
ADAM SMITH COLLEGE
INSPIRING LEARNING

Disability Equality

Scheme 2006 to 2009

Year 3 Report

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Introduction

Since the publication of the Disability Equality Scheme in December 2006, the college has reported progress annually in 2007 and 2008. This current report highlights the progress made in the action plan for 2009 (see [Appendix A](#)) and identifies any actions for further consideration in the next 3 years (see [Appendix B](#)). However, this new Disability action plan will be subsumed in to a Single Equality Scheme (SES) during this 3 year period.

In order to ensure that the focus on disability is maintained within an SES context the college has established a Disability IDEA group (Inclusion, Diversity, Equality and Access = IDEA) to work on key objectives relating to disability, in addition to maintaining the strategic overview taken by the Diversity committee. The IDEA group includes people with disabilities so that the college meets the objective in the public duties and involves this group of people. The Disability Advisory Group, which is student led, will also have representation on the IDEA group, but will still continue to meet separately as the college values this strand of learner engagement which has a positive influence on the progress of the college in this area.

These strategies, and the objectives in the corporate plan to embed systemic processes to bring about change, will help ensure that we continue to meet the public duties outlined in legislation, namely to:

- Promote equality of opportunity between disabled people and other people
- Eliminate unlawful discrimination
- Eliminate disability related harassment
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take account of disabled people's disabilities even where that involves treating disabled people more favourably than others

Strategic Planning

The new corporate plan of the college has 3 main objectives:

- 21st Century Learning
 - Learning that is high quality, relevant, adaptive, flexible and is international in outlook. Learning that is supported by a dynamic mix of technology, materials and methodology.
- 21st Century Workforce
 - Staff who are committed, motivated and valued as the key resource of Adam Smith College and who have the skills, knowledge and behaviours required to deliver and support 21st Century learning.
- 21st Century College
 - A college that is recognised for excellence and effectiveness and works from flexible, technology-rich, high quality environments in accessible locations; A place in which people want to work and learn; Financially and environmentally sustainable; Ethical, socially responsible.

Each of these strands incorporates objectives in relation to diversity and to improving provision for people with disabilities.

In order to bring about systemic change the key objective for the next three years is to “Maintain and develop action aimed at inclusion and ensure that diverse groups are supported appropriately. “

Specifically in relation to disability, the three indicators /measures in relation to the above objective are that:

The percentage of learners from areas of multiple deprivation areas will increase by 5% (based on 2008/09 figures).

Profile of student body will be monitored and mapped annually to ensure representation in line with college diversity targets.

Diversity to be embedded in the College through key processes: Curriculum review; Annual review; Equality Impact Assessments.

College Vision Mission and Values

Our vision is of a College that is accessible, flexible and welcoming. The College will be driven by its customers and committed to enterprise, innovation and creativity in all that it does. Partnership is central to our work.

Our **mission** – inspiring learning. We will:

- inspire learners to continue learning throughout their lives,
- support the development of the economy of Fife and Scotland by way of high quality, relevant vocational education and training, research and consultancy and a range of enterprise activities,
- serve the needs and interests of local communities by providing accessible, vibrant College activity meeting vocational and broader learning needs,
- internationalise the College by increasing student recruitment and other international business and by extending international partnerships,
- achieve improved efficiency and sustainability based on integrated, streamlined and highly effective development and support services,
- Be a place in which staff enjoy working and are committed to customer service and continuous improvement through feedback and self-evaluation.

The **values** to which we will work together are those of:

- providing all learners with the highest quality learning experience
- valuing clients and colleagues and treating others with respect and integrity
- recognising that enjoyable learning is the most effective learning
- nurturing and valuing enterprise, innovation and creativity
- embracing diversity as a cornerstone of our learning community
- accepting accountability and responsibility for our actions

Staff Development

A range of activities, to improve the college ethos and ensure staff are aware of the college expectations in relation to disability, is undertaken throughout the year particularly during the non teaching periods in January, June and August. Several dedicated events for groups of staff at varying levels of seniority are outlined in the action plan. In addition, the college has invested in a diversity on-line resource, which has a mandatory element with all staff undertaking its Essentials unit to ensure every one is fully aware of their responsibilities. The Learning Support team offer weekly clinics to provide dedicated support to help staff working with students who have additional support needs in addition to sessions for all.

Data Monitoring

Staff Profile

The percentage of staff with a disability varies across the college with a higher percentage in the promoted levels. This proves that the college employ people regardless of their disability. However, due to concerns that staff who develop a disability may not disclose this during their employment, a Disability Fact Sheet (see annexed Appendix E) has been devised to ensure that staff are aware of the support that can be given to them.

Category	Disabled		Grand Total	Percentage
	N	Y		
Senior Management	17	2	19	10.5%
Management	28	3	31	9.7%
Teaching	378	10	388	2.6%
Support	406	9	415	2.2%
Grand Total	829	24	853	2.8%

The information is taken from the Equal Opportunities Forms completed upon application for the current post in each case.

Staff Data	2005-6	2006-7	2007-8	2008-9
Disability	%	%	%	%
Arthritis	0.11%	0.11%	0.11%	0.11%
Chronic Depression	0.11%	0.11%	0.22%	0.11%
Coordination Dexterity or Mobility	0.23%	0.23%	0.11%	0.11%
Diabetic Autonomic Neuropathy	0.11%	0.11%	0.11%	0.11%
Brain Haemorrhage	0.11%	0.11%	0.11%	0.11%
Dyslexia	0.23%	0.11%	0.22%	0.23%
Hearing/Profoundly Deaf	0.46%	0.46%	0.33%	0.35%
Learning Difficulty	0.11%	0.11%	0.11%	0.11%
Mental Health	0.11%	0.11%	0.11%	0.23%
MS	0.11%	0.11%	0.11%	0.11%
ME			0.11%	0.00%
Visual (very Short Sighted)	0.11%	0.11%	0.11%	0.11%
Not Specified	1.49%	1.41%	1.09%	1.05%
Total	3.31%	3.2%	2.83%**	2.81%

**The percentage drop is due to the resignation of a member of staff who had multiple disabilities.

The recruitment process used by the college continues to ensure that vacancies are highlighted to disability organisations via the Fife Council Jobs vacancy system so this ensures that the members of the FEN (Fife Employability Network) which is a

disability network are made aware of all vacancies. The college continues to be validated under the 2 ticks system for recruitment practices in relation to disability.

In addition there has been a strong staff development focus on working with people where diversity has been emphasised. ([Appendix A](#) Action Plan outlines the courses.) Recruitment practices have also been central to this work so that those involved in this area of activity are fully aware of the importance of making reasonable adjustments.

Student Data

The college places an emphasis on this activity so that possible issues relating to recruitment, retention and achievement of students can be considered and action taken. This data is monitored through the annual curriculum review process when each Teaching Department meets with the Vice Principal to consider their course related information in relation to recruitment, retention and achievement. Actions need to be considered if there are any anomalies e.g. if students with disabilities underachieve in their course. In addition, Course Committees, which include students, meet twice a year so issues can be addressed.

The monitoring data is available to all staff and is located on the college Information Dashboard. This full information is shared with the Disability Advisory Group and they select courses for closer monitoring as an external audit mechanism.

Data collection, since merger in 2005, confirms that there has been a steady pattern of enrolments by people with disabilities enrolling on college courses. The totals for each year are as follows:

- 2005-6 = 10.76%
- 2006-7 = 10.91%
- 2007-8 = 11.24%
- 2008-9 = 11.21%

This is indicative of the effectiveness of the promotional and support strategies within the college. It is encouraging to note that disclosure by people with mental health difficulties is increasing as the college had concerns that this group of people had

been reluctant to disclose in the past. As more people do so, this now allows staff to provide better support to this cohort.

The grid below gives a breakdown of enrolments in relation to a range of disabilities.

Student data	2005-6		2006-7		2007-8		2008-9	
Visual Impairment	0.37%	107 people	0.35%	123 people	0.40%	181 people	0.30%	120 people
Deaf /Hearing Impairment	0.65%	187 people	0.63%	222 people	0.67%	306 people	0.63%	252 people
Dyslexia	2.98%	859 people	3.15%	1105 people	3.28%	1494 people	3.17%	1259 people
Personal Care	0.13%	38 people	0.08%	27 people	0.10%	44 people	0.06%	24 people
Mental Health Difficulties	0.67%	192 people	0.75%	262 people	0.65%	297 people	0.87%	347 people
Wheelchair User/Mobility Difficulties	0.60%	172 people	0.61%	215 people	0.55%	252 people	0.55%	218 people
Disabled	0.05%	13 people						
Unseen Disability	2.96%	849 people	3.18%	1114 people	3.44%	1567 people	3.40%	1352 people
Multiple Disabilities	0.37%	106 people	0.50%	177 people	0.60%	275 people	0.68%	272 people
Other disability not listed e.g. Tourettes Syndrome, Dyspraxia, Scotopic Sensitivity	1.98%	571 people	1.66%	582 people	1.55%	705 people	1.54%	612 people

Please note that these percentage figures are not comparing one year to the next.

The percentage data is based on the global number of enrolments for each academic year and makes comparison between the students without a disability and those who

have disclosed that they have an Additional Support Need. Whilst the numbers in academic year 2008-9 are lower than in the previous year, this is because there were fewer enrolments.

Student Admissions

Further data monitoring to measure the attrition rates between applications and enrolments has been considered to ensure that any issues identified in the admissions process can be addressed. There are concerns about the robustness of the data, as the enrolment form asks people to identify if they have a disability, but the section on the application form does not ask a specific question; instead people are asked to disclose an Additional Support Need and then an interview is arranged with Learning Support staff. It is therefore proposed that the college will try to devise a separate Equal Opportunities form as part of the online Admissions application process. This is in the early stages of planning and still needs full consideration but it is hoped that people will be encouraged to complete the equal opportunities section so attrition rates can be monitored to ensure no adverse practices are taking place.

The introduction of a desk based audit of application forms confirms if people meet the entry criteria, and as the decision is not left with one person, this minimises the risk of prejudices influencing the process and places are offered in date received order, as long as people meet the entry criteria. Work is being undertaken however to ensure that criteria is more clearly defined to ensure that people are accepted on the most appropriate level of course

Retention and Achievement

Both these areas are monitored across the college and people with disabilities are compared to those who have not disclosed. Last session the difference in outcome was 2.29% less for students with disabilities. The retention data indicated a difference of 2.84% between those who had disclosed a disability and those who had not. These indicate a drop compared to the previous year. These differentials need to be considered fully in the Curriculum review process by the teaching departments so that the college can consider how to improve provision. Student focus group / surveys have highlighted concerns that teaching staff do not always follow the support plan fully so when this is highlighted in the student PLSP review meeting with

learning support , follow up is undertaken to ensure that staff are made fully aware of their responsibilities. This has been facilitated by the distribution of the confidential PLSPs electronically. In addition, evening classes have been visited to ensure that students are aware of the support available. Further work has been undertaken to ensure that people are fully aware of the entry requirements of a course so that people can be guided on to the most appropriate level of course in their area of interest.

Complaints

Complaints in relation to diversity are monitored and brought to the attention of the relevant managers, and also the Diversity Committee, to ensure that positive action is taken to address issues. In the period since the scheme started the number of complaints have been as follows:

- Session 2005/6 = 0 disability related formal complaints received.
- Session 2006/7 = 6 were disability related.
- Session 2007/8 = 6 were disability related
- Session 2008/9 = 6 were disability related

All complaints were followed up and action has been taken to resolve issues:

2 related to car parking

Notices are put on cars to remind people. On the campus where parking is extremely restricted, people who park inappropriately can now be fined. Notices make people aware of this new practice.

2 related to campus issue- Alternative arrangements were put in place to accommodate the individuals and as part of the work on the Stenton campus the provision for the Dept of Special Programmes is being moved in to the main building.

1 related to teaching- Misunderstanding between tutor and student resolved.

1 related to student being late to class- Register marked with time of arrival due to Health and Safety but funding paperwork was endorsed to accommodate the ASN of the student.

Monitoring of complaints and follow up action will continue in the next 3 year scheme.

Consultation - Focus groups and Surveys

The college has undertaken surveys and focus groups in relation to support for students with additional support needs. The tenor of these surveys is predominantly positive, with the main issues arising from these relating to matters such as misuse of /or lack of car parking spaces; consistency of approach in the implementation of the PLSP (Personal Learning Support Plan) and the need to make teaching materials more accessible.

The college has recognised the issues relating to the accessibility of materials and has devised an accessible template for learning and teaching materials to improve this issue. The PLSPs are now issued electronically to aid dissemination, and the review process undertaken by the learning support staff will ensure that staff not complying are made aware of their responsibilities. Staff development sessions led by the learning support team makes staff aware of their responsibilities. Notices are put on cars parked in spaces reserved for those with disabilities. The action plan for next session (see [Appendix B](#)) reflects these issues.

A wider survey has been undertaken jointly with Carnegie and Elmwood colleges, in preparation for the next 3 year scheme. This online survey ensured there was an external perspective. Students were encouraged to participate in this too. Disability agencies have had the opportunity to respond and to help shape the next plan. Accessibility is the main concern raised, but some of the issues cannot be resolved until new buildings are in place. Other matters, such as lack of parking on certain campuses relate to the Fife Green travel plan and are issues raised by people with no disability too. The new action plan reflects this, and staff monitor abuse of parking spaces.

Impact Assessment

The Policies and Procedures in the college all have a cycle of review so that within a 4 year period each will be reviewed by the owner who has lead responsibility to undertake this. It has been agreed that the policy owner has to ensure that impact assessment is undertaken for each of the Equality strands, namely: race, gender, disability, age, sexual orientation, religion or belief. The quality manager, who has the responsibility to ensure reviews are undertaken and that updates are then published, reminds people of review dates and ensures that impact assessment is part of the process. In addition, when any function or process is being implemented or reviewed, impact assessment must be done.

There have been changes to the paperwork used as part of this work (see [Appendix C Equality Impact Assessment Template](#)) and staff training has been undertaken with policy holders, the Principal's group, college Directors and Managers, and the Board of Governors so that there is greater awareness. Then as new policies plan and practices are implemented the equality driver is considered. The main policies likely to impact on the Disability Equality Scheme are listed in more detail below:

Impact Assessment Review schedule - Policies and Procedures for Students

*Because the college Policies and Procedures were all created after merger there have been logistical difficulties, so review dates have been revised.

Policy Title	Review Date	
Access	December 2008	Revised date January 2010
Admissions	March 2010	Impact assessed in 2007
Anti-Harassment / Bullying	March 2011	Impact assessed in 2007
Assessment	October 2010	Impact assessed in 2007
Attendance	February 2010	Impact assessed in 2007
Customer Care	March 2008	Impact assessed in 2007
Disciplinary	July 2010	Impact assessed in 2007
Equal opportunities	February 2010	Impact assessed in 2007
Freedom of Information	August 2011	Impact assessed in 2009
Graduation	May 2011	
Guidance	April 2011	Impact assessed in 2007
Misuse of Drugs and Alcohol	November 2011	Impact assessed in 2007
Quality	March 2010	Impact assessed in 2007

Procedure Titles	Review Date	
Academic Appeals	July 2008	Revised date Jan 2009
Academic Deceit	June 2010	Impact assessed in 2007
Admissions	March 2011	Impact assessed in 2007
Alcohol and Drugs Misuse	November 2007	Impact assessed in 2007
Anti-Harassment / Bullying	March 2011	Impact assessed in 2007
Attendance	December 2010	Impact assessed in 2007
Code of Conduct	September 2010	Impact assessed in 2007
Complaints	June 2010	Impact assessed in 2007
Credit Transfer APL+ APEL	April 2010	Impact assessed in 2007
Disciplinary	March 2010	Impact assessed in 2007
Equal Opportunities	February 2011	Impact assessed in 2007
Fee Waiver	November 2007	Impact assessed in 2007
Guidance and Progression	April 2011	Impact assessed in 2007
Health and Safety	August 2009	Revised date Jan 2010
Internal Approval	May 2010	Impact assessed in 2007
Internal Moderation	June 2007	Currently being revised
Misuse of Drugs and Alcohol	November 2011	Impact assessed in 2007

Impact Assessment Review schedule - Policies and Procedures for Staff

Staff processes are undertaken in consultation with the Trade Unions so in addition to the policy owner's responsibility these are all dealt with through the College Consultation and Negotiating Committee. The impact assessment is an integral element within this consultation. This suite of policies is currently under review and was scheduled to be undertaken in academic year 2008-9. However, negotiations are lengthy.

Policy Titles	Review Date
Equal Opportunities Policy	Currently being reviewed
Anti-Harassment and Bullying Policy	Reviewed March 2009
Disability Policy	Currently being reviewed
Sickness Absence Policy	Currently being reviewed
Alcohol and Drugs Misuse Policy	Currently being reviewed

Procedure Titles	Review Date
Equal Opportunities Procedure	Legislation updated To be reviewed Dec 2010
Anti-Harassment and Bullying Procedure	Reviewed March 2010
Recruitment Procedure	Currently being reviewed
Sickness Absence Procedure	Currently being reviewed
Alcohol and Drugs Misuse Procedure	Currently being reviewed
Return to Work Strategy – Manager Guidance	Currently being reviewed
Staff Code of Conduct	Reviewed Dec 2008
The Family Friendly Suite	
1) Maternity, Adoption and Paternity Procedure	Currently being reviewed
2) Parental Leave Procedure	Currently being reviewed
3) Flexible Working Procedure	Legislation updated Currently being reviewed
4) Care of Dependants Procedure	Currently being reviewed

Procurement Processes

The college contracts and procurement processes now include statements in relation to diversity as follows:

The Purchaser has a range of Policies and Procedures to ensure that people are not discriminated against because of Disability, Ethnicity, Gender, Age, Sexual Orientation, or Religion and Belief. The Supplier shall not unlawfully discriminate within the meaning and scope of the provisions of the legislation relating to the six Equality Duties listed above or any statutory modification or

re-enactment thereof relating to discrimination in employment. The Supplier shall take all reasonable steps to secure the observance of these provisions by all servants, employees or agents of the Supplier and all sub-contractors employed in the execution of the Contract.

This ensures that our expectations will be made clear to those organisations involved with contract and procurement processes.

Conclusion - Meeting the Disability Equality Duty

Specific Duties

e) Encourage participation by disabled people in public life and

a) Promote equality of opportunity between disabled people and other people

The continued involvement of people with disabilities in the Disability Advisory Group (DAG) since 2007 has been effective in encouraging people with disabilities to become more involved in the public life of the college and extends their sphere of influence and so promotes equality of opportunity between disabled people and others.

The DAG committee has recruited new members and have raised awareness of their remit at Fresher's week and have a leaflet and a suggestion box at campus Receptions. The group liaise with the Student Association and will also have a representative on the new IDEA group –Disability. They are also listed on the student email network so that people can communicate with them electronically.

Staff development is undertaken by the learning support team, as well as by external providers, so this promotes equality of opportunity for people with a disability. In addition the college has purchased an online Equality and Diversity resource with all staff working toward completion of the Essentials unit by the end of this academic session. Learning support members of staff also have a key advocacy role in raising awareness and developing an ethos which promotes equality of opportunity by disabled people and enables participation in college life.

b) Eliminate unlawful discrimination

c) Eliminate disability related harassment

The college Policies and Procedures, particularly Anti Harassment and Bullying, Student Charter and the Code of Conduct ensure that this is implemented. Other procedures link in to this. e.g. If a disciplinary relates to a diversity matter, such as harassment of a disabled person, the situation is highlighted to the Diversity Committee so that a strategic response can be implemented. In addition citizenship work and team building activities are used to help develop respect for all people. As a result of a Diversity workshop focus group, a college diversity calendar has been created to remind staff of the need to consider diversity in the curriculum ([Appendix D Disability Marketing Analysis](#)).

d) Promote positive attitudes towards disabled people

College policies such as the code of conduct for staff and students as well as the college's vision make explicit that everyone should be treated with respect. Induction for staff and students make these expectations explicit and an additional activity was included in the Curriculum Head induction training this academic session to increase staff awareness.

The college Annual Awards ceremony for students recognises achievements and students with disabilities feature highly in such events as staff recognises their achievements. This success is endorsed through the college marketing team to help promote positive attitudes towards disabled people not only within the college but also using the vehicle of the local media thereby influencing the wider community.

f) Take account of disabled people's disabilities even where that involves treating disabled people more favourably than others

The college endeavours to take account of a person's disabilities and does treat people more favourably e.g. In recruitment , disabled applicants get an interview if they meet the essential criteria for a job whereas with other people a further set of criteria under the desirable category may be used.

The college provides additional resources to support students and staff so that they can manage their work and studies more easily.

Appendix A Disability Equality Scheme – Year 3 Update

Action Plan 2008 to 2011 - What has to be done	By Whom	When	Progress
<p>Organisational Ethos and Culture</p> <p>Planned staff development will include mandatory diversity training for all staff. This will be led by individuals with a disability, where appropriate, to increase staff awareness of the capabilities, not the disabilities, of those with additional support needs when organisational barriers are removed. Specific strands in relation to personal behaviour and competences will include disability equality training as well as QELTM training to improve learning materials.</p>	<p>Quality Director</p>	<p>Ongoing each January during planned staff development activity</p>	<p>Although progress has been made, the objective has yet to be fully achieved, as it has been impacted by significant staffing constraints within the staff development function, which has now been addressed. With regard to progress made, the college has acquired an on line resource for Equality and Diversity training and all staff will be required to work towards achievement of this course, commencing January 2010. There has been some involvement of disabled people with sessions led by those with a visual impairment and a deaf tutor. College staff have provided further training in relation to global learning difficulties and autistic spectrum disorders.</p> <p>Learning Support staff have developed a toolbar to make learning materials more accessible and have devised a checklist which links to QELTM to also improve learning materials.</p>

Action Plan 2008 to 2011 - What has to be done	By Whom	When	Progress
Annual Diversity Awareness raising for staff during one of the non-teaching periods which would count towards staff CPD will be implemented.	Quality Directorate and Diversity Committee	Once per year from 2009	<p>Sessions led by SKILL were held for Senior Managers in June. In addition Equality Impact Assessment training was provided for managers and senior staff.</p> <p>Further sessions in the Non- teaching period in August included:</p> <p>Autism</p> <p>Global Learning Difficulties.</p> <p>Brodies' Solicitors provided a training and awareness session for managers in relation to employment and service delivery responsibilities in relation to disability.</p> <p>25% of staff from Mgt and professional team are on TQFE/PDA or critical skills training courses all of which have a diversity element.</p> <p>ACTION: The non-teaching period to include Diversity sessions.</p>
Mandatory diversity training will be	Quality	By November	The Online resource has been customised and is now

Action Plan 2008 to 2011 - What has to be done	By Whom	When	Progress
undertaken by all management staff using the on-line pack so that these staff work through each level within the 3 years of the licence	Directorate and all Managers	2011	hosted on the VLE so staff are now working towards this target date. ACTION: Repeat with same target date.
Employer responsibility training for members of the Board of Governors to be offered.	Board Secretary	Once per year	Training is planned jointly with SFEU and the new Board Secretary is leading on this. The Board have been involved in a session relating to Equality Impact Assessment. ACTION: Employer Responsibility Training in relation to Diversity will be undertaken by members.
The online diversity resource should be used by all staff to ensure everyone has a common understanding.	All staff teaching and non teaching	January 2010	Resource has been customised to college house style and is now available for staff to utilise it. ACTION: Managers will monitor staff and arrange support through HR, if needed, to ensure there is a common understanding of Diversity matters

Action Plan 2008 to 2011 - What has to be done	By Whom	When	Progress
<p>Induction for new staff to cover key information relating to Disability Equality. New starts should also cover the Essential skills component in the on line Equality and Diversity resource.</p>	<p>HR staff to ensure all new starts do this course</p>	<p>Within 2 months of start date</p>	<p>New induction process now in place which ensures that staff will be given a more in depth training in Equality and Diversity. HR staff have undertaken all 3 components to ensure they can provide support to others.</p> <p>ACTION: HR staff to ensure this is undertaken within set timelines.</p>
<p>Include an excellence award for 'Outstanding Contribution to Diversity' in the College Staff Awards Ceremony.</p>	<p>Assistant Principal HR and OD</p>	<p>November each year</p>	<p>It has been decided not to proceed with an annual staff awards ceremony.</p> <p>Consideration has been given to reward and recognition of staff across the board.</p>
<p>Create a college diversity calendar to promote cultural diversity in the curriculum through thematic activities at key points in the academic year.</p>	<p>Diversity Committee</p>	<p>July 2009</p>	<p>College calendar has been drafted and is now available for reference by teaching areas.</p>

Action Plan 2008 to 2011 - What has to be done	By Whom	When	Progress
Support the Diversity calendar themes in curriculum areas to develop citizenship.	Teaching Dept. Managers and staff	September 2009 at key dates	Calendars have been circulated to Department Managers to share with teaching staff to enable staff to focus learner activities around the Calendar, to support thematic activities. ACTION: Teaching areas to utilise the Diversity Calendar to ensure that they contribute to the agenda in one area and inform the Diversity Committee of related activities. Additions to the calendar can be made.
Continue to support the Disability Advisory Group (D.A.G)	Diversity Committee	Quarterly meetings and for key activities	Support continues with a minimum of 3 meetings per year. ACTION: Diversity Committee to continue this support and take account of the link to the Disability IDEA (Inclusion Equality Diversity and Access) group.
D.A.G. to raise awareness to the wider student body (by poster campaign, email subscription and open events) of their remit to identify organisational barriers for those with disabilities.	D.A.G; Diversity Committee, Marketing, Student	Quarterly focus	DAG poster and leaflets are at Reception. In addition, links to the Student Association enabled participation and promotion of opportunities in Fresher's Week. ACTION: DAG to keep link to SA and consider ways to promote the agenda.

Action Plan 2008 to 2011 - What has to be done	By Whom	When	Progress
	Association		
D.A.G to hold Learner Forums to ensure good communication of issues and concerns.	D.A.G members with S.A and Quality team	Bi-annually 2009; then 2011	DAG invited students with disabilities to an open evening where issues were discussed and followed up. In addition, new members were recruited.
Continue to monitor the student data (retention , achievement) so there is an external focus	D.A.G committee	In November when data is available	This process is ongoing with follow up requests made where discrepancies appear to exist in the courses elected at random for monitoring. ACTION: Data Monitoring to continue to identify trends and investigate set number of course each year.
The Student Association will support and work with the D.A.G in raising awareness to the college of issues for	SA led by the International, Equality &	At Diversity and D.A.G. Committee	Close liaison takes place between the Chair of the DAG and the Students' Association. ACTION: SA to work with DAG

Action Plan 2008 to 2011 - What has to be done	By Whom	When	Progress
students with disabilities.	Diversity (IED) Officer	meetings	
Student association to impact assess their policies and procedures to ensure that they do not have an adverse impact on student with disabilities	SA officers	In line with review cycle	Policies are reviewed periodically. ACTION: EQIA training for SA to be done to support this work
Involve D.A.G. members in Impact Assessment reviews for those policies deemed to have a high impact on learners to ensure disability equality is promoted	Policy holders and DAG members	In line with review cycle	DAG given the opportunity to review key procedures. Programme of joint policy and procedure review for staff is taking place with representatives of recognised trade unions. Equality Impact Assessment is an integral feature of the policy & procedure review process.
Strategic Planning Review Strategic Plan each year to ensure College commitment is clear. Identify strategic objectives related to inclusion to promote diversity	Principal's group	Annually in June	A Diversity statement is included in the Strategic Plan as well as objectives which link to the Action Plans for the D.E.S. In addition the embedding of key processes in relation to systemic change has been incorporated in the plan to embed diversity using: Curriculum review; Annual

Action Plan 2008 to 2011 - What has to be done	By Whom	When	Progress
throughout the College.			review; Equality Impact Assessments ACTION: Operational plans must reflect the new strategy to develop systemic change.
Ensure Operational Plans contain objectives to support the equality and diversity agenda in relation to disability	Principal's group / All Directors	In line with operational planning cycle	Operational plans are considered so objectives relate to corporate objectives. Operational plans are discussed at team meetings. DES action plans include objectives as does the process of curriculum review and the new self evaluation of L + T.
Ensure all staff are aware that they should be a positive role models through annual review processes thereby emphasising the college ethos to encourage positive attitudes to people with a disability and so that staff consider their role in developing a more	All Directors, Managers and Team Leaders and Staff responsible for conducting Annual	In annual review schedule	All staff are reviewed on an annual basis where operational plans and strategic objectives and diversity are covered. Specific objective referring to inclusion and diversity need to be added to the Annual Review documentation to ensure all staff consider this more fully so that the staff are reminded of their responsibilities during the annual review process.

Action Plan 2008 to 2011 - What has to be done	By Whom	When	Progress
inclusive college	Review		
Develop the course enquiry system so that requests by disability groups can be collated and passed to Executive Directors for consideration so we become more responsive to labour market demands and customer expectations.	Director Information Management	System to be in place by December 2009	Course requests are noted to identify unmet demands. ACTION: Continue to monitor course requests and if there is representation and requests from diverse groups for a course raise this with the Executive Directors for consideration.
Implement strategy to inform people if a class has been cancelled or relocated to support those on the autistic spectrum and those who have severe anxiety	Director Information management	Ongoing 2009 target date	New timetabling strategy is in place with a 3 year implementation. Timetable information is available to staff and over time will be made available to students remotely. The creation of a learning and teaching gateway allows staff to create announcements and this mechanism can alert students to staff absence. ACTION: Teaching staff to use the Announcement section of the Learning and Teaching Gateway to alert students if they are absent so that those on the Autistic Spectrum can be

Action Plan 2008 to 2011 - What has to be done	By Whom	When	Progress
			<p>told in advance of changes to classes</p> <p>Text messaging to be considered as an alternative means of communication</p>
<p>Monitoring Processes</p> <p>Utilise and monitor robust data at course committees and curriculum review meetings to inform, and subsequently develop strategies to improve student recruitment, retention and achievement for students with a disability.</p>	<p>Vice Principal Curriculum and Quality / Exec Directors/ Teaching Dept Mgrs/ Curriculum Heads</p>	<p>Annually in line with Curriculum review and course committee cycles</p>	<p>This process is now integrated into practice so that staff consider the data to determine if there are any issues emerging.</p> <p>ACTION: Consider trends in PI data and take action to improve recruitment, retention and achievements of those with disabilities.</p>
<p>Produce reports in relation to staffing which include analysis and recommendations to make people aware of the support that is available to staff with a disability</p>	<p>Assistant Principal HR / HR Manager</p>	<p>In May and November each year</p>	<p>Reports produced and analysed within HR, but now need to be shared with senior management.</p> <p>An on-line applicant tracking system is being implemented which will aid reporting on the profile of applicants for College employment.</p>

Action Plan 2008 to 2011 - What has to be done	By Whom	When	Progress
			ACTION: HR to share the reports with senior management
Respond to issues raised in college surveys and focus groups to improve the college ethos and practices.	Research team, Quality Unit, Diversity Committee	After surveys are analysed	<p>College surveys to date have not identified issues for actions. The Learner Services survey for Learning Support highlighted the importance of all staff following the PLSP.</p> <p>ACTION: Learning support staff to ensure that all staff are made aware of the importance of following the PLSP.</p> <p>A joint survey with the 2 other colleges in Fife highlighted issues relating to parking in some campuses. There was positive feedback about the college's teaching and learning materials and no issues about discrimination.</p>
Complaints in relation to disability must continue to be monitored. Posters to ensure students are aware that they should complain will emphasise the importance of informing the college of incidents where disabled people are	Diversity Committee/ Director Of Quality/ Quality	Annual report and as incidents occur	Posters are displayed in the college and this forms part of our Charter Mark award. In addition the college has established a learner Forum on the Learning and Teaching Gateway and this has a format which records what has been raised by students and then lists the college response.

Action Plan 2008 to 2011 - What has to be done	By Whom	When	Progress
bullied or harassed.	Manager		
Analyse course participation by the various types of disabled groups to see if targeted marketing is needed to redress any inconsistencies in participation levels compared to the local population.	Marketing Manager	In November when full year data is available	<p>The analysis highlights areas for consideration as outlined in Appendix 4 Disability Analysis</p> <p>ACTION : This analysis to continue each year and targeted marketing to be implemented based on the data</p>
Promote positive attitudes to disability through the curriculum and in teaching and learning approaches. e.g. in citizenship discussing the roles of people with a disability who are public figures	Teaching and Learning Committee; DELTA; Lecturers	By 2010	<p>The Learning and Teaching Committee highlights positive approaches to support people with disability. A paper by the Learning Support team has been approved, discussed at the Academic Board and at the Executive Directors and full support was given to the recommendations.</p> <p>The citizenship audit checklist used by teaching teams emphasises the importance of Human Rights and equality matters. This work is augmented by the Diversity calendar which includes some elements relating to disability to</p>

Action Plan 2008 to 2011 - What has to be done	By Whom	When	Progress
			<p>encourage staff to provide positive opportunities to engage with students.</p> <p>ACTION: Learning and Teaching should focus on positive activities in relation to Disability</p>
<p>Information/Marketing</p> <p>Continue to ensure that College information can be made available in a range of formats at all campuses on request.</p>	<p>Marketing Manager/</p>	<p>Ongoing in line with marketing timeline</p>	<p>Materials can be provided in a range of formats on request and staff are aware of the need to make electronic Documents accessible.</p> <p>ACTION: Design staff in marketing team to attend staff development session to support them in this activity</p>
<p>Continue to promote diversity by displaying appropriate posters (e.g. from the See Me campaign; Epilepsy)</p>	<p>Marketing Manager</p>	<p>At start of session and for national campaigns</p>	<p>This role has been assigned to one of the marketing team to ensure that there is good visibility and focus on key areas</p>
<p>Continue to send prospectus and course information to key external agencies involved with Disabled groups.</p>	<p>Marketing Manager</p>	<p>In January each year</p>	<p>The prospectus has been sent to careers, job centres libraries and schools. College staff attend information evenings for disabled school pupils to make them aware of the support provision.</p>

Action Plan 2008 to 2011 - What has to be done	By Whom	When	Progress
			ACTION: Marketing manager to send information in January to Fife Employability Network to advise people that the prospectus is available and that there is support for those with disabilities.
Participate in key networks in support of disability to improve engagement with the college.	Director Learner Services/ Diversity Committee	Throughout the year	There has been active engagement in Equality Forward, SFEU-Access and Inclusion Forum, BRITE and FEN.
Human Resources Job vacancies are currently passed to Fife Council. In addition the college will disseminate these to groups who represent various disabilities.	HR Manager and team	As vacancies occur	Arrangements are now in place for wider dissemination.
Utilise the information from the new staff survey so that the relevant questions on a full range of disabilities can inform an	Human Resources	After analysis	There were no specific issues raised in the staff survey in relation to disability. The main concern links to stress and the college has taken action to resolve this and has recently

Action Plan 2008 to 2011 - What has to be done	By Whom	When	Progress
action plan.	staff		<p>been awarded the Bronze award for Health and Well being and is now working towards the Silver award.</p> <p>ACTION: The survey will be issued and monitored by HR to ensure issues are followed up if they arise in relation to disability</p>
In consultation with the Unions, ensure the standards in the annual review documents take account of the inclusion of diversity/disability statement	Assist Principal HR and JNCC members	In Joint Negotiation College Committee meetings	<p>Annual review documentation has been amended and focuses on key behaviours. However diversity is not specifically cited</p> <p>ACTION: The JNCC to be asked to consider the inclusion of an extra prompt under the Self Management section namely "Takes account of diverse needs"</p>
Market the new Disability Policy fact sheet to staff after production to encourage disclosure by staff HR so support arrangements can be made	Human Resources team. Marketing Manager	June 2009	<p>Disability Policy fact sheet included in staff induction, but requires greater promotion to existing staff.</p> <p>ACTION: HR to advise staff of the extent of the Support provision available to those staff with a disability.</p>

Action Plan 2008 to 2011 - What has to be done	By Whom	When	Progress
<p>Pre-Entry/Recruitment</p> <p>Analyse and compare the disability data in the enrolment statistics to those in the applications data to monitor attrition rates and take action if needed to change recruitment processes.</p>	<p>Director of Information Management</p>	<p>November each year</p>	<p>There are concerns about the robustness of the data, as the enrolment form asks prospective students to identify if they have a disability, but the section on the application form asks the question in a more supportive way as people are invited to disclose an Additional Support Need so that they can be given support. People without disabilities complete this section too and because those who have a disability may not have a support need this section is omitted by some people.</p> <p>ACTION: As part of the online Admissions application process a strategy will be considered, to determine if an equal opportunities form can be included in this process so attrition rates can be monitored to ensure no adverse practices are prevalent.</p>
<p>Induction</p> <p>Ensure that student induction activities emphasise diversity in relation to</p>	<p>Director Learner Services/ Curriculum</p>	<p>August and January each year</p>	<p>Staff training in preparation for students' induction incorporated an activity in relation to Diversity which Curriculum Heads were asked to consider using with their</p>

Action Plan 2008 to 2011 - What has to be done	By Whom	When	Progress
disabilities	Heads		groups. This augmented the Diversity Quiz already provided.
Student Support and Guidance Ensure that policies and procedures take full account of the needs of students with disabilities including those relating to behaviour and discipline	Director Learner Services	At review periods	Equality Impact assessments have been undertaken for the existing policies, and when new ones are created e.g. Guidance for Educational visits
Continue to raise staff awareness of the Additional Support Needs of students and how to be inclusive in the classroom.	Learning Support team	As part of PLSP planning	Weekly Advice Clinics are offered to staff , in addition to the Training run in the Non teaching periods
Improve Plasma Screen information (larger print, slower screen change, background colour)	Director Learner Services and Marketing Manager	2010	Plasma screen format has been improved and there has been positive feedback.

Action Plan 2008 to 2011 - What has to be done	By Whom	When	Progress
Increase resources to support those with ASN (Additional Support Needs)	Director Learner Services and Learning Support team	Annual Budget	<p>Appropriate resources have been ordered to make reasonable adjustments and anticipate need. In addition, the Access Apps resources from JISC are now on the Learning Support section of the Learning and Teaching Gateway for student use at home.</p> <p>Learning support staff have created the Adam Smith template for Learning and teaching materials to make these more accessible.</p>
<p>Finance</p> <p>Ensure that procurement processes, and any contractors employed, are fully compliant with the college's values and that they support our vision, mission and values in relation to Diversity</p>	VP Finance and the team of Directors and Managers in this area	At contract negotiations	<p>All major contract suppliers are requested to affirm their compliance and the purchase order terms and conditions now specify the importance of diversity</p> <p>Other suppliers who are sourced through APUC, the centre of procurement excellence, are similarly compliant through APUC's procurement process.</p>

Action Plan 2008 to 2011 - What has to be done	By Whom	When	Progress
<p>Estates</p> <p>Based on student feedback, review College provision of Estates services for students with disabilities</p>	<p>Director Corporate Services/ Estates Manager</p>	<p>At Resource Committee meetings</p>	<p>Action is taken in line with feedback and strategic plans. e.g. Nairn Building Visual Impairment improvements. - Upgrade of first floor corridor. Marking up steps on emergency exit stairs. Increased font sizes and larger signs on top floor.</p>
<p>Provide quiet meditation area in new build zone which can be used by those on the autistic spectrum with sensory overload problems</p>	<p>Director with responsibility for Estates/ Executive Director Science/ Engineering and Construction</p>	<p>January 2010</p>	<p>The new build zone has reduced capacity but once the rationalisation of curriculum delivery on the Stenton campus is completed this will be considered.</p> <p>Major consideration has been given to all aspects re disability etc in focussing on new build design specification. Discussion is also underway to ensure that SLN programmes are located within the heart of the college</p> <p>ACTION: Provide quiet mediation area for diverse groups including those on the Autistic Spectrum</p> <p>ACTION: Develop a strategy to relocate courses from the Burness building in to the main building to take account of</p>

Action Plan 2008 to 2011 - What has to be done	By Whom	When	Progress
			students with ASN.
Ensure Estates strategy includes a strand relating to disabilities to enable proactive work to be undertaken as well as being responsive to suggestions from D.A.G.	Estates Manager/ D.A.G	In line with operational planning	New build at Stenton will include all DDA requirements including induction loops in classrooms in line with the rest of the college.
Reception Areas to have knee hole space or shelf at a height conducive to people in wheelchairs to enable signing in	Estates	2010	New Reception desks have been installed at Leven and St Brycedale campuses with wheelchair access. Reception Desk at Nairn Building has been modified and wheelchair access included.
Signage in Braille	Estates	2009	From attendance at BRITE courses, the preferred signage for Visually Impaired would be tactile lettering rather than Braille. We are looking at systems for the new building at Stenton which will be used as a pilot. ACTION: Review the effectiveness of the pilot in Stenton

Action Plan 2008 to 2011 - What has to be done	By Whom	When	Progress
			deploying tactile signage not Braille and then make recommendations for other campuses.
Improve School/College links to enhance preparation for college for those with Additional Support Needs (ASN)	Teaching Directors/ Guidance/ Learning Support	Ongoing	Learning Support staff organised an event, which all the local secondary schools attended. As a result, link provision has improved.

Appendix B Disability Equality Scheme – Year 1 of Scheme 2009-2012

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress
<p>Strategic Planning</p> <p>Committee members to take a lead role in the implementation of action plans, data monitoring and the promotion of the disability agenda including addressing issues</p>	Diversity Committee and Disability IDEA group	Three times year during meetings	
Ensure that the corporate plan takes full account of the disability agenda	Principal's group/ Board of Governors	During annual strategic and operational planning cycle	
Review Strategic Plan each year to ensure College commitment is clear and so identify strategic objectives related to inclusion to promote diversity throughout the College.	Principal's group	Annually in June	
Ensure Operational Plans contain objectives to support the equality and diversity agenda in relation to disability and so develop systemic change	Principal's Group/ College Directors and Managers	In December and June each year in line with operational planning cycle	

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress
<p>Ensure that the annual review process makes explicit the college's expectation that all staff take account of diverse needs are aware that they should be a positive role models through annual review processes thereby emphasising the college ethos to encourage positive attitudes to people with a disability and so that staff consider their role in developing a more inclusive college.</p>	<p>All Directors, Managers and Team Leaders and Staff responsible for conducting Annual Review</p>	<p>In annual review schedule</p>	
<p>Teaching and Learning</p> <p>Utilise the accessible Adam Smith Template for the creation of learning and teaching materials and the related checklist when new materials are being developed and at Review periods so that resources meet diverse needs.</p>	<p>Teaching Dept. Managers and staff</p>	<p>When materials are being developed</p>	
<p>Incorporate one activity, which is linked to the events in the Diversity Calendar, to ensure that there is a contribution to the Diversity agenda to promote equality; then advise the Diversity Committee of related activity (additions to the calendar can be made).</p>	<p>Teaching departments and Managers</p>	<p>At appropriate dates in the academic year</p>	
<p>Use the self evaluation checklist issued by the quality manager to ensure teaching and learning approaches are inclusive.</p>	<p>Teaching staff / quality Manager</p>	<p>At review dates</p>	

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress
Teaching staff to follow guidance given by Learning Support staff in Personal Learning Support Plans to provide relevant support to those students with ASN utilising the weekly clinics if more advice and support is needed by staff	Teaching staff / Learning support	Weekly clinics on Tuesdays at 4pm,	
Promote positive attitudes to disability through the curriculum and in teaching and learning approaches. e.g. utilising the citizenship checklist, discussing the roles of people with a disability who are public figures	Teaching and Learning Committee; DELTA; Lecturers	By 2010	
<p>Staff Development</p> <p>The staff development provision will include mandatory diversity training for all existing staff in relation to participation in the On line Diversity resource.</p>	Quality Director /Staff Development/ Department Managers /teaching and non-teaching staff	Ongoing each January when the staff development provision reflects the training needs outlined in the annual review	

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress
Managers to monitor staff participation of the on-line resource and arrange support through HR, if needed, to ensure there is a common understanding of Diversity matters.	Managers	In Non Teaching periods	
Supplementary staff development to support disability matters will be offered to meet needs of students.	Quality Director /Staff Development/Learning Support	Non teaching periods	
The non-teaching period to include Diversity sessions.	Quality Directorate and Diversity Committee	Once per year from 2009	
Mandatory diversity training will be undertaken by all management staff using the on-line pack so that these staff work through each level within the 3 years of the licence.	Quality Directorate and all Managers	By November 2011	
Curriculum Heads to undertake the first 2 Units of the on line diversity resource as part of their Curriculum Head passport.	Curriculum Heads	By November 2011	

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress
Employer Responsibility Training in relation to Diversity to be undertaken for members of the Board of Governors.	Board Secretary	Once per year	
Induction for new staff to cover key information relating to Disability Equality.	HR staff/ Director Learner Services	At sessions organised by HR for new staff	
New staff will undertake the Essential skills component in the on line Equality and Diversity resource within set timelines and be monitored and given support by HR.	HR staff / new staff	Within 2 months of start date	
<p>Student Engagement</p> <p>Diversity Committee to continue supporting the Disability Advisory Group (D.A.G.) and take account of the link to the Disability IDEA (Inclusion Equality Diversity and Access) group.</p>	Diversity Committee	Quarterly meetings and for key activities	
Data Monitoring to be undertaken to identify trends and investigate a set number of courses each year.	D.A.G committee	In November when data is available	
The Student Association will support and work with the D.A.G in raising	SA led by the	At Diversity and	

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress
awareness to the college of issues for students with disabilities.	International, Equality & Diversity (IED) Officer	D.A.G. Committee meetings	
Equality Impact Assessment training for Students' Association to be done.	SA officers/ Director Learner Services	Non teaching periods	
Involve Disability Advisory Group (DAG) members in Impact Assessment reviews for those policies deemed to have a high impact on learners to ensure disability equality is promoted.	Policy holders and DAG members	In line with review cycle	
D.A.G to hold Learner Forums to ensure full communication of issues and concerns.	D.A.G members with S.A and Quality team	Bi-annually 2011 then 2013	
Respond to issues raised in college surveys and focus groups to improve the college ethos and practices.	Research team, Quality Unit, Diversity Committee/ teaching departments	After surveys are analysed	.
Investigate feasibility of deploying text messages to alert students if a member of staff is absent, or other contingencies cause a class to be cancelled. This will enable those on the Autistic Spectrum to be told in	Director of Information Management / Director ICT	As absences occur once a system has been established -	

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress
advance of changes to classes.		Target 2012	
<p>Monitoring Processes</p> <p>Utilise and monitor robust data at course committees and curriculum review meetings to inform, and subsequently develop strategies to improve student recruitment, retention and achievement for students with a disability.</p>	<p>Vice Principal Curriculum / Exec Directors/ Teaching Dept Mgrs/ Curriculum Heads</p>	<p>Annually in line with Curriculum review and course committee cycles</p>	
<p>Consider trends in PI data and take action to improve recruitment, retention and achievements of those with disabilities.</p>	<p>Diversity committee/ IDEA Groups/ Teaching directors/ PG/ Curriculum Heads/ Marketing/ Learning Support</p>	<p>After publication in November each year</p>	
<p>Complaints in relation to disability must continue to be monitored. Posters to ensure students are aware that they should complain will emphasise the importance of informing the college of incidents where disabled people are bullied or harassed.</p>	<p>Diversity Committee/ Director Of Quality/ Quality Manager</p>	<p>Annual report and as incidents occur</p>	

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress
Analyse course participation by the various types of disabled groups to see if targeted marketing is needed to redress any inconsistencies in participation levels compared to the local population.	Marketing Manager	In November when full year data is available	
Information/Marketing Continue to ensure that College information can be made available in a range of formats at all campuses on request.	Marketing Manager/	Ongoing in line with marketing timeline	
Continue to promote diversity by displaying appropriate posters (e.g. from the See Me campaign; Epilepsy).	Marketing Manager	At start of session and for national campaigns	
Design staff in Marketing team to attend staff development session to support them in ensuring that College information can be made available in a range of formats.	Marketing	June 2011	
Marketing Manager to send information in January to Fife Employability Network to advise people that the prospectus is available and that there is support for those with disabilities.	Marketing Manager	In January each year	

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress
Participate in key networks in support of disability to improve engagement with the college.	Director Learner Services/ Diversity Committee	Throughout the year	
HR Produce reports for senior management in relation to staffing which include analysis and recommendations to make people aware of the support that is available to staff with a disability.	Assistant Principal HR / HR Manager	In May and November each year	
The staff survey to be issued and monitored by HR, to ensure issues are followed up if they arise in relation to disability.	HR	March each year	
HR to advise staff of the extent of the support provision available to those staff with a disability.	HR	Two features in Oyster per year in addition to advising new staff at Induction sessions	
The JNCC to be asked to consider the inclusion of an extra prompt in the Annual Review documentation under the Self Management section namely "Takes account of diverse needs" so that the standards in the annual review	Assist Principal HR and JNCC members	In Joint Negotiation College Committee	

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress
documents ensure that staff take account of the diversity /disability.		meetings	
Monitor the information from the annual staff survey so that the relevant questions on a full range of disabilities can inform an action plan.	Human Resources	After analysis	
<p>Pre-Entry/Recruitment</p> <p>Investigate the possibility of devising an equal opportunities form (online and paper based) to enable the analysis and comparison of diversity data from application to enrolment for assessed courses. This will allow the College to monitor attrition rates and then take action, if needed, to change recruitment processes.</p>	Director of Information Management	April 2011	
Continue to monitor course enquiries and if there is representation and requests from diverse groups for a course, raise this with the Executive Directors for consideration.	Director Information Management	November each year	
<p>Student Induction</p> <p>Ensure that student induction activities emphasise diversity in relation to disabilities.</p>	Director Learner Services/ Curriculum Heads/ guidance team	August and January each year	

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress
<p>Student Support and Guidance</p> <p>Ensure that policies and procedures take full account of the needs of students with disabilities including those relating to behaviour and discipline.</p>	<p>Director Learner Services/ guidance team</p>	<p>At review periods</p>	
<p>Continue to raise staff awareness of the Additional Support Needs of students and how to be inclusive in the classroom.</p>	<p>Learning Support staff</p>	<p>As part of PLSP planning</p>	
<p>Develop the Adam Smith template for documents in addition to learning and teaching materials.</p>	<p>Learning Support staff</p>	<p>June 2011</p>	
<p>Support staff development in relation to support for those with disabilities.</p>	<p>Learning Support staff</p>	<p>At Non teaching periods / weekly clinics</p>	
<p>Learning Support staff to ensure that all staff are made aware of the importance of following the PLSP.</p>	<p>Learning Support staff</p>	<p>Start of session Aug/Jan</p>	
<p>Finance</p> <p>Continue to ensure that procurement processes, and any contractors employed, are fully compliant with the college's values and that they</p>	<p>VP Finance and the team of Directors and Managers in this area</p>	<p>At contract negotiations</p>	

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress
support our vision, mission and values in relation to Diversity.			
Estates Ensure Estates strategy includes a strand relating to disabilities to enable proactive work to be undertaken as well as being responsive to suggestions from D.A.G. and student feedback.	Director Corporate Services/ Estates Manager	At Resource Committee meetings and in line with operational planning	
Monitor abuse of disabled car parking spaces.	Director Corporate Services / Estates Manager	Ongoing	
Undertake a feasibility study to consider the provision of a quiet meditation area for diverse groups including those on the Autistic Spectrum.	Director Corporate Services/ Estates Manager	Once the timetabling proposal to maximise room utilisation is implemented	

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress
Develop a strategy to relocate courses from the Burness building in to the main building to take account of students with ASN.	Director Corporate Services/ Estates Manager	June 2011	
Review the effectiveness of the pilot in Stenton deploying tactile signage, not Braille, and then make recommendations for other campuses.	Estates Manager	June 2011	

Appendix C Equality Impact Assessment Template

Please complete and return (preferably by email as these must be published) to Joan Howell, joanhowell@adamsmith.ac.uk

Under current legislation we have to assess our “4Ps” – Policies, Procedures, Plans and Practices to see if they have any impact (positive or negative) on people. This must be done for Race, Disability and Gender legislation. However as all 6 equalities are likely to adopt this model in the near future it makes sense to consider them all at the same time, i.e. Gender, Race, Disability, Sexual Orientation, Age, Religion or Belief.			
Directorate		Dept/Team	Person responsible for the assessment
Name of the area being considered	Date of Assessment		Is this a new or existing proposal?
1. Briefly describe the aims, objectives and purpose of the Policies, Procedures, Plans and Practices			
2. Are there any associated objectives of the Policy/ Procedures/ Plans/Practices, please explain			
3. Who is intended to benefit from the Policy/ Procedures/ Plans/Practices and in what way?			
4. What outcomes are wanted from this the Policy/ Procedures/ Plans/Practices?			
5. What factors/forces could contribute/detract from the outcomes?			
6. Who are the main stakeholders in relation	7. Who implements the Policy/ Procedures/ Plans/Practices and		

to the Policy/ Procedures/ Plans/Practices?		who is responsible for it?	
8. Is it likely that the Policy/ Procedures/ Plans/Practices could have a positive or negative impact on minority ethnic groups?	P	N	Please explain
What existing evidence (either presumed or otherwise) do you have for this?			
9. Is it likely that the Policy/ Procedures/ Plans/Practices could have a positive or negative impact due to gender? If so, please outline what the impact might be.	P	N	
What existing evidence (either presumed or otherwise) do you have for this?			
10. Is it likely that the Policy/ Procedures/ Plans/Practices could have a positive or negative impact due to disability? If so, please outline what the impact might be.	P	N	
What existing evidence (either presumed or otherwise) do you have for this?			
11. Is it likely that the Policy/ Procedures/ Plans/Practices could have a positive or negative impact on people due to sexual orientation? If so, please outline what the impact might be.	P	N	
What existing evidence (either presumed or otherwise) do you have for this?			
12. Is it likely that the Policy/ Procedures/ Plans/Practices	P	N	

have a positive or negative impact on people due to their age? If so, please outline what the impact might be.			
What existing evidence (either presumed or otherwise) do you have for this?			
13. Is it likely that the Policy/ Procedures/ Plans/Practices could have a positive or negative impact on people due to their religious belief? If so, please outline what the impact might be.	P	N	
What existing evidence (either presumed or otherwise) do you have for this?			
14. Is it likely that the Policy/ Procedures/ Plans/Practices could have a positive or negative impact on people with dependants/caring responsibilities? If so, please outline what the impact might be.	P	N	
15. What existing evidence (either presumed or otherwise) do you have for this?			

Appendix D

Disability Marketing Analysis

Department	Disabled % actual points increase/decrease 08/09 from 08/07
A0101: Engineering and Manufacture	0.03
A0102: Engineering and Construction Technical Services	0.71
A0103: Science and Technology	-1.63
A0104: Construction	3.22
Engineering Construction and Science	2.32
A0202: Management and Professional Qualifications	-0.20
A0203: Business and Administration	3.10
A0206: Computing, Multimedia and Networking Technologies	-3.52
A0207: Organisational Development (Including MOLI)	11.13
A0208: Cisco Academy	0.56
Business Management and Computing	11.07
A0301: Social Care	-0.33
A0302: Childcare	1.80
A0303: Healthcare & Counselling	0.60
A0305: Education and Social Sciences	1.27
A0306: Special learning Programmes	5.64

Centre for Education and Care Studies	8.98
A0701: Art, Craft and Design	-2.35
A0702: Community Arts	30.81
A0703: Theatre Arts	-4.55
A0704: Graphic and Multimedia	9.88
A0705: TV, Video, Radio and Sound	-3.33
A0706: Hairdressing	-1.19
A0707: Beauty	0.25
Centre for Creative Industries	29.53
A0901: Tourism	1.43
A0902: Hospitality	2.75
A0903: Sport and Fitness	1.11
A0904: Community Learning	3.02
A0905: Languages	0.26
A0906: ESOL	2.35
Sports, Tourism and Community Learning	10.92

Marketing Analysis - Disability

Changes in department structures make this data not completely robust but it provides a pattern for monitoring and action. Overall there has been an increase in percentage points from academic year 2007/08 to 2008/09 in the percentage of disabled students attending the college by department. The table highlights 7 departmental areas (in red) where the percentage points for disabled students have fallen.

While CCI have 3 out of 7 departments dropping percentage points for disabled students from 2007/08 to 2008/09 they have huge percentage points increases in the areas of Graphic and Multimedia and the Community Arts Department.

This appears to show overall that the number of disabled students is increasing in percentage points terms and that targeted marketing is working. This data will be used to ensure that the marketing focus is targeted appropriately.