

DISABILITY EQUALITY ANNUAL REVIEW

December 2010



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Introduction

Under the Disability Equality Duty there is the requirement that every public authority and college/university shall, in carrying out its functions, have due regard to the need to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in public life
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

Stow College is committed to the provision of high quality learning and teaching and support services for all its communities. In its Equality, Diversity and Inclusion Policy, the Board of Management committed the College to ensuring that no learner, member of staff or other College user would experience discrimination as a result of their disability. This policy also requires the College to take steps to improve the experience of disabled people who are part of the College community.

The College's Disability Equality Scheme and Action Plan (2007-10) sets out how the College plans to carry out the above functions. Progress is reported annually and this 3rd and final report under this Scheme summarises key achievements and developments. Future reporting of progress in meeting our disability duty will be incorporated into reports monitoring progress of the College's Single Equality Scheme.

Objective 1

To receive continued Management support with regard to EDI

Stow College management is fully committed to supporting all activity relating to positive steps in terms of EDI. From a disability context, examples of this include:

Improved estates: The College continues to invest, seeking to improve the estate and facilities for all learners, with particular emphasis on learners who experience disability. As such, all rooms, laboratories and service areas are now fully accessible.

Improvements over the period 2007-10 these include:

- Installation of automatic doors at Stow West
- Handrails and nosings
- Colour contrast of flooring and walls
- Induction loops installed at key service points
- Refurbished accessible toilet to meet DDA standards

Learner engagement and student groups: The EDI group consists of key staff from across the College and a learner representative. Several other student groups, including a large group which meets with the Principal on a regular basis, can use the opportunity to raise any issues specific to disability. Concerns can also be raised through the Student Liaison Officer.

Staff Development: The College has committed to bespoke training on specific disabilities (Glasgow Psychological Services), purchase of Cylix online licences for staff development.

Support structure: Providing support for staff and learners through HR, occupational nurse, Hub and Learner Champions,

Objective 2

To collate and monitor participation data to highlight and seek to improve declaration of disability issues.

Data Reporting

A range of data is used to analyse and inform our action plans and priorities in developing services for staff and students. Collection, collation, reporting and analysis of data has improved since 2007 and this is an area highlighted for further development under the Single Equality Scheme 2010-2013.

The data included in the Appendices includes:

- Appendix 1 - Data showing participation rates by declared disability for session 2008/2009.

- Appendix 2 - Data on retention and achievement for college SEN programmes
- Appendix 3 – College statistics for learners declaring a disability for Sessions 2008-09 and 2009-10.
- Appendix 4 - College statistics for ELS (Extended Learning Support) for Sessions 2008-09 and 2009-10.
- Appendix 5 – College Totals

Appendix 3 and 4 include data for early retention and retention. For 2009-10 achievement data is included and this will continue to be included for subsequent data reporting. College data for all learners is included in Appendix 5 and enables comparisons of retention (achievement 2009-10) for Disability and ELS across all departments.

Comparative statistics for the sector is taken from the Baseline Report (Scotland's Colleges, March 2010). This includes data for all of Scotland's FE Colleges for the period 2008-09. Data for 2009-10 is not yet published.

Data Analysis

Data is available at college, departmental and course level and is published on the portal. This can be used departments and course teams for further analysis and action planning. The following highlights the analysis of data contributing to prioritizing our activities and thereby improving our services to learners.

Statistics showing participation rates by declared disability for session 2008/2009 (see Appendix 1) highlights an improvement on the previous year which was 7%. However this is less than the average in the FE sector which according to Scotland's Colleges Baseline report (SFC, 2010) was 10% for learners declaring a disability in session 2008-09.¹

The data indicated that declaration of physical and sensory disabilities is relatively low amongst learners. However, learners experiencing the 'unseen disabilities' such as ASD, Dyslexia, ADHD or difficulties associated with mental health are usually much higher in number.

¹ Scotland's Colleges: A Baseline Report March 2010 (SFC) Accessed at http://www.sfc.ac.uk/web/FILES/ReportsandPublications/Scotlands_Colleges_Baseline_Report_0809_1_March_2010.pdf

Learners declaring a disability are offered Extended Learning Support (ELS). The following table highlights figures for SUM activity (ELS and DPG 18) for colleges in the Glasgow area. The sector average is 24% and this highlighted a need for the college to review processes and procedures enabling learners to access support to meet their needs.

Figure 1 2007/08 ELS or DPG 18 as %²

Institution Name	WSUMs	DPG 18 or ELS as % of weighted SUMs
John Wheatley College	37155	57%
Clydebank College	59614	32%
Anniesland College	52712	26%
Glasgow College of Nautical Studies	46520	24%
North Glasgow College	47169	13%
Stow College	53331	6%

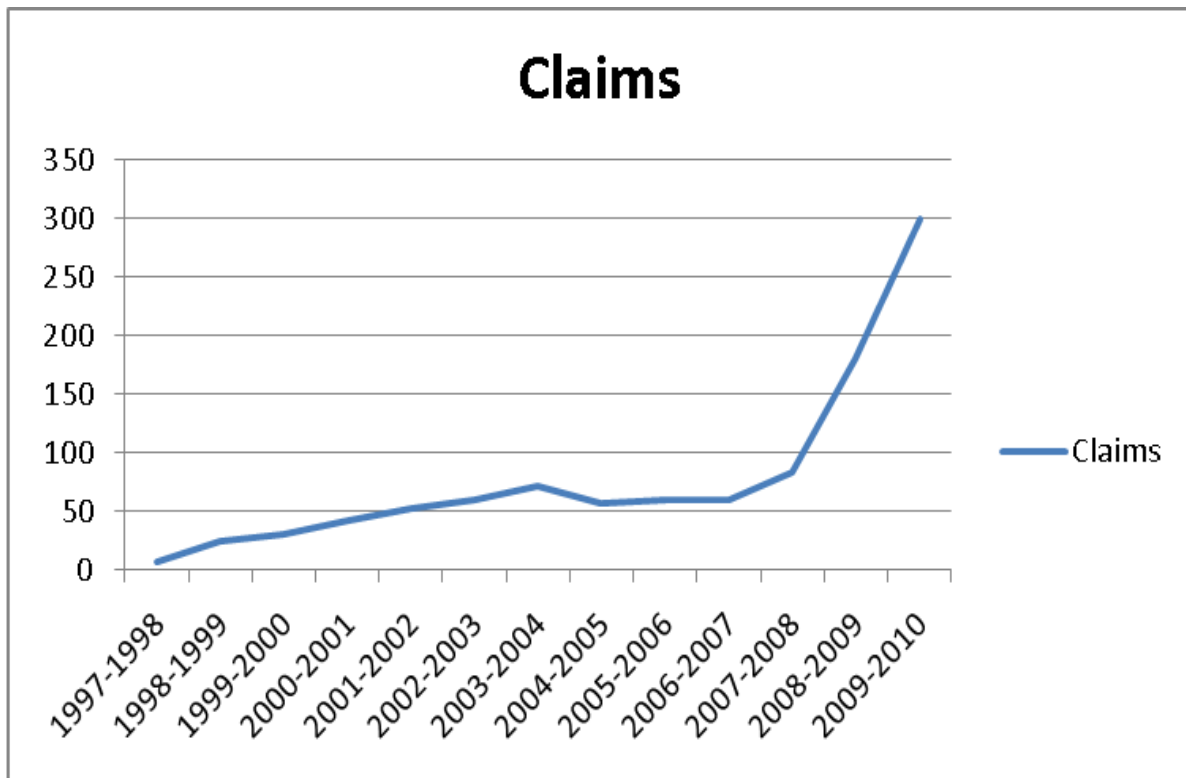
In order to address this, the college adopted a more pro-active approach in order to encourage learners to come forward and benefit from learning support available. This included the following activities:

- The Hub run a number of open days in Café Connect where staff are available to meet with learners and discuss any barriers that learners may be facing and appropriate support can then be put in place.
- The establishment of Learner Champions in the teaching departments has contributed to working with staff and students in providing support for learners.
- Regular reporting and promotion of the support available.

² Scotland's Colleges: A Baseline Report March 2010 (SFC) Accessed at http://www.sfc.ac.uk/web/FILES/ReportsandPublications/Scotlands_Colleges_Baseline_Report_0809_1_March_2010.pdf

This more proactive approach has seen a dramatic rise in learners taking up ELS since 2007 this is highlighted in the Figure 2.

Figure 2 – ELS Claims



Objective 3

To Impact Assess all college policies and procedures assessing the impact on disability equality.

The 'Equality Impact Assessment' form and procedure has been revised and piloted with staff. All existing college policies and procedures have been impact assessed and documentation is available on the staff intranet. Procedures and training have been established to support all departments in EIA new policies and procedures. Where policies and procedures do not conform these are revised.

Objective 4

To encourage teaching departments to become more inclusive in terms of disability and learner support

Through discussion about taking a more proactive approach to disability support, the College established 'Learner Champions' in 2009. These 4 members of staff have been given responsibility for helping to bridge the gap between the learner support team and the teaching departments. As such, the Learner Champions are based in teaching departments and work directly with the HODs and tutors. Examples of work carried out by learner champions include:

- Outreach support
- Core Skills Profiling
- Training for other staff
- Support with Guidance
- Developing ELSP's

Working closely with teaching staff and the revision of the Guidance pack has had a significant impact on bridging gaps. In session 09/10 the ELS claims rose dramatically to 300. This in part, was attributable to the implementation of the Learner Champions.

Objective 5

To continue to widen access and improve communication with users and potential users.

The College has taken several steps to improve access in terms of disability in a physical sense, for example:

- Installation of automatic doors at Stow West
- Handrails and nosings
- Colour contrast of flooring and walls
- Induction loops installed at key service points
- Refurbished accessible toilet to meet DDA standards

Other examples of widening access include:

- The new College website is compliant with Bobby specification and fully compatible with accessibility tools such as screen readers. This will ensure that people can access and communicate with the College much more readily.
- The College is now much more active in the area of social networking and is using 'twitter' and 'facebook' to further widen access
- The College application form and other key paperwork is available electronically and can be adapted to suit service users, for example, it could be printed on a specific colour, made into a sound file or translated to Braille.
- Stow College is also listed on the 'Disability Go' website. This allows staff, learners or potential learners to check how accessible the College before applying.
- The College also supports learners with a childcare fund, which pays for childcare while they are in class. However, if a learner required support out with their class time and they did not have child care, Learner Services would work in conjunction with the Hub to try to allow learners who require additional support for their learning to receive additional childcare support this allows them to come to the Hub when agreed.
- A guide detailing the support available to learners was produced at the beginning of first semester 09/10 and is available to all staff.
- The implementation of the moodle as the college VLE offers greater flexibility enabling all learners to access course materials and additional resources from any location at any time.
- Using a blended approach supports a greater range of media and different approaches to suit a wide range of learners' needs. Guidance on developing e-accessibility materials is being developed together with and staff and student induction sessions.

Objective 6

To actively seek new community partnerships and continue to build on existing ones.

Stow College is committed to providing educational opportunities to those who have been traditionally overlooked. As such, many exciting projects with community groups already exist and examples include:

- Tailored programmes which are run in conjunction with Flourish House for survivors of mental ill health. There are three stages, starting with subjects based at Access 3 level, eventually moving to Higher level within 18 months. Learner attend for 4 hours per week and each course last for 15 weeks and the idea is that when learners have completed stage three of the programme, they will be ready to embark upon a mainstream College course. This series of courses has always proven to be successful and there are plans to continue this work.
- Courses are delivered at the Wayside Centre with individuals who have been affected by homelessness or addiction. The learners study at the Wayside centre and the courses have been so successful that the College now provide a specific study group for the learners. A member of Hub staff goes to the centre for two hours per week to provide tailored support.
- Learner Services have recently established links with community groups in Easterhouse and hope to build upon these links to begin new projects.

Objective 7

To continue to raise staff awareness and provide training on disability issues.

Staff training and awareness raising is ongoing and key developments this session include:

- The College recently rolled out training on the Needs Led Model of student support to all teaching staff. Sessions were delivered during the induction week and were very well received.

- Key staff (e.g. Learner Champions and Guidance Tutors) are scheduled to attend training on Solution Focused Planning. These sessions will be delivered by the College Educational Psychologist from Post Sixteen Psychological Services (PSPS) and will cover the quadrant of learning difficulties (Dyslexia, ADHD, ASD and DCD). It is hoped that these sessions could be rolled out to other interested staff in the future.
- Relevant key staff attend courses and conferences which update knowledge on disability issues.
- Training in developing materials for all equality strands was delivered to all staff (support and teaching) during the January down week. This included the launch of a college booklet based on Qeltm guidelines to act as a reference manual for staff.
- The Quality and Equality Checklist for learning materials has been implemented and is regularly monitored by the Quality Department and findings are reported to the EDI Group.
- A workshop (JISC) on making materials accessible online was delivered as part of the Showcase training events
- The guide (previously mentioned) that will detail and outline the support available to learners will be available to all members of staff.
- The college has purchased staff and student licences for Cylix online EDI course which includes updates on the Equality Act 2010. All staff are to complete this by December 2010. In the interests of equality this is being made available to students and for inclusion as a teaching resource.
- JST meetings with GCC Educational Psychologist take place on a monthly basis to ensure Hub staff have the opportunity to discuss particularly problematic issues or areas of concern.
- NLP sessions have been offered to staff and students in a variety of areas. These include, 'spelling strategies' for Hub staff to use with learners and individual sessions for students who require it.

Objective 8

To continue to champion the Needs Led Model of support across the sector.

Stow College has fully embraced the Needs Led Model where support is based on the learner's needs and not around their disability. Both Hub and SEN staff use this model to carry out an assessment of the learner's needs, providing support to learners in a holistic way which enables a customized solution to meet the individual's needs. This approach ensures that all learners who require support receive it and this encourages the learner to become more independent and confident.

It also encourages the learner to be more forthcoming with information and so receive a much more streamlined package of support. Stow College uses the support of PSPS to help us to champion the approach within the College and across the sector.

The College have delivered training sessions to several external parties, including, Psychologists from PSPS and other Glasgow Colleges.

The Management and the staff at Stow College are committed to continuing this approach to learner support.

Appendix 1- By Disability

Based on enrolments where information was not refused

SFC data

	07-08	08-09
Dyslexia	165	193
Blind/are partially sighted	21	27
Deaf/have a hearing impairment	61	68
Mental health difficulties	95	81
unseen disability	218	274
Multiple disabilities	251	336
Personal care support	4	5
Wheelchair user/ mobility difficulties	25	28
not listed above	97	123
Total Learners	937	1135 (8%)

Appendix 2 - SEN

SEN PI Data

Enterprise Programme (SEN)

Course:	SN Day Course (Semester 1 + 2)							
Year	Total Enrolled	Total After 25% Date	Completing Course	Success	Early Student Retention % (100 x C/B)	Student Retention % (100 x D/C)	Student Outcome % (100 x E/D)	SPAR% (100 x E/C)
2005 - 06	261	257	257	257	98	100	100	100
2006 - 07	279	276	272	272	99	99	100	99
2007 - 08	212	210	204	204	99	97	100	97
2008 - 09	106	106	106	106	100	100	100	100
2009 - 10	110	106	102	102	96	96	100	96

- Prior to 2008/09-students enrolled in January *and* August
- 2008/09 onwards- students enrolled for the Full year in August

SARU Analysis

All units achieved 100% pass rates

Students achieving Access 1 & 2 Units =69

Appendix 3 - Disability

SESSION 2009/10 - at 03 December 2010

Host Department	Total Enrolled	Total after 25% date	Completing (live at end)	Early Retention	Student Retention	Total Success	Student Outcome
Disability							
Computing & Internet Technology	59	55	48	93.2%	87.3%	29	60.4%
Engineering Technology	68	61	51	89.7%	83.6%	36	70.6%
Management & General Education	199	162	126	81.4%	77.8%	87	69.0%
Music & Creative Industries	109	96	79	88.1%	82.3%	62	78.5%
Science & Health Studies	243	231	216	95.1%	93.5%	205	94.9%
Trade Union Education	260	253	245	97.3%	96.8%	240	98.0%
Total	938	858	765	91.5%	89.2%	659	86.1%
No Disability							
Computing & Internet Technology	324	291	261	89.8%	89.7%	202	77.4%
Engineering Technology	873	802	710	91.9%	88.5%	503	70.8%
Management & General Education	880	756	629	85.9%	83.2%	402	63.9%
Music & Creative Industries	665	602	510	90.5%	84.7%	399	78.2%
Science & Health Studies	488	428	374	87.7%	87.4%	279	74.6%
Trade Union Education	1611	1563	1486	97.0%	95.1%	1448	97.4%
Total	4841	4442	3970	91.8%	89.4%	3233	81.4%
Grand Total	5779	5300	4735	91.7%	89.3%	3892	82.2%

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SESSION 2008-09

Host Department	Enrolled	Total after 25% date	Completing live at end	Early Retention	Student Retention
Disability					
Computing & Internet Technology	54	47	45	87.0%	95.7%
Engineering Technology	88	77	69	87.5%	89.6%
Management & General Education	193	147	128	76.2%	87.1%
Music & Creative Industries	129	111	98	86.0%	88.3%
Science & Health Studies	333	318	305	95.5%	95.9%
Trade Union Education	290	284	278	97.9%	97.9%
Total	1087	984	923	90.5%	93.8%
No Disability					
Computing & Internet Technology	345	304	269	88.1%	88.5%
Engineering Technology	930	834	760	89.7%	91.1%
Management & General Education	887	707	607	79.7%	85.9%
Music & Creative Industries	695	635	546	91.4%	86.0%
Science & Health Studies	408	347	310	85.0%	89.3%
Trade Union Education	2182	2119	2089	97.1%	98.6%
Total	5447	4946	4581	90.8%	92.6%
Grand Total	6534	5930	5504	90.76%	92.82%

Appendix 4 - ELS

SESSION 2009/10 - at 03 December 2010

Host Department	ELS	ELS AFTER 25% DATE	ELS Completing live at end	Early Retention	Student Retention	Total Success	Student Outcome
Computing & Internet Technology	22	21	16	95.5%	76.2%	11	68.8%
Engineering Technology	21	21	16	100.0%	76.2%	11	68.8%
Management & General Education	92	83	66	90.2%	79.5%	35	53.0%
Music & Creative Industries	71	67	57	94.4%	85.1%	41	71.9%
Science & Health Studies	54	51	44	94.4%	86.3%	27	61.4%
Trade Union Education	28	28	27	100.0%	96.4%	26	96.3%
Grand Total	288	271	226	94.1%	83.4%	151	66.8%

SESSION 2008/09

Host Department	ELS ENROLS	ELS AFTER 25% DATE	ELS Completing live at end	ELS EARLY RETENTION	ELS STUDENT RETENTION
Computing & Internet Technology	21	19	19	90.5%	100.0%
Engineering Technology	28	26	24	92.9%	92.3%
Management & General Education	58	55	54	94.8%	98.2%
Music & Creative Industries	49	48	43	98.0%	89.6%
Science & Health Studies	27	24	21	88.9%	87.5%
Trade Union Education	40	39	39	97.5%	100.0%
Grand Total	223	211	200	94.6%	94.8%

Appendix 5 – College Totals

SESSION 2009/10 - at 03 December 2010

Host Department	Total Enrolled	Total after 25% date	Completing (live at end)	Early Retention	Student Retention	Total Success	Student Outcome
Retention							
Computing & Internet Technology	383	342	309	89.3%	90.4%	231	74.8%
Engineering Technology	940	863	761	91.8%	88.2%	538	70.7%
Management & General Education	1079	918	755	85.1%	82.2%	489	64.8%
Music & Creative Industries	774	698	589	90.2%	84.4%	461	78.3%
Science & Health Studies	732	659	590	90.0%	89.5%	484	82.0%
Trade Union Education	1871	1816	1731	97.1%	95.3%	1688	97.5%
Total	5779	5296	4735	91.6%	89.4%	3891	82.2%

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SESSION 2008/09

Host Department	Total_ enrolled	Total after 25% date	Completing (live at end)	EARLY RETENTION	STUDENT RETENTION
Computing & Internet Technology	399	351	314	88.0%	89.5%
Engineering Technology	1018	911	829	89.5%	91.0%
Management & General Education	1080	854	735	79.1%	86.1%
Music & Creative Industries	824	746	644	90.5%	86.3%
Science & Health Studies	741	665	615	89.7%	92.5%
Trade Union Education	2472	2403	2367	97.2%	98.5%
Grand Total	6534	5930	5504	90.8%	92.8%