



anguscollege

**DISABILITY EQUALITY SCHEME
ANNUAL REPORT**

DECEMBER 2007

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Copies of this document can be provided in large text or Braille formats as required by contacting the Student Services Team on 01241 432604.

1. Introduction

As part of our commitment to the provision of a positively focused and inclusive learning and teaching service, the undernoted report has been developed to outline steps taken by the College to deliver upon the commitments outlined within our Disability Equality Scheme.

The undernoted report outlines achievements against the various points outlined within our disability action plan, and details other developments which have taken place since the introduction of the disability equality duty in December 2006.

2. Key Developments

Over the past year, the College has continued to develop and promote the services it provides to learners, potential learners, staff, and others with disabilities. Key developments in respect of these activities include the following:

- Provision of extensive staff development on disability awareness and promoting inclusion. This development was supported by LEAD Scotland and was delivered to 197 members of staff (from a total FTE of 246) in June and August 2007.

Evaluation of this development was very positive, with further update and awareness training scheduled for February 2008.

Additional CPD activity has been provided for a wide range of staff in areas such as: effective interviewing to encourage disclosure of hidden disabilities; understanding mental health/behavioural impairments; and "Brite" training.

- A College Disability Focus Group has been established. This group comprises current and former students with disabilities, current staff with disabilities and representation from the range of disability interest and support groups active within Angus. The Disability Focus Group arose as a result of the involvement activities undertaken for the development of our Disability Equality Scheme, and the Disability Focus Group will continue to meet on an annual basis to input feedback and ideas to support the College in developing and adapting the services it offers to meet the needs of those with disabilities.
- The College has continued to invest in facilities to ensure that these are fully accessible for those with disabilities. This has included on-going investment in adaptive equipment to support the needs of individual students and staff.
- The College has significantly expanded the support available for students with visual and with hearing impairments. This has included the provision of dedicated one-to-one BSL and Sign Supported English support for students. One of these students received the SQA prize at our 2007 Graduation and Awards ceremony.
- Student Development (literacy, numeracy, dyslexia and similar support) arrangements for students have been further reviewed and enhanced to ensure that the services available and provided are effective in supporting students to achieve their full educational potential. This includes the development of designated links between individual Student Support Workers and specific teaching areas to support the contextualisation of student support being provided.

- Overall student support services have been enhanced through the creation of an additional Student Support Worker post. This post will focus particularly on the provision of one-to-one and group work transition support for students with a range of mental health, social, behavioural and physical and learning disability support needs.
- The retention and attainment figures for students with a disclosed disability remain consistent with those for students with no disclosed disability (see appendix 1).
- Monitoring figures and activity for staff with a disclosed disability has highlighted a negative trend in respect of those disclosing disability through the recruitment and selection process. Action in respect of this monitoring is underway. Monitoring arrangements for College staff do not highlight any disparity in respect of progression, staff development, or salary arrangements. (see appendix 2)

3. Progress Against Disability Action Plan Targets

Progress in respect of the various targets outlined within the Disability Equality Scheme is detailed below.

P4/ST
30 November 2007

DISABILITY ACTION PLAN

Area 1	Staff Recruitment and Selection
Issue	Need to encourage greater disclosure of disability information from current staff and post applicants
Context	<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>
Action 1.1	The College will continue to monitor and review recruitment and induction procedures including; advertising posts, application forms and the interview process.
Responsibility	Director of Quality and Human Resources
Timescale/Deadline	Ongoing
Progress Nov 07	2006/7 monitoring completed, with slight increase (0.97%) in those disclosing disability. Additional information encouraging disclosure added to information for applicants.
Action 1.2	Further encouragement will be provided to current staff to disclose disability information if appropriate.
Responsibility	Director of Quality and Human Resources
Timescale/Deadline	End March 2007
Progress Nov 07	Encouragement provided March 2007. Additional information provided by staff,

Area 2	Student Recruitment and Induction
Issue	Need to raise awareness within the wider community of the service provision available within Angus College for students with a disability
Context	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.
Action 2.1	The College will continue to monitor and review the effectiveness of its publicity and awareness raising strategy on a regular basis.
Responsibility	Student Services Team and Marketing Team
Timescale/Deadline	On-going
Progress Nov 07	On-going review has resulted in the 2007 Prospectus containing updated information on services available for disabled students and the format of this has been developed to make information of this type more prominent.

Action 2.2	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.
Responsibility	Student Services Team
Timescale/Deadline	June 2007
Progress Nov 07	Links with a wide range of groups and support service providers - including community health groups and providers – have been developed through project and partnership working led by the College Student Services Team.

Action 2.3	Prospectuses and other publicity material including the student intranet will be updated and available in varied and accessible formats.
Responsibility	Student Services Team and Marketing Team
Timescale/Deadline	Publications to be updated on a planned rolling basis as each is replaced, commencing March 2007
Progress Nov 07	All current publications are available in word format and can be adapted to suit individual needs. This includes large type provision and transfer into Braille.

Action 2.4	The inclusion of additional disability focussed information in the College's main prospectus publications will increase awareness of the help available.
Responsibility	Student Services Team and Marketing Team
Timescale/Deadline	Publications to be updated on a planned rolling basis as each is replaced, commencing March 2007
Progress Nov 07	2007 Prospectus contains updated information on services available for disabled students and the format of this has been developed to make information of this type more prominent. Additional information on support available has been developed on an on-line format for inclusion within student induction information.

Area 3	Student Recruitment and Induction
Issue	Need to encourage students to provide early disclosure of any disability to ensure that any required support needs can be identified and met
Context	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 stigmatisation. 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.
Action 3.1	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.
Responsibility	Student Services Manager, Admissions Officer
Timescale/Deadline	Ongoing annual review
Progress Nov 07	Development for staff undertaken student recruitment interviewing has been developed to enhance staff skills in encouraging/supporting disclosure of support needs. Good practice approaches in encouraging and achieving disclosure have been shared across the College. Prompts to seek student disclosure have been built into a range of different student recruitment and support activities.

Area 4	Student Recruitment and Induction
Issue	Need to ensure that information relating to student support needs is effectively shared between staff providing different elements of the service to the student
Context	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.
Action 4.1	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.
Responsibility	Student Services Manager, Student Development Co-ordinator, Course Leaders
Timescale/Deadline	August 2007
Progress Nov 07	Revised student development structure and procedures introduced in August 2007 to enhance the links between student development staff and designated curricular areas. Feedback on developments has identified significant improvement in service provision and communication. Full review to be completed September 2008.

Area 5	Physical Environment – Access to College campus and facilities
Issue	Need to ensure that physical environment of the College campus is safe, secure, welcoming and accessible for students with disabilities
Context	<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>

Action 5.1	Full physical access audit of College campus to be undertaken by Disability Go.
Responsibility	Estates Manager, Student Services Manager, Director of Curriculum Support and Development
Timescale/Deadline	August 2007
Progress Nov 07	Disability Audit not yet undertaken. Timescale and arrangements in discussion with Angus Council as organisers of audit process.

Action 5.2	Fire alarm system to be developed to fully meet the needs of sensory impaired students
Responsibility	Estates Manager
Timescale/Deadline	September 2007
Progress Nov 07	Fire alarm system changes discounted on grounds of cost/practicality. Revise individual student notification procedure introduced in September 2007 to meet needs instead.

Action 5.3	Contrast painting/colouring on external steps to be enhanced
Responsibility	Estates Manager
Timescale/Deadline	May 2007
Progress Nov 07	Work completed May 2007

Action 5.4	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.
Responsibility	Estates Manager, Executive Team
Timescale/Deadline	March 2007 and on-going
Progress Nov 07	Message reinforced on regular basis.

Action 5.5	Need to publicise transport availability and eligibility options more widely for disabled students to avoid deterring initial application
Responsibility	Student Services Manager, Depute Principal, Student Funding Team
Timescale/Deadline	April 2007 and on-going
Progress Nov 07	Clearer information on entitlements developed. New Student Funding Support Worker postholder appointed with a greater understanding of disability support needs.

Action 5.6	Need to enhance College signage and colour coding to fully meet the needs of sensory impaired students
Responsibility	Estates Manager
Timescale/Deadline	August 2007
Progress Nov 07	No progress to date due to funding constraints and other estates priorities. Action to be progressed as part of planned maintenance activity.

Action 5.7	Need to ensure that College lifts are fully accessible for sensory impaired students
Responsibility	Estates Manager
Timescale/Deadline	August 2007
Progress Nov 07	No progress to date due to funding constraints and other estates priorities. Action to be progressed as part of planned maintenance activity.

Area 6	Learning and Teaching
Issue	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.
Context	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.
Action 6.1	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.
Responsibility	Directors of Learning and Teaching, Director of Quality and Human Resources
Timescale/Deadline	September 2007 and on-going
Progress Nov 07	Requirement strengthened within Team Evaluation and Operational Planning (TEOP) process for September 2007. On-going development to ensure that all evaluations are effective in meeting requirements.

Area 7	Learning and Teaching
Issue	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.
Context	<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>
Action 7.1	The College will develop and deliver compulsory disability and equality awareness training on a scheduled basis for all staff.
Responsibility	Director of Quality and Human Resources, Student Services Manager.
Timescale/Deadline	December 2007
Progress Nov 07	Extensive development provided to all staff June and August 2007. Development sessions to continue on programmed basis.

Area 8	Learning and Teaching
Issue	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.
Context	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.
Action 8.1	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.
Responsibility	Directors of Learning and Teaching, Student Services Manager, Student Association President
Timescale/Deadline	September 2007 and on-going
Progress Nov 07	Behavioural requirements and standards reinforced with all student groups. Quieter bus stop made available for students where preferred. Enhanced feedback arrangement developed to alert staff to student behavioural issues.

Area 9	Learning and Teaching
Issue	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.
Context	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.
Action 9.1	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.
Responsibility	Directors of Learning and Teaching, Student Services Manager, Team Leader in Community Programmes
Timescale/Deadline	June 2007 and on-going
Progress Nov 07	Additional Student Support Worker post created September 2007 with a specific focus on student transition support.

Area 10	Review and Evaluation of Services for Disabled Students
Issue	Formulating an impact assessment screening system in order to fulfil the requirements of the Disability Discrimination Act 2005.
Context	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.
Action 10.1	Impact assessment procedures to be further developed and embedded within the college's existing ISO9002 management review procedures.
Responsibility	Director of Quality and Human Resources, Quality Officer
Timescale/Deadline	June 2007
Progress Nov 07	Impact assessment process and procedure developed and introduced in June 2007.

Area 11	Review and Evaluation of Services for Disabled Students
Issue	No comprehensive system is in place to track or monitor the first destination/post course success of students with disabilities.
Context	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.
Action 11.1	First Destination/Post Course Success measures will be developed to match data received with previously declared information on student disability.
Responsibility	Director of Quality and Human Resources, Quality Officer, Student Records Team Leader
Timescale/Deadline	Nov 2007
Progress Nov 07	Revised arrangements developed, November 2007.

Area 12	Review and Evaluation of Services for Disabled Students
Issue	Ensuring the on-going involvement of disabled staff, students and other organisations within the evaluation and development of College services
Context	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.
Action 12.1	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.
Responsibility	Director of Quality and Human Resources
Timescale/Deadline	June 2007 and on-going. Composition and effectiveness of group to be reviewed on an annual basis.
Progress Nov 07	Focus group established to meet on an annual basis.

Area 13	Review and Evaluation of Services for Disabled Students
Issue	Ensuring the on-going development, monitoring and review of equality and diversity activity and practice across the College.
Context	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.
Action 13.1	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.
Responsibility	Director of Quality and Human Resources, Equality and Diversity Group
Timescale/Deadline	June 2007 and on-going.
Progress Nov 07	Role and remit developed May 2007.

Student Outcome Code Descriptions for 2006/2007

Student Outcome Code	Student Outcome Description
01	Enrolled on Programme/Course but never attended
02	Withdrawn from Programme/Course and commenced Employment
03	Withdrawn from Programme/Course and not studying in an HEI
04	Withdrawn from Programme/Course and destination unknown
05	Transferred to another Programme/Course within the College
07	Completed Programme/Course, student assessed but not successful
08	Completed Programme/Course, student assessed and successful
09	Continuing onto next year of Programme/Course (including students in the second academic year of a spanning programme)
10	Withdrawn from Programme/Course and now studying elsewhere (not an HEI)
14	Completed Programme/Course, student not assessed as programme/course not designed to be assessed
15	Completed Programme/Course, student not assessed although programme/course designed to be assessed
16	Deceased

**EQUALITY AND DIVERSITY MONITORING
STUDENT FIGURES - Session 2006/2007**

Sex of Students

Full Time Analysis by Gender

Academic Year	Gender	No Enrolled	No Completed	% Completed	Student Outcome Codes											Positive Student Outcome %	
					01	02	03	04	05	07	08	09	10	14	15		16
06/07	Female	850	617	72.59%	2	49	2	144	10	59	526	34	0	20	3	1	75.18%
06/07	Male	633	430	67.93%	3	72	1	103	15	60	346	23	1	8	1	0	73.30%
	Totals	1483	1047	70.60%	5	121	3	247	25	119	872	57	1	28	4	1	74.38%

Distance Learning & Workbased Learning Analysis by Gender

Academic Year	Gender	No Enrolled	No Completed	% Completed	Student Outcome Codes											Positive Student Outcome %	
					01	02	03	04	05	07	08	09	10	14	15		16
06/07	Female	345	294	85.22%	0	1	0	34	3	4	90	207	2	0	4	0	87.25%
06/07	Male	153	143	93.46%	0	0	0	7	0	2	42	101	0	1	0	0	94.12%
	Totals	498	437	87.75%	0	1	0	41	3	6	132	308	2	1	4	0	89.36%

Leisure, Commercial & Short Course Analysis by Gender

Academic Year	Gender	No Enrolled	No Completed	% Completed	Student Outcome Codes											Positive Student Outcome %	
					01	02	03	04	05	07	08	09	10	14	15		16
06/07	Female	2204	2181	98.96%	0	0	0	4	0	0	34	56	0	2110	0	0	99.82%
06/07	Male	1225	1223	99.84%	0	0	0	2	0	2	36	8	0	1177	0	0	99.67%
	Totals	3429	3404	99.27%	0	0	0	6	0	2	70	64	0	3287	0	0	99.77%

Other Part Time, Evening & Block Release Analysis by Gender

Academic Year	Gender	No Enrolled	No Completed	% Completed	Student Outcome Codes											Positive Student Outcome %	
					01	02	03	04	05	07	08	09	10	14	15		16
06/07	Female	2681	2477	92.39%	1	8	2	120	16	69	563	359	3	1521	17	2	92.02%
06/07	Male	2434	2311	94.95%	0	9	0	83	6	32	433	309	2	1519	38	3	93.51%
	Totals	5115	4788	93.61%	1	17	2	203	22	101	996	668	5	3040	55	5	92.73%

**EQUALITY AND DIVERSITY MONITORING
STUDENT FIGURES - Session 2006/2007**

Ethnicity of Students

Full Time Analysis by Ethnicity

Ethnic Code	Ethnic Title	Year	No Enrolled	No Completed	% Completed	Student Outcome Codes											Positive Student Outcome %	
						01	02	03	04	05	07	08	09	10	14	15		16
10	White - Scottish	06/07	1311	914	69.72%	4	112	3	224	22	107	752	54	1	27	4	1	73.76%
11	White - English	06/07	92	70	76.09%	0	7	0	10	3	7	62	2	0	1	0	0	81.52%
12	White - Welsh	06/07	3	3	100.00%	0	0	0	0	0	1	2	0	0	0	0	0	66.67%
13	White - Irish	06/07	2	1	50.00%	0	0	0	1	0	0	1	0	0	0	0	0	50.00%
14	White - Any other background	06/07	42	35	83.33%	0	0	0	6	0	1	35	0	0	0	0	0	83.33%
15	Any Mixed Background	06/07	8	6	75.00%	0	0	0	2	0	0	6	0	0	0	0	0	75.00%
16	Indian	06/07	1	1	100.00%	0	0	0	0	0	0	0	1	0	0	0	0	100.00%
17	Pakistani	06/07	1	1	100.00%	0	0	0	0	0	0	1	0	0	0	0	0	100.00%
19	Chinese	06/07	2	2	100.00%	0	0	0	0	0	1	1	0	0	0	0	0	50.00%
20	Any other Asian background	06/07	3	2	66.67%	0	0	0	1	0	1	1	0	0	0	0	0	33.33%
22	African	06/07	2	2	100.00%	0	0	0	0	0	0	2	0	0	0	0	0	100.00%
23	Any othe Black background	06/07	3	3	100.00%	0	0	0	0	0	0	3	0	0	0	0	0	100.00%
98	Information Refused	06/07	5	3	60.00%	0	0	0	2	0	0	3	0	0	0	0	0	60.00%
99	Information Not Known	06/07	8	4	50.00%	1	2	0	1	0	1	3	0	0	0	0	0	62.50%
Totals			1483	1047	70.60%	5	121	3	247	25	119	872	57	1	28	4	1	74.38%

Distance Learning and Workbased Learning Analysis by Ethnicity

Ethnic Code	Ethnic Title	Year	No Enrolled	No Completed	% Completed	Student Outcome Codes											Positive Student Outcome %	
						01	02	03	04	05	07	08	09	10	14	15		16
10	White - Scottish	06/07	416	364	87.50%	0	1	0	34	2	5	111	256	2	1	4	0	89.18%
11	White - English	06/07	43	38	88.37%	0	0	0	4	1	1	9	28	0	0	0	0	88.37%
12	White - Welsh	06/07	4	4	100.00%	0	0	0	0	0	0	4	0	0	0	0	0	100.00%
13	White - Irish	06/07	3	3	100.00%	0	0	0	0	0	0	3	0	0	0	0	0	100.00%
14	White - Any other background	06/07	9	8	88.89%	0	0	0	1	0	0	1	7	0	0	0	0	88.89%
15	Any Mixed Background	06/07	1	1	100.00%	0	0	0	0	0	0	0	1	0	0	0	0	100.00%
22	African	06/07	1	1	100.00%	0	0	0	0	0	0	0	1	0	0	0	0	100.00%
98	Information Refused	06/07	7	7	100.00%	0	0	0	0	0	0	2	5	0	0	0	0	100.00%
99	Information Not Known	06/07	14	11	78.57%	0	0	0	2	0	0	9	3	0	0	0	0	85.71%
Totals			498	437	87.75%	0	1	0	41	3	6	132	308	2	1	4	0	89.36%

**EQUALITY AND DIVERSITY MONITORING
STUDENT FIGURES - Session 2006/2007**

Leisure, Commercial and Short Course Analysis by Ethnicity

Ethnic Code	Ethnic Title	Year	No Enrolled	No Completed	% Completed	Student Outcome Codes											Positive Student Outcome %	
						01	02	03	04	05	07	08	09	10	14	15		16
10	White - Scottish	06/07	2757	2739	99.35%	0	0	0	5	0	1	57	49	0	2645	0	0	99.78%
11	White - English	06/07	352	351	99.72%	0	0	0	0	0	1	2	6	0	343	0	0	99.72%
12	White - Welsh	06/07	17	17	100.00%	0	0	0	0	0	0	0	0	0	17	0	0	100.00%
13	White - Irish	06/07	19	19	100.00%	0	0	0	0	0	0	0	1	0	18	0	0	100.00%
14	White - Any other background	06/07	101	95	94.06%	0	0	0	1	0	0	6	3	0	91	0	0	99.01%
15	Any Mixed Background	06/07	10	10	100.00%	0	0	0	0	0	0	0	0	0	10	0	0	100.00%
16	Indian	06/07	3	3	100.00%	0	0	0	0	0	0	0	1	0	2	0	0	100.00%
19	Chinese	06/07	2	2	100.00%	0	0	0	0	0	0	0	0	0	2	0	0	100.00%
20	Any other Asian background	06/07	2	2	100.00%	0	0	0	0	0	0	0	0	0	2	0	0	100.00%
21	Caribbean	06/07	2	2	100.00%	0	0	0	0	0	0	2	0	0	0	0	0	100.00%
22	African	06/07	4	4	100.00%	0	0	0	0	0	0	0	0	0	4	0	0	100.00%
24	Other Ethnic background	06/07	3	3	100.00%	0	0	0	0	0	0	0	1	0	2	0	0	100.00%
98	Information Refused	06/07	44	44	100.00%	0	0	0	0	0	0	0	0	0	44	0	0	100.00%
99	Information Not Known	06/07	113	113	100.00%	0	0	0	0	0	0	3	3	0	107	0	0	100.00%
Totals			3429	3404	99.27%	0	0	0	6	0	2	70	64	0	3287	0	0	99.77%

Other Part Time, Evening & Block Release Analysis by Ethnicity

Ethnic Code	Ethnic Title	Year	No Enrolled	No Completed	% Completed	Student Outcome Codes											Positive Student Outcome %	
						01	02	03	04	05	07	08	09	10	14	15		16
10	White - Scottish	06/07	4090	3794	92.76%	1	14	1	188	18	87	908	590	5	2223	51	4	91.76%
11	White - English	06/07	242	220	90.91%	0	0	1	11	4	7	42	36	0	139	1	1	91.32%
12	White - Welsh	06/07	12	11	91.67%	0	0	0	1	0	0	3	4	0	4	0	0	91.67%
13	White - Irish	06/07	13	13	100.00%	0	0	0	0	0	0	4	3	0	6	0	0	100.00%
14	White - Any other background	06/07	457	453	99.12%	0	0	0	2	0	0	18	28	0	407	2	0	99.12%
15	Any Mixed Background	06/07	12	11	91.67%	0	0	0	1	0	1	3	0	0	7	0	0	83.33%
16	Indian	06/07	5	5	100.00%	0	0	0	0	0	0	1	0	0	4	0	0	100.00%
17	Pakistani	06/07	2	2	100.00%	0	0	0	0	0	0	1	0	0	1	0	0	100.00%
19	Chinese	06/07	21	21	100.00%	0	0	0	0	0	0	3	0	0	18	0	0	100.00%
20	Any other Asian background	06/07	13	13	100.00%	0	0	0	0	0	3	1	1	0	7	1	0	69.23%
21	Caribbean	06/07	2	2	100.00%	0	0	0	0	0	0	0	1	0	1	0	0	100.00%
22	African	06/07	4	4	100.00%	0	0	0	0	0	0	1	0	0	3	0	0	100.00%
23	Any othe Black background	06/07	4	4	100.00%	0	0	0	0	0	0	0	1	0	3	0	0	100.00%
24	Other Ethnic background	06/07	4	3	75.00%	0	1	0	0	0	0	1	2	0	0	0	0	100.00%
98	Information Refused	06/07	29	28	96.55%	0	1	0	0	0	0	5	1	0	22	0	0	100.00%
99	Information Not Known	06/07	205	204	99.51%	0	1	0	0	0	3	5	1	0	195	0	0	98.54%
Totals			5115	4788	93.61%	1	17	2	203	22	101	996	668	5	3040	55	5	92.73%

**EQUALITY AND DIVERSITY MONITORING
STUDENT FIGURES - Session 2006/2007**

Disability of Students

Full Time Analysis by Disability

Disability Code	Disability Title	Year	No Enrolled	No Completed	% Completed	Student Outcome Codes											Positive Student Outcome %	
						01	02	03	04	05	07	08	09	10	14	15		16
01	NO KNOWN DISABILITY	06/07	1048	751	71.66%	4	89	3	162	16	76	634	40	1	21	1	1	76.34%
02	DYSLEXIA	06/07	79	56	70.89%	0	9	0	10	0	9	45	5	0	0	1	0	74.68%
03	BLIND PARTIALLY SIGHTED	06/07	10	7	70.00%	0	1	0	2	0	1	6	0	0	0	0	0	70.00%
04	DEAF/HEARING IMPAIRMENT	06/07	10	6	60.00%	0	0	0	4	0	1	4	1	0	0	0	0	50.00%
05	WHEELCHAIR USER/HAVE MOBILITY DIFFICULTIES	06/07	4	4	100.00%	0	0	0	0	0	1	3	0	0	0	0	0	75.00%
07	MENTAL HEALTH DIFFICULTIES	06/07	20	11	55.00%	0	1	0	8	0	1	8	2	0	0	0	0	55.00%
08	UNSEEN DISABILITY, EG DIABETES,EPILEPSY,ASTHMA	06/07	127	81	63.78%	0	9	0	34	2	10	67	3	0	2	0	0	65.35%
09	MULTIPLE DISABILITIES	06/07	32	22	68.75%	0	1	0	2	3	3	20	2	0	0	1	0	81.25%
10	DISABILITY NOT LISTED	06/07	37	31	83.78%	0	0	0	4	2	4	24	1	0	1	1	0	75.68%
97	INFORMATION REFUSED	06/07	10	5	50.00%	0	2	0	3	0	0	4	0	0	1	0	0	70.00%
98	INFORMATION UNKNOWN	06/07	106	73	68.87%	1	9	0	18	2	13	57	3	0	3	0	0	69.81%
Totals			1483	1047	70.60%	5	121	3	247	25	119	872	57	1	28	4	1	74.38%

Distance Learning and Workbased Learning Analysis by Disability

Disability Code	Disability Title	Year	No Enrolled	No Completed	% Completed	Student Outcome Codes											Positive Student Outcome %	
						01	02	03	04	05	07	08	09	10	14	15		16
01	NO KNOWN DISABILITY	06/07	397	354	89.17%	0	1	0	29	3	4	102	252	2	1	3	0	90.43%
02	DYSLEXIA	06/07	5	5	100.00%	0	0	0	0	0	0	2	3	0	0	0	0	100.00%
03	BLIND PARTIALLY SIGHTED	06/07	1	1	100.00%	0	0	0	0	0	0	1	0	0	0	0	0	100.00%
04	DEAF/HEARING IMPAIRMENT	06/07	4	4	100.00%	0	0	0	0	0	1	0	3	0	0	0	0	75.00%
05	WHEELCHAIR USER/HAVE MOBILITY DIFFICULTIES	06/07	2	2	100.00%	0	0	0	0	0	1	0	1	0	0	0	0	50.00%
07	MENTAL HEALTH DIFFICULTIES	06/07	2	1	50.00%	0	0	0	1	0	0	0	1	0	0	0	0	50.00%
08	UNSEEN DISABILITY, EG DIABETES,EPILEPSY,ASTHMA	06/07	29	22	75.86%	0	0	0	4	0	0	6	19	0	0	0	0	86.21%
09	MULTIPLE DISABILITIES	06/07	7	7	100.00%	0	0	0	0	0	0	1	6	0	0	0	0	100.00%
10	DISABILITY NOT LISTED	06/07	9	6	66.67%	0	0	0	2	0	0	4	3	0	0	0	0	77.78%
97	INFORMATION REFUSED	06/07	13	11	84.62%	0	0	0	1	0	0	5	7	0	0	0	0	92.31%
98	INFORMATION UNKNOWN	06/07	29	24	82.76%	0	0	0	4	0	0	11	13	0	0	1	0	82.76%
Totals			498	437	87.75%	0	1	0	41	3	6	132	308	2	1	4	0	89.36%

**EQUALITY AND DIVERSITY MONITORING
STUDENT FIGURES - Session 2006/2007**

Leisure, Short Course and Commercial Analysis by Disability

Disability Code	Disability Title	Year	No Enrolled	No Completed	% Completed	Student Outcome Codes											Positive Student Outcome %		
						01	02	03	04	05	07	08	09	10	14	15		16	
01	NO KNOWN DISABILITY	06/07	2534	2515	99.25%	0	0	0	5	0	1	60	49	0	2419	0	0	99.76%	
02	DYSLEXIA	06/07	45	45	100.00%	0	0	0	0	0	0	0	1	0	44	0	0	100.00%	
03	BLIND PARTIALLY SIGHTED	06/07	14	14	100.00%	0	0	0	0	0	1	0	0	0	13	0	0	92.86%	
04	DEAF/HEARING IMPAIRMENT	06/07	57	57	100.00%	0	0	0	0	0	0	0	0	0	57	0	0	100.00%	
05	WHEELCHAIR USER/HAVE MOBILITY DIFFICULTIES	06/07	55	55	100.00%	0	0	0	0	0	0	0	0	0	55	0	0	100.00%	
07	MENTAL HEALTH DIFFICULTIES	06/07	30	30	100.00%	0	0	0	0	0	0	0	0	0	30	0	0	100.00%	
08	UNSEEN DISABILITY, EG DIABETES,EPILEPSY,ASTHMA	06/07	167	162	97.01%	0	0	0	1	0	0	6	9	0	151	0	0	99.40%	
09	MULTIPLE DISABILITIES	06/07	69	69	100.00%	0	0	0	0	0	0	0	0	0	69	0	0	100.00%	
10	DISABILITY NOT LISTED	06/07	103	103	100.00%	0	0	0	0	0	0	0	0	0	103	0	0	100.00%	
97	INFORMATION REFUSED	06/07	8	8	100.00%	0	0	0	0	0	0	0	0	0	8	0	0	100.00%	
98	INFORMATION UNKNOWN	06/07	347	346	99.71%	0	0	0	0	0	0	4	5	0	338	0	0	100.00%	
Totals				3429	3404	99.27%	0	0	0	6	0	2	70	64	0	3287	0	0	99.77%

Other Part Time, Evening & Block Release Analysis by Disability

Disability Code	Disability Title	Year	No Enrolled	No Completed	% Completed	Student Outcomes Codes											Positive Student Outcome %		
						01	02	03	04	05	07	08	09	10	14	15		16	
01	NO KNOWN DISABILITY	06/07	3419	3191	93.33%	1	12	2	137	14	68	586	514	1	2034	46	4	92.42%	
02	DYSLEXIA	06/07	162	151	93.21%	0	0	0	7	0	3	27	23	1	100	1	0	92.59%	
03	BLIND PARTIALLY SIGHTED	06/07	22	21	95.45%	0	0	0	1	0	0	10	2	0	9	0	0	95.45%	
04	DEAF/HEARING IMPAIRMENT	06/07	43	41	95.35%	0	0	0	2	0	0	14	5	0	22	0	0	95.35%	
05	WHEELCHAIR USER/HAVE MOBILITY DIFFICULTIES	06/07	44	39	88.64%	0	0	0	3	1	0	14	9	0	17	0	0	93.18%	
06	PERSONAL CARE SUPPORT	06/07	3	3	100.00%	0	0	0	0	0	0	2	0	0	1	0	0	100.00%	
07	MENTAL HEALTH DIFFICULTIES	06/07	81	75	92.59%	0	0	0	5	1	2	12	10	0	51	0	0	91.36%	
08	UNSEEN DISABILITY, EG DIABETES,EPILEPSY,ASTHMA	06/07	295	272	92.20%	0	0	0	9	4	8	59	38	2	172	3	0	92.54%	
09	MULTIPLE DISABILITIES	06/07	151	138	91.39%	0	1	0	11	0	6	59	11	0	60	2	1	86.75%	
10	DISABILITY NOT LISTED	06/07	254	240	94.49%	0	1	0	10	1	2	150	19	0	71	0	0	95.28%	
97	INFORMATION REFUSED	06/07	16	14	87.50%	0	0	0	1	0	0	3	4	0	8	0	0	93.75%	
98	INFORMATION UNKNOWN	06/07	625	603	96.48%	0	3	0	17	1	12	60	33	1	495	3	0	94.72%	
Totals				5115	4788	93.61%	1	17	2	203	22	101	996	668	5	3040	55	5	92.73%

ANGUS COLLEGE

Appendix 2

EQUALITY AND DIVERSITY MONITORING 2006-2007 STAFF FIGURES

1 Introduction

The undernoted figures detail the ethnic origin, sex and disability status of all College staff employed through the period 1 August 2006 - 31 July 2007, along with equivalent information for post applicants applying to the College during the same period. Where appropriate, these figures are compared with the most recent census data available for the Angus area as a whole.

Within the undernoted figures, promoted staff are counted as all staff with direct line management responsibility for other staff.

It should be noted that (due to the small numbers involved) the published 2001 census data does not include specific details on Angus residents where ethnic origin is outwith the UK, and that composite figures only are available. To allow reasonable comparison to be made, the College figures noted below have been aggregated into equivalent composite groupings.

It should also be noted that significant changes have taken place in respect of the ethnic/national mix of the Angus population since the 2001 census as a result of the significant number of eastern European workers settling within the area. Although official figures are difficult to obtain, it is estimated that eastern European workers and their families now make up between 3% and 5% of the Angus population.

2 Ethnicity of Current Staff

Ethnic Group	Percent of College Staff	Percent of Promoted Staff	Percent Representation in Angus Area
Not Stated/Refused	16.5	2.32	-
Black Caribbean	0.40	2.58	
Black African	0	0	
Black Any Other Background	0	0	
Asian Indian	0	0	
Asian Pakistani	0	0	
Asian Bangladeshi	0	0	
Asian Chinese	0	0	
Asian Any Other Background	0	0	
Mixed Any Mixed Background	0.41	0	
Aggregated Figures	0.81	2.58	0.8
White Welsh	0.33	0	0.3
White English	7.60	12.66	8.1
White Irish	0.82	0	0.6
White Scottish	80.22	67.19	88.5
White Any Other Background	2.78	2.58	0.8

Whilst there are variations between each data set, these are not considered to be significant.

Action Point: No action points noted.

3 Disability Status of Current Staff

Percentage of All College Staff with a Disability	Percentage of Promoted College staff with a Disability	Percentage of Working Age Population in Angus With a Long-Term Disability
2.89	4.83	13.47

It is clear that there is a variation between all College data, promoted staff data, and the local census data, although the significance of this is difficult to assess relative to the requirements of College posts.

The available census data covers all people in the Angus area of working age and with a long-term disability. As such, these figures include individuals whose disability may preclude them from working, and it is anticipated that the Angus figure as a whole will be higher than the equivalent figures for College staff.

Action Point: No specific action required.

4 Sex of Current Staff

Sex	Percent of all College Staff	Percent of Full-time Staff	Percent of Promoted Staff
Female	60.1	53.3	55.1
Male	39.9	46.7	44.9

It is clear that there are variations between these figures, with a higher proportion of female staff in part-time posts. This reflects application rates, and also College acceptance of a number of flexible working requests from female staff.

Action Point: No specific action required.

5 Age of College Staff

The age profile of College staff as at 31 August 2007 is as follows. These figures are based around the SFC age categories used within the Annual Staffing Return.

Age Category	% Staff within Category	% Promoted Staff within Category
29 or less	9.1	3.0
30 – 49	60.0	55.2
50 – 59	26.1	33.3
60 or over	4.8	8.5

There is little comparable data upon which to make assessment of these figures.

Action Point: Review and identify comparable data sources to support future equalities comparison/assessment.

6 Ethnicity of Post Applicants

Ethnic Group	Percent of Post Applicants	Percent of Shortlisted Applicants	Percent Representation in Angus Area
Not Stated/Refused	10.8	13.2	-
Black Caribbean	0	0	
Black African	0.63	0	
Black Any Other Background	0.63	0	
Asian Indian	1.9	0	
Asian Pakistani	1.3	1.9	
Asian Bangladeshi	0	0	
Asian Chinese	0.63	0	
Asian Any Other Background	0.63	0	
Mixed Any Mixed Background	0.63	0	
Aggregated Figures	6.35	1.9	0.8
White Welsh	0.63	0	0.3
White English	10.1	5.7	8.1
White Irish	0.63	0	0.6
White Scottish	65.8	74.5	88.5
White Any Other Background	5.7	4.7	0.8

Comprehensive monitoring of the ethnic origin of post applicants relative to the designated CRE ethnic groupings has been undertaken since August 2002. Return rates in respect of this monitoring activity have increased year on year with over 89% of applicants now returning ethnic monitoring details.

Whilst there are variations between the ethnicity figures of those applying for posts, those being shortlisted and those being appointed, it is not felt that these differences indicate any underlying issue in respect of recruitment policy or practice. The recruitment approach taken by the College is based solely on pre-determined criteria assessed on an equal basis across all candidates.

Action Point: No specific action required.

7 Disability Status of Post Applicants

Percentage of Post Applicants with a Disability	Percent of Appointed Candidates	Percentage of Working Age Population in Angus With a Long-Term Disability
0.94	0.0	13.47

The fact that no post applicants in the past year have highlighted that they may have a disability is concerning, particularly given the adoption of the “positive about disability” scheme and branding by the College. Since adoption of this scheme and symbol the percentage of those highlighting a disability has dropped from 7% to zero.

Discussion and information gathering undertaken as part of the development of the college Disability Equality scheme identified that a significant number of disabled people were unlikely to disclose disability at post application stage. Reasons for this included concern that disclosure would negatively affect their chances of being shortlisted, to concern that disclosure would mark them out for “special treatment” at interview. Actions in respect of encouraging disclosure of disability information have already been recorded within the Disability equality Scheme action Plan and will be progressed as detailed.

Action Point: Additional effort to be focused on encouraging post applicants with a disability to disclose this through the job application process. ST/JC Dec 2007

8 Sex of Post Applicants

Sex	% Applicants	% of Shortlisted Candidates	Percent of Appointed Candidates
Female	53.8	60.4	54.1
Male	46.2	39.6	45.9

Whilst there are variations between the sex of applicants applying for posts, those being shortlisted and those being appointed, it is not felt that these differences are significant. The recruitment approach taken by the College is based solely on pre-determined criteria assessed on an equal basis across all candidates.

Action Point: No specific action required.

9 Age of Post Applicants

The age profile of post applicants as at the date of their application is as follows. These figures are based around the SFC age categories used within the Annual Staffing Return.

Age Category	% Applicants	% Shortlisted Candidates	% Appointed Candidates
29 or less	36.6	28.2	26.2
30 – 49	45.5	39.0	49.3
50 – 59	7.9	20.7	12.8
60 or over	0.9	1.2	2.7
Unknown/Refused	9.1	10.9	9.0

Whilst there are variations between the age of applicants applying for posts, those being shortlisted and those being appointed, it is not felt that these differences are significant. The recruitment approach taken by the College is based solely on pre-determined criteria assessed on an equal basis across all candidates.

Action Point: Review and identify comparable data sources to support future equalities comparison/assessment.