



Appendix

Disability Equality Scheme Action Plan 2006 – 2009

Update Dec 2008

Dundee College welcomes applications from people with disabilities and/or additional support needs. We will make every reasonable effort to meet individual needs and to offer appropriate support to enable students to progress through their course of study.

To achieve this we are committed to taking forward the undernoted developments which should ensure that student needs are being more fully met:

- 1 Disability Equality Scheme
- 2 Access Arrangements
- 3 Initial Assessment
- 4 Ongoing Support
- 5 Resources
- 6 Progression Guidance
- 7 Health & Safety
- 8 Staff Development
- 9 The Student Voice
- 10 Partnerships
- 11 Monitoring and Evaluation

1 Disability Equality Scheme
Disability Equality : Vision, Values and Principles

Key Areas/Objectives	Key Staff	Timescale	Reporting to :	Comments
Actively promote disability equality through the college programme of mutual respect	Student Services, Team Leaders	Ongoing	Equality & Diversity Strategy Group	Successful – more supportive peer environment; disabled students more fully integrated into college. Embedded in Induction programme Relevant training sessions now in place for class groups

Gathering information to improve disability equality

Key Areas/Objectives	Key Staff	Timescale	Reporting to :	Comments
<p>Establish a base line of statistical information to ensure that students with disabilities are accessing and succeeding in the curriculum :</p> <ul style="list-style-type: none"> - Student recruitment to curriculum opportunities - Retention - Success 	<p>MIS, Heads of School, Disability Sub Group</p>	<p>Dec 2006 onwards</p>	<p>Equality & Diversity Group</p>	<p>Base line of enrolments established – students accessing all aspects of curriculum. Basic analysis of retention and success of students conducted and reported to E&D Strategy Group and BoM</p>
<p>Improve information gathering to more actively involve disabled people in the process :</p> <ul style="list-style-type: none"> - Appoint within the Student Association an Equal Opportunities Officer - Establish focus groups for disabled staff - Ensure that all postal evaluations to students include specific questions on disability equality - Ensure that good practice in Disability Equality features regularly in the college newspaper, college magazine and local/national press - Place 	<p>Student President, Student Services, MIS, Marketing, Quality Manager, Disability Sub Group</p>	<p>Dec 2006 onwards</p>	<p>Equality & Diversity Group</p>	<p>Student Association being reviewed. Newly formed Equality and Diversity Group with disabled student representation Focus Groups for staff will be picked up through People Strategy Group. Postal evaluation carried out on annual basis and report produced. Case studies of disabled students and their success feature in local press and college newspaper.</p>

Key Areas/Objectives	Key Staff	Timescale	Reporting to :	Comments
<ul style="list-style-type: none"> - Place the DSA Equality Scheme on the college website inviting comments and suggestions - Use the college intranet as a mechanism for gathering feedback from staff and students <p>Establish a base line of information to ensure that people with disabilities are encouraged to apply for positions in the college and are encouraged to disclose any disability at anytime</p>	HR Manager	Dec 2006 onwards	Executive, People Strategy Group, Equality & Diversity Committee	<p>Scheme now on website – mechanisms to write comments still to be formalised.</p> <p>Disability information is requested at the recruitment stage. Further data is to be captured at the appointment stage to assist with ensuring reasonable adjustments are made where appropriate.</p>

Gathering information to improve disability equality

Key Areas/Objectives	Key Staff	Timescale	Reporting to :	Comments
<p>Ensure robust systems are in place for the identification of staff support needs and the allocation of resources</p>	<p>HR Manager, Student Services,</p>	<p>Dec 2006 and onwards</p>	<p>Executive, Equality & Diversity Committee</p>	<p>Review of methods for capturing data is ongoing. Staff highlight support needs/reasonable adjustments via HR and these are processed via 'health & safety' where appropriate.</p>
<p>Introduce a consistent model of Personal Learning and Support Planning across college.</p>	<p>Student Services Special Programme Team Leaders</p>	<p>Dec 2006 onwards</p>	<p>Equality & Diversity Committee, Curriculum & Quality Committee</p>	<p>Achieved for Supported Learning students. PLSPs for Special Programmes to be examined for consistency. PLP's now being reviewed by Employability Group across college to ensure consistency.</p>

Actively Involving Disabled People

Key Areas/Objectives	Key Staff	Timescale	Reporting to :	Comments
<p>Ensure that the disabled student voice is heard in all relevant committees in the college :</p> <ul style="list-style-type: none"> - Equalities Group - Disabilities Sub Group - Student Association - Course Committees - Customer Care 	<p>Equalities Group, Disability Sub Group, Student Association Steering Group, Curriculum Team Leaders, Customer Care Group, Curriculum & Quality Group</p>	<p>Dec 2006 onwards</p>	<p>Equality & Diversity Committee</p>	<p>Equality & Diversity Group now established. This with review of Student Association will ensure representation is on all of these groups. Student representation now on all key college committees including disabled student representation on Equality and Diversity Group</p>
<p>Advertise in ABLE magazine twice per year promoting Dundee College as an inclusive college</p>	<p>HR Manager</p>	<p>Dec 2006 onwards</p>	<p>People Strategy Group</p>	<p>Achieved</p>
<p>Commit to interview all applications for job vacancies who have disclosed a disability providing they meet the essential criteria required for the role</p>	<p>HR Manager</p>	<p>Dec 2006 onwards</p>	<p>People Strategy Group</p>	<p>Under consideration</p>
<p>Include in job adverts Dundee College's commitment to Equality in Diversity</p>	<p>HR Manager</p>	<p>Dec 2006 onwards</p>	<p>Executive, People Strategy Group</p>	<p>Statement is included in all adverts.</p>

College Leadership and Infrastructure to Support Disability Equality

Key Areas/Objectives	Key Staff	Timescale	Reporting to :	Comments
Build into the annual curriculum review process mechanisms to ensure that disabled students have equal access to the curriculum and equal opportunities for retention and success	Directors of Faculty, Student Services, Quality Manager	Dec 2006 onwards	Executive Curriculum & Quality Group	These mechanisms are now in place and are now being examined through the Equality and Diversity Group
Identify within the reviewed staff structure staff in each area of the college with a disability equality remit	Directors of Faculty, Student Services, HR, Quality Manager	Dec 2006 onwards	Executive	Under consideration
Incorporate into current review processes reporting on the college's Disability Equality Scheme	Directors of Faculty, Student Services, HR, Quality Manager	Dec 2006 onwards	Equality & Diversity Committee, Curriculum & Quality Group	Reports via Equality & Diversity Committee and Curriculum & Quality Group Annual report to Executive each October
Add Disability Equality to the core self evaluation of all areas in the college	Quality Manager, Directors of Faculty, Property Manager, Team Leaders	December 2006 onwards	Equality & Diversity Committee, Curriculum & Quality Group	Achieved through self evaluation of B3 Guidance & Support linked to curriculum evaluations of A8

College Leadership etc.

Key Areas/Objectives	Key Staff	Timescale	Reporting to :	Comments
Ensure that all relevant standing groups and committees include disability equality as a regular agenda item	Executive	Dec 2006 onwards	Executive	New standing committee structure addressing issues where relevant.
In the formation of the new estate, ensure that disability equality is embedded in all considerations	Assistant Principal, Sites and Services, Disability Sub Group	Dec 2006 onwards	Central Estates Group	Achieved

Staff Training and Development

Key Areas/Objectives	Key Staff	Timescale	Reporting to :	Comments
Ensure that DDA awareness and Disability Equality training are built into the staff induction and CPD programmes	HR Manager, Student Services	Dec 2006 onwards	Executive, People Strategy Group	Achieved and ongoing. Disability CPD features in annual programme.
Improve procedures for identifying CPD needs in relation to disability	HR Manager, Student Services staff	Dec 2006 onwards	Executive, People Strategy Group	Achieved. Annual programme of CPD in place and further developments being established with CPD Manager

Partnership Working

Key Areas/Objectives	Key Staff	Timescale	Reporting to :	Comments
Identify reporting mechanisms on the progress of the Disability Equality Scheme to disabled users of the college and to external partners	Disability Sub Group External Relations Group	Dec 2006 onwards	Equality & Diversity Committee, Executive	Achieved: website, intranet and committee structure include BOM, College publications. We still need to improve communication targeted specifically at disabled students

Impact Assessment

Key Areas/Objectives	Key Staff	Timescale	Reporting to :	Comments
Identify all current college policies, procedures and practices that affect disabled students, staff and users of the college and conduct an Impact Assessment on them	Policy Manager, Head of Student Services, Disability Sub Group	Dec 2006 onwards	Equality & Diversity Committee	Ongoing. New procedures to achieve this agreed with support of Equality Forward and will be implemented from Jan 2009

Monitoring, evaluation and publication of the Disability Equality Scheme

Key Areas/Objectives	Key Staff	Timescale	Reporting to :	Comments
Ensure the college Equality & Diversity Committee monitors the progress of the Disability Equality Scheme	Equality & Diversity Committee	Dec 2006 Onwards	Equality & Diversity Committee	Achieved Reports submitted to Equality & Diversity Strategy Group Quality Enhancement Committee and Executive
Produce a DES annual report	Disability Sub Group	Dec 2006 then annually	Equality & Diversity Committee, Executive, Board of Management	As above
Ensure report is published and made available to stakeholders	Disability Sub Group External Relations Group	Dec 2006 then annually	Equality & Diversity Committee Executive, Board of Management	Achieved

- 2 Access** - (a) Physical access to the college is “barrier free” * - see attached definition
- (b) The college is viewed as ‘disabled friendly’ embracing a positive and supportive ethos and culture towards those with supported learning needs

Key Areas/Objectives	Key Staff	Timescale	Reporting to :	Update
<p>Identify and make full use of the expertise of key agencies and students to inform the development of a more disabled-friendly estate, and to ensure that we conform to the requirements of DDA.</p>	<p>Disability Scotland, Students, Site Services, Student Services, HR.</p>	<p>2005 Onwards.</p>	<p>Executive Control Estates and Accommodation group Equalities and Diversity Group</p>	<p>Students more fully involved in evaluations and through Students Association and college committees</p> <p>1st focus group met in June 2006.</p> <p>Risk Assessment procedures have been developed to ensure we conform to the requirements of DDA.</p> <p>Regular meetings conducted to ensure DDA requirements are fully taken into account in the proposed 2 campus estate.</p> <p>Annual programme of estate improvement for disabled students in place. An compliance action plan for</p>

* See attached definitions

				new estates is being drawn up
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Key Areas/Objectives	Key Staff	Timescale	Reporting to :	Update
<p>To work with schools and other key agencies to improve the transition arrangements from school/agencies into college with reference to the ASL (Scotland) Act</p>	<p>SS, School/Community Liaison</p>	<p>April 2006 and ongoing.</p>	<p>Executive Equalities and Diversity Group</p>	<p>There are now closer relationships between college staff and external agencies to ensure support needs are identified and support is in place for most students prior to starting college. Key staff are involved in transition meetings in schools and with key agencies and will continue to improve on arrangements. Transition arrangements have been formalised with the development of a Transitions Group in Tayside. This has been identified as good practice by the SFC.</p>
<p>Develop and implement cross-college procedures which ensure that appropriate support/adaptations are in place prior to students starting in the college and conform to DDA and H/S regulations/procedures.</p>	<p>Student Services, Site Services, Corporate Services, Admin.</p>	<p>Immediate.</p>	<p>Executive Equalities and Diversity Group</p>	<p>Risk assessment procedures developed by Supported Learning and Health and Safety teams; piloted with students in 2006/07. Evaluated and amended 2007/08. PEEPS now in place 2007/08.</p>

Key Areas/Objectives	Key Staff	Timescale	Reporting to :	
Further review admissions process for students with additional support needs to encourage early identification of need.	SS, School/Community Liaison, CSS, Curriculum	Evaluation : Xmas 2005 Implement 2006/07 and ongoing.	Executive Equalities and Diversity Group	Information is included in all enrolment and application forms to encourage students to identify need. Interview question checklist and support application form prepared and circulated to curriculum team leaders across college. Improvement on current administrative procedures for identification of students with support needs have been made
Further develop the range of pre access provision to assist in the process of needs identification and to help prepare the students for their programme of study.	SS, School/Community Liaison, CSS, Curriculum	April 2006 and ongoing.	Executive Equalities and Diversity Group	Dyslexia workshops available during summer. Literacies provision available prior to embarking on a programme of study. Information session and individual interviews held annually during summer for students who has been identified as requiring support at interview stage.
Improve information on the support available to assist students with disabilities/additional support needs.	CS, Marketing	April 2006.	Executive Equalities and Diversity Group	Marketing of Supported Learning is embedded in the college promotional literature. Supported Learning Information booklet produced and updated annually

(a) For the purpose of this strategy the term “barrier-free” refers to the access to the physical environment of the college. This includes the accessibility of college buildings, and entrances to the college outdoor facilities such as playing fields, to students in wheelchairs. Where a college is described as barrier-free the architectural planning for accessibility has included : the installation of ramps; handrails; widened doorways; lifts; automatic doors; accessible toilets, showers and changing areas; adapted/adjustable furniture and equipment ensuring sufficient space for manoeuvring and storing equipment; floor coverings; and evacuation procedures.

The barrier-free college is fully physically accessible to all students in wheelchairs. These include students who are non-weight bearing and require significantly adapted toilet facilities involving hoists and plinths, and where the assistance of two adults is necessary. Students with visual impairments access the physical environment in barrier-free college by means of appropriate signage and route-finding systems, etc, while the installation of induction loops, adjustable lighting and sound insulation assists those with hearing impairments.

(b) Dundee College should be seen by the community it serves as inclusive. It should be seen as an organisation which fosters an ethos and culture which :

- encourages individuals with supported learning needs to participate in education and training at Dundee College and that
- it makes every reasonable effort to put in place the support necessary for them to fully participate in all aspects of college life.

3 Initial Assessment - Assessment systems and procedures are in place to identify students' support needs to enable them to participate fully in the college e.g. personal support, study aids, assistive technology, transport arrangements, finance, alternative assessment arrangements.
Ideally this assessment of need should take place prior to entry to college and carried out between students, supported learning, curriculum staff and others as appropriate.

Key Areas/Objectives	Key Staff	Timescale	Reporting to :	Update
Establish validated Access Centres on key sites which can : <ul style="list-style-type: none"> - Carry out screening/assessment of need/ support - Draw up support recommendations for both SAAS and Bursary purposes - Provide ongoing support where appropriate 	Supported Learning Team Site Services	November 2007 - Re-validation December 2008 - Validated Access Centres at KC. 2009 - Gardyne Campus.	Executive Equalities and Diversity Group	College now a validated Assessment Centre. Support recommendations are prepared for both SAAS and Bursary purposes. An Access Centre still to be established at Kingsway Campus.
Identify ways through the new school structure to more fully engage appropriate curriculum staff with supported learning staff and the students	Disability Sub Group Directors of Faculty Human Resource Management	Immediate.	Executive Curriculum Equality Group	Achieved through full engagement with curriculum managers and individual staff.

Key Areas/Objectives	Key Staff	Timescale	Reporting to :	Update
<p>Improve links with statutory and voluntary bodies who work in collaboration with the college in providing assessment.</p> <ul style="list-style-type: none"> • Schools • Social Work Dept • Health Board • RNID/B and others 	<p>Supported Learning Team Special Programme Team Leaders</p>	<p>June 2008 Partnership Matters Agreement signed off.</p>	<p>Executive Equalities and Diversity Group</p>	<p>Agreement with Social Work/ Education Dept. and EDU. Awaiting agreement with Careers Scotland and NHS Tayside.</p> <p>Transitional Operational Group is most effective in this regard.</p>
<p>Establish mechanisms which allow initial assessment to take place in college at the earliest possible stage – ideally prior to the students starting their programme of study.</p>	<p>Supported Learning Team Learning Curve Team CSS</p>	<p>June 2008 and ongoing.</p>	<p>Executive Equalities and Diversity Group</p>	<p>Students are given various opportunities to identify support needs via :</p> <ul style="list-style-type: none"> • Application form (paper and online) • Interview question checklist • Supported Learning and Learning Curve application forms (included in student information pack) • Dyslexia workshop application forms (included in student information pack) • Liaison through external Agencies <p>There are still a few students whose needs are not identified until they have embarked on their programme of study.</p>

4 Ongoing Support -

Support for students whilst on their programme of study is responsive to their needs
 e.g. students - one to one support, learning curve, appropriate handouts, assistive technology, external agencies
 staff - support to staff to support students in the curriculum.

Key Areas/Objectives	Key Staff	Timescale	Reporting to :	Update
Ensure that all curriculum staff teaching students with identified support needs are informed	Supported Learning Team Curriculum Team Leaders	Ongoing.	Executive Equalities and Diversity Group	Comprehensive PLSPs which identify the ongoing support required are in place.
Ensure that necessary support arrangements are carried out	Supported Learning Team Team Leaders	December 2005 and ongoing.	Executive Equalities and Diversity Group	A more formalised review system involving student, Supported Learning Team and Curriculum was introduced in session 2006/07 and is now fully operational
Engage appropriate teaching staff in the review and recording of progress through PLSPs. (This should include the collation of necessary evidence for alternative assessment arrangements which comply with external agency requirements.)	Supported Learning Team Team Leaders Teaching staff Quality Manager	December 2005 and ongoing.	Executive Equalities and Diversity Group	However there a few curriculum areas where improvements in the review process need to be implemented.

<p>Raise awareness of all teaching staff of support facilities and referral mechanisms for students with support needs.</p>	<p>Supported Learning Team Human Resource Management</p>	<p>June 2006 and ongoing.</p>	<p>Executive Equalities and Diversity Group</p>	<p>Supported Learning Awareness Raising Symposium for teaching staff was held in June 2006. Supported Learning Team more fully involved in induction for new teaching staff. Ongoing CPD in place.</p>
<p>Produce a manual for teaching staff on supporting students with specific difficulties and incorporate into the new staff induction process.</p>	<p>Supported Learning Team Human Resource Management</p>	<p>June 2006.</p>	<p>Executive Equalities and Diversity Group</p>	<p>Manual not most appropriate vehicle. Supported Learning Team will be more fully involved in induction for new teaching staff and organising appropriate CPD.</p>
<p>Promote integration of students with additional support needs into the student body e.g. buddying, mentoring, class group activities</p>	<p>Teaching staff Student Association</p>	<p>June 2006 and ongoing.</p>	<p>Executive Equalities and Diversity Group</p>	<p>Mentoring system to be developed in session 2006/07. Slow Progress in this area – being reviewed. Following review with disabled students they identified that they did not require this service</p>

5 Resources - Resources are in place across college which assist students with additional support needs to access and fully participate in all aspects of college life.

Key Areas/Objectives	Key Staff	Timescale	Reporting to :	Update
Anticipate the support needs of students and staff by maintaining a comprehensive range of resources.	Supported Learning Team Site Services	December 2005 and ongoing.	Executive Equalities and Diversity Group	Comprehensive range of resources e.g. software, adaptors, loop systems, hoists etc available across college for students and staff.
Raise awareness of the available resources amongst staff and students.	Supported Learning Team Human Resource Management	December 2005 and ongoing.	Executive Equalities and Diversity Group	CPD, library resource catalogue and assistive technology catalogue available for staff use.
Ensure staff and students receive training in the use of the resources	Supported Learning Team Human Resource Management External Agencies	December 2005 and ongoing.	Executive Equalities and Diversity Group	Ongoing external and internal training for staff and students in the use of resources.
Assist students in accessing funding to purchase/secure resources from Bursaries, SAAS and other key organisations.	Supported Learning Team Bursaries	December 2005 and ongoing.	Executive Equalities and Diversity Group	Staff within SL assist students in securing resources from SAAS, Bursaries and other key organisations on an ongoing basis.

				<p>Bursary ASL Procedures implemented session 2005/06. Further refinements in place for session 2007/08.</p> <p>'One agency' approach to care for students has been successfully implemented in session 2008/9 and heralded as good practice by SFC</p>
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Key Areas/Objectives	Key Staff	Timescale	Reporting to :	Update
Identify and integrate specialist software onto network.	Supported Learning Team Computer Services	2005 onwards.	Executive ICT Policy Group Equalities and Diversity Group	Software – TextHelp and Mind Genius now available in Learning Centres, Libraries and specific classrooms for use by all students.
Ensure appropriate resources are in place in libraries, learning centres etc. to ensure they are fully accessible for students with additional support needs.	Supported Learning Team Curriculum and Resource Development Staff Computer Services	2005 onwards.	Executive Equalities and Diversity Group	Considerable work has been undertaken with Library and Learning Centre staff to ensure resources are in place. Staff trained on an ongoing basis in the use of the resources. Library staff undergoing BRITE training
Identify and put in place key system such as loop systems in open access areas.	Supported Learning Team Site Services	July 2006 and ongoing.	Executive Equalities and Diversity Group	Loop system will be in place in reception areas from session 2007/08 but not being utilized since not fit for purpose and deaf students do not like it
Inform classroom design and resources to meet the support needs of students in the new estate.	Student Services Site Services External Agencies	July 2006 and ongoing.	Executive Equalities and Diversity Group	Ongoing negotiations will involve external agencies.
Explore and implement as appropriate SFEU guidelines on Teaching Aids/materials for	Student Services SFEU Quality Manager	July 2006 and ongoing.	Executive Equalities and Diversity Group	Awaiting SFEU guidelines on Teaching Aids/Materials.

supported learning.

Staff Development

6 Progression - Systems and support in place to assist the students progress within the college, or outwith to education or employment.
i.e. - To equip students with information and skills to make an informed choice about their next steps

Key Areas/Objectives	Key Staff	Timescale	Reporting to:	Update
<p>Ensure the 3E's are integrated into each programme at appropriate level. (emloyment, employability and employee skills)</p> <ul style="list-style-type: none"> • Audit job search materials to ensure it meets the needs of students with additional support needs • Gather and disseminate three examples of good practice of job search activity for students with additional support needs 	<p>Curriculum Staff Student Support Staff Careers Scotland External Agencies</p>	<p>Session 2005/06 and ongoing.</p>	<p>Executive Equalities and Diversity Group Disability Sub Group</p>	<p>Need to further develop contact with partners to promote progression via new ESF bids. Three E's replaced by Employability Strategy (2008/9) and work in place through ESF Employment Driver; disabled and CPP Disabled</p>
<p>Reviewing existing material for progression (Progression Routes) to include wider opportunities for students with additional needs</p>	<p>Cross college working group Kate Coffield Diane Woods</p>	<p>March 2006 and ongoing.</p>	<p>Executive Equalities and Diversity Group Disability Sub Group</p>	<p>As above.</p>

Key Areas/Objectives	Key Staff	Timescale	Reporting to:	Update
<p>Review existing formal and informal partnerships to develop student contact with partners for progression opportunities e.g.</p> <ul style="list-style-type: none"> • EDU – allocated time to assist students into supported employment • Progression opportunities being integrated into Partnership Matters • Fully utilise staff expertise from Careers Scotland 	<ul style="list-style-type: none"> • Kate Coffield • Partnership Matters Strategy Group • Cross college working group 	<p>March 2006.</p>	<p>Executive Equalities and Diversity Group Disability Sub Group</p>	<p>Transition Group</p> <p>Supported Learning Team currently working with EDU and other agencies</p> <p>Transition Group considering this</p> <p>Careers Scotland delivering specialised workshops to students on designated Special Programmes.</p>

6 Health and Safety

Effective Health and Safety procedures are in place to provide students with additional support needs with a safe and welcoming environment.

Key Areas/Objectives	Key Staff	Timescale	Reporting to :	Update
Anticipate the support needs of students at the earliest interview stage.	Supported Learning Team Academic Team Leaders	June 2006 and ongoing.	Executive Equalities and Diversity Group Safety Committee	See improvements detailed in Access & Initial Assessment arrangements.
Carry out individual Risk Assessments to identify the unique needs of each student.	Health and Safety Officers External Agencies Supported Learning Team	June 2006 and ongoing.	Executive Equalities and Diversity Group Safety Committee	Risk Assessment procedures developed and piloted in session 2006/07, and now fully implemented
Draw up a Health and Safety plan for each student.	Supported Learning Team Health and Safety Officers	June 2006.	Executive Equalities and Diversity Group Safety Committee	Risk Assessment procedures evaluated in session 2006/07. PEEPS now developed for identified students.

Key Areas/Objectives	Key Staff	Timescale	Reporting to :	Update
Provide staff with appropriate training to assist with implementation of effective control measures.	Human Resource Management Health and Safety Team External Agencies	June 2006 and ongoing.	Executive Equalities and Diversity Group Safety Committee	Ongoing training of Supported Learning staff from Health & Safety team.
Liaise with external agencies for advice and assistance.	Supported Learning Team Health and Safety Team	June 2006 and ongoing.	Executive Equalities and Diversity Group Safety Committee	Ongoing liaison regularly takes place. Health and Safety and Supported Learning Team held a joint staff development session in June 2006 to share good practice on PEEPS.
Regular review and monitoring throughout the academic year.	Academic Team Leaders Supported Learning Team Health and Safety Team	June 2006.	Executive Equalities and Diversity Group Safety Committee	Annual evaluation procedures for Risk Assessment now in place
Student Services staff member to be appointed to College Safety Committee.	Health and Safety Committee	Immediate.	Executive Equalities and Diversity Group Safety Committee	Supported Learning staff now on College Safety Committee.

- 8 Staff Development -** (a) The provision of specific training and development for specialist support is in place
 (b) The provision of CPD for all staff is in place

Key Areas/Objectives	Key Staff	Timescale	Reporting to :	Update
<p>To identify and provide a planned programme of CPD activity in the following areas :</p> <ul style="list-style-type: none"> - Dyslexia training - Protocol when dealing with students with disabilities - Health and Safety awareness for staff re Supported Learning students 	<p>Human Resource Management Supported Learning Team</p>	<p>Ongoing.</p>	<p>Executive Equalities and Diversity Group</p>	<p>CPD programme 2006/07</p> <ul style="list-style-type: none"> - Deaf awareness - Autism/Asperger awareness x 2 - Dyslexia - Memory techniques - Reading & Spelling - SL Symposium (external agencies) <p>Annual CPD Programme in place</p>
<p>To devise and produce an easy access Information Guide for all staff, to include the following :</p> <ul style="list-style-type: none"> - Frequently asked questions - Medication information - Contacts list 	<p>Supported Learning Team Learning Curve Staff</p>	<p>June 2008.</p>	<p>Executive Equalities and Diversity Group</p>	<p>Not achieved as yet.</p>
<p>Key Areas/Objectives</p>	<p>Key Staff</p>	<p>Timescale</p>	<p>Reporting to :</p>	<p>Update</p>

<p>To ensure that a CPD day in the area of Supported Learning is offered to all teaching staff in the non-teaching weeks of June 2006.</p>	<p>Human Resource Management Supported Learning Team</p>	<p>June 2006.</p>	<p>Executive Equalities and Diversity Group</p>	<p>Awareness Raising Symposium for all teaching staff was held in June 2006.</p>
<p>To ensure that at least two members of staff are identified and trained to become BRITE specialists at Dundee College.</p>	<p>Human Resource Management Supported Learning Team</p>	<p>December 2005 and ongoing.</p>	<p>Executive Equalities and Diversity Group</p>	<p>7members of Supported Learning Team have undertaken BRITE training (stages 1-3). 1 completed stage 4</p> <p>5 members have started Stage 4 BRITE training.</p>

9 The Student Voice - Students with additional support needs should play an active role in the development and operation of Supported Learning provision in the college.

Key Areas/Objectives	Key Staff	Timescale	Reporting to :	Update
<p>Establish a range of mechanisms which allow students with additional support needs to inform developments in Supported Learning in the college, e.g.</p> <ul style="list-style-type: none"> - Model of reviewing PLSPs within curriculum - Focus Groups - Representation on committees/ working groups - Student questionnaires 	<p>Supported Learning Team Student Association Quality Manager</p>	<p>June 2006 and ongoing.</p>	<p>Executive Equalities and Diversity Group Student Affairs Committee</p>	<p>Ongoing student satisfaction survey is carried out across college.</p> <p>Annual student evaluation of Supported Learning in place.</p> <p>Focus groups meeting held in June 2006.</p> <p>Formal review as part of PLSPs is providing relevant feedback.</p> <p>Further development is planned via Student Association and the new Equality and Diversity Strategy Group.</p>

10 Partnership - Partnerships are established and maintained with key agencies involved in helping people with additional support needs.

Key Areas/Objectives	Key Staff	Timescale	Reporting to :	Update
Establish a formal partnership with key agencies involved in supporting individuals with additional needs – based on FE Guidelines “Partnership Matters”	Supported Learning Team Sector G Depute Principal	June 2008	Executive Student Affairs Committee of BOM Equalities and Diversity Group	Formal Partnership Matters document to be finalised by June 2008. This has been superseded by the creation of the Transition Group
Inform college staff and relevant organizations of the establishment and operation of the agreement	Supported Learning team Marketing	June 2008	Executive Equalities and Diversity Group	To be organised when partnership finalised. Relevant staff and organizations now aware of the Transition Group

11 Monitoring and Evaluation - Supported Learning Arrangements is monitored and evaluated on an ongoing basis, and reported to the college executive as part of the annual review process.

Key Areas/Objectives	Key Staff	Timescale	Reporting to :	Update
Establish framework of monitoring and evaluation of the Action Plan and the responsiveness of the college to meeting the needs of these students.	Disability Sub Group	Immediate	Executive Equalities and Diversity Group	Disability Sub Group monitors implementation of action plan and reports to Strategic Forum. Mechanisms now formalized and in place through the Equality and Diversity Strategy Group
Implement the SFEFC Disability Equality Scheme	Disability Sub Group Quality Manager Depute Principal	Dec 2006	Executive Equalities and Diversity Group	Achieved December 2006
Implement self evaluation of Supported Learning arrangements	Supported Learning Team	December 2005 and ongoing.	Executive Equalities and Diversity Group	Self evaluation of Supported Learning was completed by December 2005. Updated in line with college review cycle
Evaluate Initial Assessment arrangements through SFEFC Toolkit	Supported Learning Team	December 2005 and ongoing.	Executive Equalities and Diversity Group	College now validated assessment centre. Re-validation achieved November 2007/ Nov 2008.