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**DISABILITY EQUALITY SCHEME  
ANNUAL REPORT 5**

DECEMBER 2011

## Contents

1. Introduction.....	3
2. Key Developments.....	3
3. Progress Against Disability Action Plan Targets .....	5
DISABILITY ACTION PLAN.....	6
Appendix 1 – Performance Indicator Comparison.....	18

**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 of December 2006.

This is the college's fifth annual update report on progress made and the undernoted report outlines achievements against the various points outlined within our disability action plan of 2006 and the updates made to this in the 2007, 2008 and 2009 annual reports. The undernoted report also details other developments which have taken place since the introduction of the disability equality duty in December 2006.

This report has been developed and published to update work undertaken during the period where the specific public sector equality duties in Scotland arising from the 2010 equality act are still under final consultation. In the interim the College has adopted guidance issued from EHRC to continue with the good practice of monitoring and reporting upon outcomes in respect of existing equalities schemes

## 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:

- Embedding of equalities awareness training and activities across the College.

In addition to all staff training and development, the range of short induction development sessions provided to all new staff has been extended to include a session with a specific focus on equality and diversity issues, including information and awareness raising in respect of disability equality.

Development and promotion of an on-line learning chunk available to all staff on good equalities practice.

Additional development has been undertaken with the Board of Governors, all managers, and other staff in respect of the 2010 Equalities Act.

Anti bullying training has been provided for a number of staff and learner groups. This training includes development of identifying and dealing with bullying and harassment issues related to disability.

- Assessment of the effectiveness and impact of College equality and diversity practice has featured within the Annual Engagement Review activities of Her Majesty's Inspectorate of Education (HMIe) in November 2010 and November 2011. These activities have highlighted strengths in respect of college activity in these areas.
- As part of learner engagement activities embedded across the college, a range of learner led and supported activities have been undertaken to support current and potential learners with disabilities.

These activities include the positive promotion of gender equality as part of activities focusing on body image, bullying, alcohol awareness and sexual health.

These activities include the development of a web-based access guide for college buildings as a support and information source for current and potential students.

Arrangements in respect of the role and input of the Student Representative Council Disability Officer continue to be effective in promoting positive views and awareness of disability amongst students.

These activities include the positive promotion of disability equality, the development of sports activities for students with disabilities, and fundraising activities including the purchase of support equipment for learners with disabilities.

- The College has completed a range of award winning action learning projects over recent months to support the development and enhancement to learning and teaching in respect of disability and related issues. These projects have included a project supported by Angus Council Educational Psychology service looking at mental health and behavioural support needs for learners within landbased industries, and a project looking at extending positive psychology approaches for younger learners within hairdressing and beauty.
- Equalities impact assessment activities and monitoring data has highlighted that no College policies have had a disproportionate negative effect on the services the College provides for current or potential users in respect of gender. This assessment includes review of complaints around discrimination and harassment and includes impact assessment in respect of reductions in College service as a result of the public sector funding cuts.
- To support transition and integration into College life, the College had developed a successful "Get Ready for College". This short course focuses on support for those younger learners that are most at risk, a significant proportion of whom have disabilities. This provision has proven to be very successful in supporting transition for very vulnerable learners.
- Our Student Services team engage extensively with a broad range of external support agencies to ensure that students and potential students with disabilities receive the most appropriate range of support and advice available. This includes extensive involvement in transition multi-agency working groups to enhance transition for students with additional support needs in their move from school to college.

Student Services staff are also involved as members of the local Autism Network, supporting learners with autism spectrum disorders.

- As a critical annual outcome, the retention, attainment and achievement figures for students with a disclosed disability remain consistently high and directly comparable with those for students with no disclosed disability (see appendix 1).

These performance indicators highlight that students with a declared disability made up c19% of all College enrolments in session 2010/11 and performed at a level that is equivalent to that of the College as a whole. These PI figures are consistent with the figures for the past 4 years and represent a very strongly positive performance by the college and individual students.

### **3. Progress Against Disability Action Plan Targets**

Progress in respect of the various targets outlined within the 2006 Disability Equality Scheme is detailed below.

## DISABILITY ACTION PLAN

<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
<b>Progress Nov 07</b>	2006/7 monitoring completed, with slight increase (0.97%) in those disclosing disability. Additional information encouraging disclosure added to information for applicants.
<b>Progress Nov 08</b>	Annual monitoring arrangements fully embedded. Numbers disclosing a disability remain relatively low.
<b>Progress Dec 09</b>	Points noted as above. Use of Positive about Disability Symbol to be further reviewed and promoted for January 2010
<b>Progress Dec 10</b>	Points noted above. Revised monitoring sheet introduced to encourage disclosure.
<b>Progress Dec 11</b>	As above. Work commencing on revised monitoring/reporting arrangements as per proposed public sector specific duties for Scotland.
<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
<b>Progress Nov 07</b>	Encouragement provided March 2007. Additional information provided by staff,
<b>Progress Nov 08</b>	Further update sought from Staff Oct 08.
<b>Progress Dec 09</b>	Annual update on disclosed information to be sought for all staff as part of embedded HR Team practice.
<b>Progress Dec 10</b>	Revised Intranet system includes individual access to data held and encouragement to check and update data as necessary.
<b>Progress Dec 11</b>	As above. Work commencing on revised monitoring/reporting arrangements as per proposed public sector specific duties for Scotland.

<b>Area 2</b>	<b>Student Recruitment and Induction</b>
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<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
<b>Progress Nov 07</b>	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.
<b>Progress Nov 08</b>	Short-life working group formed to look at the identification and sharing of good practice in student recruitment. Working group will report back to inform student selection arrangements for session 2009/10.
<b>Progress Dec 09</b>	Staff training developed to incorporate specific disabilities awareness. Annual update training provided to all staff involved in student recruitment process.
<b>Progress Dec 10</b>	Training and development provided to staff involved in student recruitment. Arrangements reviewed to ensure equality is embedded in arrangements. All course entry requirements reviewed and reworded if necessary to ensure equity.
<b>Progress Dec 11</b>	Additional development to Student Recruitment and Admissions policy in progress.

<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
<b>Progress Nov 07</b>	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.
<b>Progress Nov 08</b>	Team profile continues to be developed, with further partnership working evident across the full range of stakeholders.
<b>Progress Dec 09</b>	Progress as above. Closer partnership working evident.
<b>Progress Dec 10</b>	Progress as above. Action closed off.

<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
<b>Progress Nov 07</b>	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.
<b>Progress Dec 09</b>	Practice embedded as part of Marketing team activity.
<b>Progress Dec 10</b>	Progress as above. Action closed off.

<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
<b>Progress Nov 07</b>	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.
<b>Progress Dec 09</b>	Practice embedded as part of Marketing team activity.
<b>Progress Dec 10</b>	Progress as above. Action closed off.

<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 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.
<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
<b>Progress Nov 07</b>	Development for staff undertaking 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.
<b>Progress Dec 09</b>	Earlier disclosure evident, allowing for additional and better matched support to be identified and enacted.
<b>Progress Dec 10</b>	Progress as above. Action closed off.

<b>Area 4</b>	<b>Student Recruitment and Induction</b>
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<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
<b>Progress Nov 07</b>	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.
<b>Progress Nov 08</b>	Review of structure and arrangements has highlighted strongly positive feedback on changes made. Approach adopted as normal operating approach for Team.
<b>Progress Dec 09</b>	Practice embedded as part of Student Services team activity.
<b>Progress Dec 10</b>	Progress as above. Action closed off.

<b>Area 5</b>	<b>Physical Environment – Access to College campus and facilities</b>
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<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>
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<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
<b>Progress Nov 07</b>	Disability Audit not yet undertaken. Timescale and arrangements in discussion with Angus Council as organisers of audit process.
<b>Progress Nov 08</b>	Audit not progressed at whole Angus level. Disability audit completed by Estates Team on annual basis and outcomes fed into planned maintenance programme and future estates strategy.
<b>Progress Dec 09</b>	Audit not undertaken due to changes outwith College control. College staff undertaken own audit and points for action identified as noted above.
<b>Progress Dec 11</b>	Revised approach adopted and student access guide developed and available via College facebook page (linked via College web page).

<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>	September 2007

<b>Progress Nov 07</b>	Fire alarm system changes discounted on grounds of cost/practicality. Revise individual student notification procedure introduced in September 2007 to meet needs instead.
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<b>Progress Nov 08</b>	Revised arrangements tested during fire drills and found to be working effectively.
<b>Progress Dec 09</b>	Practice embedded as part of College activity.
<b>Progress Dec 10</b>	Progress as above. Interactive web-based access guide for current/potential students and staff currently being developed.
<b>Progress Dec 11</b>	Fire alarm system changes introduced, with visual alerts installed. Action closed off.

<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
<b>Progress Nov 07</b>	Work completed May 2007. Action closed off.

<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
<b>Progress Nov 07</b>	Message reinforced on regular basis.
<b>Progress Dec 10</b>	Progress reviewed. Action closed off.

<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
<b>Progress Nov 07</b>	Clearer information on entitlements developed. New Student Funding Support Worker postholder appointed with a greater understanding of disability support needs.
<b>Progress Dec 10</b>	Progress reviewed. Action closed off.

<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
<b>Progress Nov 07</b>	No progress to date due to funding constraints and other estates priorities. Action to be progressed as part of planned maintenance activity.

<b>Progress Nov 08</b>	Issue related to identification of floors when leaving lifts. Alternative approach – audio floor indication – installed in lifts. Feedback on system is positive.
<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
<b>Progress Nov 07</b>	No progress to date due to funding constraints and other estates priorities. Action to be progressed as part of planned maintenance activity.
<b>Progress Nov 08</b>	Telephones and audio floor indicators installed in all lifts. Replacement of Esk building lift with a new fire safe lift approved for 2009 capital works programme.
<b>Progress Dec 09</b>	Works completed. Action closed off.

<b>Area 6</b>	<b>Learning and Teaching</b>
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<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
<b>Progress Nov 07</b>	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.
<b>Progress Nov 08</b>	All teams utilising Quality & Equality in Learning and Teaching Materials (QELTM) project materials to inform curriculum modification and developments. Extensive evidence of individual adjustment to teaching materials, methodologies and organisation to meet the learning needs of students. Performance indicator data highlights that student achievement (PSO) and attainment (SARU) are directly comparable for students with declared disabilities.  The effectiveness of the disability equality strategies and approaches adopted by the College was subject to review by Her Majesty's Inspectorate of Education in November 2008 as part of the HMIE Annual Engagement review process with the College. Feedback from this review was strongly positive of the approaches adopted and the effectiveness of these in supporting high

	quality learning by College students.
<b>Progress Dec 09</b>	Practice embedded as part of Academic Team approaches.
<b>Progress Dec 10</b>	Progress reviewed. Action closed off.

<b>Area 7</b>	<b>Learning and Teaching</b>
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<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>Progress Nov 07</b>	Extensive development provided to all staff June and August 2007. Development sessions to continue on programmed basis.
<b>Progress Dec 09</b>	Development activity on-going and reinforced through a range of events/activities each year.
<b>Progress Dec 10</b>	Progress on-going through reflection, self-evaluation process and CPD activities.
<b>Progress Dec 11</b>	Updated equalities training delivered to reflect 2010 Equality Act. Training provided to Board of Governors and staff. Additional induction information developed. On-line learning chunk developed and promoted.

<b>Area 8</b>	<b>Learning and Teaching</b>
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<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>Progress Nov 07</b>	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.
<b>Progress Nov 08</b>	Extensive investment in development of student engagement arrangements will further underpin developments within this area. The Student Representative council has already run a very successful anti bullying campaign. Further awareness campaigns will be developed throughout session 2008/9.
<b>Progress Dec 09</b>	Behaviour requirements identified and developed through revised Behaviour Management policy and approaches and built into respect theme within whole College "Take 5" values and campaign.
<b>Progress Dec 10</b>	Progress reviewed. Action incorporated in on-going College activity.
<b>Progress Dec 11</b>	As above.

<b>Area 9</b>	<b>Learning and Teaching</b>
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<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>Progress Nov 07</b>	Additional Student Support Worker post created September 2007 with a specific focus on student transition support.
<b>Progress Nov 08</b>	Further student transition support provided in September/October 2008 – the stick with it campaign. Performance indicator data highlights comparability between student retention rates with and without disabilities.
<b>Progress Dec 09</b>	Practice embedded as part of Support Services team activity.
<b>Progress Dec 10</b>	Progress reviewed. Action closed off.

<b>Area 10</b>	<b>Review and Evaluation of Services for Disabled Students</b>
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<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>Progress Nov 07</b>	Impact assessment process and procedure developed and introduced in June 2007.
<b>Progress Nov 08</b>	Impact assessment reviews undertaken within the following policy areas: Curriculum Management; Equality and Diversity; Student Behaviour Management; Staff Development; Data Protection; Staff Discipline; Recruitment and Selection; Public Interest Disclosure; Health and Safety; Staff Grievance; Long-Term Absence; Protection of Children & Adults at Risk; Redundancy; Copyright; Management and Employment Values; Student Guidance and Support; Drug and Alcohol Use; Stress Management; E-Mail and Internet use; Anti Bullying, Harassment and Victimisation; and Assessment. In all cases, the outcome of impact assessment activities has been reported through the Colleges ISO9002:2000 management review process. No disproportionate impact in respect of disability related issues have been highlighted through these reviews.
<b>Progress Dec 09</b>	Impact Assessment embedded as part of College activity and ISO9001:2000 quality system.
<b>Progress Dec 10</b>	Progress reviewed. Action closed off.

<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>Progress Nov 07</b>	Revised arrangements developed, November 2007.
<b>Progress Dec 09</b>	Practice embedded as part of survey activity.
<b>Progress Dec 10</b>	Progress reviewed. Action closed off.

<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>Progress Nov 07</b>	Focus group established to meet on an annual basis.
<b>Progress Nov 08</b>	Focus group established and operating effectively. As part of wider equalities developments it has been agreed to develop a generic equalities focus group comprised of staff, student and stakeholder representatives and individuals with experience of and an interests across the range of equality and diversity strands. Outcomes from this group will inform the annual reports developed

	from this equality scheme through the work of the College Equality and Diversity group.
<b>Progress Dec 09</b>	Practice embedded as part of College activity.
<b>Progress Dec 10</b>	Action closed off.

<b>Area 13</b>	<b>Review and Evaluation of Services for Disabled Students</b>
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<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.
<b>Progress Nov 07</b>	Role and remit developed May 2007.
<b>Progress Dec 09</b>	Practice embedded as part of Equality and Diversity Group activity.
<b>Progress Dec 10</b>	Progress reviewed. Action closed off.

## Appendix 1 – Performance Indicator Comparison

### 2009/10 Student Activity

<b>Performance Indicator</b>	<b>Students with Declared Disability %</b>	<b>Whole College %</b>
Early Retention SRR1	97.76	98.03
Retention (SRR2)	95.51	95.96
Positive Student Outcome (PSO)	94.07	94.78
Successful Completion (SCR)	97.07	97.38
<b>Total Student Numbers</b>	<b>2073</b>	<b>10630</b>
<b>% Students with Declared Disability</b>	<b>19.50%</b>	

### 2010/11 Student Activity

<b>Performance Indicator</b>	<b>Students with Declared Disability %</b>	<b>Whole College %</b>
Early Retention SRR1	97.86	97.71
Retention (SRR2)	96.12	95.45
Positive Student Outcome (PSO)	92.73	93.68
Successful Completion (SCR)	96.27	97.04
<b>Total Student Numbers</b>	<b>1840</b>	<b>9951</b>
<b>% Students with Declared Disability</b>	<b>18.49%</b>	