The Recruitment and Selection Policy aims to outline the practices which will give every candidate equality of opportunity. The principles which are set out in the policy apply equally to the recruitment and promotion process and to internal and external candidates.

To ensure that the College's Policy and Procedures are carried out consistently every Board Member and College manager who participates in the recruitment and selection process must attend equality and diversity training. This is designed to ensure a consistent approach to recruitment and selection across the College.

The success of the College depends on the success of its employees. It therefore follows that it is important that the right employees are recruited by investing the necessary time and effort in the recruitment and selection process.

As part of the College's ongoing commitment to its equalities agenda, advice is sought from external agencies with a view to improving its recruitment strategy and selection practices. The College has added to the websites and media used to advertise its job opportunities to ensure that it reaches a diverse candidate base. In session 2008/09 the College trialled various media and assessed the impact of these on attracting a diverse range of candidates.

Monitoring the media used by the College ensures that it reaches a diverse candidate base and it also ensures value for money.

In session 2008/09 John Wheatley College received an award in recognition of its recruitment and selection practices titled 'Recruitment – Highly Commended' at the Glasgow Business Diversity Awards. The Glasgow Business Diversity Awards (GBDA) are run by Glasgow Network of Supported Employment, Glasgow Works and the Glasgow Employers Coalition. The Awards recognise businesses in Glasgow that demonstrate best practice in recruitment and retention of people from diverse backgrounds and abilities.

The College continues to review the text used in its advertisements to ensure that it clearly demonstrates its commitment to equality and diversity with the aim of attracting and retaining candidates from diverse backgrounds. The Glasgow Business Diversity logo, as a result of winning the GBDA, was added to adverts to demonstrate the College's success in this area.

The College has consistently attracted candidates from diverse backgrounds which is reflected in its workforce profile. In addition the College is aware that one of the causes of the gender pay gap is occupational segregation and it is committed to addressing this issue by widening its advertising campaigns to encourage as wide a range of applicants as possible into non traditional roles.

## **10.1 Monitoring**

To assist the College monitor its recruitment and selection processes all candidates are invited to complete an Equal Opportunities Monitoring Form which is returned in a sealed envelope. This information is not divulged to the selection panel and is used solely for monitoring purposes. In Session 2007/08 the College reviewed and revised the Monitoring Form to include other areas of equality. As a result of the additional information it is inappropriate for the College to publish a detailed breakdown of its recruitment and selection statistics due to the additional sensitive data.

In addition, as part of the College's on-going commitment to its disability equalities agenda, advice is sought from external agencies with a view to improving its recruitment strategy and selection practices. The College has added to the websites and media used to advertise its job opportunities to ensure that it reaches a diverse candidate base.

The College also amended its standard advertisement text to further demonstrate its commitment to equality to include a reference that it does not discriminate on the ground of gender identity and that it supports flexible working. The College, over the period covered by its DES, has increased the number of staff from diverse backgrounds. Recruitment and selection statistics are drawn from the Equal Opportunities Monitoring Forms.

## 11 Workforce Profile

As a consequence of the College's commitment to disability equality the College gathers equality related information on all staff. The data accumulated by this process provides the College with a picture of:

- its workforce profile;
- the effectiveness of its recruitment and selection processes;
- the impact of its training and development provision; and
- its management of grievance and discipline.

The College has in place a number of systems to gather information which is used to monitor the effect that policies, procedures, functions and working practices may have on disabled staff.

These processes assist the College to identify areas of best practice and areas for further development. The College has made a number of changes over a period of years. These improvements and the data gathered is published in the College's Annual Equality and Diversity Report.

Staff information pertaining to disability is gathered in the following areas:

- number of disabled job applicants, withdrawals, interviewees and appointees;
- internal career progression;
- workforce profile;
- staff development;
- attendance;
- issues raised informally by staff;
- grievances;
- disciplines;
- staff exit interview data;
- annual disability audit; and
- statistics from Employee Counselling Service.

The College has monitored staff equalities information using a questionnaire titled the Workforce Profile for a number of years. This is provided to all new staff members and can be accessed on the College intranet.

The College's recruitment pack informs applicants of the College's commitment to disability equality to encourage disabled people into employment with the College. The completion of the Workforce Profile form is compulsory as part of the College's appointment procedures, although staff have the opportunity to decline to answer questions on equalities. All existing staff are also required to complete a Workforce Profile on a two-year basis to ensure data held by the College is accurate.

The College respects the right of staff not to disclose their disability or long-term health condition. Some staff have verbally disclosed a disability but have not formally declared this for recording purposes on their Workforce Profile or as part of the annual disability audit process. The College actively promotes its commitment to disability equality to staff through various methods. Through positive promotion and a clear demonstration of its support towards disabled staff the College has increased the number of staff who wish to declare a disability over a period of time. The College strongly believes that through its continual positive reinforcement of disability equality it can create a culture where staff will be less reluctant to disclose or declare their disability.

The College holds the JobCentre Plus Positive about Disabled People Award and has a supportive approach to employing staff with a disability or long-term health condition. The Positive about Disabled People Award is a nationally recognised award that enables employers to demonstrate their commitment to good practice in employing and retaining disabled people. It also enables disabled people to know which employers will be positive about their abilities.

The College encourages staff that have, or develop, any disability or long-term health condition whilst in its employment to inform its Human Resources Section. The College's compliance with the principles of the Positive About Disabled People Award is audited on an annual basis by a representative from JobCentre Plus.

As part of the Positive About Disabled People Award's five commitments the College conducts an annual Staff Disability Audit. A memorandum is issued to all staff reminding them about the College's commitment to equality of opportunity for all and to ensure that there are no barriers to the progress of staff with a disability or underlying health condition. The College seeks to actively promote disability equality and is committed to eliminating discrimination and unfair treatment in every aspect of our policies, functions and activities that may impact on staff. Staff are actively encouraged to seek assistance if they should develop an underlying health condition or disability. Staff are reminded of the procedure for obtaining assistance. This proactive approach has encouraged staff to disclose to the College that they have a

disability and it has ensured that staff received any assistance that they require.

The College also operates a comprehensive Personal Evacuation and Egress Plan (PEEPs) system which allows those staff and learners with disabilities or mobility difficulties that may affect their exit from College buildings during an emergency to register individual evacuation plans designed to suit their needs.

PEEPs information is gathered at the point when an employee commences employment as part of the College's Workforce Profile this ensures that new staff are aware of the assistance available and that any necessary arrangements are put in place immediately. In addition PEEP's has also been incorporated into the College's Attendance Management process to ensure that staff who are absent from work/returning to work are fully supported. Also PEEP's forms part of the College's Annual Disability Audit which requests updated information from staff members who have chosen to formally disclose their disability or underlying health condition to the College.

The involvement of line managers in the annual process has helped managers have a heightened awareness of the needs of disabled staff. It has also helped managers to be better equipped to manage the needs of their team as a whole, taking into consideration any adjustments for disabled staff that may be required and creating a more open and supportive working environment. The College will, in session 2009/10 with the involvement of disabled staff, develop guidance for managers in relation to making reasonable adjustments and how to support staff with or who develop a disability or underlying health condition.

The process of annual reviews with disabled staff has led to adjustments in working hours and timetables of staff, changes to duties and responsibilities and the provision of equipment.

In addition a pro-forma is sent to all non-disabled staff informing them of the College's commitment to disability equality and the support which is available internally and from external services such as Access to Work. This reinforces the College's positive and supportive approach towards staff who have a disability and reassures staff who may develop a disability or long-term health problem.

The College uses staff development and other promotional opportunities throughout each academic year to increase understanding of disability related issues. For example, session 2008/09 featured activities relating to mental health, accessibility software, autism, cancer awareness and British Sign Language. The College is increasing its use of the email system and plasma screens to promote awareness of health and disability related issues.

## **11.1 Disabled Staff - Statistics**

At 31 July 2005, a total of 4.94% of its workforce, had requested that they be recognised as having a disability, at 31 July 2006 this rose to 6.0% and at 31 July 2008 to 6.13%. In session 2008/09 the percentage of its workforce was recorded as having a disability increased to 10.09%, 23 employees.

The 23 staff consists of 15 full-time and 8 part-time staff. There are 11 support staff (including management) and 12 academic staff ranging from Lecturer (temporary) to Senior Lecturer. A number of staff have disclosed a disability or long-term underlying health condition to the College but have not formally intimated this through its recording system and the College respects the rights of the staff members concerned not to make such a formal declaration. Other staff may have chosen not to formally disclose their disability.

The College encourages staff that have, or develop, any disability or underlying health condition whilst in its employment to inform its Human Resources Section.

The College is aware that achieving a diverse, high-quality workforce by successfully attracting and recruiting staff from diverse backgrounds is only part of the process and that it is essential to ensure that the staff who are recruited are incorporated into the College's culture. The College seek to create an environment where staff from a diverse background know that they are valued and systems are in place to ensure that all staff are supported into the working environment. The College is committed to retaining staff and ensuring that they have a positive working experience.

## **11.2 Additional Methods for Gathering Information**

The College consistently seeks to review and enhance its information gathering activities. This maximises the College's ability to effect positive change in its policy, practice, functions and services. Actions identified so far have included:

- replacing poorly attended internal focus groups with classroom visits and discussions at team meetings;
- seeking ways to enhance partnerships with external agencies such as Glasgow Disability Alliance, RNIB and other relevant agencies to involve disabled people;
- providing staff and learner surveys on disability equality electronically to encourage participation and facilitate analysis;
- arranging specific events such as the Week of Diversity, learner activities, open days and community events; and

- sharing information internally and externally on the barriers to learning for disabled people to promote disability equality and participation..

Using a variety of involvement methods helps the College to ensure that the views of disabled people fully inform changes to practice and lead to positive outcomes for those involved.

### **11.3 Staff Training and Development**

The College considers that a comprehensive staff development programme is crucial in its approach to disability equality. The quality of the College's commitment to staff development is recognised by its Investor in People (IiP) status. The staff development programme, including initial staff induction, is continuously reviewed. This supports the College's disability equality agenda and the implementation of its policies and procedures to support disabled learners and staff.

Appropriate staff development opportunities are available to all staff and the take up of training and development by disabled staff is monitored and reported. All staff, including those with a disability or long-term health condition, are encouraged to discuss their continuous professional development needs with their line manager in line with the College's Career Development Review (CDR) process. The College provides funding to staff for personal and professional development.

The College routinely provides training in disability equality and diversity for all staff, particularly managers and members of the Board of Management. Training reflects changes in UK and European legislation, development in case law and examples of good practice. Training and development needs for staff in relation to the disability equality duty are identified through a number of processes including School Annual Reports, Team Self Evaluation Reports, the ILP Audit and the Career Development Review process.

Activities relating to the disability agenda and inclusive learning have formed an integral part of the College's Staff Development programme for a number of years. This can be evidenced by the College's staff development records. Recent focuses have included mental health, British Sign Language and autistic spectrum disorders.

During session 2009/10 the College will run four training and development events for all managers and supervisors that will cover all strands of equality, including disability. The development events are aimed at ensuring staff are kept up to date with equalities legislation, developing case law and their responsibilities as managers within the College in promoting equality and eliminating discrimination.

## 12 Equality Impact Assessment

Effective Equality Impact Assessment helps the College to ensure that its policies, procedures, plans and practices do not disadvantage disabled people, promote disability equality and eliminate disability discrimination or harassment on the grounds of disability.

Equality Impact Assessment is seen as a positive process which ensures that the needs of disabled people are addressed. It enables the College to identify:

- differential impacts in its policies, procedures, services and functions;
- areas of good practice which can be shared within the College and externally;
- areas for further development and an opportunity to improve services for disabled people; and
- ways in which to further embed disability equality into all aspects of the College.

The College is required to carry out equality impact assessments on its functions, policies, plans, practices and services. The College currently has in place various systems and methods which impact assess. However the College is developing a systematic process for evidencing equality impact assessments. A draft Equality Impact Assessment (EIA) procedure and pro-forma which will assist the College to gather and present the evidence required in a more consistent manner has been produced and is currently being piloted by the College. The EIA is crucial part of the process in reviewing the College's policies, procedures, practices, functions and services to identify areas for further development to ensure continued compliance with the legislation and meet best practice. It is anticipated that this system will standardise the involvement of operational and middle management staff in assessing performance on equalities in their own areas of work. This approach will further ensure that policies, procedures, plans and practices effectively meet the needs of those with a disability or additional support needs.

The College identifies and prioritises areas requiring Equality Impact Assessment on an ongoing basis. These will be carried out throughout the life time of this DES. It is planned that managers (including senior management where appropriate) will lead the impact assessment process for the areas for which they are responsible with the support of senior management, the Equality and Diversity Advisor, the Quality Team, the Human Resources Team and other suitably experienced staff.

It is crucial that operational managers accept Equality Impact Assessment as part of their role and understand its importance as a tool for service

improvement. The system currently being piloted should assist in this, however the College will continue to build elements of Impact Assessment into current working practices in order to integrate the process fully.

The Equality Impact Assessment process will inform the College's Strategic and Operational Plans over the life time of the DES and beyond. The College anticipates that Equality Impact Assessment in conjunction with its current systems for monitoring impact will lead to further improvements in the learning and employment experience of disabled people.

The College's approach to mainstreaming disability equality is reflected throughout policies procedures, plans and practices. This ensures that disability equality is an integral part of all functions and services provided for learners and staff. The College has a range of informal and formal involvement mechanisms to obtain feedback on its policies, procedures, plans and practices.

Processes and sources of information include:

- learner satisfaction surveys, learner enrolment data, learner attainment, learner and public commendations and complaints, learner and staff discipline, staff grievance, (informal and formal) staff complaints, statistics from the Employee Counselling Service, exit interviews with staff and learner retention levels;
- feedback from disabled learners, staff and other stakeholders;
- the Joint Consultative Committee and Equalities Committee and Workgroups;
- the College's annual planning process in relation to Strategic and Operational plans and Academic Plans;
- the review of programmes, processes and services provided on a regular basis to ensure that they meet the needs of disabled learners, staff and College communities and take appropriate steps to remedy deficiencies identified;
- the Programme Planning processes which identify and remove unnecessary or unjustifiable barriers for disabled persons;
- regular review of all teaching and learning materials through the Programme Planning process to ensure that they seek to embed disability equality;
- the systematic monitoring and reviewing of policies and functions to seek to provide appropriate facilities and conditions of service to meet the specific needs of disabled people; evaluation of annual team self

evaluation reports, presented to the senior management team where appropriate or relevant Board of Management Committees;

- regular review of all College teaching learning and assessment materials to ensure that they seek to embed disability equality;
- requirement of external contractors, partnership organisations and agencies to support the College's practice on disability equality;
- provision of additional support and guidance for learners and staff with a disability or impairment;
- integration of appropriate disability equality in its citizenship agenda in all teaching programmes within the College;
- the integration of disability equality matters within the Risk Register, considered by the strategic management team and Board of Management on an annual basis;
- analysis of learner applications, admissions, level of attainment and reasons for leaving; and reporting the findings to the College's Board of Management Committees as appropriate;
- maintaining appropriate records of disabled employees;
- maintaining an Individual Learning Plan for all learners;
- producing workforce and learner profiles on an annual basis;
- taking full account of reported changes in local demography;
- conducting exit interviews with disabled staff leaving the employment of the College;
- analysing exit information for learners;
- analysing statistical information relating to job applications through the College's recruitment and selection procedures both externally and internally, in all areas, at pre-interview and post-interview stages;
- analysing internal staff movement, promotions, acting up positions; and
- reviewing the professional development of staff, evaluating the relevant programmes and reporting to the appropriate Board of Management Committees.

The College has systems in place to address issues where the above activities identify areas for further development. The College disseminates good practice through a range of existing mechanisms.

## **13 Implementing, Communication and Publication of the Disability Equality Scheme**

### **13.1 Leadership**

The Depute Principal, directly assisted by the following staff, leads on the implementation of the DES and associated Action Plan. Staff members include:

- Human Resources Manager;
- Assistant Associate Principal (Quality); and
- Equality and Diversity Advisor.

### **13.2 Communication**

Stakeholders are informed of the DES and associated Action Plan and progress in its implementation in a number of ways. These include:

- the College website and Intranet;
- learner and staff induction process;
- through team meetings;
- regular reports on progress against targets to senior management team;
- through the Annual Equality and Diversity Report;
- the staff newsletter;
- Quality Day events;
- partners and service providers are issued with a hard copy in addition to the College's other equality policies;
- the College prospectus; and
- hard copies of the DES and Action Plan, available in alternative formats on request.

### **13.3 Publication**

The strategic management team is responsible for the publication of the DES. The Scheme is readily available to all stakeholders and is available in alternative formats.

In addition to the above communication methods copies of the DES can be obtained from the College's Guidance and Advice Section, the Library and Information Centres, the Administration Section and the Human Resources Section.

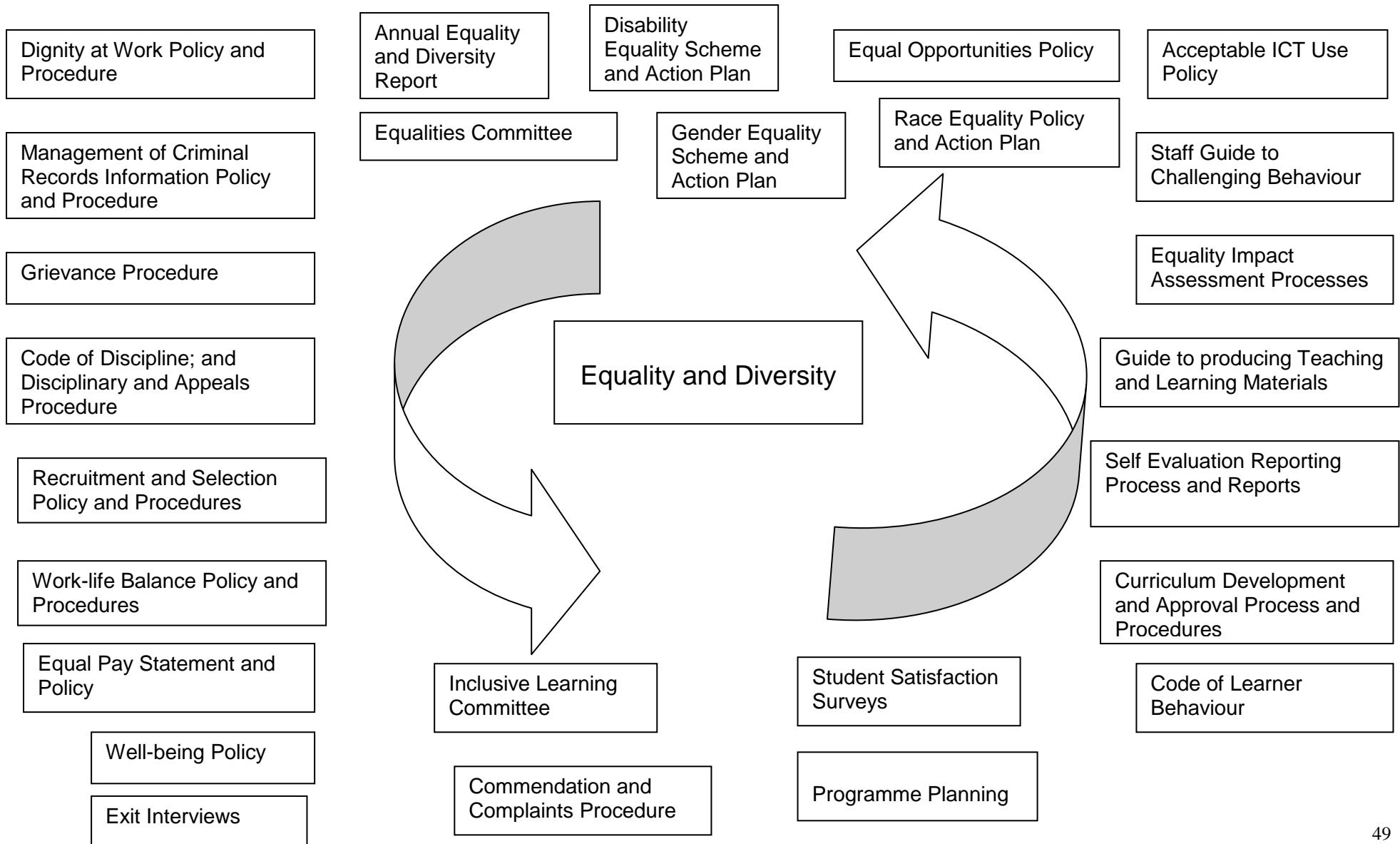
### **13.4 Monitoring and Reviewing the DES and Action Plan**

The content, effectiveness and operation of the Disability Equality Scheme will be reviewed, on an ongoing basis, reports being routinely considered by the senior management team. An annual report will be published at the end of each academic session to be considered by the Equalities Committee and updated in partnership with management, Trades Unions, Professional Association, staff and learner representatives (including staff and learners with a disability) and external stakeholders. The outcome of the review will be reported to the Board of Management and its standing committees and published in the College's Annual Equality and Diversity Report.

The College will continue to involve disabled persons and stakeholders through its Equality Impact Assessment processes and other involvement mechanisms to develop its DES and Action Plan. The DES and Action Plan will be revised in accordance with statutory requirements. This process will be lead by the senior management team and the results considered by the Board of Management and relevant standing committees. The revised Scheme will be published on the College website with hard copies available on request.

## Supporting Policies and Systems Structure

## Appendix 1



## Section C – Action Plan 2009 2012

### 1 Strategic and Operational Planning

Subsection	Action	Responsibility for Action	Reporting to	Target Date
<b>Strategic and Operational Planning</b>	Review and revise Disability Equality Scheme and Action Plan	Depute Principal, and Human Resources Manager	Strategic Management Team	4 December 2009
	Publish the revised Disability Equality Scheme.	Human Resources Manager, Equalities Human Resources Officer and Assistant Associate Principal (Quality)	Strategic Management Team and Board of Management	4 December 2009
	Conduct ongoing Equality Impact Assessment on College policies, procedures, plans and practices	Senior management and operational managers, Human Resources Manager, Equality and Diversity Advisor and Assistant Associate Principal (Quality)	Personnel and Staffing Committee and Academic and General Purposes Committee.	December 2009 – 2012
	Produce Annual Equality and Diversity Report which will include specific a section on progress of implementing disability equality agenda.	Depute Principal and Human Resources Manager	Board of Management	Annually - December 2009 – December 2012
	further identify additional mechanisms to involve disabled people in the decision making processes of the College.	Depute Principal	Equalities Committee	June 2010

## 2 Functions of the College

Subsection	Action	Responsibility for Action	Reporting to	Target Date
<b>Estates</b>	Review refreshment and seating availability The Bridge	Depute Principal and Building Co-ordinators	Strategic Management Team	June 2010
	Review changing facilities for catering and construction learners at East End Campus	Depute Principal and Building Co-ordinators	Strategic Management Team	June 2010

## 2 Functions of the College

Subsection	Action	Responsibility for Action	Reporting to	Target Date
<b>Marketing and Publicity</b>	Review marketing and publicity strategy to ensure information of College services reaches the disabled communities.	Marketing Manager	Strategic Management Team	June 2010
	Promote disability equality to encourage disabled persons to use the facilities and services of the College.	Marketing Manager and Guidance Manager	Strategic Management Team	Annually - December 2009 – December 2012
<b>Learner Services</b>	Review timetabling procedures in respect of accommodation for disabled learners or learners with additional support needs to minimise room changes and need for learners to wait in corridors.	Assistant Associate Principal, Curriculum Leader, Support for Learning and Timetabling Officer	Strategic Management Team	December 2010

## 2 Functions of the College

Subsection	Action	Responsibility for Action	Reporting to	Target Date
<b>Learners Services</b>	Explore further the development of communication channels with support agencies to enable better access and sharing of information about learner support needs.	Associate Principals (Core and Vocational School)	Strategic Management Team, Equalities Committee and Academic and General Purposes Committee	June 2010
	Assist learners to identify ways in which they can use the skills they learn at College in daily life. Explore use of ILP in this process.	Curriculum Leaders, Senior Lecturers, Lecturers and Guidance and Advice Team	Strategic Management Team, Equalities Committee and Academic and General Purposes Committee	December 2010
	Further develop the College's approach to the use of alternative formatted materials, assistive communications technology, including preparation of information for teaching staff regarding options and ordering processes.	Assistant Associate Principal (Quality) and Chief Finance Officer	Strategic Management Team, Equalities Committee and Academic and General Purposes Committee	December 2010
	Further development of the learner induction process to enhance information on disability equality and other strands of equality.	Associate Principal (Quality) and Assistant Associate Principal (Quality)	Strategic Management Team, Equalities Committee and Academic and General Purposes Committee	December 2010

### 3 Employment, Training and Development

Subsection	Action	Responsible for Action	Reporting to	Target Date
<b>Employment</b>	Conduct ongoing Equality Impact Assessment on employment policies, procedures, plans and practices.	Human Resources Manager and Equality and Diversity Advisor	Strategic Management Team and Personnel and Staffing Committee	Annually - December 2009 – December 2012
	Analyse and publish statistical information relating to disabled staff in the workforce in the Annual Equality and Diversity Report.	Human Resources Manager and Equality and Diversity Advisor	Strategic Management Team and Board of Management	Annually - December 2009 – December 2012
	Further review and enhance positive strategies to ensure that the recruitment and selection process is accessible to people with a disability or underlying health condition.	Human Resources Manager and Equality and Diversity Advisor	Strategic Management Team and Personnel and Staffing Committee	Annually - December 2009 – December 2012
	Review and enhance mechanisms to encourage staff to declare their disability in order to ensure that appropriate support is provided. Enhance the provision of support to assist the retention of staff with a disability or long-term health problem.	Human Resources Manager and Equality and Diversity Advisor	Strategic Management Team and Personnel and Staffing Committee	June 2010

### 3 Employment, Training and Development

Subsection	Action	Responsible for Action	Reporting to	Target Date
<b>Policies and Procedures</b>	Further review and revise the Attendance at Work Policy and approaches to support staff at work and those returning to work after a long-term illness.	Human Resources Manager and Equality and Diversity Advisor	Personnel and Staffing Committee	June 2010
	Further training and development in the College's Safeguarding Children, Young People and Vulnerable Adults in relation to vulnerable adults at risk.	Human Resources Manager and Equality and Diversity Advisor	Strategic Management Team	June 2010
<b>Staff Training and Development</b>	Contribute to the annual training programme to include management and staff training to promote disability equality and positive attitudes towards disabled people.	Associate Principal (Quality), Human Resources Manager and Equality and Diversity Advisor	Personnel and Staffing Committee	Annually - December 2009 – December 2012
	Provide training for all managers and Board Members in disability equalities, legislation, case law and management responsibilities	Associate Principal (Quality) and Human Resources Manager	Board of Management	June 2010

Staff Training and Development	Action	Responsible for Action	Reporting to	Target Date
	Further development of the staff induction process to enhance information on disability equality and other strands of equality for new entrants.	Associate Principal (Quality) and Human Resources Manager	Strategic Management Team	June 2010
	Develop written guidance for staff on how make reasonable adjustments and other requirements related to disability equality.	Quality Team and Line managers	Strategic Management Team and Personnel and Staffing Committee	December 2010
	Incorporate impact of equality matters, including disability equality, into future Health and Safety training and development. Include equality matters in Health and Safety Induction process.	Associate Principal and Health and Safety Officer	Strategic Management Team and Equalities Committee	June 2010

#### 4 Communication, Involvement and Impact Assessment

Subsection	Action	Responsible for Action	Reporting to	Target Date
<b>Communication, Involvement and Impact Assessment</b>	Further identify methods to involve staff and learners in the review and development of policies, procedures and associated practice as part of the equality impact assessment process.	Human Resources Manager, Equalities Human Resources Officer and Quality Team	Strategic Management Team	December 2009 – December 2012
	Further identify methods to directly involve disability groups in development and decision making processes.	Senior Management, Operational Management, Human Resources Section and Quality Team	Board of Management	December 2009 – December 2012
	Collate and publish the information provided by disabled staff and learners gathered through the Team Self Evaluation process and publish in the Annual Equality and Diversity Report.	Operational Managers, Assistant Associate Principal (Quality) and Human Resources Manager	Strategic Management Team, Personnel and Staffing Committee and Academic and General Purposes Committee	Annually - December 2009 – December 2012
	Feedback to disabled people how their input has influenced the development of the DES and Action Plan. Provide feedback on impact and changes within the College through the Annual Equality and Diversity Report.	Human Resources Manager and Equality and Diversity Advisor	Equalities Committee	Annually - December 2009 – December 2012

#### 4 Communication, Involvement and Impact Assessment

Subsection	Action	Responsible for Action	Reporting to	Target Date
<b>Communication, Involvement and Impact Assessment</b>	Publish the DES on College website and Intranet.	Information Learning Services Manager and Web Developer	Strategic Management Team	4 December 2009
	Review and revise methods used to publish and communicate the DES to learners, staff and public in materials relating to marketing and publicity, guidance and advice, recruitment advertising and other documentation.	Human Resources Manager, Marketing Manager, Guidance Manager and Operational Managers.	Strategic Management Team	December 2009
	Report the results of the mid-programme evaluation and end of programme satisfaction survey to the appropriate committee and publish results in Annual Equality and Diversity Report.	Assistant Principal, Quality Team and Equality and Diversity Advisor	Strategic Management Team and Board of Management	Annually - December 2009 – December 2012
	Publish statistics related to disciplinaries, grievances and complaints relating to equality discrimination or harassment in Annual Equality and Diversity Report.	Human Resources Manager	Strategic Management Team and Board of Management	Annually - December 2009 – December 2012

#### 4 Communication, Involvement and Impact Assessment

Subsection	Action	Responsible for Action	Reporting to	Target Date
<b>Learners</b>	Evaluate and publish information on learner retention and achievement in Annual Equality and Diversity Report.	Strategic Management Team and Board of Management	Associate Principals, Core and Vocational	Annually - December 2009 – December 2012
	Collate information from Curriculum Teams and Project Teams self-evaluation exercise in to the implementation of the disability equality agenda. Report to the Board and relevant standing committees. Publish in annual Equality and Diversity Report.	Operational Managers and Curriculum Teams and Project Teams	Strategic Management Team / Board of Management	Annually - December 2009 – December 2012
	Evaluate effectiveness of support systems for disabled learners and publish results in Learner Evaluation of the Learning Experience and Annual Equality and Diversity Report.	Quality Team and Equality and Diversity Advisor	Strategic Management Team and Board of Management	Annually - December 2009 – December 2012

## 5 Monitoring and Evaluation

Subsection	Action	Responsible for Action	Reporting to	Target Date
DES and Disability Equality Agenda	Produce Annual Equality and Diversity Report using information gathered to report progress and performance in terms of disability equality agenda.	Human Resources Manager and Equality and Diversity Advisor	Board of Management	December 2009
	Revise and update DES and Action Plan.	Depute Principal	Board of Management	4 December 2009

## Section D

### Outcomes - DES Action Plan – 2006 – 2009

#### 1 Strategic and Operational Planning

Subsection	Action	Progress and Impact - 2006 -2009
<b>Strategic and Operational Planning</b>	Review and revise Disability Equality Scheme and Action Plan	The DES and Action Plan was revised and republished in October 2007 in light of the requirements specified by the Disability Rights Commission
	Publish the revised Disability Equality Scheme.	Achieved, as above.
	Update format of Annual Equalities' Report to include specific section on progress of implementing disability equality agenda.	Annual Equality and Diversity Report specifies progress in relation to the promotion and achievement of disability equality for learners, staff and other stakeholders.
	Identify additional mechanisms to involve disabled people in the decision making processes of the College.	Additional mechanisms to involve disabled people in the decision making processes of the College have been introduced. These include mechanisms such as class room visits, direct contact with disabled learners in a class room environment provide opportunities for learners to influence curriculum materials and teaching methods; learners involved in curriculum staff team meetings which enables them to feedback direct to staff on the service delivery, the creation of Disability Officers within the Student Association which ensures disabled learners have a voice within the College and improvements to the annual Disability Audit for staff which ensures they have a regular opportunity to influence and contribute

		to policies, procedures and working practices.
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## 2 Functions of the College

Subsection	Action	Progress and Impact - 2006 -2009
Guidance and Advice	Review admissions process.	Achieved. The Advice Team operates a centralised admissions system which includes organising and attending pre-entry interviews with programme tutors which provides candidates with a disability or additional support needs with the appropriate information and support about the programmes in addition to impartial and accurate advice on funding and welfare issues. At the pre-entry interview stage the needs of disabled learners and learners with additional support needs are identified and diagnostic testing is arranged to identify core skills and appropriate additional support needs at the pre-entry stage ensuring that learners received support as early as possible.
	Review impact of Progression Guidance process in relation to employability training for disabled learners.	Achieved. Progression Guidance, designed to enable disabled learners to compete on equal terms in post-College employment and/or education, is delivered as a series of learner centred activities and includes job seeking skills, participation in mock interviews and presentations from external agencies and/or employers. Progression guidance is provided through a comprehensive programme in conjunction with the College's key partners, which allows disabled learners to find out about services both linked to the College and within their own communities. Information gained through these activities enables disabled learners to make informed and realistic decisions about their future plans. Collation of destination statistics also informs planning process for this programme.
	Hold learner interviews as	Achieved. Learner interviews are now held in both the Easterhouse and East End

	the College's East End and Easterhouse Campus.	Campus
<b>Estates</b>	<b>Action</b>	<b>Progress and Impact - 2006 -2009</b>
	Review reporting and action of maintenance issues within the College's facilities and estates.	Achieved. The College has in place a maintenance schedule for both buildings. It restructured its Estates Section in session 2008/09 with the introduction of an Estates Co-ordinator and two Building Co-ordinators (one based at each Campus). These posts were created within the College's existing staffing structure. This assists the College to ensure that the maintenance its buildings is of a high standard for all of its learners, staff and service users.
	Review maintenance of schedule of lifts.	Achieved. As above.
<b>Marketing and Publicity</b>	Review the accessibility of all promotional, marketing and publicity materials.	Achieved. Annual focus groups with learners, staff and other stakeholders ensures that the College's materials are easily accessed by disabled people and available in different formats. The College's buildings and information of their accessibility are available on the DisabledGo Website <a href="http://www.disabledgo.info">www.disabledgo.info</a>
	Review marketing and publicity strategy to ensure information of College services reaches the disabled communities.	Achieved. Various organisations and media were added to the College's strategy for reaching disabled communities.
	Review advertising and marketing materials to promote positive attitudes	Achieved. The College's marketing and promotional materials are developed with the involvement of disabled learners, staff and other stakeholder through annual focus groups. This has ensured that marketing materials reflect the diversity of society as a

	towards disabled people.	whole.
	Promote disability equality to encourage disabled persons to use the facilities and services of the College.	The College's buildings and information of their accessibility are available on the DisabledGo Website <a href="http://www.disabledgo.info">www.disabledgo.info</a>

## 2 Functions of the College

Subsection	Action	Progress and Impact - 2006 -2009
<b>Finance</b>	Review the order and purchasing of equipment for learners with complex needs to improve delivery of timescales.	Achieved. The College reviewed and revised its purchasing process in session 2008/09. An online purchasing system which aims to speed up the process was piloted in session 2008/09. A number of staff will receive training in how to operate the system in session 2009/10. The College created within its current staffing structure a part-time Finance Assistant (Procurement) to ensure that materials are distributed to disabled learners.
<b>Learners Services</b>	Review Individual Learning Plan (ILP) process with regards to when the ILP is opened for the learner.	Achieved. The ILP is opened for learners at the pre-entry guidance stage to ensure that any support or assistance required is put in place as early as possible.
	Review timetabling procedures in respect of accommodation for Support for Learning curriculum.	Timetabling procedures were reviewed and revised to reduce the need for last minute room changes. However this has been highlighted by staff and learners as an issue in the 2008-10 consultation and involvement activities. This issue will be further investigated as part of the revised DES.
	Improve partnership working with employers and other agencies to develop employability strategies which will assist disabled learners	The College enhances its learners' employability skills and prospects in a number of ways as an integral aspect of the learning experience. This is done by consciously designing, delivering (and adapting) the curriculum in a way that enables disabled learners to acquire (and recognise) the skills and attributes that are valuable in the world of work. The College has, for some time, placed great emphasis on the use of

	into employment.	learner centred approaches to learning which develop ‘softer’ skills. These include the development of self-confidence and motivation, effective time-management, planning and organising, effective oral and written communication skills, problem solving, and team working. The Transitional Vocational Programmes (TVP) for example operates to address the significant challenge of unemployment experienced by learners with Additional Support Needs (ASN). The College work closely with external organisations such as Enable to progress disabled learners into further education to improve the employability skills, work placements or permanent employment.
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### 3 Employment, Training and Development

Subsection	Action	Progress and Impact - 2006 -2009
<b>Employment</b>	Conduct ongoing Equality Impact Assessment on employment policies, procedures, plans and practices.	The College has in place a policy review schedule. The review of policies, procedures and work practices is an ongoing process. The College has in place a number of mechanisms to impact assess its policies, procedures, plans, services and functions as a matter of routine and the data gathered is reported in the Annual Equality and Diversity Report. In order to ensure a more systematic approach the College piloted an Equality Impact Assessment pro-forma in session 2008/09. This will be rolled out in session 2009/10.
	Analyse and publish statistical information relating to disabled staff in the workforce in the Annual Equality and Diversity Report.	The statistical information relating to disabled staff is published in the Annual Equality and Diversity Report. This data assists the College to monitor its workforce profile and the impact of its policies, procedures, plans and functions on staff in relation to disability.
	Review and enhance positive strategies to ensure that the recruitment and selection process is accessible to people with a disability or underlying health condition.	Recruitment packs are easily accessible from the College’s web site or can be obtained from the HR Section. Reasonable adjustments are made for candidates to attend for interview. A pre-meeting is arranged for new starts who may require equipment or assistance to undertake their role to ensure that arrangements are in place prior to their commencement.

	Review and enhance approaches which will encourage and/ or support, if required, disabled persons into its employment.	The advertisement used by the College, its recruitment pack and associated documentation was reviewed and revised with the involvement of disabled staff. The information provides statistics on the College's workforce profile which demonstrates its ability to attract and retain staff with a disability thus encouraging candidates to apply. The College also utilise a number of websites for advertisements which target disabled people. In session 2008/09 three of the 31 candidates appointed disclosed a disability.
	<b>Action</b>	<b>Progress and Impact – 2006-09</b>
Employment	Review and enhance mechanisms to encourage staff to declare their disability in order to ensure that appropriate support is provided. Enhance the provision of support to assist the retention of staff with a disability or long-term health problem.	The College reviewed and revised a number of its procedures with the involvement of disabled staff. This includes its attendance management process, peeps and annual disability audit. Through proactively promoting the support and assistance available to staff and the College's positive attitude towards staff who have or develop a disability/long-term health condition the number of staff who have disclosed a disability has risen from 13 in session 2007/08 to 23 in session 2008/09.

### 3 Employment, Training and Development

Subsection	Action	Progress and Impact – 2006 - 2009
<b>Policies and Procedures</b>	Review Attendance at Work Policy and Attendance Management Handbook for Managers in relation to further developing capacity to support staff returning to work after a long-term illness.	A number of changes have been made to the approaches utilised to assist staff who are absent back into the working environment. The employee is central to the rehabilitation programme and is fully involved in any adjustments. During the currency of this report the College has supported a number of staff back to work with reasonable adjustments which has enabled the employee to remain in employment. The College's retention rate for those returning to work is very high. The College also made a number of reasonable adjustments to its procedures based on feedback from staff with a disability or underlying health condition.
	Review annual pro-forma for supporting staff with a disability or underlying health problem to ensure that managers are more actively included in the process to raise awareness of disabled staff needs in terms of timetabling.	The pro-forma was reviewed with the involvement of disabled staff, staff and managers. The process fully involves the manager and the employee in discussing and agreeing support and assistance. Information in relation to timetabling adjustments is provided to a member of the senior management team to assist with workforce planning.
	Review annual pro-forma for supporting staff with a disability or underlying health problem to include a consent form providing the College with authority to pass any support requirements on to first aid staff.	The pro-forma was updated with the involvement of disabled staff. The process for informing first aiders was discussed with the College's Health and Safety Officer prior to implementation. This information ensures that appropriate action is taken to assist staff who have a disability or underlying health condition who experience difficulties whilst at work.

### 3 Employment, Training and Development

Staff Training and Development	Action	Progress and Impact – 2006 -2009
	Produce an annual training programme to include management and staff training to promote disability equality and positive attitudes towards disabled people.	Appropriate training and development to promote disability equality and positive attitudes towards disabled people and challenge discrimination forms part of the annual training programme. The College publishes the various events that have been run by the College or undertaken by staff in its annual Equality and Diversity Report. The impact of the training and development is clearly demonstrated by the College’s self-evaluation processes and external audits by liP and HMle.
	Provide training for new managers and Board Members involved in the recruitment and selection process.	Training is provided on an annual basis for all Board Members in relation to equality and diversity and in relation to the College’s recruitment and selection process.
	Review information, from CDR and staff development logs, to ensure an appropriately balanced approach is taken to the disability equalities agenda.	Through the CDR process targets are set in relation to equality and diversity which provides for accountability to the Board of Management and demonstrates the Principal’s leadership role in this area. Equality targets, including disability equality, has been incorporated into the CDR process for members of the senior and operational management team. The self-evaluation process requires teams to identify how they have promoted disability equality and the outcomes.
	Actively encourage, through the CDR process staff with a disability to participate in management training.	The self-evaluation process includes a requirement for teams to identify further training and development in relation to disability equality. This is carried forward to the CDR process. Information collated from the CDR process has led to a wide range of staff development activities being run in house or the provision of external training for staff. These activities and the impact is published in the College’s annual Equality and Diversity Report.

#### 4 Communication, Involvement and Impact Assessment

Subsection	Action	Progress and Impact – 2006 -2009
<b>Communication, Involvement and Impact Assessment</b>	Identify further methods to involve staff and learners in the review and development of policies, procedures and associated practice as part of the equality impact assessment process.	A range of additional activities have been introduced. Class room visits, one-to-one interviews and discussions at team meetings have led to an improvement in the quality and volume of data the College obtains from its stakeholders. The information gathered has led directly to improvements in the College’s policies, procedures, plans, services and functions. The College continued to use more traditional methods of consultation and involvement such as focus groups and questionnaires.
	Collate and publish the information provided by disabled staff and learners gathered through the Team Self Evaluation process and publish in the Annual Equality and Diversity Report.	This information is collated and published in the College’s annual Equality and Diversity Report. The impact on the College’s stakeholders as a result of the sharing of information and good practice through the self-evaluation process is clearly demonstrated in the data published in the annual Report.
	Maximise input from Disabled Users Forum for staff and learners	The College did not establish a Disabled Users Forum for staff and learners. The Student Association created Disability Officers to take forward the views and concerns of disabled learners. This mechanism operated in session 2008/09 and its impact is yet to be evaluated with the learners. An evaluation will be undertaken in session 2009/10. Staff have direct access to the College’s Equality and Advisor and a number of staff have made good use of this service. In addition mechanisms such as the annual Disability Audit, ad hoc work groups to develop policies, open consultation in relation to changes within the College; new builds or new services ensure that staff have every opportunity to influence policy development and become involved in the activities of the College.

#### 4 Communication, Involvement and Impact Assessment

Subsection	Action	Progress and Impact – 2006 -2009
<b>Communication, Involvement and Impact Assessment</b>	Publish the DES on College website and Intranet.	The College's DES and Action Plan is readily accessible and publicised on its website.
	Review and revise methods used to publish and communicate the DES to learners, staff and public in materials relating to marketing and publicity, guidance and advice, recruitment advertising and other documentation.	Materials relating to marketing and publicity, guidance and advice, recruitment and other documentation make reference to the DES and Action Plan and how to access the document and contribute to its ongoing development.
	Produce a disability equality questionnaire for learners to capture views of disabled learners.	An online equalities questionnaire with a specific section on disability equality is utilised by the College as part of its annual consultation process.
	Conduct an equality impact assessment on the key areas identified by disabled persons in the development of the DES.	The College is required to carry out equality impact assessments on its functions, policies, plans, practices and services. The College currently has in place various systems and methods which impact assess. However the College is developing a systematic process for evidencing equality impact assessments. A draft Equality Impact Assessment (EIA) procedure and pro-forma which will assist the College to gather and present the evidence required in a more consistent manner has been produced and was piloted in session 2008/09. This will be further developed and rolled out in session 2009/10

#### 4 Communication, Involvement and Impact Assessment

Subsection	Action	Progress and Impact – 2006 -2009
<b>Communication, Involvement and Impact Assessment</b>	Report the results of the mid-programme evaluation and end of programme satisfaction survey to the appropriate committee and publish results in Annual Equality and Diversity Report.	The College publishes the results of mid-programme evaluation and end of programme satisfaction survey to the appropriate committee and publish results in Annual Equality and Diversity Report. This information helps the College to ensure that the views of its learners influence the ongoing development of its curriculum and the services which it provides. Publishing the data ensures that those who have contributed to the process are informed of any actions taken to improve the College's services and functions.
	Publish statistics related to disciplinaries, grievances and complaints relating to equality discrimination or harassment in Annual Equality and Diversity Report.	This information is published in the Annual Equality and Diversity Report. The data related to disciplinaries and grievances assists the College to monitor the impact of its policies and procedures, identify

#### 4 Communication, Involvement and Impact Assessment

Subsection	Action	Progress and Impact – 2006 -2009
Learners	Publish information on learner retention and achievement in Annual Equality and Diversity Report.	Information on learner retention and achievement is published in the Annual Equality and Diversity Report. This information is considered by curriculum teams and the members of the College's Quality Team.
	Collate information from Curriculum Teams and Project Teams self-evaluation exercise in to the implementation of the disability equality agenda. Report to the Board and relevant standing committees. Publish in annual Equality and Diversity Report.	The information gathered from the self-evaluation process assists in the implementation of the disability equality agenda in a number of ways, these include the sharing of good practice, informing future training and development programmes and identifying and addressing areas for further development.
	Evaluate effectiveness of support systems for disabled learners and publish results in Student Evaluation of the Learning Experience and Annual Equality and Diversity Report.	The evaluation of support systems as a result of information gathered through the various mechanisms utilised by the College has led to a number of improvements to the services provided to disabled learners including the TVP programmes, partnerships working with Enable, up to date and appropriate facilities for disabled learners, improved tutor support and assistive technologies where they may be required, an improvement to the ordering and provision of specialised equipment for and learners.