



**CENTRAL
COLLEGE**

**Disability Equality Scheme
Annual Report
December 2007**

Approved by the Senior Management Team

Foreword by the Principal

As the newly appointed Principal and Chief Executive of Central College, I would like to express my commitment to the Disability Equality Scheme and the equalities agenda as a whole. My vision for Central College is to become a World Centre of Excellence, a top class quality college and a best in class partner of access and inclusion plus economic development. I am committed to Central College being:

- At the heart of the Glasgow Community
- At the forefront of Social Inclusion and Economic Development
- At the Cutting Edge of Learning & Teaching

This can only be achieved by embracing the diverse range of staff, learners and visitors to its community and involving disabled people in the process.

This document aims to reflect the progress made by the College towards achieving the aims as set out in the Action Plan contained within the Disability Equality Scheme. It will also highlight difficulties the College has encountered in trying to fulfil its actions and how it aims to address these.

The Disability Equality Scheme is available to view on the College website at www.centralcollege.ac.uk. You can also request a copy of the scheme by contacting Gayle Gallacher, Equalities Co-ordinator at Gayle.Gallacher@central-glasgow.ac.uk. The scheme is available in alternative formats.

P.G.K Little

Principal & Chief Executive

Where are we now?

This annual report aims to highlight the significant progress which has been made to promote disability equality and to eliminate discrimination and harassment of disabled people, during the past year since the Disability Equality Scheme (DES) was implemented.

The College appointed an Equalities Co-ordinator on a pilot basis in September 2007.

Progress has been made in the following areas:

1. To enhance the level of “involvement” in the DES by disability organisations. The DES has been sent to numerous organisations requesting feedback and seeking suggestions from them and their stakeholders.

To date feedback has included:

- “I have read through your DES and it is clear and comprehensive. The language is spot on and easy to follow.”
- “The document seems very well prepared and user friendly.”
- “In general the Scheme is well set out and follows a clear consistent format”.
- “Further evidence should be included on how disabled people have been involved in informing the layout and content of the scheme”.
- “It would be useful to provide further information on how many disabled people have been involved, and the outcomes of this involvement.”
- “It would be useful to give further information on statistical data, as well as exploring the limitations of current data collection.”
- “The definition of disability should include communication impairments.”
- “Add additional consideration for access to the curriculum and examinations such as equipment, time, amanuensis etc.”

As a result of a detailed response from the Royal National Institute for the Blind (RNIB), the College is currently working towards implementing an Accessible Information policy that sets out our commitment to meeting the information needs of our learners, staff and stakeholders. This will be done also taking on board

recommendations from the Quality and Equality of Learning and Teaching Materials (QELTM) project.

2. Policies have been prioritised to be mapped by the Chair of the Access, Inclusion & Equalities sub group and the Equalities Co-ordinator for the impact assessment process, attached as appendix 1. Various toolkits have been considered and it has been agreed to use the toolkit which was developed by the Learning and Skills Development Agency.
3. To promote disability equality and to promote disclosure, a Disability Support Guide has been produced. This guide aims to highlight the support which is available, including assistive technology. The guide contains detailed information regarding Needs Assessments, Disabled Students Allowance and Confidentiality. The section on confidentiality was included to highlight to disabled learners that information will only be passed on with their consent which it is hoped will encourage more disabled people to disclose information regarding their disability. Early indications show that there has been a significant increase in disclosure since it's publication.
4. The Chair of the Access, Inclusion & Equalities group continues to report to the Academic Board on the progress being made towards Disability Equality and the DES.
5. The Disability Statement has been included in all college literature including the Prospectus Student Newsletter and College Diary. The prospectus for session 2008/09 will include a dedicated section on Equality & Support.
6. The Equalities Co-ordinator will continue working with the Central College Student Association (CCSA) Executive to produce a calendar of disability awareness days. Progress towards this has been slow as a result of the position of Disability Officer not being filled this session.
7. Guidance interviews with On Course Tutor are prioritised for disabled learners in receipt of Extended Learning Support.

8. All learners, whether or not they have declared a disability at application stage, are asked to complete an extended learning support form to give them another chance to disclose. Those who indicate a disability are then asked if they would be interested in being involved in the DES. As it has been difficult to get a group of learners together, the College has taken a proactive approach to maximise involvement. This has resulted in the Equalities Co-ordinator seeking the involvement of disabled learners during their review meetings.
9. The “Learning for All” brand has been developed to promote equality of opportunity and positive attitudes towards disability equality. Posters have been displayed throughout both campuses to raise awareness of the DES and encourage involvement. Postcards are available from the reception in each building to be completed by those who wish to become involved.



10. Information continues to be gathered and analysed on disabled applicants, learners and staff, see appendix 2.

11. Learner Services continue to gather information from questionnaires which are sent to disabled learners. The limitations of the information currently gathered have been recognised and the Equalities Co-ordinator has begun to collect information from disabled learners during the review process.
12. The Learner Progress and Achievement Board has been introduced across the College. The board discusses retention, achievement and progression details. The progress of disabled learners must be discussed at these meetings. Staff who are involved in implementing support arrangements and/or delivering support for disabled learners are invited to attend meetings, ensuring an holistic approach between support and academic staff.
13. Two advertisements and a case study have been placed in Able Magazine promoting Central College as an inclusive College.
14. Interviewer packs have been updated to ensure all interviewers are aware of the Disability Equality Scheme. Interviewers had to attend meetings with the Assistant Principal (Quality & Development), Quality Manager and Equalities Co-ordinator. This provided staff with the opportunity for a question and answer session on the DES to ensure everyone was fully informed of the College's obligations and how it affects them as an interviewer. Meetings will be scheduled annually to ensure interviewers are kept up to date with any legislative changes and how it may affect them.
15. The College has attended various Open Days specifically aimed at encouraging disabled people to consider attending College. Staff who are involved in providing support to disabled learners were present to ensure prospective learners had access to as much detailed information as possible.
16. As the College has seen an increase in the number of learners with Asperger Syndrome over the past few years, a Service Level Agreement has been set up with the National Autistic Society (NAS). Under the terms of this agreement, a member of the NAS is based in College two days per week to provide support to learners with Asperger Syndrome; support is also provided to staff.

DISABILITY EQUALITY ACTION PLAN (LEARNERS) – PROGRESS DURING FIRST YEAR

No.	Key task	Progress to Date	Difficulties/Actions	Date of Next Review
1	Involvement			
1.1	External audit of assistive technology provision, procedures and ELS	<p>AbilityNet were invited to comment on the assistive technology within the College and to make recommendations on how this provision can be improved.</p> <p>Recommendations taken on board, which has resulted in redundant software being removed and an investment being made in new software, hardware has also been updated as per recommendations. The Learning Centre has now been moved to the Learning Curve which is a new Learning and Social space for learners.</p> <p>Audit report available on request.</p>	To promote the use of the Learning Centre and the new software and hardware: an internal marketing campaign will be actioned.	June 2008
1.2	Establish an Access, Inclusion & Equalities sub group of the Academic Board to include disabled staff and other interested parties	The Access, Inclusion & Equalities sub group continues to meet quarterly to discuss and prioritise points within the action plan and the impact of other equalities legislation.	Meetings not always well attended due to timetable restrictions and other commitments.	Ongoing
1.3	The AI&E group to prioritise policies and procedures for impact assessment	Policies have been prioritised to be mapped for impact assessments to be carried out.	Despite an internal advertising campaign it has been difficult to enlist disabled learners to become involved in the impact assessment process. Therefore, the Equalities Co-ordinator has taken a proactive approach and has included discussion on impact assessments as part of the review process.	December 2008

No.	Key task	Progress to Date	Difficulties/Actions	Review of progress
1.4	Liaise with Information Services & Learning Technology to set up on-line forum to work in conjunction with Focus groups.	On-line forum not set up. A questionnaire was put on the College intranet to gather feedback on disability equality. Despite all disabled learners being written to and it also being mentioned at their review meetings. Not one learner completed the online form.	Other approaches for involvement are currently being considered. At present, the Review meetings have been identified as a key time to engage with disabled learners.	June 2008
1.5	Contact all disabled learners to invite participation in focus groups.	All disabled learners invited to focus groups (notes of focus groups available).	Focus groups were scheduled for various times, to encourage participation, catering was also made available. Only 8 learners participated. Equalities Co-ordinator to meet with CCSA to discuss ways in which they can encourage involvement from disabled learners and other relevant stakeholders.	Ongoing
1.6	Identification of appropriate external organisations to seek their involvement	The disability equality scheme has been sent to approximately 70 organisations seeking their involvement and also asking that they encourage their stakeholders to become involved.	Approximately 10% of organisations replied. However, of those who have, their feedback has been invaluable and their recommendations will be taken on board in progressing the Disability Equality Scheme.	Ongoing

No.	Key task	Progress to Date	Difficulties/Actions	Review of progress
1.7	External audit of current procedures in relation to The Learner Experience- Student Support	<p>The Learner Experience – Student Support continues to be subject to external audits as set out by the Audit Committee.</p> <p>The recent introduction of functions completing Self Evaluation Reports also provides another opportunity for staff directly involved in supporting learners to reflect on the service.</p>	<p>Disabled stakeholders are not directly involved in this process.</p> <p>The Assistant Principal (Quality & Development) will address this through the audit committee and it is recommended that our internal auditors (Deloitte) seek feedback from disabled learners and stakeholders.</p>	December 2008
1.8	Meet with CCSA Disability Officer to maximise Disabled Learner involvement	Meeting to take place before the end of January 2008.	The position of Disability Officer was not filled during the election campaign for session 06/07. Therefore a meeting has been arranged with the President to discuss ways in which the CCSA can assist the Equalities Co-ordinator to maximise learner involvement.	April 08
1.9	Participate in SFEU Access & Inclusion Forum	The Equalities Co-ordinator continues to participate in this Forum	Relevant information is reported to the Access, Inclusion & Equalities group.	December 2008
1.10	Liaise with relevant external organisations to gather information	The Equalities Co-ordinator has met with various organisations including Brite; Lead Scotland; National Deaf Children’s Society; Able Magazine and Equality Forward.		December 2008

No.	Key task	Progress to Date	Difficulties/Actions	Review of progress
1.11	Promote positive attitudes towards disabled persons in all college literature pertaining to the learner e.g. prospectus/disability statement/student diary et al.	The Learning For All brand has been widely promoted within the College, appearing in Posters throughout the College, Student Diary, Disability Support Guide and Student Newsletter. It will also appear in the 2008/09 Prospectus		March 2008
1.12	Consultation with Disabled Learners regarding layout and facilities required in Ozone New Build	Ozone was the working name for the project and after consultation with staff and learners, has been named the Learning Curve and was opened in September 2007 by the Cabinet Secretary for Education and Lifelong Learning.		Completed
2	Impact Assessment			
2.1	Review of all student procedures in line with output from focus groups	The information gathered from the focus groups which have been held to date, has not resulted in a need for student procedures to be reviewed.	Overall disabled learners were satisfied with student procedures which the College has in place. It is expected that the impact assessment process will result in further evaluation of these policies.	April 2008
2.2	Review Admissions, Induction, Learning, Teaching and Assessment related Policy & Procedures	Application Form and the Admissions policy and procedures have been reviewed. Other policies and procedures will be reviewed as per priority list.	Application Form and Admissions policy and procedures have been reviewed and amended for session 2008/09.	January 2009

No.	Key task	Progress to Date	Difficulties/Actions	Review of progress
3	Gathering Information			
3.1	Collect information relating to disabled learners: - applications for courses/modules/subjects; - conversion rates; - retention rates.	Information continues to be gathered.	Gaps have been identified in the way information is currently gathered. Equalities Co-ordinator to work with IS< to resolve.	December 2008
3.2	Collect information relating to: - course transfers - learner Outcomes - work placements - harassment relating to disability	Information continues to be gathered.	Gaps have been identified in the way information is currently gathered. Equalities Co-ordinator to work with IS< to resolve.	December 2008
3.3	Strengthen links with schools and other agencies to improve the passing of relevant information at transition points.	It was hoped that the Education (Additional Support for Learning) (Scotland) Act 2004 would help address this issue when it was implemented however, this has not been the case.	Equalities Co-ordinator and the Schools Partnership Co-ordinator to implement draft policy with specified groups and review on progress.	June 2008
3.4	Review existing feedback mechanisms to allow identification of satisfaction rates amongst people with a disability.	Satisfaction rates amongst people with a disability are gathered using questionnaires, the output of focus groups and also by gathering information from the ELS review process.	Learner satisfaction questionnaires are also completed by all learners each block, however, disabled learners are not identified. This is currently being addressed.	August 2008
3.5	Gather information from internal/external sources on potential/perceived barriers to access/disclosure			Ongoing

No.	Key task	Progress to Date	Difficulties/Actions	Review of progress
3.6	Use information gathered to inform the review process			Half yearly
3.7	Develop additional specific feedback mechanisms for students, staff and visitors with a disability to report on satisfaction with services.			July 07
4	Using Information			
4.1	All monitoring data relating to the performance of disabled learners will be taken to the Academic Board and its conclusions and recommendations taken to the relevant College staff and Committees.	Ongoing	The Access, Inclusion % Equalities group continues to meet quarterly to discuss these issues with reports being submitted to the Academic Board.	Ongoing
4.2	Compare trends in the College over time, investigate apparent anomalies, and agree actions where appropriate.	Ongoing	Information regarding the number of disabled applicants and learners continues to be gathered.	December 2008
4.3	Review the Action Plan annually and review priorities in the light of information gathered.	Completed		December 2008

No.	Key task	Progress to Date	Difficulties/Actions	Review of progress
4.4	Share information with relevant organisations where this will be of benefit to them, and particularly where it will improve transition arrangements for people with a disability.	Ongoing		December 2008
4.5	Prepare summary information for publication in the Annual Report.	Ongoing	To be completed by end of December 2007	December 2008
4.6	Ensure that the information gathered and its implications are used to shape the next Disability Equality Scheme.	Information gathered is discussed with the Access, Inclusion & Equalities group.	Revised DES (2009)	December 2009
5	Implementation			
5.1	Monitor and support those responsible for specific tasks within the Action Plan.	Ongoing		Ongoing
5.2	Secure and deliver staff training and development opportunities.	Ongoing		Ongoing
5.3	Maintain a record of local and national contacts and ensure continued involvement of those directly affected by the Scheme.	Ongoing		Ongoing

No.	Key task	Progress to Date	Difficulties/Actions	Review of progress
5.4	Prepare the Annual Report for consideration by the Board of Management, and, if necessary in the light of experience, amend the Action Plan for subsequent years.	Ongoing		December 2008
5.5	Review the Disability Equality Policy and the Disability Equality Scheme in Autumn 2007 to reflect the lessons of implementing the Scheme and Action Plan in the first year of operation.	Completed	Information contained within Annual Report.	December 2008
5.6	In the event that it is considered not feasible to carry out any of the tasks in the Action Plan within the agreed timescale, investigate the difficulties before recommending alternative methods of addressing the need originally identified.	Completed	Information contained within Annual Report.	December 2008
5.7	In accordance with agreed priorities, engage external expertise to audit existing services and advise on developments and improvements.	Audits continue to be carried out in accordance with the Audit Committee schedule.	Audit Reports available on request	November 2008

No.	Key task	Progress to Date	Difficulties/Actions	Review of progress
6	Reporting			
6.1	Publish the Disability Equality Scheme internally on ENQUIRER and on the College web site.	Completed	Future schemes will continue to be published.	December 2009
6.2	Publish an Annual Report in Autumn and at the same time up-date the Policy, Scheme and Action plan and appendices as appropriate.	Ongoing	Annual Report on progress completed. Scheme and Action Plan to be updated after discussion with the Access, Inclusion & Equalities Sub-group.	June 2008
7	2010 – 2012 Scheme			
7.1	All monitoring information, conclusions, actions, minutes of meetings and annual reports will be retained to inform the development of the Disability Scheme 2010 – 2012.	Ongoing	Files	Ongoing
7.2	Relevant national reports and guidance will be circulated to the Board, Academic Board, MT, Access, Inclusion & Equalities Sub-Group and others as appropriate.	As appropriate	Circulation	Ongoing

No.	Key task	Progress to Date	Difficulties/Actions	Review of progress
7.3	The College Development Plans for 2007, 2008 and 2009 will shape the content and priorities of the Scheme 2010 – 2012 as will staff and learner feedback.	June 07	Strategic Development Plan Feedback data summaries in committee papers	June 08
7.4	A draft Scheme for 2010 - 2012 will be prepared in Autumn 2009 for initial consideration by the Disabled Persons Advisory Group	Nov 09	Revised Scheme Group minutes and reports	Nov 10
7.5	The final version will be approved by the Board of Management.	Dec 09	Amended version	Dec 10

Policy & Procedure Priority List for Impact Assessment



Policy/Procedure Name	Priority
Retention Strategy	1
Protecting Young People & Safeguarding Staff Policy & Procedure	1
Confidentiality	3
Application for Admission	1
The Admissions Process - Students	1
Extended Learning Support Procedure	2
Extended learning Support Review Procedure	2
HN Learner Information Pack	1
NQ Learner Information Pack	1
IT Code of Practice	3
Learner Assessment Procedures	2
Learner Charter	2
Policy for Additional Learner Support	1
EMA Policy	3
Bursary Policy	3
Providing Learner Support	2
Student Disciplinary Procedures	2
Student Information Pack	2
Widening Access, Promoting Inclusion	3

Figures on Disabled Applicants and Learners, Session 2006/07



Learner Disabilities by enrolment	Number
No known disability	8824
Dyslexia	140
Blind/partially sighted	22
Deaf/hearing impairment	1 0
Wheelchair user/mobility difficulty	31
Personal care support	16
Mental Health difficulties	38
Unseen disability eg, asthma, epilepsy, diabetes	122
Multiple disabilities	18
Disability not listed above	122
Information refused	48
Information unknown	144
Total	9535

During session 2006/07, 7.5% of the student population declared a disability, from this 1.1% required extended learning support.

Through promotion of the 'Learning for All' brand, advertisements which have been placed in the media and the information regarding support which has been incorporated in to the prospectus for session 2008/09, it is hoped that Central College will encourage a greater number of applications from disabled people.

As detailed in the action plan, Central College recognises the limitations of the information available.