



anguscollege

# **DISABILITY EQUALITY SCHEME**

FEBRUARY 2007

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## **1. Introduction**

Angus College is one of the principal community colleges in Scotland. Our main campus is located in Arbroath with learning centres serving the towns of Brechin, Forfar, Kirriemuir and Montrose. The College has a high profile in the community and enjoys a very positive reputation for the wide range of learning, teaching and related support services it provides.

The College enrolls around 10,000 students annually, with this student group reflecting the diversity of our wider community. The College employs around 400 staff, again reflecting the diversity of our local community.

Through our Equality and Diversity Policy and related procedures we set a range of clear objectives and approaches to ensure that we encourage and support all individuals, irrespective of disability, gender, ethnic origin, religious belief, marital status, trade union membership or sexual orientation, to develop and fulfil their potential. By doing so, our students and staff are given an equal opportunity to engage with and benefit from the services we offer and to maximise their contribution to College life and to the future economic success of Angus and beyond. We now intend to capitalise on and develop further our commitment to equality, through the implementation of this Disability Equality Statement and Action Plan.

As a community College we work closely with other local organisations to eliminate disability discrimination and to promote positive changes in policies and procedures which will result in true parity between disabled and non-disabled staff and students. We recognise and acknowledge that negative attitudinal factors can impinge upon the College experience for both disabled staff and students. We are aware, therefore, that developments in ethos, culture and attitude can be as important as developments in services and the physical environment. By recognising issues and developing our approaches across all of these areas, we aim to enlighten, raise awareness, and enhance the services we offer for the benefit of the whole College community. Through the steps outlined within this Disability Equality Scheme we outline our commitment as an organisation to embed positive equality and diversity practice for all staff and students with disabilities into our organisational practice.

## **2. Legislative Context**

The Disability Discrimination Act 1995 (DDA) defines a disabled person as someone who "has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities". This definition covers a wide range of physical, mental and sensory impairments including learning difficulties such as dyslexia and long-term conditions such as diabetes, epilepsy and depression. Since December 2005 this definition has widened to include conditions such as cancer, HIV and multiple sclerosis.

A number of conditions are, however, excluded including addictions to alcohol and drugs; seasonal allergic reactions such as hay fever; behavioural disabilities such as tendency to set fires, steal or abuse others; exhibitionism and voyeurism.

The DDA imposes a statutory duty on providers of goods, facilities and services to make “reasonable adjustments” to meet the needs of both disabled employees and disabled people accessing services. The duty to make reasonable adjustments embraces modifications to policies, practices and procedures in anticipation of the needs of disabled people.

In 2001 the Special Educational Needs and Disability Act (SENDA) amended the provisions of the Disability Discrimination Act 1995. SENDA protects disabled students through rendering it unlawful for education providers (schools, colleges and universities), to treat disabled students less favourably than other students in the provision of services.

The SENDA Act covers all aspects of recruitment, teaching and learning, assessment and exam arrangements, library and IT resources, student support services, residential and leisure activities and the physical environment. Under this legislation educational establishments must anticipate changes which may be required and assume a proactive stance in effecting those changes.

In April 2005 the Disability Equality Duty placed a new obligation on all public bodies, including educational establishments, to promote equality of opportunity. As an employer, education provider and provider of services, Angus College is subject to (and welcomes) the requirements of the Disability Equality Duty.

As a public service provider, we acknowledge the requirement to respond to future changes in legislation and to review our Disability Equality Scheme in light of these changes.

### **3. General and Specific Disability Equality Duties**

Under the terms of the General Disability Equality Duty Angus College is required to fulfil the following obligations.

- Promote equality of opportunity between disabled and non-disabled people.
- Eliminate discrimination which is unlawful under the terms of the Disability Discrimination Act.
- Eliminate harassment of disabled people which is related to their disability.
- Promote positive attitudes towards disabled people.
- Encourage disabled people to participate in public life.
- Take steps to meet the needs of disabled people even if this means treating them more favourably.

As an educational establishment, Angus College is also covered by the requirements of the Specific Duty which has been designed to help meet the General Duty effectively. Under the terms of the Specific Duty, the College must produce and publish a Disability Equality Scheme, and must also:

- detail the ways in which disabled people were involved in the formation of the scheme;
- provide information on the College’s mechanisms for gathering information in relation to the recruitment, development and retention of disabled employees;
- consider the effect of whole College policies and practices on the educational opportunities and achievements of disabled learners;
- detail the College’s strategy for assessing the impact of its activities on disability equality;

- formulate an Action Plan which must be reviewed every 3 years;
- state the ways in which the effectiveness of the Action Plan will be monitored and evaluated.

This Disability Equality Scheme is designed to specifically highlight the steps we are taking to ensure that we meet these obligations.

#### **4. The Social Model of Disability**

Angus College, in common with other Scottish Further Education Institutions, subscribes to the Social Model of Disability. The Social Model views the disadvantage and social exclusion experienced by people with disabilities as a result of attitudes and negative constraints imposed by our society. Disabled people can experience barriers through people's negative perceptions of them or through institutional and organisational practices which impede inclusion and development. (This is in contrast to the institutional medical model of disability which stipulates that it is the medical condition or impairment per se which causes disadvantage and exclusion.)

The College will build upon the positive developments achieved through the operation to date of our Equality and Diversity Policy and Procedures, and the integration of these into organisational practice. Ongoing activities and development to change attitudes and raise awareness of the needs of disabled staff and students will ensure that both the social and physical requirements of the Disability Equality Duty are fulfilled.

#### **5. Current Provision for Disabled Staff and Students**

Angus College has demonstrated its commitment to the creation of an inclusive working and learning environment for all staff and students, through its existing Equality policies, procedures and activities. The impact of policies and procedures on staff and students with disabilities is subject to on-going review and analysis across the whole spectrum of decision making from physical access requirements to learning and teaching strategies.

Student figures for academic session 2005/2006 highlight that 1685 enrolled students from a total student population of 9681 declared a disability. This represents 18.4% of all student enrolments. Current figures also indicate that 8 staff (2.79%) have declared a disability.

The College encourages both staff and students to disclose disabilities at the initial application stage and during their term of employment or study. Staff are able to disclose disabilities on the Equal Opportunities Monitoring Form which accompanies (but is separate from) application forms. We are, however, aware that many people still fear that disclosure of a disability may lead to stigmatisation and potential disadvantage. The College seeks to reassure potential students and staff that contrary to suffering disadvantage through disclosure, the provision of information of disability allows the College to ensure that all mechanisms are in place to facilitate the learning or working experience.

It is recognised that many people do not consider that the illness or condition from which they suffer should be regarded as a disability. Work is being actively undertaken to raise awareness in respect of disability issues, and to actively encourage students and staff to disclose any existing disability.

Arrangements for the provision of adapted interview approaches are in place where required, and once in post or engaged on a programme of study, a disabled member of staff or student can disclose disability at any time via their line manager, personnel staff, course tutors or student services staff.

Angus College will reinforce to all potential students and staff members, who may be disabled, that disclosure is in their interests so that appropriate adjustments can be made to meet individual needs and ensure equality. To this end we will work to create a culture within the College which supports disclosure at the earliest opportunity.

Student support at Angus College is provided through a specialist team. The team provides advice, guidance and support with any educational, social, emotional or practical issue. If a student discloses through the application process that he/she has a disability, they are offered an appointment with a Student Support Worker who can support them in assessing the need for extra support in the form of specialist equipment, additional learning, specialist support (e.g. dyslexia screening or diagnostic services), and/or provide support or moral support for the duration of their studies. The Student Services Team can also provide individual student centred support for disabled students who may require extra help with College course work, and can facilitate links with other external support or information services as necessary.

Learning and teaching approaches (including assessment practices) are inclusive and can be developed and amended to ensure that student needs are met and a level playing field achieved. Individual learning approaches and adaptations to teaching and assessment can be discussed and enacted between the student, Student Support Worker and course Lecturers as required.

Individual learner centred Personal Learning Support Plans (PLSP's) are discussed and agreed between the student, Support Worker and course tutor. The PLSP is a record of the student's additional support needs relative to their disability and learning requirements. Learning goals are discussed and documented along with any additional equipment needs, adaptation to materials, learning approaches or assessment needs; and/or personal support needs which may be necessary to facilitate the learning process. PLSP's are reviewed regularly and adjustments/amendments made in response to learning and support needs as these develop.

In addition to on-course adaptation/support arrangements, reader/scribes can be made available for internal and external assessments as appropriate, and extra time can be allocated to disabled students for completion. Course materials can also be presented in different formats depending upon the nature of the student's disability.

Staff training over the last few years has included training on physical access and support issues, along with "hidden disabilities", such as asperger's syndrome and autism, deaf awareness and mental health problems. The College has trained a number of staff in mental health first aid.

The College is aware that although progress has been made in highlighting the ways in which various disabilities impact upon the learning and working experience, more work must always be done to ensure that College culture is fully supportive of and welcoming to, the disabled student or staff member, and to ensure that our services meet the individual support needs of the student or member of staff relative to their own disability and requirements. The Disability Equality Duty presents us with the opportunity to capitalise on work already done and ensure that there is ongoing quality enhancement within these services and activities.

## **6. Involvement of Disabled People in Developing Scheme**

We have undertaken a range of activities in order to prepare for the implementation of the Disability Equality Duty, and to support and inform the development of this Disability Equality Scheme and Action Plan.

An initial E-questionnaire was developed and issued to all College staff and students. This questionnaire was also available in different formats, including Braille. The outcomes from this questionnaire were used to identify potential key issues and areas for more detailed discussion through the undernoted involvement approaches.

A wide range of individual interviews were conducted to obtain feedback on the experience of those with disabilities within Angus College. These interviews involved current and former students with disabilities, current staff with disabilities and current staff involved in the development and provision of specialist support, services, and curriculum for those with disabilities.

The College made contact with a significant number of organisations in the Angus area whose service user have disabilities (see appendix 1). A range of individual interviews were held with representatives from these organisations to assess the services we currently provide; to identify areas for improvement; and to identify and develop opportunities for enhanced working between the College and each organisation as appropriate.

Focus groups bringing together disabled staff, students, former students and external organisations were organised. This process was used to develop some of the issues, comments and ideas which had arisen through other contacts, and to focus specifically on the identification of action points to address areas of concern and to enhance the services we offer.

Where possible, discussions and feedback through the above noted processes have been undertaken on a face-to-face basis to ensure that the information gained was accurate, focused and genuinely reflected the feelings of those involved in the process. This approach was time-consuming but very valuable in ensuring that the input received could be directly related to the action points and plan arising from the process.

As part of the on-going review and development of this scheme, it has been agreed that a liaison group comprising of disabled staff, students, former students and external organisations be established to meet on a minimum of two occasions per academic year. This group will review progress in respect of the Disability Action Plan, act as a focus group in respect of College services for disabled staff and students, and act as an advisory group in respect of planned developments to these services.

## **7. Gathering, Monitoring and Using Information**

The College student management information system supports the collection and management of data which is used to monitor the numbers and progress of students with disabilities. We routinely analyse admission, retention, progression and achievement/attainment figures as well as monitoring formal complaints and incidences of bullying or harassment related to disability.

As yet, no comprehensive mechanism exists for tracking first destination/post course success of disabled College leavers, but this will be addressed over the coming year.

Course Leaders monitor and evaluate the effectiveness of specific learning and teaching strategies on the retention, progression and achievement/attainment of disabled students on a common basis to that undertaken for other students.

In addition to this information, a range of surveys, student focus groups, student representative forums and student association activities are used extensively to gather, monitor and act upon direct feedback received from individual students and class groups.

In respect of information gathering and utilisation, the following points and responsibilities are noted.

- In addition to the provision of specialist advice and support for students with disabilities, The Student Services Team monitors the value and impact of additional support, specialist equipment and adaptations.
- The Student Records Team produces annual reports on the recruitment, retention and achievement/attainment of disabled students.
- The Student Services Team develops and maintains Personal Learning Support Plans as required with disabled students. Additional needs, setting of goals and evaluation of support is recorded and monitored within these plans.
- The Student Development Team undertakes a biennial evaluation of the services it provides to all students, including the support provided to students with disabilities and the provision of specialist services in areas such as dyslexia.

As a result of all of this activity, the College has a large bank of qualitative and quantitative information to access. Analysis of the most recent data (academic year 2005/2006) highlights that overall student retention for students with disabilities is slightly above that of other student groups (89% compared with 83%). Achievement/attainment measured through the positive student outcome measure shows an 89% success rate for students with disabilities, compared with whole College figures of 84% for higher education activity and 91% for further education activity.

Along with surveys, questionnaires, interviews and focus group feedback, a mix of quantitative and qualitative data on disabled students and staff will continue to be gathered, monitored and reported on to assess the impact of the Disability Equality Action Plan on disability equality.

### **7.1 Monitoring the Recruitment, Development, Retention and Experience of Disabled Staff**

The Personnel Team collects and monitors data with regard to the application, recruitment and selection, promotion, appraisal, training/continuous professional development, and experience of staff with disabilities. This data is collected and monitored through:

- equal opportunities monitoring forms at application stage.
- monitoring of staff development/continuous professional development activity requested and undertaken.
- records of reasonable adjustments (such as physical adjustments, provision of specialist equipment, adjustments to working hours) to support and aid retention of staff with disabilities.
- production of annual statistics on the recruitment and retention of staff with disabilities.
- use of staff consultative arrangements to track issues or complaints raised regarding disability;
- incorporation of questions on equality of opportunity experience within staff evaluative and satisfaction questionnaires; and

- involvement of Personnel Team staff in Disability Focus Groups and the College Equality and Diversity Group. Both of these groups are chaired by the Director of Quality and Human Resources.

## **7.2 Supporting and Encouraging the Disclosure of Disability Information**

Information on disclosing disability and help available is given to all students through the application form and admissions process. In addition to this, students can disclose disability at any time during their course.

Time is taken through the student interview, induction, and personal development planning processes to encourage students to disclose any disability they may have, and to seek support at an early instance. As detailed above, it is recognised that not all students feel comfortable with disclosing information of this type, and additional steps will be taken to encourage disclosure as part of the undernoted Disability Action Plan.

Potential staff can also disclose disability information through the recruitment and selection process or on an on-going basis throughout their employment. The absence monitoring and reporting arrangements in place will highlight where a potential disability issue has arisen for a member of staff, and the Personnel Team are proactive in discussing potential support needs with staff in these circumstances. A range of support mechanisms and adaptations are in place for staff and the personnel Team have experience in developing approaches to ensure that disabled staff are able to engage in work activities on an equal basis to other staff.

It should be noted that all personal data held by the College is confidential and is maintained and controlled under the terms of the Data Protection Act 1998.

## **8. Impact Assessment**

Under the terms of the specific duty, the College is required to carry out impact assessments on all its current and planned policies, plans, practices and procedures. Impact assessment will take place to assess whether these policies and practices will have an adverse effect on the College experience for disabled staff and students. In undertaking impact assessments, the College aims to eliminate disability discrimination, develop inclusive services, encourage positive attitudes, and ensure the development of effective and support opportunities.

All new and existing policies and procedures will be subject to assessment. For new policies this process will take place at the developmental stage. Responsibility for the impact assessment of a specific policy, function or service will rest with the Team Leader/Manager responsible for that service. Staff will be trained in the impact assessment process and where a full impact assessment is considered necessary disabled people will be involved in the process.

The following policies and practices will be subject to the impact assessment process.

- Student recruitment, selection and admissions;
- Learning and teaching activity, including student retention and attainment.
- Recruitment, selection, retention and turnover of staff.
- Staff career development and progression.

- Student and staff complaint and grievance arrangements.
- Student and staff disciplinary arrangements.
- Student support provision including funding, learning support, personal support and guidance.
- Estates management practices.
- Quality assurance procedures.

## **8.1 Impact Assessment Procedure**

As an ISO9002:2000 organisation, Angus College carries out a triennial Management Review process which reviews practice and approaches across each aspect of College service on a rolling basis. The operation and effectiveness of this Management Review process is subject to external audit and review.

To ensure that impact assessment activity is effectively embedded within College practice, this will be incorporated within the Management Review process and procedure. Through this approach, all elements of College service will be subject to formal review and impact assessment on a rolling basis, with the documented outcomes of this process subject to external audit and review through the ISO9002 quality system.

## **9. Review of Equality Scheme and Action Plan**

Under the specific terms of the Disability Equality Duty the College is required to demonstrate that the obligations of the general duty are fulfilled. By law the Disability Action Plan must be reviewed every 3 years. To meet this requirement, and to ensure that the services we provide meet the needs of students and staff with disabilities, Angus College will review its Disability Equality Scheme and Action Plan on an annual basis. This review will fall within the remit of the Equality and Diversity group, with developments reported thereafter to the Personnel and Quality Committee of the Board of Management.

The College will take steps to ensure that disabled staff, students and other interested parties have an opportunity to input into this review and to shape and develop the services offered to disabled students and staff through the operation of the Disability Liaison Group highlighted in section 6 above.

## **10. Disability Action Plan**

The undernoted action plan has been developed to support and enhance the services the College provides for students and staff with disabilities. This action plan has been developed as a result of the feedback received through the direct involvement of disabled students, staff, and other interested individuals and organisations in the review and evaluation of the services we provide.

In developing and implementing this action plan the College is reinforcing its commitment to:

- ensure a proactive stance in tackling disability discrimination, promoting disability equality and fostering the development and maintenance of parity between disabled and non-disabled people;

- encouraging, supporting and enabling all students and staff to fulfil their potential in an environment which is safe, welcoming and committed to the principle of equality for all;
- developing and maintaining links with other educational establishments, local organisations and former and current staff and students to promote and share good practice in the creation of disability equality;
- incorporating the Disability Equality Scheme into the College's on-going practice;
- ensuring that the Disability Equality Scheme and Action Plan is monitored and reviewed annually to ensure developments are taking place; to keep abreast of legislative changes; and to be responsive to the individual needs of disabled staff and students;
- involving disabled staff, students and disability organisations in the ongoing development, monitoring and review of the Scheme and the services we offer.

In addition to the undernoted action points, every team across the College monitors, evaluates and enhances the services it provides on a formal basis each year through a team evaluation and operational planning (TEOP) process. These annual evaluations and operational plans specify a range of improvement actions in respect of individual services and activities and incorporate evaluation and action planning in respect of all strands of equality and diversity practice and legislation.

P4/ST  
13 February 2007

**ANGUS COLLEGE  
DISABILITY ACTION PLAN**

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| <b>Area 1</b>             | <b>Staff Recruitment and Selection</b>  |
| <b>Issue</b>              | <b>Need to encourage greater disclosure of disability information from current staff and post applicants</b>  |
| <b>Context</b>            | <p>Angus College is a “Positive about Disability” employer. Information, including application forms, for prospective staff is available in varying accessible formats. Prospective staff who are disabled are welcome to request adjustments or adaptations to the interview process to meet individual needs.</p> <p>All staff are encouraged to disclose disability at any time during their period of employment in order that their needs can be accommodated fully, but to date a relatively small number (c 2.79%) have done so.</p> |
| <b>Action 1.1</b>         | The College will continue to monitor and review recruitment and induction procedures including; advertising posts, application forms and the interview process.   |
| <b>Responsibility</b>     | Director of Quality and Human Resources   |
| <b>Timescale/Deadline</b> | Ongoing   |

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| <b>Action 1.2</b>         | Further encouragement will be provided to current staff to disclose disability information if appropriate. |
| <b>Responsibility</b>     | Director of Quality and Human Resources  |
| <b>Timescale/Deadline</b> | End March 2007   |

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| <b>Area 2</b>             | <b>Student Recruitment and Induction</b>  |
| <b>Issue</b>              | <b>Need to raise awareness within the wider community of the service provision available within Angus College for students with a disability</b>  |
| <b>Context</b>            | The Student Services Team at Angus College takes a proactive stance in liaising with schools and external organisations to publicise the services which we can provide to disabled students. Staff work closely with local schools and other organisations to promote the services and support available for students and course applicants with disabilities. Disability disclosure and referral opportunities and encouragements are in place within our student recruitment, admissions, guidance, interview processes and Student induction at College includes a campus tour and talks on additional support available during a student’s course of study. |
| <b>Action 2.1</b>         | The College will continue to monitor and review the effectiveness of its publicity and awareness raising strategy on a regular basis.   |
| <b>Responsibility</b>     | Student Services Team and Marketing Team  |
| <b>Timescale/Deadline</b> | On-going  |

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| <b>Action 2.2</b>         | Feedback from focus groups has suggested that raising the profile of the Student Services Team amongst Community Health Professionals should be regarded as a priority. |
| <b>Responsibility</b>     | Student Services Team   |
| <b>Timescale/Deadline</b> | June 2007   |

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| <b>Action 2.3</b>         | Prospectuses and other publicity material including the student intranet will be updated and available in varied and accessible formats. |
| <b>Responsibility</b>     | Student Services Team and Marketing Team   |
| <b>Timescale/Deadline</b> | Publications to be updated on a planned rolling basis as each is replaced, commencing March 2007   |

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| <b>Action 2.4</b>         | The inclusion of additional disability focussed information in the College's main prospectus publications will increase awareness of the help available. |
| <b>Responsibility</b>     | Student Services Team and Marketing Team   |
| <b>Timescale/Deadline</b> | Publications to be updated on a planned rolling basis as each is replaced, commencing March 2007   |

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| <b>Area 3</b>             | <b>Student Recruitment and Induction</b>   |
| <b>Issue</b>              | <b>Need to encourage students to provide early disclosure of any disability to ensure that any required support needs can be identified and met</b>  |
| <b>Context</b>            | The College provides a welcoming, supportive environment for disabled students. However, feedback from student interviews and focus groups highlighted that students may be reluctant to disclose a disability due to fear of stigmatism. College application forms permit the recording and monitoring of disabilities. Students are positively encouraged and supported to disclose disabilities at any stage (application, enrolment and during the course). Feedback provided through interview and focus group activities on the support and services provided for students was overwhelmingly positive and endorsed the strong professional approaches adopted. Issues were, however, highlighted where disclosure had not taken place and the individual student was disadvantaged as a result. |
| <b>Action 3.1</b>         | The College will continue to build a safe, welcoming environment in which the disabled student feels comfortable and relaxed in disclosing their disability. Student admissions and induction procedures will be monitored and reviewed on a regular basis to ensure that mechanisms are in place which maximise disclosure and help and support those who wish to disclose.   |
| <b>Responsibility</b>     | Student Services Manager, Admissions Officer   |
| <b>Timescale/Deadline</b> | Ongoing annual review  |

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| <b>Area 4</b>             | <b>Student Recruitment and Induction</b>   |
| <b>Issue</b>              | <b>Need to ensure that information relating to student support needs is effectively shared between staff providing different elements of the service to the student</b>  |
| <b>Context</b>            | Procedures are in place for Student Services to arrange interviews with disabled students in order to discuss the provision of additional support once a disability has been disclosed. Information is shared between support services and academic teams to ensure that a disabled student receives the level of support which matches their need. However, as disclosure can take place at any time during the student's time at Angus College, on a few occasions information on a student's disability has not been passed to the appropriate staff. |
| <b>Action 4.1</b>         | A more integrated approach across College teams to the sharing and dissemination of information will be developed. Closer links between Student Services and academic teams will be developed through the implementation of a key worker system to be piloted by the student development team. This will ensure the provision of the best possible support package for the disabled student prior to and during their period of study.   |
| <b>Responsibility</b>     | Student Services Manager, Student Development Co-ordinator, Course Leaders   |
| <b>Timescale/Deadline</b> | August 2007  |

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| <b>Area 5</b>  | <b>Physical Environment – Access to College campus and facilities</b>  |
| <b>Issue</b>   | <b>Need to ensure that physical environment of the College campus is safe, secure, welcoming and accessible for students with disabilities</b>   |
| <b>Context</b> | <p>Significant planning and development has been undertaken over the recent past to ensure that all areas of the College are compliant with disability access regulations and good practice. This has included significant expenditure in some areas and has incorporated expert consultancy support to review and assess access to the College estate. It is recognised that this is, however, an area which required continuous review and action to ensure that all facilities meet the needs of staff, students and others with disabilities and extensive work is on-going as part of our planned maintenance programmes.</p> <p>It is noted that – contrary to expectation – there were very few points raised by disabled staff, students or other groups regarding physical access issues in respect of the overall College campus.</p> <p>A number of points raised covered general issues in respect of student behaviour on College transport, smoking within the College environment and traffic and parking issues on the main road dividing the college campus. Whilst in each case there were particular issues faced by disabled students in respect of these points, the actions arising from these are generic College issues and will be picked up through a range of routine College processes. The following specific access action points were, however, picked up</p> |

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| <b>Action 5.1</b>         | Full physical access audit of College campus to be undertaken by Disability Go.           |
| <b>Responsibility</b>     | Estates Manager, Student Services Manager, Director of Curriculum Support and Development |
| <b>Timescale/Deadline</b> | August 2007   |

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| <b>Action 5.2</b>         | Fire alarm system to be developed to fully meet the needs of sensory impaired students |
| <b>Responsibility</b>     | Estates Manager  |
| <b>Timescale/Deadline</b> |  |

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| <b>Action 5.3</b>         | Contrast painting/colouring on external steps to be enhanced |
| <b>Responsibility</b>     | Estates Manager  |
| <b>Timescale/Deadline</b> | May 2007   |

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| <b>Action 5.4</b>         | No smoking message around College entrances to be further reinforced to include information on the access implications crowds around doors can cause for disabled students. |
| <b>Responsibility</b>     | Estates Manager, Executive Team   |
| <b>Timescale/Deadline</b> | March 2007 and on-going   |

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| <b>Action 5.5</b>         | Need to publicise transport availability and eligibility options more widely for disabled students to avoid deterring initial application |
| <b>Responsibility</b>     | Student Services Manager, Depute Principal, Student Funding Team  |
| <b>Timescale/Deadline</b> | April 2007 and on-going   |

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| <b>Action 5.6</b>         | Need to enhance College signage and colour coding to fully meet the needs of sensory impaired students |
| <b>Responsibility</b>     | Estates Manager  |
| <b>Timescale/Deadline</b> | August 2007  |

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| <b>Action 5.7</b>         | Need to ensure that College lifts are fully accessible for sensory impaired students |
| <b>Responsibility</b>     | Estates Manager  |
| <b>Timescale/Deadline</b> | August 2007  |

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| <b>Area 6</b>             | <b>Learning and Teaching</b>  |
| <b>Issue</b>              | <b>Need to ensure that appropriate modifications and adaptations to learning, teaching and assessment strategies are occurring in order to meet the needs of disabled students.</b>   |
| <b>Context</b>            | Feedback from student interviews and focus groups has provided strong evidence that individual learning and curricular needs are well met at Angus College if disability has been disclosed.                                |
| <b>Action 6.1</b>         | All academic and support teams to evaluate the inclusiveness of their services on an annual basis. This will ensure that modification and adaptation of learning, teaching and assessment strategies is an ongoing process. |
| <b>Responsibility</b>     | Directors of Learning and Teaching, Director of Quality and Human Resources   |
| <b>Timescale/Deadline</b> | September 2007 and on-going   |

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| <b>Area 7</b>             | <b>Learning and Teaching</b>   |
| <b>Issue</b>              | <b>Feedback from staff and student interviews and focus groups has highlighted that a small number of staff within the College are unsure of how to accommodate students with disabilities.</b>  |
| <b>Context</b>            | <p>Feedback from the vast majority of student interviews and focus groups has provided strong evidence that staff demonstrate positive and professional values and approaches in supporting students with disabilities and in leading and developing the integration of student support and social needs within the classroom setting. A small number of respondents noted, however, that this was not always the case, and that the learning and teaching service received suffered as a result.</p> <p>Staff are encouraged and supported to attend regular equalities and disabilities awareness training sessions, and the Teaching Qualification in Further Education contains mandatory elements on working with disabled students.</p> <p>Progress on raising awareness of disability issues has been made with College staff attending training sessions on; deaf awareness, mental health first aid, mental health awareness (including self harm and anxiety), dealing with partially sighted blind people, online resources for deaf students, fire safety for the deaf and hard of hearing, matching technology to the needs (with the main focus on Dyslexia), and a best practice day focussing on hidden disabilities. It is recognised, however, that development and supporting professional practice in respect of all aspects of equality and diversity should be on-going.</p> |
| <b>Action 7.1</b>         | The College will develop and deliver compulsory disability and equality awareness training on a scheduled basis for all staff.   |
| <b>Responsibility</b>     | Director of Quality and Human Resources, Student Services Manager.   |
| <b>Timescale/Deadline</b> | December 2007  |

|                           |  |
|---------------------------|--|
| <b>Area 8</b>             | <b>Learning and Teaching</b>   |
| <b>Issue</b>              | <b>Feedback from staff and student interviews and focus groups has highlighted that a small number of students within the College demonstrate inappropriate attitudes and behaviours in respect of students with disabilities.</b>   |
| <b>Context</b>            | The current College student handbook incorporates elements from the College equality and diversity policy and the student induction process includes information on expected behaviours and developments in respect of good equality and diversity practice. Good equality and diversity practice is embedded within learning and teaching activity across all areas of the College. |
| <b>Action 8.1</b>         | Behavioural expectations (and the consequences of failing to meet required behavioural standards) to be reinforced with the student group. Student Association to be included within developments.   |
| <b>Responsibility</b>     | Directors of Learning and Teaching, Student Services Manager, Student Association President  |
| <b>Timescale/Deadline</b> | September 2007 and on-going  |

|                           |  |
|---------------------------|--|
| <b>Area 9</b>             | <b>Learning and Teaching</b>   |
| <b>Issue</b>              | <b>Feedback from staff and students has highlighted a need to expand and develop the transition and progression arrangements and opportunities available within the College for students with additional learning support needs.</b>   |
| <b>Context</b>            | The College currently provides a range of learning and development programmes specifically focused on meeting the needs of individual students with learning disabilities. A number of programmes are also provided at an introductory level to aid progression of students into full national certificate programmes. Whilst there is a level of progression between programmes and services of this type, it is recognised that further work needs to be done to encourage progression opportunities and to support progression arrangements for individual students as necessary. |
| <b>Action 9.1</b>         | Transition and progression opportunities and arrangements within College for students with learning disabilities to be publicised and barriers to progression investigated and removed as appropriate.   |
| <b>Responsibility</b>     | Directors of Learning and Teaching, Student Services Manager, Team Leader in Community Programmes  |
| <b>Timescale/Deadline</b> | June 2007 and on-going   |

|                           |  |
|---------------------------|--|
| <b>Area 10</b>            | <b>Review and Evaluation of Services for Disabled Students</b>   |
| <b>Issue</b>              | <b>Formulating an impact assessment screening system in order to fulfil the requirements of the Disability Discrimination Act 2005.</b>  |
| <b>Context</b>            | The College currently undertakes a comprehensive range of evaluation and monitoring activities to assess and evaluate the quality and impact of the services it provides. These evaluations incorporate an evaluation of equality and diversity practice and impact. It is recognised that this impact assessment can be further developed at a College-wide level to ensure that all services and policies are effectively and comprehensively assessed and developed relative to good equality and diversity practice. |
| <b>Action 10.1</b>        | Impact assessment procedures to be further developed and embedded within the college's existing ISO9002 management review procedures.  |
| <b>Responsibility</b>     | Director of Quality and Human Resources, Quality Officer   |
| <b>Timescale/Deadline</b> | June 2007  |

|                           |   |
|---------------------------|---|
| <b>Area 11</b>            | <b>Review and Evaluation of Services for Disabled Students</b>  |
| <b>Issue</b>              | <b>No comprehensive system is in place to track or monitor the first destination/post course success of students with disabilities.</b>   |
| <b>Context</b>            | The College currently tracks first destination information for higher education students and undertakes a post course success survey with all students. These arrangements do not, however, link into disability information in respect of the individual students providing information. |
| <b>Action 11.1</b>        | First Destination/Post Course Success measures will be developed to match data received with previously declared information on student disability.   |
| <b>Responsibility</b>     | Director of Quality and Human Resources, Quality Officer, Student Records Team Leader   |
| <b>Timescale/Deadline</b> | Nov 2007  |

|                           |  |
|---------------------------|--|
| <b>Area 12</b>            | <b>Review and Evaluation of Services for Disabled Students</b>   |
| <b>Issue</b>              | <b>Ensuring the on-going involvement of disabled staff, students and other organisations within the evaluation and development of College services</b>   |
| <b>Context</b>            | The College currently undertakes a comprehensive range of client and stakeholder feedback activities, including survey activities and direct involvement of students, employers and other stakeholders as members of individual Course teams. The College also maintains and develops extensive partnerships with key organisations providing services for disabled staff and students, including Angus Council Education and Social Work departments, and national and local charities and voluntary organisation. To enhance these activities, the following action is proposed. |
| <b>Action 12.1</b>        | Members of the Focus Groups previously held are to be invited to form the Angus College Disability Advisory Group. This group will meet twice a year (minimum) to discuss, monitor and review disability related issues and services. Outcomes from this group will be fed through the College equality and diversity group and through to the Personnel and Quality Committee of the Board of Management.   |
| <b>Responsibility</b>     | Director of Quality and Human Resources  |
| <b>Timescale/Deadline</b> | June 2007 and on-going. Composition and effectiveness of group to be reviewed on an annual basis.  |

|                           |  |
|---------------------------|--|
| <b>Area 13</b>            | <b>Review and Evaluation of Services for Disabled Students</b>   |
| <b>Issue</b>              | <b>Ensuring the on-going development, monitoring and review of equality and diversity activity and practice across the College.</b>  |
| <b>Context</b>            | The College currently operates an equality and diversity group which monitors activity, development and impact in respect of College activities and practice across the full equality and diversity agenda. This group includes a mixture of academic and front-line support staff, alongside senior staff with responsibilities for developing the equality and diversity agenda and practice. This group is led by a member of the College Executive team and reports into the Personnel and Quality Committee of the Board of Management. |
| <b>Action 13.1</b>        | The role and remit of this group will be developed to incorporate annual review of the Disability Equality Scheme and Action Plan, alongside comments and points arising from the Disability advisory Group.   |
| <b>Responsibility</b>     | Director of Quality and Human Resources, Equality and Diversity Group  |
| <b>Timescale/Deadline</b> | June 2007 and on-going.  |

## Appendix 1 - Focus Group Contacts

The final focus group, convened to discuss disability equality issues, met on Thursday 11 January 2007. The group composed of disabled current and former students, disabled staff and representatives from external disability focused organisations.

Areas for discussion included:

1. accessibility of curriculum
2. Provision of guidance and support to disabled staff and students.
3. Attitudinal factors which can impinge upon the disabled person's learning and working experience.
4. How to raise awareness of College services for disabled people amongst the wider community.
5. How to establish and maintain links with the wider community on an ongoing basis.

Feedback from this focus group has been incorporated into the College's Action Plan. Ongoing, regular focus groups will meet throughout the year to discuss, monitor and review disability issues.

The key contacts involved within focus groups and discussions were.

All current College Staff (specifically including current staff with disabilities)  
All current College students (specifically including students with disabilities)  
Angus College Student Association  
Former students with disabilities  
Body Positive Tayside  
Angus Council - Lilybank Adult Resource Centre  
Angus Council - Lunan Park Resource Centre  
Angus Council - Lochlands Adult Resource Centre  
Princess Royal Trust Angus Carers Centre  
Sound Sense Project - Physical Disabilities Team  
Angus Mental Health Association  
Augment  
Abbeytext  
Oasis  
The Web Project  
The Guide Dogs for the Blind Association  
LEAD Scotland

## Appendix 2 - Disability Questionnaire Summary

### 1. Name

80 Responses

### 2. Are you:

|  |    |     |
|--|----|-----|
| A prospective learner at Angus College | 3  | 3%  |
| A learner at Angus College             | 31 | 32% |
| A past learner at Angus College        | 3  | 3%  |
| A member of staff at Angus College     | 64 | 65% |
| Other, please specify                  | 3  | 3%  |

### 3. Gender

|              |           |             |
|--------------|-----------|-------------|
| Male         | 24        | 25%         |
| Female       | 73        | 75%         |
| <b>Total</b> | <b>97</b> | <b>100%</b> |

### 4. Which age band (years) are you in:

|              |           |             |
|--------------|-----------|-------------|
| Under 16     | 2         | 2%          |
| 16-24        | 28        | 29%         |
| 25-35        | 20        | 20%         |
| 35-44        | 17        | 17%         |
| 45-54        | 25        | 26%         |
| 55-64        | 6         | 6%          |
| 65-74        | 0         | 0%          |
| 75 or over   | 0         | 0%          |
| <b>Total</b> | <b>98</b> | <b>100%</b> |

## 5. Ethnic Origin

|   |           |             |
|---|-----------|-------------|
| White - Scottish  | 82        | 84%         |
| White - English   | 11        | 11%         |
| White - Welsh   | 1         | 1%          |
| White - Irish   | 0         | 0%          |
| White - Any other White background                                      | 2         | 2%          |
| Mixed - Any Mixed background  | 1         | 1%          |
| Asian, Asian Scottish, or Asian<br>British - Indian                     | 0         | 0%          |
| Asian, Asian Scottish, or Asian<br>British - Pakistani                  | 0         | 0%          |
| Asian, Asian Scottish, or Asian<br>British - Bangladeshi                | 0         | 0%          |
| Asian, Asian Scottish, or Asian<br>British - Chinese                    | 0         | 0%          |
| Asian, Asian Scottish, or Asian<br>British - Any other Asian background | 0         | 0%          |
| Black, Black Scottish, or Black<br>British - Caribbean                  | 0         | 0%          |
| Black, Black Scottish, or Black<br>British - African                    | 1         | 1%          |
| Black, Black Scottish, or Black<br>British - Any other Black background | 0         | 0%          |
| Other Ethnic Background - Any other<br>background                       | 0         | 0%          |
| Unknown/Don't want to say   | 0         | 0%          |
| <b>Total</b>  | <b>98</b> | <b>100%</b> |

**Under the Disability Discrimination Act 1995 a person is described as having a disability if he or she has a physical or mental impairment, which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. Long-term is defined as 'having lasted or is expected to last for 12 months'. It also includes people who have subsequently recovered, as long as their disability was as defined under the Act. A physical or mental impairment includes: - Sensory Impairment - Impairments relating to mental functioning, including learning difficulties/disabilities. - Long-term health conditions such as diabetes, epilepsy, asthma etc.**

## 6. Considering this statement, would you consider yourself as having a disability under the Disability Discrimination Act 1995?

|              |           |             |
|--------------|-----------|-------------|
| Yes          | 15        | 16%         |
| No           | 77        | 81%         |
| Don't Know   | 3         | 3%          |
| <b>Total</b> | <b>95</b> | <b>100%</b> |

**7. If you consider yourself to have a disability, which of the following would you identify with? Please select all statements which are applicable.**

|  |   |     |
|--|---|-----|
| Physical/mobility difficulties               | 5 | 25% |
| Learning difficulties                        | 4 | 20% |
| Blind/partially sighted                      | 3 | 15% |
| Deaf, deafened or hard of hearing            | 2 | 10% |
| Mental health issues                         | 3 | 15% |
| Unseen disabilities eg asthma, diabetes, etc | 7 | 35% |

**8. If you consider yourself to have a disability, and are currently either a learner or a member of staff at Angus College, have you disclosed it to the College?**

|              |           |             |
|--------------|-----------|-------------|
| Yes          | 16        | 70%         |
| No           | 7         | 30%         |
| <b>Total</b> | <b>23</b> | <b>100%</b> |

**9. Do you feel comfortable about disclosing your disability to College staff?**

|              |           |             |
|--------------|-----------|-------------|
| Yes          | 18        | 75%         |
| No           | 6         | 25%         |
| <b>Total</b> | <b>24</b> | <b>100%</b> |

**10. Do you know where to go in the College to get information or help on disability related issues?**

47 Responses

**11. What do you think the College should do to ease the transition into further education, or from further education into work, for people with disabilities?**

32 Responses

**12. In order to meet the needs of people with disabilities, what in your opinion do you think Angus College should do, do better, or do differently than it already does?**

26 Responses

**13. What in your opinion does Angus College already do well and should remain unchanged in meeting the needs of those with disabilities?**

27 Responses

**14. What in your opinion could Angus College actively do to promote equality of opportunity, eliminate discrimination, encourage participation of, and promote positive attitudes towards people with disabilities?**

25 Responses

**15. As part of the legal requirements under the new Disability Equality Duty, Angus College will involve disabled people in the development of our Disability Equality Scheme and the action plan. Would you be prepared to assist in this process?**

|              |           |             |
|--------------|-----------|-------------|
| Yes          | 17        | 45%         |
| No           | 21        | 55%         |
| <b>Total</b> | <b>38</b> | <b>100%</b> |

**16. Your email address:**

35 Responses