

**Disability Equality Scheme
Annual Report and Action Plan**

DECEMBER 2010

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Disability Equality Duty: Annual Report – December 2010

Introduction

In December 2009 Dundee College published its second Disability Equality Scheme for the period December 2009 to December 2012 as required by Disability Discrimination Act (2005). This report provides a summary of the progress which has been made in a number of key areas.

Dundee College is committed to promoting and embedding equality in all aspects of its work and preventing discrimination. We believe that discrimination, direct or indirect, based on a person's disability is unjust and represents a denial of opportunity for individual self-fulfilment. We believe in the social model of disability: it is the social environmental and attitudinal barriers that a disabled person encounters, rather than a person's impairment, that create disabling barriers and prevent participation. As such, Dundee College has adopted a whole organisational approach to embedding disability equality across all functions and services.

The College has developed a systematic approach to fully engage with staff and learners to ensure that they share the vision, values and principles the College holds towards the disabled and that disabled persons should have equality of opportunity to access and enjoy equality of learning at Dundee College.

Key Achievements 2009-2010

The College has achieved a number of key initiatives during 2009-2010 and these are noted below:

- 1 Respect Campaign
- 2 Nominated Advisors for the Protected Characteristics of Age, Race, Disability, Sexual Orientation, Religion and Belief and Gender
- 3 CPD in relation to Disability Equality
- 4 Awareness Raising Events specifically related to Equality
- 5 Impact Assessments
- 6 Collaboration with College Partners
- 7 Equalities related data both Staff and Learners
- 8 Implementation of the Quality and Equality of Learning and Teaching Materials (QELTM) Initiative
- 9 Plain English in Supported Learning
- 10 Learner Representatives on Equality and Diversity Strategy Group (Learner Engagement)
- 11 Implementation of Captavia Application Management System (CAMS)
- 12 Equality and Diversity Strategy Group

1 Respect Campaign

The Dundee College Respect Campaign was developed in line with the College Strategy for Equality and Diversity. Our challenge was to raise awareness internally and externally of Dundee College's commitment to celebrating diversity and promoting equality of opportunity for all staff and learners.

Our Respect Campaign includes newly developed promotional materials, newly implemented advisor roles; events; on-line resources; and CPD.

The impact of the Respect Campaign has been very positive with students and staff agreeing that their awareness of Equality and Diversity has grown and the Respect Campaign is becoming embedded into college life. HMle have recognised the Campaign as Sector Leading Practice.

We have learnt that there is a need for raising awareness of Equality and Diversity among students and staff and with careful planning we can ensure that people are confident that they can access accurate information and take part in opportunities to explore sensitive issues in a non-threatening way.

2 Nominated Specialist Advisors

As part of the development of the Respect Campaign a number of specialist advisors were nominated to provide advice and recommendations to the Equality and Diversity Strategy Group on each of the Protected Characteristics. These were Age, Race, Disability, Sexual Orientation, Religion and Belief and Gender. This has been a positive development as the advisors gain specific and up-to-date knowledge of their particular area.

3 CPD in relation to Disability Equality

All new staff to the College receive disability awareness training as part of their induction and are informed of the range and level of support available to learners.

As part of the College CPD programme a number of disability equality specific courses took place over the session which were well supported. Courses included Dyslexia, Deaf Awareness, Legislation up-dates, externally organised events and the RESPECT Campaign.

A supportive interview checklist has been developed for staff interviewing prospective students which has resulted in the early identification of learners who have additional support needs and consequently learner support is put in place promptly and responsively.

4 Awareness Raising Events specifically related to Equality

A significant number of disability equality awareness raising events have taken place during the session 2009-2010 these are listed in Appendix D.

5 Impact Assessments

The College has commenced a programme to impact assess all of its policies, procedures and practices to ensure that the College is not discriminating unlawfully and that it is making a positive contribution to equality. This programme will be completed during the 2010-2011 session. All new policies will be impact assessed prior to being finally approved.

6 Collaboration with College Partners

The College continues to participate in a multi agency 'Transitions Group' of representatives from Dundee City Council Social Work, Education and NHS Tayside. The group is responsible for the identification of support and planning processes for young people with additional needs and to put in place appropriate arrangements for a smooth, supportive and successful transition between school and further/higher education or employment and the adult care system.

7 Equalities related data both Staff and Learners

We have introduced during 2010 a new management information system on which employee data is held and which facilitates reporting and analysis of disability related information.

During recruitment, disability information is requested as part of the College's equal opportunities monitoring. This does not form any part of candidate selection, rather, it enables analysis and scrutiny of relevant data which can inform policy and procedure decision making.

Also during 2010 we have introduced a new systematic approach of capturing and evaluating student data. This on-line system connects with live data to provide immediate real-time analysis of learner data and also enables a year on year comparison of the data.

8 Implementation of Quality and Equality of Learning and Teaching Materials (QELTM) Initiative

QELTM provides practical and achievable guidelines for creating and developing learning and teaching materials with particular reference to anti-discriminatory language and appropriate use of images. The College has initiated these guidelines in all curriculum areas and there is an ongoing programme to update all existing teaching materials to ensure that they comply with the guidelines. New materials will be developed in line with the QELTM guidelines.

9 Plain English in Supporting Learning

The College has commenced an initiative to ensure that the documentation that it produces complies with the aims of the Plain English Campaign in that the writing should enable learners to read and understand and act upon it the first time they read it. This is a phased approach commencing with the support areas of the College and to subsequently extend it to curriculum areas.

10 Learner Representatives on Equality and Diversity Strategy Group (Learner Engagement)

We firmly believe that the effective integration of disabled learners into all aspects of college life enriches the overall learner experience. Our Students' Association has been completely reformed and has resulted in increased learner representation at all levels in the College. We now have a proportionate number of class representatives who are disabled or have additional support needs. Some of this group now sit on key strategic committees and working groups in the College including the Board of Management and the Equality and Diversity Strategy Group consequently, the student voice is being listened to and their ideas acted on.

11 Implementation of Captavia Application Management System (CAMS)

The implementation of the CAMS system has significantly assisted all learners enrolling at the College. CAMS is an on-line application system which aims to streamline the application process and enhance the learners application experience while maximising the College resources.

CAMS on-line funding forms are constructed to guide the learner through the process in a logical manner, grouping questions of a similar nature together and prompting the learner when additional information is required. This is of significant benefit to learners who have additional needs as they receive immediate help to complete their application. The electronic processing of the application provides an early identification of learners who have indicated they have a disability or learning need to the Supported Learning Team.

12 Equality and Diversity Strategy Group

The Equality and Diversity Strategy Group has developed into a strong proactive and successful group within the College whose main aim is to promote the achievement of equality and fairness in all aspects of learning and teaching, and across all areas of College operation. It has the following specific objectives:

- to ensure Dundee College is an Equal Opportunity Institution
- to ensure that the College meets statutory and SFC (HMle) requirements
- create and maintain Race and Disability Equality Schemes, Actions Plans and all other Statutory Requirements
- monitor the effectiveness of equalities work and recommend actions to the Executive
- act as an implementation and monitoring group
- promote good practice across all areas of College operations

Learner Retention and Success

The group has been able to produce quantitative data regarding our students with disabilities/supported learning needs using Scottish Funding Council criteria. (This data is attached as an appendix.)

Headline data analysis reveals:

- The number of learners with disabilities and require support is fairly constant year on year
- The retention rates of these students are high and compare very favourably to those of other students
- The success rates of learners in discrete programmes for students with support needs are very high
- The success rates of learners with support needs that are integrated into mainstream programmes is less than the College average

Discussion with HMle regarding the relatively lower success rates of these learners revealed that 'success' for these students using these measures may not be appropriate and the focus should be on success in terms of 'soft indicators' and those identified in the learners'

Personal Learning and Support Plans. The Equality and Diversity Group is now establishing success criteria on this basis.

Conclusions

The College continues to make significant and ongoing progress to meet the requirements of the Disability Equality Duty.

- Staff knowledge has been increasingly developed through a comprehensive CPD programme and a significant number of events and are well equipped to support learners
- Disabled learners are established on a range of college committees and the development of the College equality strategy
- Strategy to support disabled learners is coherent and effectively monitored
- Links to improve access to the College from schools have been successful and there has been continued effective support for students through the partnership with Dundee City Council Social Work Department and Gowrie Care support agency
- Data analysis on student performance is now allowing us to measure and compare performance indicators for learners and act upon them
- Data on staff with disabilities is now available through the new HR system

Disability Equality Scheme Action Plan 2009-2012

Update – December 2010

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 learners to progress through their course of study.

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

- 1 Vision, Values and Principles
- 2 Gathering information to improve Disability Equality
- 3 Actively Involving Disabled People
- 4 College Leadership and Infrastructure to Support Disability Equality
- 5 Staff Training and Development
- 6 Partnership Working
- 7 Impact Assessment
- 8 Monitoring, Evaluation and Publication of the Disability Equality Scheme

1 Disability Equality: Vision, Values and Principles

Key Areas/Objectives	Key Staff	Timescale	Reporting to:	Update (Dec 2010)
Actively promote disability equality through the College programme of mutual respect	Equality & Diversity Advisors Sub Group	December 2009	Equality & Diversity Strategy Group	Very successful awareness raising campaign held in February 2010 To be rolled out across all campuses in 2011

2 Gathering Information to improve Disability Equality

Key Areas/Objectives	Key Staff	Timescale	Reporting to:	Update (Dec 2010)
<p>Continue to produce 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>Head of Curriculum Services</p>	Ongoing	Equality & Diversity Strategy Group	Comprehensive statistical information now available on the College shared portal for staff use
<p>Continue to improve information gathering to more actively involve disabled people in the process:</p> <p>Focus groups for disabled staff and students</p> <p>All postal evaluations to students include specific questions on disability equality</p> <p>Ensure that good practice in Disability Equality features regularly in the College newspaper, college magazine and local/national press</p>	<p>Equality & Diversity Advisors Sub Group</p> <p>Students' Association, Student Services, CIS, Marketing, Registry Services Manager</p>	Ongoing	Equality & Diversity Strategy Group	<p>Disabled student representation on Equality & Diversity Strategy Group</p> <p>Active student involvement in Awareness Raising Campaign – both in organising and participating in events</p>
<p>Continue to ensure that people with disabilities are encouraged to apply for positions in the College and are encouraged to disclose any disability at any time</p>	HR Director	Ongoing	Executive, People Strategy Group, Equality & Diversity Strategy Group	Equal Opportunities has been reviewed to ensure we capture and can report on all strands of Equality
<p>Continue to ensure robust systems are in place for the identification of staff support needs and the allocation of resources</p>	HR Director, Student Services	Ongoing	Executive, Equality & Diversity Strategy Group	On-line CPD offered by Health & Safety Team has assisted with the identification of staff support needs
<p>Continue to ensure there is an effective model of Personal Learning and Support Planning across college</p>	Student Services, Head of Centre for Access and Progression, Registry Services Manager	Ongoing	Equality & Diversity Strategy Group Heads of Centre	PLSP is constantly reviewed and amended to comply with the funding council guidelines and the diverse needs of the students

3 Actively Involving Disabled People

Key Areas/Objectives	Key Staff	Timescale	Reporting to:	Update (Dec 2010)
Continue to advertise in ABLE magazine and other relevant publications to promote Dundee College as an inclusive college	HR Team	Ongoing	Equality & Diversity Strategy Group	Budget restrictions have limited the scope of advertising however this is under regular review
Continue to commit to interview all applications for job vacancies who have disclosed a disability providing they meet the essential criteria required for the role	HR Team	Ongoing	Equality & Diversity Strategy Group	Providing disabled candidates meet the essential requirements they are offered an interview
Continue to include in job adverts Dundee College's commitment to Equality and Diversity	HR Team	Ongoing	Equality & Diversity Strategy Group	Continued in all job adverts

4 College Leadership and Infrastructure to Support Disability Equality

Key Areas/Objectives	Key Staff	Timescale	Reporting to:	Update (Dec 2010)
Add Disability Equality (as part of overall Equality & Diversity) Planning to the operational planning of all areas in the College	All College Managers	January 2010	Executive	Achieved Will be monitored Bi-annually as part of college review structure

5 Staff Training and Development

Key Areas/Objectives	Key Staff	Timescale	Reporting to:	Update (Dec 2010)
Continue to ensure ongoing CPD programme includes training in identified aspects of Equality & Diversity	HR Director, Professional Development Manager, Student Services	Ongoing	Executive, Equality & Diversity Strategy Group	Successful CPD events organised for both staff and students Relevant CPD to be advertised on Equality & Diversity site on the shared portal

6 Partnership Working

Key Areas/Objectives	Key Staff	Timescale	Reporting to:	Update (Dec 2010)
Identify reporting mechanisms on the progress of the Disability Equality Scheme to disabled users of the College and to external partners	Members of Equality & Diversity Strategy Group, Marketing	Ongoing	Executive, Equality & Diversity Strategy Group	Updated information available via college website, shared portal site and college publications Actively involved external partners in awareness raising campaigns

7 Impact Assessment

Key Areas/Objectives	Key Staff	Timescale	Reporting to:	Update (Dec 2010)
Ensure impact assessments are completed as a mainstream activity when new policies, practices and procedures are being implemented	Director of Corporate Governance	Ongoing	Executive	Procedures in place to ensure impact assessments are completed for new Policies, Practices & Procedures

8 Monitoring, Evaluation and Publication of the Disability Equality Scheme

Key Areas/Objectives	Key Staff	Timescale	Reporting to:	Update (Dec 2010)
Ensure the College Equality & Diversity Strategy Group monitors the progress of the Disability Equality Scheme	Equality & Diversity Strategy Group	Ongoing	Executive, Board of Management, Equality & Diversity Strategy Group, Quality Enhancement Committee	Executive, Board of Management, Equality & Diversity Strategy Group, Quality Enhancement Committee
Produce a DES annual report	Equality & Diversity Strategy Group	Annually	Equality & Diversity Strategy Group, Executive, Board of Management	Disability Equality Scheme annual report produced

Supported Learning Action Plan 2009-2012

Update – December 2010

- 1 Access
- 2 Initial Assessment
- 3 Ongoing Support
- 4 Resources
- 5 Progression
- 6 Health & Safety
- 7 Professional Development
- 8 Student Voice
- 9 Partnerships
- 10 Monitoring and Evaluation

1 Access

Key Areas/Objectives	Key Staff	Timescale	Reporting to:	Update (Dec 2010)
Continue to 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	Wider Access, Tayside Transitions Group, Students, Student Services, Human Resources	Ongoing	Executive, Health, Safety and Wellbeing Committee, Equality & Diversity Sub Group, Central Estates and Accommodation Steering Group	Programme of estate improvement to meet the needs of disabled students in place for Kingsway Campus Compliance action plan for the new estate is in place

2 Initial Assessment

Key Areas/Objectives	Key Staff	Timescale	Reporting to:	Update (Dec 2010)
To meet the needs of students and the new estate, establish within Kingsway Campus a Supported Learning Base and Assessment Centre which can inform developments at new Campus	Supported Learning Team, Building Estates Services Team, ICT Services	December 2009 and ongoing	Executive, Equality & Diversity Strategy Group, Central Estates & Accommodation Steering Group	Supported Learning base now operational at Kingsway Campus Will be used for assessments in Session 2010-11 Currently planning Supported Learning Provision in the new Gardyne Campus

3 Ongoing Support

Key Areas/Objectives	Key Staff	Timescale	Reporting to:	Update (Dec 2010)
Improve on the procedures for meeting client support needs at peak times, particularly start of academic session	Supported Learning Team, Head of Learner Services, Heads of Centre	March 2010	Executive, Quality Group, Equality & Diversity Strategy Group	New on-line application system has assisted with the early identification of support needs Slight improvement in response to meeting support need at start of term

4 Resources

Key Areas/Objectives	Key Staff	Timescale	Reporting to:	Update (Dec 2010)
Continue to improve on the resources, particularly assistive technology, available to students with additional support needs to access and fully participate in all aspects of college life Ensure training is provided for both staff and students	Supported Learning Team, ICT Services, Professional Development Manager, Student Funding, External Agencies	December 2009 and ongoing	Equality & Diversity Strategy Group, Executive	Constantly updating resources, particularly IT resources Newest 2 members of Supported Learning Team have commenced professional training in November 2010

Key Areas/Objectives	Key Staff	Timescale	Reporting to:	Update (Dec 2010)
Inform classroom design and resources to meet the support needs of students in the new estate	Student Services, External Agencies, BEST, Learner Services	Ongoing until August 2010	Executive, Central Estates & Accommodation Steering Group	Decision made to withdraw this project

5 Progression

Key Areas/Objectives	Key Staff	Timescale	Reporting to:	Update (Dec 2010)
Ensure systems and support in place to assist students progress within the College or outwith to education or employment	Skills Scotland (Careers), External Agencies, Student Services, Curriculum staff	Ongoing	Executive, Equality & Diversity Strategy Group	Employability centre opened in October 2010 at Kingsway Campus Currently working with relevant external agencies to provide appropriate employability service for students with disabilities
Produce a fully accessible, interactive Job Search CD which enables students with additional support needs to prepare for employment	Student Services, Curriculum Staff, Students, External Professionals e.g. Interpreters, Signers	September 2010	Executive, Equality & Diversity Strategy Group, Business Development Strategy Group	

6 Health & Safety

Key Areas/Objectives	Key Staff	Timescale	Reporting to:	Update (Dec 2010)
Ensure effective Health, Safety and Wellbeing procedures are in place to provide a safe and welcoming environment to students with additional support needs	Supported Learning Team, Health & Safety Officers, Curriculum Managers, Heads of Centre, External agencies	Ongoing	Executive, Health, Safety & Wellbeing Committee, Central Estates & Accommodation Steering Group	Working closely with the Health & Safety Team to improve on procedures i.e. PEEPS, risk assessments, improvements to estate

7 Professional Development

Key Areas/Objectives	Key Staff	Timescale	Reporting to:	Update (Dec 2010)
Ensure specific specialist training is in place for identified staff	Supported Learning Team, Professional Development Manager	Ongoing	HR Director, Executive, People Strategy Group, Equality & Diversity Strategy Group	Two members of Supported Learning Team began professional training in November 2010
Ensure CPD for all college staff is available annually and on request e.g. <ul style="list-style-type: none"> – Mental Health Issues – Dyslexia – Deaf Awareness – Autism Awareness 	Supported Learning Team, Professional Development Manager	Ongoing	HR Director, Executive, People Strategy Group, Equality & Diversity Strategy Group	Developments relating to the new Equality Act are made available to all staff via the shared portal Appropriate CPD sessions to be flagged up on the Equality & Diversity site of the shared portal

8 The Student Voice

Key Areas/Objectives	Key Staff	Timescale	Reporting to:	Update (Dec 2010)
Ensure there is a range of mechanisms which allow students with additional support needs to inform developments in Supported Learning in the college e.g. <ul style="list-style-type: none"> – Focus groups – Representation on committees/groups – Representation through Student Association 	Supported Learning Team, Students' Association	Ongoing	Executive, Equality & Diversity Strategy Group, Quality Enhancement Committee	Student representation on all appropriate strategy groups Annual student evaluation of Supported Learning in place The ongoing formal reviews of students' support plans provides relevant feedback Student reps works closely with Equality & Diversity advisor responsible for disability

9 Partnership

Key Areas/Objectives	Key Staff	Timescale	Reporting to:	Update (Dec 2010)
Maintain close working partnership with appropriate external agencies (based on Partnership Matters)	Supported Learning Team, Curriculum Manager Special Programmes	Ongoing	Executive, Equality & Diversity Strategy Group, Quality Enhancement Committee	Regular formal meetings with external partners via Tayside Transition Group which meets every 6 weeks College staff also members of Dundee City Council Disability & Age Focus Group Informal meetings with relevant agencies are held on a regular basis
Develop specialised provision which meets the needs of a group of young people with profound and complex needs	Supported Learning Team, Curriculum Manager Special Programmes, External Agencies	August 2010	Executive, Head of Centre Access and Progression, Quality Enhancement Committee	Working group established to take forward the specialised provision for young people with profound and complex needs Pilot programme to commence January 2011.

10 Monitoring & Evaluation

Key Areas/Objectives	Key Staff	Timescale	Reporting to:	Update (Dec 2010)
Ensure that Supported Learning arrangements are monitored and evaluated on an ongoing basis and reported to the College Executive as part of the annual review process	Supported Learning Team, Head of Learner Services	Bi-Annual (May and December)	Equality & Diversity Strategy Group, Executive	Robust Bi-annual reviews of supported learner arrangements are in place Both Self Evaluation and Operational Planning form part of the reviews

Disability Equality Scheme Student Data 2010

The College publishes a set of student and programme performance indicators calculated according to formulae developed by the Scottish Funding Council. The identification of measurements to monitor the effectiveness of our equality policies uses these college level indicators as the benchmark for assuring that all individuals have equal access to our training opportunities.

The College attracts between 16,000 and 19,000 students each year, creating upwards of 24,000 enrolments. In monitoring the effectiveness of our equality and diversity policies it is useful to look at the proportions of our students who declared a disability at enrolment and monitor their success and retention in relation to the student population as a whole.

The following figures describe the College position over the last three years.

- (a) Headcounts i.e. number of individual students

Student Category	2006/07	2007/08	2008/09	2009/10
All students	16,797	15,881	16,107	17910
Disabled students	1,098	1,048	1,062	1166
% of all students	6.5	6.6	6.6	6.51

Students are encouraged to let the College know when they enrol whether they have a disability that may affect their studies. We also identify students throughout the academic session.

The number of students who have supplied this information has remained consistent over the last 4 years.

- (b) Enrolments

Student Category	2006/07	2007/08	2008/09	2009/10
All students	24,100	23,280	22,818	24,152
Disabled students	1,965	1,944	1,882	1,942
% of all students	8.2	8.4	8.2	8.04

The percentage of enrolments has similarly remained fairly constant over the last three years.

The following table, based on information required by the Scottish Funding Council, describes the nature of these disabilities.

Disability	2006/07	2007/08	2008/09	2009/10
Blind/partially sighted	1.6	2.0	2.5	1.5
Deaf/hearing impairment	6.5	5.5	5.0	4.5
Dyslexia	22.3	21.0	23.7	29.9
Mental health difficulties	10.4	10.3	10.3	10.5
Multiple disabilities	8.3	7.2	6.0	6.1
Other disability	24.2	27.3	29.0	25.9
Personal care support	0.5	0.7	0.6	0.6
Unseen disability	21.0	20.0	18.3	17.00
Wheelchair user/mobility difficulties	5.2	6.0	4.6	4.1
Total	100%	100%	100%	100%

The distribution has remained unchanged over the past three years with the majority of students having disabilities not listed or specific learning difficulties such as Dyslexia.

- (c) Retention – percentage remaining for first quarter of their programmes

Student Category	2006/07	2007/08	2008/09	2009/10
All students	98.8	98.2	98.2	98.7
Disabled students	98.8	97.8	98.4	98.26

Overall the retention rate for the last 4 years show no real difference between students with a declared disability and the College student population overall.

Last session the retention rate for disabled students was marginally higher for the first time.

- (d) Achievement – percentage gaining a successful programme outcome

Student Category	2006/07	2007/08	2008/09
All students	82.7	81.0	79.7
Disabled students	75.3	76.6	69.2

In the last two years there have been changes to the manner in which the Funding Council measures success. As a result of these changes the success rate for all students has shown a decrease.

The final figures for 2009/10 have not been confirmed so we are not yet in a position to publish these figures.

Disability Equality Awareness Raising Events

- 1 Leonardo Grundtvig and Transversal Info
- 2 TUC/EOR Conference – Discrimination Law
- 3 Cultural Awareness Training
- 4 SC Raising Cultural Awareness in Learning and Teaching
- 5 Child Protection/Young and Vulnerable Persons
- 6 Dyslexia Awareness
- 7 Deaf and Deaf Blind Awareness Training
- 8 Disability Equality in Scotland
- 9 Child Protection/Young and Vulnerable Persons
- 10 Dyslexia PDA Training for Trainers Course
- 11 Mentally Healthy Workplace Training
- 12 Mental Health First Aid
- 13 ECitizen Course
- 14 Lunch and Learn Equality and Diversity
- 15 QELTMD McAllister's Team
- 16 Quality and Equality of Learning and Teaching
- 17 BRITE FM for Beginners
- 18 SC More Choices More Chances Building Futures
- 19 BTC4 Skills for Lgn Life and Work
- 20 QELTM Quality and Equality of Learning and Teaching
- 21 SC Guidance COP Event
- 22 Supporting Students with Mental Health Problems
- 23 Learning for All SFC
- 24 Tips and Tools – Part 2 Positive Behaviour
- 25 SC More Choices More Chances Building Futures
- 26 QELTM Quality and Equality of Learning and Teaching
- 27 Tips and Tools – Part 3 Lesson Formats
- 28 SC Annual Safeguarding Conference
- 29 SPARQS Student Voice in the Curriculum
- 30 Plain English
- 31 MCMC Peer Mentoring School/College Transition
- 32 Thorntons Equality Bill General update
- 33 Shopping for Growth
- 34 LGBT Conference
- 35 PG Certificate in Adult Guidance
- 36 Freedom for Information Scotland 2009
- 37 SQA PDA in Educational Support Assistance
- 38 Grundtvig Intercultural Iceland