

**DISABILITY
EQUALITY
SCHEME**

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Introduction

Dundee College is committed to a comprehensive policy of equal opportunities for its staff and students. The College published its first Disability Equality Scheme in 2006 and this covered the period 2006-2009. This is the second Disability Equality Scheme to be published and covers the period December 2009 to December 2012. The College aims to ensure that all staff and students are treated equally, regardless of age, disability, family responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, sexual orientation, trade union activity or unrelated criminal convictions.

In order that all students and staff are treated equitably and fairly, the College ensures that equality issues are embedded into all relevant policies and procedures.

As a learning environment and as a major employer we strive to create an inclusive organisation in which disabled people¹ can participate fully as equal citizens. We adhere to all relevant legislation: Disability Discrimination Act (1995) (DDA), the Disability Discrimination Act (DDA) 2005 which amended the 1995 Act and the Special Educational Needs Act (2001) (SENDA). SENDA has had a major impact on all aspects of college life, with a strategic commitment to open all curriculum opportunities to people with disabilities and supported learning needs wherever reasonably possible.

The College will produce and publish three separate schemes for race, disability and gender until legislation requires the publication of a single equality scheme. Equality Impact Assessments (EQIA) that impact on disabled people will be carried out during the period of the current and subsequent strategic plans.

The College's Disability Equality Scheme has been revised and updated by the Equality and Diversity Strategy Group. The Scheme has been approved by the College Executive, and approved at Board of Management level through the Human Resource and Development and Quality Enhancement Committees.



Christina Potter
Principal

¹ Appendix A : Meaning of Disability

Disability Equality Duty

Under the terms of the General Duty, when carrying out our function as a Public Authority we must have due regard to the need to:

- Eliminate unlawful discrimination
- Eliminate disability related harassment
- Promote equal opportunities
- Take steps to take account of disability even when that involves treating disabled people more favourably
- Encourage participation by disabled people in public life
- Promote positive attitudes towards disabled persons

In addition as an education provider we undertake to fulfil specific duties:

- Our Scheme will be supported by an Action Plan setting out steps to implement the Scheme
- Our Scheme will apply for three years (or until the details of the Single Equality Scheme are published)
- We will report on progress annually

Disability Equality: Vision, Values and Principles

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.

For all users of the College we seek to actively promote equality and to emphasise the benefits to the College of an ethos and culture which acknowledges and celebrates diversity.

In relation to disability equality we undertake to provide for all students with disabilities/supported learning needs:

- The promotion of the College as an inclusive learning environment where they can access the College and all aspects of the curriculum based on their needs and aspirations
- Prior to embarking upon their studies, the opportunity to explore the range of learning opportunities available and to have their support needs assessed
- Following this assessment, to agree the nature and level of support that is required to access the College, to fully participate in the learning process and all aspects of college life

- To work closely in partnership with other agencies to ensure appropriate support is available
- Where appropriate, assistance in accessing funding and/or resources to allow full participation in the learning process
- Throughout their programme of study to receive appropriate support through curriculum staff and supported learning staff
- Alternative assessment/examination arrangements
- Opportunities to review their progress and support needs on a regular basis
- As they move towards the end of their studies, opportunities to review their overall progress, plan their progression and support in moving to next step opportunities
- Forums to elicit their views on matters relating to disability and support
- Appropriate representation on committees and working groups

In relation to staff with disabilities/support needs we undertake to:

- Actively encourage disabled people to apply for positions at Dundee College
- Include in job adverts the College's commitment to equality and diversity
- Ensure that their support needs are fully met for them to carry out their duties and be integrated into college life
- Elicit their views on matters relating to disability and support

In relation to service providers we undertake to:

- Promote our Disability Equality Scheme to these providers
- Contract with providers who apply equal opportunities in their organisation

Gathering Information to Improve Disability Equality

Information from a variety of sources has been gathered and analysed to inform developments to support staff and students with disabilities. This information contributes to the ongoing development of our Action Plan.

- Analysis of student recruitment to the College
- Analysis of the range of support needs
- Analysis of client satisfaction surveys
- Ongoing audit of access arrangements
- Risk and Impact Assessment procedures
- Analysis and evaluation of support arrangements including assistive technology staffing and resources
- Analysis of Personal Learning and Support Plans
- Discussions with staff, students and external agencies
- Process of Self Evaluation and Operational Planning
- Ongoing review of Action Plans

Support for our Disabled Students

We firmly believe that the effective integration of disabled students into all aspects of college life enriches the overall student 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. Consequently, the student voice is being listened to and their ideas acted on.

Support for our Disabled Staff

We seek to operate as an inclusive employer. All members of staff are fully supported throughout their working time and career progression with the College regardless of whether they have a disability upon recruitment or if they develop a disability during their time with the College. The College aims to create a climate in which staff have the confidence to disclose a disability and to also increase the number of disabled staff where monitoring has identified under-representation in comparison with local population statistics.

The College operates a proven Sickness Absence Management Policy where the College can demonstrate a positive approach to sickness management. This approach is supportive, ensuring that staff are treated in a manner which is clear, fair, consistent and appropriate, whilst recognising the need for the College to continue to function effectively. Return to work meetings, phased returns and flexible working support all staff to enjoy a smooth return to work.

Data capture of staff personal details will be significantly improved through the introduction of a new HR system during the early part of this scheme. The data will be extensive and will be reported on at the 2010 annual review.

Actively Involving Disabled People

To support the creation of our Disability Equality Scheme and in particular the identification and implementation of the Action Plan we have sought the views of disabled staff and learners and have actively engaged with a range of organisations involved with and representing the disabled:

- Focus groups were established with disabled learners to ascertain their views on the level of support available to them and current operational arrangements
- Consultation with members of staff
- Meetings with key agencies with, where appropriate, representation from disabled people
- Production of a DVD where disabled students provided feedback on college life

College Leadership and Infrastructure to Support Disability Equality

Strategically the College is strongly committed to equalities:

- We seek to align the curriculum to the needs of the different communities we serve
- To continue to widen access and embed equal opportunities in all our operations

To support the implementation of these aims a cross college Equality and Diversity Strategy Group with representation from the following areas meets on a regular basis to implement strategy in all areas of equality:

- College Executive
- Human Resources
- Curriculum Services
- Learner Services
- Building and Estates Services Team
- Trade Unions
- Student Association
- Marketing
- Corporate Governance

This group generates the Disability Equality Scheme Action Plan² with identified targets which are reviewed annually with relevant reports presented to the groups identified above. The plan is communicated to staff across college via the intranet. This group has produced the updated Disability Equality Scheme and will now oversee the implementation of the Scheme and plan for the next three years.

The College currently operates over four campuses and is in the process of moving to a twin campus site. As part of this exercise the College has incorporated in the design improved accessibility arrangements.

To support students with disabilities, curriculum opportunities are constantly under review. Further, a dedicated supported learning team is constantly developing its expertise in providing integrated support for these learners.

The College is noted for its commitment to customer care with a standing committee developing strategies to ensure our customer needs are met.

Staff Training and Development

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 these learners.

As part of the College CPD programme ongoing staff development takes place annually in the following areas:

² Appendix C : Action Plan

- Dyslexia,
- Deaf Awareness,
- Autism/Asperger's
- QELTM (Quality and Equality of Learning and Teaching Materials)
- Protection of Young and Vulnerable Learners
- Employment Law updates
- British Sign Language
- Plain English

A supportive interview checklist has been given to 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.

In order that needs are fully met specialist support staff have undertaken comprehensive training including BRITE (Beattie Resources for Inclusiveness in Technology & Education), dyslexia, working with the deaf and many other specialist training courses. Curriculum and other staff undertake specific training on an ongoing basis to ensure that anticipated needs are being met.

All training is systematically evaluated to assess its effectiveness.

Partnership Working

A multi agency 'Transitions Group' of representatives from Social Work, Education, NHS Tayside, Dundee College and other agencies in adult care has been established in Dundee. 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.

The group identified that a one agency approach was required to meet the care and support needs of individuals who wished to access post school education. Previously, care and support was provided by a variety of agencies and organised by each individual's care manager. A more streamlined approach was required which has led to the commissioning of one care agency to deliver a care and enabling service.

The group informs the College Action Plan and acts as a voice in promoting disability equality in lifelong learning in the locality.

In addition the College is represented on various external committees and working groups. The views of these groups assist in the formulation of our Action Plan.

Impact Assessment

The College is committed to carry out disability equality impact assessments (EQIA) on policies, procedures, plans and practices which will build on and complement our current action planning processes and procedures.

Assessment of the impact of policies, procedures, plans and practices that impact on disabled people will be carried out as a mainstream activity during the period of the current and subsequent strategic plans. Priority will initially be given to the following policies:

- The admission, recruitment and management of students
- The delivery and assessment of the curriculum
- The recruitment, employment and training of staff
- Health, Safety and the Physical environment

Monitoring, Evaluation and Publication of the Disability Equality Scheme

The monitoring and evaluation of the College's Disability Equality Scheme is built into the current processes and procedures.

- Responsibility to provide reports on the progress of the Scheme and Action Plan rests with the Equality and Diversity Strategy Group
- The Equality and Diversity Strategy Group will monitor the progress made in implementing the College's Disability Equality Scheme and Action Plan
- Progress will be monitored through the current annual review processes
- Each year an annual report will be produced and reported and evaluated by the College Equality and Diversity Strategy Group
- The annual report will be endorsed by the Board of Management.
- The annual report will be published and made available to stakeholders: staff, students, service providers, employers and partner organisations
- The Disability Equality Scheme will be made available to the public via the College website

DISABILITY DISCRIMINATION

Meaning of Disability

1 When is a person considered to be disabled?

A person has a disability if he/she has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities.

2 What about people who have recovered from a disability?

People who have had a disability within the definition are protected from discrimination even if they have since recovered

3 What does the term "impairment" cover?

It covers physical or mental impairments including sensory impairments such as those affecting sight and hearing.

4 Are all mental impairments covered?

The term "mental impairment" is intended to cover a wide range of impairments relating to mental functioning, including what are often classed as learning difficulties.

5 What is a "substantial" adverse effect?

A substantial adverse effect is something which is more than a minor or trivial effect. The requirements that an effect must be substantial reflects the general understanding of disability as a limitation going beyond the normal differences in ability which might exist among people.

6 What is a "long-term" effect?

A long-term effect of an impairment is one:

- which has lasted at least 12 months; or
- where the total period for which it lasts is likely to be at least 12 months; or
- which is likely to last for the rest of the life of the person affected; or
- if it is likely to recur if in remission which mirrors the schedule of the 1995 Act.

Effects which are not long-term would, therefore include loss of mobility due to a broken limb which is likely to heal within 12 months and the effects of temporary infections, from which a person would be likely to recover within 12 months.

7 What if the effects come and go over a period of time?

If an impairment has had a substantial adverse effect on normal day to day activities but that effect ceases, the substantial effect is treated as continuing if it is likely to recur; that is, if it is more probable than not that the effect will recur. To take the example of a person with rheumatoid arthritis whose impairment has a substantial adverse effect, which then ceases to be substantial (i.e. the person has a period of remission). The effects are to be treated as if they are continuing and are likely to continue beyond 12 months, if:

- the impairment remains; and
- at least one recurrence of the substantial effect is likely to take place 12 months or more often after the initial occurrence.

This would then be long-term effect.

8 What is meant by "normal day to day activities"?

These are activities which are carried out by most people on a fairly regular and frequent basis. The term is not intended to include activities which are normal only for a particular person or group of people, such as playing a musical instrument, or a sport, to a professional standard or performing a skilled or specialist task at work. However, someone who it affects in such a specialised way but is also affected in normal day to day activities would be covered by part of the definition. The test of whether an impairment affects normal day to day activities is whether it affects one of the broad categories of capacity listed in Schedule 1 of the Act. These are:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of the risk of physical danger

9 What if someone is receiving treatment?

Someone with an impairment may be receiving medical or other treatment which alleviates or removes the effects (though not the impairment). In such cases, the treatment is ignored and the impairment is taken to have the effect it would have had without such treatment. This does not apply if substantial adverse effects are not likely to recur even if the treatment stops (i.e. the impairment has been cured).

10 Does this include people who wear spectacles?

No, the sole exception to the rule about ignoring the effects of treatment is the wearing of spectacles or contact lenses. In this case, the effect while the person is wearing spectacles or contact lenses should be considered.

11 Are people who have disfigurements covered by the Act?

People with severe disfigurements are covered by the Act. They do not need to demonstrate that the impairment has a substantial adverse effect on their ability to carry out normal day to day activities.

12 What about people who know their condition is going to get worse over time?

Progressive conditions are conditions which are likely to change and develop over time. Examples given in the Act are cancer, multiple sclerosis, muscular dystrophy and HIV infection. Where a person has a progressive condition he/she will be covered by the Act from the moment the condition is diagnosed.

13 What about people who are registered disabled?

Those registered as disabled under the Disabled Persons (Employment) Act 1944 both on 12 January 1995 and 2 December 1996 were treated as being disabled under the Disability Discrimination Act 1995 for three years from the latter date. At all times from 2 December 1996 onwards, they are covered by the Act as people who have had a disability. This does not preclude them from being covered as having a current disability any time after the three year period has finished. Whether they are or not will depend on whether they, like anyone else, meet the definition of disability in the Act.

14 Are people with genetic conditions covered?

If a genetic condition has no effect on ability to carry out normal day to day activities, the person is not covered. Diagnosis does not in itself bring someone within the definition. If the condition is progressive, then the rule about progressive conditions applies.

15 Are any conditions specifically excluded from the Act?

Yes, certain conditions are to be regarded as not amounting to impairments for the purposes of the Act. These are:

- Addiction to or dependency on alcohol, nicotine or any other substance (other than as a result of the substance being medically prescribed)
- Seasonal allergic rhinitis (e.g. hay fever, except where aggravates the effect of another condition)
- Tendency to set fires (pyromania)
- Tendency to steal (kleptomania)

- Tendency to physical or sexual abuse of other persons
- Exhibitionism
- Voyeurism

Also, disfigurements which consist of a tattoo, non-medical body piercing or something attached through piercing, are to be treated as not having a substantial adverse effect on the person's ability to carry out normal day to day activities.

DISABILITY EQUALITY SCHEME**Student Data 2009**

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
All students	16,797	15,881	16,107
Disabled students	1,098	1,048	1,062
% of all students	6.5	6.6	6.6

Students are encouraged to let the College know when they enrol whether they have a disability that may affect their studies.

The number of students supplying this information has gradually increased over the past six years. It has remained static at 6.6% over the last two academic sessions.

(b) Enrolments

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

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
Blind/partially sighted	1.6	2.0	2.5
Deaf/hearing impairment	6.5	5.5	5.0
Dyslexia	22.3	21.0	23.7
Mental health difficulties	10.4	10.3	10.3
Multiple disabilities	8.3	7.2	6.0
Other disability	24.2	27.3	29.0
Personal care support	0.5	0.7	0.6
Unseen disability	21.0	20.0	18.3
Wheelchair user/mobility difficulties	5.2	6.0	4.6
Total	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
All students	98.8	98.2	98.2
Disabled students	98.8	97.8	98.4

Overall the retention rate for the last three 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 success rate for disabled students has shown an even greater drop in the last year. This may be due to the new Funding Council requirement that students have to achieve 70% of the units undertaken which may be very difficult for some of the students with additional support needs.

ACTION PLAN 2009-2012

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 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

DISABILITY EQUALITY SCHEME**1 Disability Equality: Vision, Values and Principles**

Key Areas/Objectives	Key Staff	Timescale	Reporting to:
Actively promote disability equality through the College programme of mutual respect	Equality & Diversity Advisors Sub Group	December 2009	Equality & Diversity Strategy Group

2 Gathering Information to improve disability equality

Key Areas/Objectives	Key Staff	Timescale	Reporting to:
Continue to produce statistical information to ensure that students with disabilities are accessing and succeeding in the curriculum: <ul style="list-style-type: none"> - Student recruitment to curriculum opportunities - Retention - Success 	Head of Curriculum Services Equality & Diversity Advisors Sub Group	Ongoing	Equality & Diversity Strategy Group

Key Areas/Objectives	Key Staff	Timescale	Reporting to:
<p>Continue to improve information gathering to more actively involve disabled people in the process:</p> <ul style="list-style-type: none"> - Focus groups for disabled staff and students - 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 	<p>Student Association, Student Services, MIS, Marketing, Curriculum Services Manager</p>	<p>Ongoing</p>	<p>Equality & Diversity Strategy Group</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>	<p>HR Director</p>	<p>Ongoing</p>	<p>Executive, People Strategy Group, Equality & Diversity Strategy Group</p>
<p>Continue to ensure robust systems are in place for the identification of staff support needs and the allocation of resources</p>	<p>HR Director, Student Services</p>	<p>Ongoing</p>	<p>Executive, Equality & Diversity Strategy Group</p>
<p>Continue to ensure there is an effective model of Personal Learning and Support Planning across college</p>	<p>Student Services Head of Centre for Access and Progression, Curriculum Services Manager</p>	<p>Ongoing</p>	<p>Equality & Diversity Strategy Group Heads of Centre</p>

3 Actively Involving Disabled People

Key Areas/Objectives	Key Staff	Timescale	Reporting to :
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
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
Continue to include in job adverts Dundee College's commitment to Equality and Diversity	HR Team	Ongoing	Equality & Diversity Strategy Group

4 College Leadership and Infrastructure to Support Disability Equality

Key Areas/Objectives	Key Staff	Timescale	Reporting to :
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

5 Staff Training and Development

Key Areas/Objectives	Key Staff	Timescale	Reporting to :
Continue to ensure ongoing CPD programme includes training in identified aspects of Equality & Diversity	HR Director, Staff Development Manager, Student Services	Ongoing	Executive, Equality & Diversity Strategy Group

6 Partnership Working

Key Areas/Objectives	Key Staff	Timescale	Reporting to :
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

7 Impact Assessment

Key Areas/Objectives	Key Staff	Timescale	Reporting to :
Ensure impact assessments are completed as a mainstream activity when new policies, practices and procedures are being implemented	Director of Corporate Governance	Ongoing	Executive

8 Monitoring, evaluation and publication of the Disability Equality Scheme

Key Areas/Objectives	Key Staff	Timescale	Reporting to :
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 Group
Produce a DES annual report	Equality & Diversity Strategy Group	Annually	Equality & Diversity Strategy Group, Executive, Board of Management

SUPPORTED LEARNING ACTION PLAN

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

1 Access

Key Areas/Objectives	Key Staff	Timescale	Reporting to :
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	School & Community Liaison, 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

2 Initial Assessment

Key Areas/Objectives	Key Staff	Timescale	Reporting to :
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, Computer Services	December 2009 and ongoing	Executive, Equality & Diversity Strategy Group, Central Estates & Accommodation Steering Group

3 Ongoing Support

Key Areas/Objectives	Key Staff	Timescale	Reporting to :
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 Development Group, Equality & Diversity Strategy Group

4 Resources

Key Areas/Objectives	Key Staff	Timescale	Reporting to :
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, Computing Services, Staff Development Manager, Bursaries, Curriculum & Resource Development, External Agencies	December 2009 and ongoing	Equality & Diversity Strategy Group, Executive
Inform classroom design and resources to meet the support needs of students in the new estate	Student Services, External Agencies, BEST, Learning Services	Ongoing until August 2010	Executive, Central Estates & Accommodation Steering Group

5 Progression

Key Areas/Objectives	Key Staff	Timescale	Reporting to :
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
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 :
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

7 Staff Development

Key Areas/Objectives	Key Staff	Timescale	Reporting to :
Ensure specific specialist training is in place for identified staff	Supported Learning Team, Staff Development Manager	Ongoing	HR Director, Executive, People Strategy Group, Equality & Diversity Strategy Group
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, Staff Development Manager	Ongoing	HR Director, Executive, People Strategy Group, Equality & Diversity Strategy Group

8 The Student Voice

Key Areas/Objectives	Key Staff	Timescale	Reporting to :
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 Student Association	Ongoing	Executive, Equality & Diversity Strategy Group, Quality Enhancement Committee

9 Partnership

Key Areas/Objectives	Key Staff	Timescale	Reporting to :
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
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

10 Monitoring & Evaluation

Key Areas/Objectives	Key Staff	Timescale	Reporting to :
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