
ADAM SMITH COLLEGE
INSPIRING LEARNING

Race and Disability Schemes Report 2010–2011

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Introduction

The college made the decision to move towards an equality scheme which covered Race, Gender and Disability in June 2010 so when the Gender Equality scheme was published at that time, the action plans for all three schemes were combined in to one action plan.

This report therefore summarises the focus there has been on Race and Disability, in particular, as the precursor to the introduction of an Equality Scheme which will focus on race, disability, gender and the other protected characteristics.

Over the past year, the college has continued to focus on the general and specific duties outlined in legislation, namely:

Race Equality Duties

- to eliminate unlawful racial discrimination
- to promote equality of opportunity
- to promote good relations between people of different racial groups and the specific duties outlined within our Race Equality Policy and Procedure, to:
 - assess the impact of its policies on students and staff of different racial groups.
 - monitor, by reference to these groups, the admission and progress of students and the recruitment and career progression of staff.
 - set out its arrangements for publishing its written policy, impact assessments and monitoring of the above.

Disability Equality Duties

The college's focus outlined in our Disability Equality Scheme supports that outlined in the 2006 legislation, 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

These strategies, and the objectives in the corporate plan to embed systemic processes to bring about change, have helped the college to ensure that we continue to meet the public duties outlined in legislation as well as enhancing the vision and mission of the college.

The college also has structures and systems in place to ensure there will be a specific focus on various equality strands through the Diversity Committee, and the related IDEA groups each of which have a remit to focus on Inclusion, Diversity, Equality Access (IDEA) with one group considering Race and Religion; one for Disability and the other one for Gender and LGBT. To support this work there are specific objectives in the Corporate Plan and related operational objectives, in addition to key processes such as:

- Curriculum Performance Review
- Teaching and Learning Review
- Learning Materials Checklist
- Equality Impact Assessments
- Data Monitoring

These approaches combined with specific actions outlined in our Equality Action Plans maintain our focus on our key responsibilities. [Appendix A](#) provides an overview of the progress made over the last year in our Schemes for Race, Disability and Gender.

Data Monitoring

This is an important process to ensure we can monitor trends and identify areas of concerns to enable action to be taken if necessary.

Students

Data in relation to key performance indicators is monitored with reports being available on the college's Information Dashboard. Retention and Achievement are monitored across the college and comparative data is now available to enable staff to consider how different genders cope, and also enables comparisons by race and disability. Trend reports covering 3 years are now available to facilitate data monitoring by teams, as at times numbers within classes are not statistically significant.

In 2008/9 the difference in outcome was 2.29% less for students with disabilities but this has improved for session 2009/10 with only a 1.61% differential noted. Retention data for 2008/9 indicated a difference of 2.84% between those who had disclosed a disability and those who had not. This data has also moved in a positive direction with 2.46% difference recorded across the college in 2009/10. This reflects the changes in procedures and the

resulting direct communication with all those with a disability, as well as the other measures outlined in last year's scheme.

For BME students the difference in outcome is still 0.03% and the retention figure is 0.05% higher having been 3.88% so BME students are more likely to stay on course than previously.

The creation of Class profiles to ensure all staff are more fully aware of the class mix should help improve the position in the coming session. In addition key prompts within the Learning and Teaching Review (LTR) process expect staff to reflect on the promotion of equality and diversity, including curriculum content and resources. Reports are then passed to the quality directorate and subsequently a Quality Improvement action plan is created for implementation.

Student Enrolment Data – BME.

The enrolment data over the last few years is relatively static in proportion to the rest of the college and is above the official data for the region. Whilst there appears to be a reduction in the numbers enrolled over the last 2 years this is due to changes in the way short course data of fewer than 6 hours of duration began to be recorded.

- 2005/6 575 =1.98%
- 2006/7 787 =2.05%
- 2007/8 1210 =2.66%
- 2008/9 975 =2.48%
- 2009/10 793 =2.35%

The PI data in relation to retention and outcomes is still consistently good for our BME students. Any department who drops below 70% for BME students is flagged up with a red marker on the Dashboard report so staff know there is a potential problem. This is followed up when a trend is identified during curriculum review.

Student Enrolment Data - Disability.

- 2005-6 3585 = 10.76%
- 2006-7 4278 = 10.91%
- 2007-8 5430 = 11.24%
- 2008-9 4522 = 11.21%
- 2009-10 4040 = 12.59%

As a result of our data monitoring and the independent audit which is undertaken annually by the Disability Advisory group, a loophole was identified, so now individuals who disclose a disability on the enrolment form, but do not chose to have learning support, are all sent a letter to ensure they are aware that the college has a dedicated provision to provide additional support if this is required. This is outlined in more detail in [Appendix B](#).

Admissions

The college has a centralised process for student applications with a dedicated team of Admissions staff, who record application dates to ensure that offers are made according to the date of receipt, to those who meet the entry requirements currently, or who should after their exams. This ensures a fair process is implemented. The attrition rates between applications and enrolment are therefore not considered an issue, as this system supports an equal opportunities approach. People not offered places are those who do not meet the entry requirement when exam results are published or those who have applied late and are therefore on a waiting list.

Staff Data

BME

Currently as of October 2010 the percentage of staff from a minority ethnic group is 2.56%. with 1.33% of staff choosing not to disclose. Whilst the census had 1.3 % of the Fife population in the BME category the college recognises that the census data does not fully reflect the current demographic position. Our continuing strategy to work with local BME agencies and groups is therefore important

Disability

One of the actions implemented in the previous schemes was to create a disability fact sheet to ensure staff were aware of the Disability Policy and the support they could get as only 2.8% of staff had disclosed a disability. Subsequently a staff survey was issued to all staff in June 2010 which asked staff to update key personal information, including disability. This has been completed and may be a reason for the slight increase in employees' identifying that they have a disability.

Category	No	Yes	Grand Total	Percentage
Senior Management	21	1	22	4.55%
Management	42	3	45	6.67%
Teaching	484	15	499	3.01%
Support	392	9	401	2.24%
Grand Total	939	28	967	2.90%

See [Appendix C](#) for a full breakdown.

Staff Recruitment

BME

Applications are now made on-line and this helps support data monitoring. The data indicates more people from the BME community are applying to work at the college which is a positive trend reflecting our engagement with EMET (Ethnic Minority Education and Training) and in Fife Business Diversity Awards. However the proportion selected for interview is not in line with this as the college does not implement positive action when appointing new staff.

Applications

2007-8	= Total - 2019	White - 96.29%	BME - 3.47%
2008-9	= Total - 1171	White - 96.93%	BME - 3.92%
2009-10	= Total - 1272	White - 94.72%	BME - 5.28%

Interviews

2007-8	= Total - 673	White - 95.84%	BME - 3.71%
2008-9	= Total - 415	White - 97.86%	BME - 2.14%
2009-10	= Total - 379	White – 96.05%	BME - 3.95%

Appointed

2007-8	=Total - 274	White - 94.89%	BME - 2.19% ¹
2008-9	= Total -157	White - 98.09%	BME / non disclosed - 1.02 %
2009-10	= Total - 158	White - 96.84	BME - 3.16%

BME Recruitment data is available in full in and is available in [Appendix D](#)

Staff Recruitment Disability

The college adheres to the Two Ticks symbol criteria so any applicant with a disability who meets the essential criteria is offered an interview. Last year 1272 people applied for a post and 58 declared a disability but only 20 of this group met the essential criteria so all of them were invited in for interview with 5 of them being successful. This data is available in a graphical representation in [Appendix E](#).

Staff involved in recruitment are all trained and short listing is undertaken by the lead recruiter supported by an HR representative to ensure equity. In addition selection criteria,

¹ (No Appointment made– 2.92%)

both essential and desirable, is specified from the outset and shared with applicants. Given that the number of applicants for every place is high, people selected for interview have usually met both criteria. This may explain the slight differential between applications and selection for interview. Whilst the figures comparing interviewees to appointments have more convergence, there is still a gap with proportionately fewer BME interviewees being appointed. HR staff are aware of this and will ensure that the interviews are undertaken without bias or prejudice.

The college worked with EMET to consider a possible voluntary scheme to give volunteering opportunities to ethnic minorities through an Equal project. Whilst a volunteering scheme to support those who are unemployed has been adopted, and agreed with the Trade Unions, it places people in positions out with the college.

Complaints Comments and Compliments

This system has been devised to ensure that diversity related matters are passed to the Diversity committee and this happens as can be seen in previous reports. During academic year 2009-10 no diversity related complaints were received. However it is recognised that this is not a guarantee that everything is positive. Therefore it has been agreed that a staff development / awareness raising session will be held in our non teaching period in January 2011 to consider Hate Crime. The intention is to work with partners in Fife Council so this session will help raise staff awareness, so people experiencing this type of discrimination will be supported and so raise issues.

Staff Development

In addition to the Hate Crime session cited above, there are several other sessions arranged between now and our non teaching week in January with a disability seminar, a cultural diversity seminar and sessions on the Equality Act. These sessions are to complement the colleges on line resource which has been purchased so that all staff have a broad overview of the importance of treating everyone with respect as it provides an overview of every aspect of diversity. To complement these a number of sessions have been held. See [Appendix G](#)

Equality Impact Assessments (EqIA)

The process to ensure these are undertaken systematically links to the reviews of our policies and procedures, as well as when changes or new practices are being considered. Training sessions for senior staff and the Board of Governors has been undertaken using a revised template. These are published on the college website.

The process and others which are embedded with the college systems ensure that staff reflect on how they comply with the college's mission vision and values as well as the specific and general duties. This should ensure that as we move into the new Equality context the focus on disability, gender and race matters will be sustained and developed along with the other protected characteristics so the college continues to promote good relations.

Consultation - Focus groups and Surveys

College focus groups led by curriculum teams now include questions linked to equality and diversity which ask the students to reflect on the following:

- During your time at the College do you feel in any way that you have been treated less favourably than other students because of your gender, age, race, disability, sexual orientation or religion.
- What, if anything, could be done to ensure that you are treated equally with other students?

This approach helps to ensure students are aware of the college's views on respect for others and reinforces the messages in our Code of Conduct and College charter. Any feedback which arises through our learner engagement activity is incorporated into a plan with relevant people assigned responsibilities to ensure action is taken.

Ongoing consultation is in place through the diversity committee and the members of the IDEA group as part of our continuing work to consider the protected characteristics for the new combined Equality scheme and in support of our strategic plan.

Summary

The objectives in the corporate plan have helped and will continue to help the college to ensure that we meet the public duties outlined in legislation as each of the 3 main objectives has related objectives which support the diversity agenda, namely:

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 different groups of people. 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.
- The percentage of learners from areas of multiple deprivation 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. This works supports our Vision, mission and Values as outlined below:

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

Appendix A: Equality Scheme Action Plan – Gender, Disability and Race 2009-2011

NB: These actions are as a result of the merging of the 3 schemes in June 2010, when the gender scheme was signed off. There are elements of repetition, as the decision to retain each action enables those specified in the race and disability schemes to be signed off prior to the commencement of our Equality Scheme – December 2010.

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress	Disability	Gender	Race
Strategic Planning Equality Scheme prepared for implementation.	Sub Group of the Diversity Committee	December 2010	Scheme in place with an interim review planned for April 2011 to take account of any legislative changes.	X	X	X
Committee members to take a lead role in the implementation of action plans, data monitoring and the promotion of Disability, Gender and Race Agenda including addressing issues.	Diversity Committee and Disability IDEA Group/ Race and Religion IDEA Group	Three times year during meetings	Committee is working to promote equality in conjunction with the IDEA groups and will take responsibility to do so for the Protected characteristics	X	X	X
Ensure that the corporate plan takes full account of the Disability, Gender and Race agenda.	Principal's group/ Board of Governors	During annual strategic and operational planning cycle	This is included in the corporate planning process and the objectives from this process are now part of the new Equality Scheme.	X	X	X
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	This is included in the corporate planning process and the objectives from this process are now part of the new Equality Scheme.	X	X	X

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress	Disability	Gender	Race
Ensure Operational Plans contain objectives to support the equality and diversity agenda in relation to disability, gender and race and so develop systemic change.	Principal's Group/ College Directors and Managers	In December and June each year in line with operational planning cycle	This is included in the corporate planning process and the objectives from this process are now included in the Equality Scheme.	X	X	X
Ensure that the annual review process makes explicit the college's expectation that all staff take account of diverse needs and so become a positive role model to help create a more inclusive college.	All Directors, Managers and Team Leaders and Staff responsible for conducting Annual Review	In annual review schedule	Still to be reviewed with CCNC as part of overall review of annual review process However many managers include this as when they discuss the CPD elements which includes the online E=D resource. This objective is in the new Equality Scheme	X		
Ensure that policies and procedures, including those relating to behaviour and discipline, take full account of the needs of BME students.	Director Learner Services / Guidance Team	At review periods	This is reflected in the procedures.			X
Work towards the achievement of an LGBT (Lesbian, Gay, Bi-sexual, and Trans-gender) Charter.	Gender IDEA Group (Inclusion Diversity Equality Access) / Diversity Committee	December 2011	Stonewall, LGBT Youth Scotland and the Transgender Alliance have delivered workshops to college staff in the past year to help change the ethos and prepare staff for the charter. ACTION : This objective is carried over in to the new Equality Scheme		X	

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress	Disability	Gender	Race
Implement the LGBT survey as part of the process of achieving the LGBT charter, and then respond if issues arise.	Students' Association	December 2011	Student Association attended some of the staff training events in relation to this objective to help increase awareness. Action: This objective is in the new Equality Scheme.		X	
Continue to undertake Equality Impact Assessments in line with review dates and when new activities are planned., and provide staff training as necessary	All Policy owners and staff implementing changes to curriculum or processes	In line with annual schedule of review dates	A process is in place for review of procedures and this is considered when new practices are being considered.	X	X	X
Challenge inappropriate remarks and behaviours which target individuals with protected characteristics.	All staff	As issues arise	This links to the college code of conduct and action is taken by staff.	X	X	X
Introduce a Dignity / Respect campaign with a focus on the protected characteristics.	Marketing / Guidance/Diversity/ Committee	December 2011	This will be carried in to the new scheme.	X	X	X
Monitor complaints and raise issues to the Diversity Committee as well as to the functional areas if any issues arise.	Director of Quality	Annual report and as issues arise	This will be carried in to the new scheme and take account of the Protected Characteristics.	X	X	X

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress	Disability	Gender	Race
Support college wide events in relation to: <ul style="list-style-type: none"> the Holocaust with a focus on LGBT; Disability, BME the Health Fest to promote Health and Cultural Diversity. 	Diversity Committee events sub-group and curriculum areas	January and March 2011	This group is meeting and working towards the Holocaust event in January with support from Curriculum Teams.	X	X	X
Ensure data monitoring takes place in the process of curriculum review, and the review of learning and teaching, so appropriate actions is considered if trends highlight areas of concern	Executive Directors/ Department Managers/ Lecturers/ Quality Unit	In June and October each year as part of the review cycle	This is embedded in the paper work to ensure reflection.	X	X	X
Guidance and Support Provide additional support to students at risk of isolation due to being in a minority (e.g. female in engineering; BME student or person with a disability or other protected characteristic) to improve the retention of these students.	Guidance staff/ Executive Directors/ Curriculum Heads	September 2010	Guidance Staff informed all students of the support they can provide at induction and have issued a business card with a DON'T WALK-TALK message and contact details. The team also work closely with specific vulnerable groups e.g. MCMC and Care Leavers and on request or by referrals and are also working with Learning Support staff to plan additional support mechanisms for students with disabilities.	X	X	X

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress	Disability	Gender	Race
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/ guidance team	At review periods	This is implemented systematically by the guidance staff who work closely with the Learning Support team	X		
Continue to raise staff awareness of the Additional Support Needs of students and how to be inclusive in the classroom.	Learning Support staff	As part of PLSP planning	This team provide staff training in the non teaching periods and during the College Knowledge sessions throughout the year as well as being available in weekly advice clinics for staff..	X		X
Develop the Adam Smith template for documents in addition to learning and teaching materials.	Learning Support staff	June 2011	This has been agreed as college policy and practice for all new materials and staff have undergone training.	X	X	X
Support staff development in relation to support for those with disabilities.	Learning Support staff	At Non teaching periods / weekly clinics	This team provide staff training in the non teaching periods and during the College Knowledge sessions throughout the year as well as being available in weekly advice clinics for staff.	X		

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress	Disability	Gender	Race
Learning Support staff to ensure that all staff are made aware of the importance of following the PLSP.	Learning Support staff	Start of session Aug/Jan	E copies are sent to Curriculum Heads to be passed on to staff teaching on the programme. In addition a Class profile report is available.	X		
Participate in the work of the college's IDEA groups to help support those with protected characteristics.	Guidance Staff representative	At all scheduled meetings	Two staff from this area is involved.		X	
Analyse and report on reasons for Disciplinarys to determine trends, and make recommendations if there are anomalies due to gender, disability, and race.	Guidance Staff	September 2010	This has been undertaken for gender but has not yet been implemented for other areas. It will be considered in future to take account of the protected characteristics.	X	X	X
Student Induction Ensure that student induction activities emphasise diversity in relation to disabilities, gender and race	Director Learner Services/ Curriculum Heads/ guidance team	August and January each year	Curriculum Head Induction packs have diversity related activities This action will be incorporated in the new Equality Scheme to encompass protected characteristics	X	X	X
Teaching Delivery Use the Adam Smith College Self Evaluation Checklist for Accessible/Inclusive Teaching	Lecturers/ Quality Unit/ Department Managers	During E-moderation; When resources are being posted	Self evaluation checklist used during e moderation and developing materials for the learning and teaching gateway in majority of areas. The scale of the task is recognised and plans are in place to	X	X	X

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress	Disability	Gender	Race
and Learning Approaches to ensure that diverse needs are considered.		on the Learning and Teaching Gateway. During self evaluation reviews.	ensure compliance in all areas.-			
Utilise the accessible Adam Smith Template for the creation of learning and teaching materials and the related checklist and E-Quality sections, when new materials are being developed and at review periods so that resources meet diverse needs.	Teaching Dept. Managers and staff	When materials are being developed	This is now college policy and more staff have been trained in its use and so are aware of the importance of ensuring new materials are accessible and that they reflect a diverse society. ACTION: This objective is ongoing particularly as staff will need to reflect the protected characteristics in teaching and learning materials.	X	X	X
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).	Teaching departments and Managers	At appropriate dates in the academic year	Teaching areas are working on supporting diversity in the curriculum. The main focus is on the Holocaust; and the Health fest -which aims to promote health and cultural diversity but other activity is taking place e.g. linked to International Women's Day. ACTION: This objective is ongoing to help promote equality across all the protected characteristics.	X	X	X

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress	Disability	Gender	Race
Utilise the college Diversity calendar so teaching staff can focus on a range of diversity related activities, including those linked to LGBT, disability, race, religion	Dept Managers/ Curriculum areas	December 2011	Teaching areas are working on supporting diversity in the curriculum, particularly in citizenship units. . The main focus is on the Holocaust and the Health Fest -which aims to promote health and cultural diversity.			
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,	Staff are aware and making use of the PLSPs to aid learning. They are aware of the weekly advice options which are also promoted through the staff development passports; in addition specific events are led by the specialist staff during the non teaching periods. ACTION: This objective to remain in place.	X		
Promote positive attitudes to disability /BME through the curriculum and in teaching and learning approaches. e.g. utilising the citizenship checklist, discussing the roles of BME people or those with a disability who are public figures	Teaching and Learning Committee; DELTA; Lecturers	By 2010	Equality and citizenship are considered within the Curriculum.	X		X
Provide support to students in minority groups (e.g. men in care; BME student; student with a disability) to help improve their	Guidance staff / Learning Support/ Teaching staff.	By July 2010	Mentors can be offered to students identified as needing support. All students provided with appropriate support and guidance through the central team and teaching staff provide support	X	X	X

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress	Disability	Gender	Race
retention and attainment.			based on advice, to assist students. Focus groups reinforce these issues.			
Reflect on diversity aspects within the Shared Teaching Practice model (Peer Observation) and PDA/TQFE classroom observation to take account of the protected characteristics of learners – age, gender, race, disability, religion and belief	Peer observations/ Professional Tutor/Teaching Staff	During the schedule of observation sessions	The Professional Tutor includes this in the ongoing work with volunteers/new starts/nominated individuals: diversity in learning and teaching is taken account of during the delivery of the PDA Teaching and TQ FE and as part of observed lessons. It is also one aspect of the Shared Teaching Practice model which commenced during session 2010-11 ACTION: This will be incorporated in the new Equality Scheme.	X	X	X
Consider the issues of gender stereotyping and the other protected characteristics, as part of the course review process so that inclusive approaches are considered.	Quality Unit/ Department Managers/Professional Tutor	In June and October each year as part of the review cycle	This activity is undertaken during Course Reviews for Race, Disability and gender using specific PI data is used to inform discussions. The LTR process also includes consideration of PI data. This action will be incorporated in the new Equality Scheme so that protected characteristics can start to be considered		X	
Quality Introduce prompts in the course. Review documentation to ensure systematic consideration is given to the protected characteristics.	Director Quality and Director Learner Services	September 2010	This is in place. ACTION: Monitoring and guidance is needed to advise staff.	X	X	X

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress	Disability	Gender	Race
Consider the issues of gender stereotyping and the other protected characteristics as part of the course review process so that inclusive practices can be considered more fully.	Director Quality. / Dept managers/ Teaching staff	Course review cycle	This action will be incorporated in the new Equality Scheme to encompass protected characteristics.	X	X	X
Retention and Achievement Monitor retention and achievement by gender, disability and race as part of course review and take appropriate action to rectify any identified issues.	Department Managers and Curriculum Heads	At Curriculum Review in October/ November	This is carried out as part of course reviews and where appropriate, action put in place. ACTION: This action will be incorporated in the new Equality Scheme to encompass protected characteristics.	X	X	X
Monitor withdrawals from courses for gender, disability and race and take appropriate action to resolve any identified issues.	Manager Guidance and Support/ Director of Learner Services/ Funding Team	October 2010	Withdrawals monitored and no issues identified in relation to gender, disability or race. ACTION: This objective will be incorporated in the new Equality Scheme to encompass protected characteristics.	X	X	X
HR Implement the recommendations from the Equal pay audit.	Assistant Principal OD	June 2011	Outcomes and recommendations from Equal Pay Audit have been presented to the Principals Group and negotiation has commenced within the JNCs.	X	X	X

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress	Disability	Gender	Race
Work with “Close the Gap” and Scotland’s College HR Community of Practice to further develop and review the Equal Pay Scheme.	Assistant Principal OD	June 2011	This action will be incorporated in the new Equality Scheme to encompass protected characteristics.	X	X	X
Extend the use of the Equal Opportunities data to monitor and provide annual reports relating to gender and the other protected characteristics to Diversity Committee on promotions and leavers.	Assistant Principal OD	May each Year	Data presented to Diversity Committee in November 2010 for analysis. This action will continue.	X	X	X
Monitor areas and types of post in the College dominated by either male or female post holders and consider ways of promoting non-traditional candidates for these areas.	Assistant Principal OD	Throughout the recruitment process for each post.	Under review.			
Provide annual reports to the Diversity Committee on numbers of female staff returning to work following maternity leave and data relating to staff with caring responsibilities.	Assistant Principal OD	May each year	Under review.			

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress	Disability	Gender	Race
Monitor staff surveys by gender, race and disability and take action where issues are identified.	Assistant Principal OD	June 2011	This action will be incorporated in the new Equality Scheme to encompass protected characteristics.			
Consider the issue of role models in non-traditional areas as part of the interview process whilst remaining committed to the principle of equal opportunities.	Assistant Principal OD	Throughout the recruitment process for each post.	Action to be reviewed as more appropriate to advertising and promotion and engagement with representative bodies			
Review data collection arrangements and reporting linked to single equality scheme aimed at improving analysis and impact assessment.	Assistant Principal OD	December 2010	HR team are in progress of reviewing all data collection arrangements in relation to employment to review structure, format and timing of reporting. Under review and to be discussed at Diversity Committee in Nov 2010.			
Staff Development The staff development provision will include mandatory diversity training for all existing staff linked to their participation in the on line Diversity resource.	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	Mandatory training has been rolled out to all staff. Each programme of staff development includes Equality and Diversity (E+D) coverage.	X	X	X

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress	Disability	Gender	Race
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	Managers monitor progress against completion of E + D training; target for full completion of Unit 1 is Dec 2010	X	X	X
Supplementary staff development to support disability matters will be offered to meet needs of students.	Quality Director /Staff Development/ Learning Support	Non teaching periods	Staff development programmes includes coverage of all E+D aspects, and has content in relation to a range of disabilities.	X		
The non-teaching period to include Diversity sessions.	Quality Directorate and Diversity Committee	Once per year from 2009	Each non teaching period includes staff development events relating to Diversity issues. ACTION: This will be continued in the new scheme.	X	X	X
Mandatory diversity training will be undertaken by all management staff using the on-line pack so that these staff work though each level within the 3 years of the licence.	Quality Directorate and all Managers	By November 2011	To be completed by Dec. 2010.	X	X	X
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	To be completed by Nov. 2011.	X	X	X

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress	Disability	Gender	Race
Employer Responsibility Training in relation to Diversity to be undertaken for members of the Board of Governors.	Board Secretary	Once per year	Board have had a session about Equality Impact Assessments and will also be updated about the new Equality Act in Dec 2010.	X	X	X
Induction for new staff to include key information relating to Disability, Race and Gender Equality and protected characteristics.	HR staff/ Director Learner Services	At sessions organised by HR for new staff	ACTION: New induction programme will include this coverage from late 2010	X	X	X
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	New induction programme will continue to include this coverage.	X	X	X
Schedule training on employment responsibility for staff with a disability.	Director of Quality / Staff Development co-ordinator	August 2011	Will be incorporated into induction from late 2010 characteristics.	X		
Monitor and provide annual reports to the Diversity Committee on numbers of staff attending staff development events by gender and the types of events attended by male and female staff.	Director of Quality / Staff Development co-ordinator	May each year	Attendance at diversity related events is captured and will be reported to diversity committee In November.		X	

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress	Disability	Gender	Race
Provide staff development sessions to raise staff awareness of the protected characteristics e.g. gender issues, LGBT, sexual orientation, BME, Disability.	Director of Quality / Staff Development co-ordinator	In non-teaching periods	Sessions have been held or are planned or are planned for January in relation to LGBT, disability, BME and Hate Crime. Briefings on the equality act are in planning. ACTION: These activities will continue to meet the requirements in the Equality Act.	X	X	X
Monitor and provide reports to the Diversity Committee annually to show the ethnic breakdown of staff in relation to the following: Applications for: a. employment b. training c. promotion	AP Organisational Development/ HR Staff	May each year	Reports are provided for annual reporting. Action: This will be incorporated in the new Equality Scheme to encompass protected characteristics.			X
Provide further EqIA (Equality Impact Assessment) training.	Director of Quality/ Director of Learner Services	In non teaching periods	This action will be incorporated in the new Equality Scheme to encompass protected characteristics.	X	X	X
Devise a college Diversity calendar to include key dates to help teaching staff focus on a range of diversity related activities, including those linked to LGBT.	Diversity Committee and curriculum areas.	September 2010	This is available and Plasma screens provide a monthly focus. in addition a sub group of the Diversity Committee are leading on whole college events.	X		

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress	Disability	Gender	Race
<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	<p>DAG members consider they are supported by the Diversity Committee Members are invited to attend IDEA group.</p> <p>ACTION: this support to continue.</p>	X		
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.	<p>The annual Data Monitoring audit by DAG is valuable and helps the college improve systems for students.</p> <p>ACTION: this should continue in the new equality scheme</p>	X		
The Student Association will support and work with the D.A.G in raising awareness to the college of issues for students with disabilities.	SA	At Diversity and D.A.G. Committee meetings	<p>DAG promoted at class rep training. SA referred four cases to DAG chairperson in 2010/2011. Awaiting updated material from DAG in order to create a DAG web page on SA website. This will continue as part of learner engagement.</p>	X		
Equality Impact Assessment (EqIA) training for Students' Association (SA) to be done.	SA officers/ Director Learner Services	Non teaching periods	SA have been made aware of the EqIA process in a group information session for officers. They will be invited to the next EqIA training Session.	X		X

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress	Disability	Gender	Race
The Students' Association will support and work with the college in raising awareness of issues for BME students.			The SA President and Co-ordinator have undertaken the college's online E+ D resource. The SA are involved in the IDEA group and the Diversity Committee.			X
The Students' Association will seek to encourage the formation of the Student Assembly Against Racism (SAAR), which will include student officers and student members. It will be student led, and with the help and support of the Students' Association, organise an annual racial equality awareness event. Throughout the academic year, the Student Assembly will help promote and raise awareness of relevant external agencies to the student body; it will promote and encourage students to participate in the NUS Black Students' Campaign.	Student Association led by the International, Equality & Diversity (IED) Officer	Once per year	Decision taken to rename Student Assembly – SAAD - Student Assembly Against Discrimination, so awareness raising is not restricted to racism, but encompasses many issues, and is therefore more relevant to the many minority groups who may face discrimination in some form. ACTION: SAAD to be launched at Health Fest 2011.			X
Involve Disability Advisory Group (DAG) members in Impact Assessment reviews for those policies deemed to have a	Policy holders and DAG members	In line with review cycle	The DAG have been involved in EqlAs that impact most on students e.g. Disciplinary, Attendance, Bullying.	X		

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress	Disability	Gender	Race
high impact on learners to ensure disability equality is promoted.			ACTION: DAG should continue to be involved in any new policies with a high student impact.			
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	ACTION This action to continue.	X		
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	This process is in place and is embedded in the Learner Engagement process.	X	X	X
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 advance of changes to classes.	Director of Information Management / Director ICT	As absences occur once a system has been established - Target 2012	The student records system is capable of this functionality. This is being constrained by financial considerations as well as having the resource to deploy additional functionality as it requires a provider for texting and updating.	X	X	X
Pre-Entry Recruitment Investigate the possibility of	Director of Information	April 2011	We are still awaiting guidance from the Funding Council to ensure consistency across the College sector about how this might be done to ensure	X	X	X

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress	Disability	Gender	Race
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.	Management		appropriate benchmarking. When this guidance is clear we will work towards an e-solution for data capture and further analysis			
Business Systems/ICT Business systems to create 3 year trend reports by course to facilitate systematic analysis of diverse groups.	Director Learner Services/ ICT Business systems team	October 2010	This report is now available to support curriculum review.	X	X	X
Monitoring Processes 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	Vice Principal Curriculum / Exec Directors/ Teaching Dept Mgrs/ Curriculum Heads	Annually in line with Curriculum review and course committee cycles	Recruitment, retention and achievement discussed at course review meetings and where appropriate strategies are put in place. Focus groups have been completed which ask equality and diversity questions. ACTION: This objective will be incorporated in the new	X		X

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress	Disability	Gender	Race
with a disability/BME Students			Equality Scheme to encompass protected characteristics.			
Consider trends in PI data and take action to improve recruitment, retention and achievements of those with disabilities/BME students.	Diversity committee/ IDEA Groups/ Teaching directors/ PG/ Curriculum Heads/ Marketing/ Learning Support	After publication in November each year	Trends in PIs currently being examined and analysed by DMs as part of Curriculum Review In addition to support being offered to those who disclose a disability on their application form, letters have been issued to all students who disclosed a disability on the enrolment form to secure they are aware of the support available. Evening class students have also been made aware of ACTION: This objective will be incorporated in the new Equality Scheme to encompass protected characteristics.	X		X
Complaints in relation to disability, gender and race 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 people are	Diversity Committee/ Director Of Quality/ Quality Manager	Annual report and as incidents occur	CHs have reiterated to students the need to report any incidents to them. During focus group discussions any issues relating to E&D are taken forward. This action will be incorporated in the new Equality Scheme to encompass protected characteristics.	X	X	X

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress	Disability	Gender	Race
bullied or harassed.						
Analyse course participation by the various types of BME gender related and 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	On going as part of L&T review due late November This action will be incorporated in the new Equality Scheme to encompass protected characteristics.	X	X	X
Ensure data monitoring takes place in the process of curriculum review, and the review of learning and teaching, to support staff and ensure appropriate action is taken if trends highlight areas of concern.	Executive Directors / Department Managers / Lecturers / Quality Unit	In June and October each year as part of the review cycle	This is embedded in our systems for Race, Disability and Gender. Staff are more aware as they have undertaken training through the College's Equality and Diversity an online resource. This action will be incorporated in the new Equality Scheme and take account of the protected characteristics where appropriate.	X	X	X
Analyse the retention and outcome results for diverse groups (gender; disability; race) at the Curriculum Review meetings and Course Committee meetings to ensure	Vice Principal Curriculum and Quality/Executive Directors/ Department Managers/	As part of the review cycle	Staff engaged in Curriculum Review meetings discuss and amend the curriculum, where required, based on data and findings. This action will be reflected in the new Equality Scheme to encompass protected characteristics	X	X	X

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress	Disability	Gender	Race
there are no adverse practices in teaching approaches or materials.	Lecturers.		where appropriate.			
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	This action is embedded in our practice.	X	X	X
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	This action is incorporated in our internal development calendar.	X	X	X
Marketing Manager to send information in January to Fife Employability Network, the EMET Network , FRAE Fife, LGBT Fife to advise people that the prospectus is available and that there is support for their client groups.	Marketing Manager	In January each year	This action is embedded in our practice and will be extended to encompass protected characteristics.	X		

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress	Disability	Gender	Race
Participate in key networks in support of disability, BME and LGBT groups to improve engagement with the college.	Director Learner Services/ Diversity Committee/ Marketing staff	Throughout the year	This action is embedded in our practice.	X		
Ensure the promotion of gender equality in all adverts, leaflets, flyers and publications continues in a way that does not reinforce gender stereotyping.	Marketing Manager	In line with Marketing schedules	This action currently happens but will be reflective of all the Protected characteristics in the new Equality Scheme		X	
Build an inclusive “ethos” within all College marketing by the promotion of role model lecturers and students including students in non-traditional areas, and students with a disability. This should continue with a minimum of 6 articles / adverts per year.	Marketing Manager	In line with Marketing schedules	This action will be incorporated in the new Equality Scheme to encompass protected characteristics		X	
Target marketing information so it is issued to transgender groups in line with our practice of dissemination to BME groups	Marketing Manager	In line with marketing schedules	This action will be incorporated in the new Equality Scheme.		X	

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress	Disability	Gender	Race
and disability groups.						
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/BME staff .	Assistant Principal HR / HR Manager	In May and November each year	Format of staffing reports in relation to gender, race and disability have been completed and a trend analysis assessed. It is proposed that this report is produced annually in May each year.	X		X
The staff survey to be issued and monitored by HR, to ensure issues are followed up if they arise in relation to disability/ethnicity.	HR	March each year	The staff survey is undertaken every 2 years. The most recent one undertaken by liP in line with their standards. Any staff who apply for posts have the opportunity to have adjustments made, both to enable them to participate in the selection process and, if appointed, to enable them to fully contribute within their role.	X		X
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	Staff are made aware of the support and new staff are informed of this at induction. Individuals who are identified as requiring additional support, through dialogue or as a result of the monitoring of absence, are dealt with on an	X		

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress	Disability	Gender	Race
		sessions.	<p>individual basis and support arrangements put into place in conjunction with the College Occupational Health Practitioner. This includes those who have a disability.</p> <p>The College was commended as part of the Fife Business Diversity Awards for its activities in the recruitment and retention of staff, particularly those who have or developed a disability during employment..</p>			
HR to work with the EMET network to agree a strategy to offer work placements and so provide positive support for BME people.	HR	March 2010	No progress made on work placements in conjunction with EMET.			X
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 documents ensure that staff take account of equality and diversity.	Assist Principal HR and JNCC members	In Joint Negotiation College Committee meetings	Still to be reviewed with CCNC as part of overall review of annual review process.	X		X

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress	Disability	Gender	Race
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	Bi-annual staff survey complete in October 2010 and is currently being analysed.	X		
Monitor the information from the annual staff survey so that the relevant questions on ethnicity can inform an action plan.	Human Resources	After analysis	Bi-annual staff survey complete in October 2010 and is currently being analysed.			X
Action plan in place to address issues identified through equal pay audit.	Assistant Principal OD	September 2009	Outcomes and recommendations from Equal Pay Audit presented to the Principals Group and negotiation has commenced within the JNCs (College Trade Unions). Review of Equal Pay Audit delayed to accommodate requirements of Equality Act 2010.	X	X	X
Review the Equal Pay Statement every 3 years.	Assistant Principal OD	June 2010	Equal Pay Statement will be reviewed and presented to PG in December 2010.	X	X	X
Extend the use of the Equal Opportunities data collected on recruitment, to monitor and provide annual reports relating to gender to Diversity Committee on promotions and	Assistant Principal OD	May each year	Data presented to Diversity Committee in November 2010 for analysis and recommendations.		X	

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress	Disability	Gender	Race
leavers.						
Monitor areas and types of post in the College dominated by either male or female post holders and consider ways of promoting non-traditional candidates for these areas.	Assistant Principal OD	Throughout the recruitment process for each post	This action will be incorporated in the new Equality Scheme to encompass protected characteristics.		X	
Provide annual reports to the Diversity Committee on numbers of female staff returning to work following maternity leave and data relating to staff with caring responsibilities.	Assistant Principal OD	May each year	This action will be incorporated in the new Equality Scheme to encompass protected characteristics.		X	
Monitor staff surveys for the protected characteristics and take action where issues are identified.	Assistant Principal OD	June 2011	This action will be incorporated in the new Equality Scheme to encompass protected characteristics.	X	X	X
Consider the issue of role models in non-traditional areas as part of the interview process whilst remaining committed to the principle of equal	Assistant Principal OD	Throughout the recruitment process for each post	This is considered without implementing positive discrimination.	X	X	X

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress	Disability	Gender	Race
opportunities.						
Create articles for the college newsletter, Oyster, periodically to remind staff of OHSAS, the Counselling service and to highlight that if staff need further information on the health and safety policies, to contact a member of the HR Team.	Assistant Principal OD	Twice per year	This has been actioned.		X	
Review data collection arrangements and reporting linked to single equality scheme aimed at improving analysis and impact assessment.	Assistant Principal OD	December 2010	HR team are in progress of reviewing all data collection arrangements in relation to employment to review structure, format and timing of reporting.		X	
Monitor the e-recruitment process to ensure that the system meets the needs of people with protected characteristics.	Assistant Principal OD	September 2009	E-recruitment process being reviewed in order to provide detailed commitment statement for prospective applicants to be aware of the College's commitment to equalities.		X	

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress	Disability	Gender	Race
<p>Monitor and provide reports to the Diversity Committee annually to show the diverse breakdown of staff with protected characteristics in relation to the following:</p> <p>Applications for: employment training promotion</p>	HR Staff / Organisational Development Manager	May each year	These are provided and are published in the Equality Scheme.	X	X	X
<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 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	This practice is embedded in the college's procurement practices.	X	X	X
<p>Estates</p> <p>Ensure Estates strategy includes a strand relating to disabilities to enable proactive work to be undertaken as well as being responsive to</p>	Director Corporate Services/ Estates Manager	At Resource Committee meetings and in line with operational planning	Annual Estates capital expenditure programmes are set in response to bids from each directorate including Learner Services representing the DAG and with the participation of the student representative on the Committee.	X		

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress	Disability	Gender	Race
suggestions from D.A.G. and student feedback.						
Ensure Estates strategy includes a strand relating to diversity to enable proactive work to be undertaken as well as being responsive to student feedback.	Director Corporate Services/ Estates Manager	At Resource Committee meetings and in line with operational planning	Annual Estates capital expenditure programmes are set in response to bids from each directorate and the participation of the student representative on the Committee.			X
Monitor abuse of disabled car parking spaces.	Director Corporate Services / Estates Manager	Ongoing	Improved signage erected at St Brycedale Campus to discourage abuse of spaces by non disabled drivers.	X		
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	Each campus now has a designated mediation space which can be booked. The Estates Strategy will be revised during 2010-11 and this provision will be covered to improve the accommodation.	X		
Undertake a feasibility study to consider the provision of a quiet meditation area for diverse	Director Corporate Services/ Estates	Once the timetabling proposal to maximise room	Each main campus now has a designated mediation space which can be booked. However this provision will be re-considered in the new	X	X	X

Action Plan 2009 to 2012 - What has to be done	By Whom	When	Progress	Disability	Gender	Race
groups.	Manager	utilisation is implemented	Estates Strategy.			
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	Estates Strategy to be revised during 2010-11 and this provision will be covered	X		
Review the effectiveness of the pilot in Stenton deploying tactile signage, not Braille, and then make recommendations for other campuses.	Estates Manager	June 2011	Signage is now in place and effectiveness will be assessed for revised Estates Strategy.	X		

Appendix B: Student Disability Data

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

Student data	2007-8		2008-9		2009-10	
Visual Impairment	0.41%	186 people	0.32%	126 people	0.35%	118 people
Deaf /Hearing Impairment	0.68%	308 people	0.63%	252 people	0.64%	215 people
Dyslexia	3.62%	1648 people	3.19%	1269 people	3.71%	1241 people
Personal Care	0.06%	26 people	0.05%	20 people	0.04%	14 people
Mental Health Difficulties	0.71%	321 people	0.92%	364 people	0.89%	299 people
Wheelchair User/Mobility Difficulties	0.55%	249 people	0.52%	205 people	0.55%	185 people
Disabled						
Unseen Disability	3.66%	1665 people	3.49%	1387 people	3.59%	1203 people
Multiple Disabilities	0.73%	331 people	0.81%	322 people	0.76%	253 people
Other disability not listed e.g. Tourettes Syndrome, Dyspraxia, Scotopic Sensitivity	1.53%	696 people	1.45%	575 people	1.53%	512 people

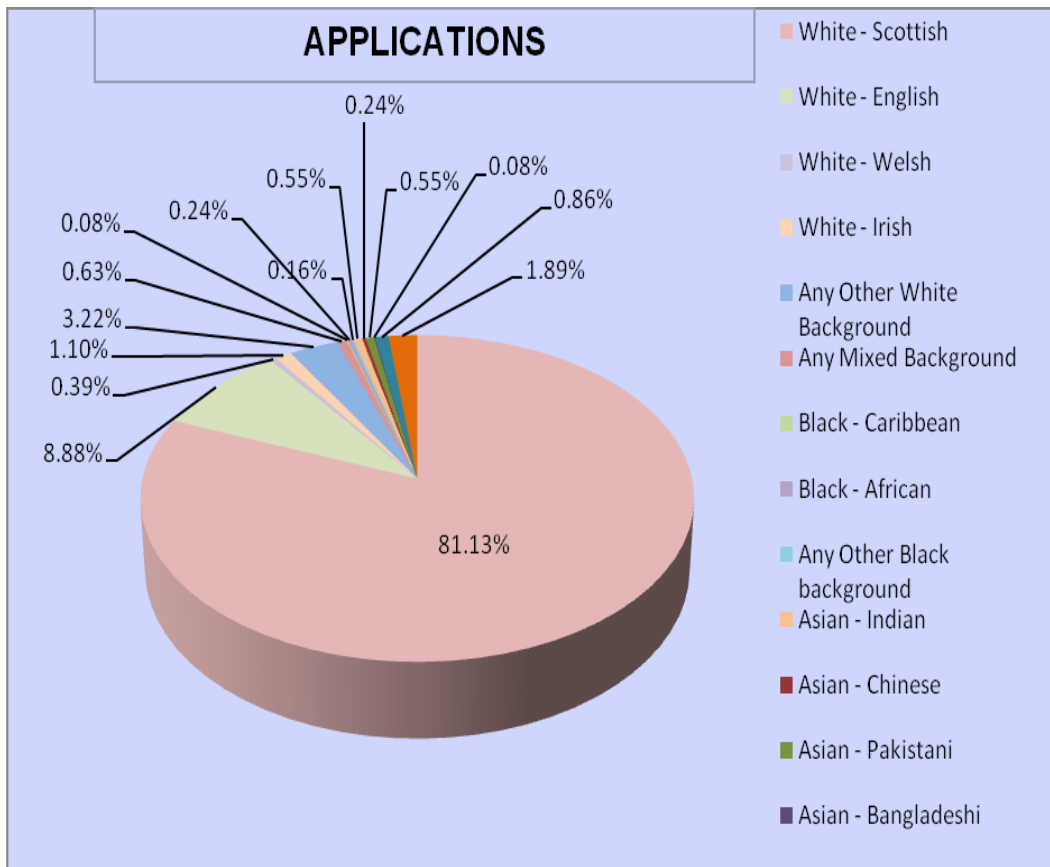
Please note that these percentage figures are not comparing one year to the next. The percentage data is based on the global number of enrolments for each academic year and makes comparison between the students without a disability and those who have disclosed that they have an Additional Support Need.

Appendix C: Staff Disability Data

Staff Data	2005-6	2006-7	2007-8	2008-9	2009/10
Disability	%	%	%	%	%
Arthritis	0.11%	0.11%	0.11%	0.11%	0.61%
Chronic Depression	0.11%	0.11%	0.22%	0.11%	0.10%
Coordination Dexterity or Mobility	0.23%	0.23%	0.11%	0.11%	0.31%
Diabetic Autonomic Neuropathy	0.11%	0.11%	0.11%	0.11%	0.10%
Brain Haemorrhage	0.11%	0.11%	0.11%	0.11%	0.10%
Dyslexia	0.23%	0.11%	0.22%	0.23%	0.20%
Hearing/Profoundly Deaf	0.46%	0.46%	0.33%	0.35%	0.31%
Learning Difficulty	0.11%	0.11%	0.11%	0.11%	0.10%
Mental Health	0.11%	0.11%	0.11%	0.23%	0.10%
MS	0.11%	0.11%	0.11%	0.11%	0.10%
ME	0.11%			0.00%	0.10%
Visual (very Short Sighted)	0.11%	0.11%	0.11%	0.11%	0.00%
Not Specified	1.49%	1.41%	1.09%	1.05%	0.61%
Total	3.31%	3.2%	2.83%**	2.81%	2.77%

Appendix D: Staff Recruitment Data -BME

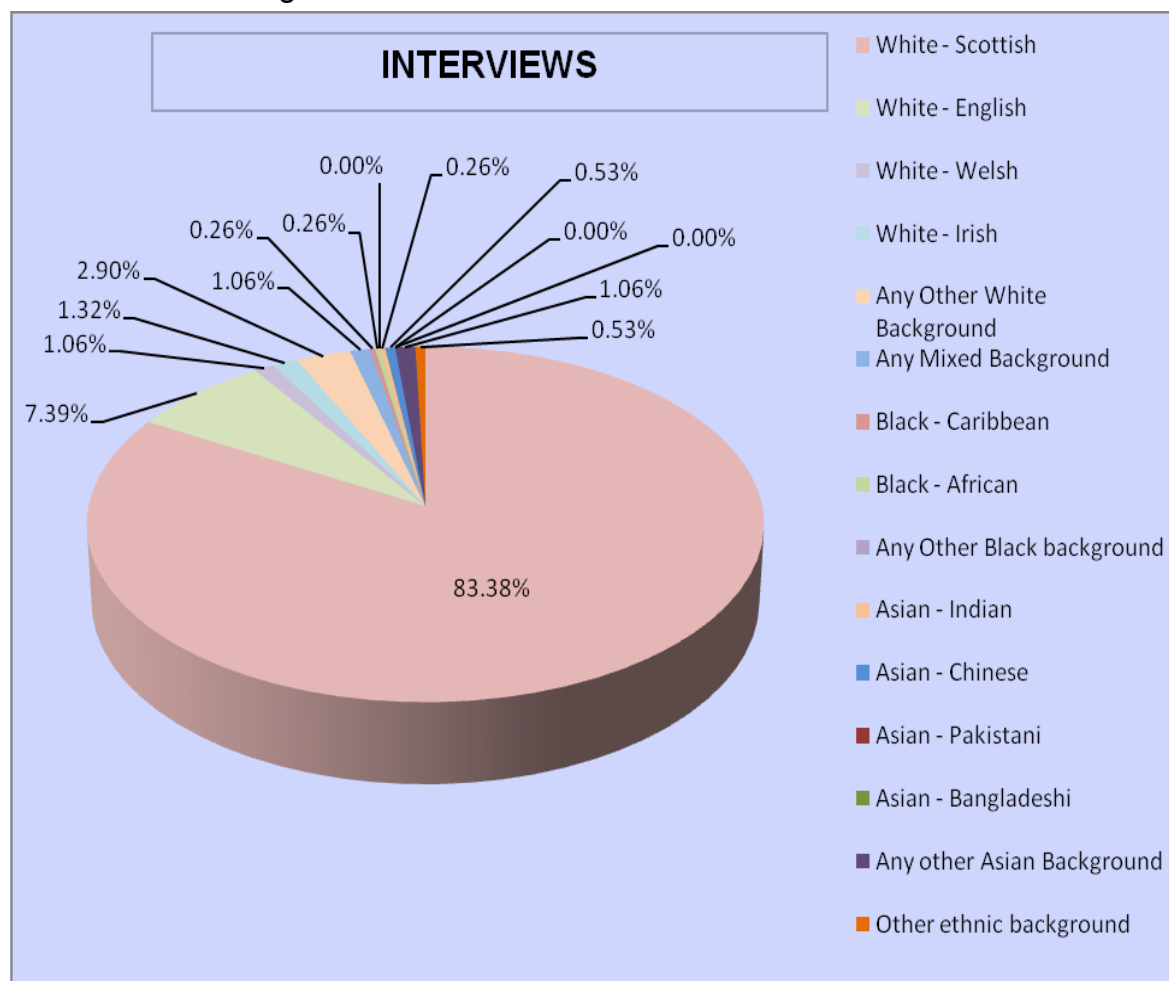
Applications



Total Applications	1272
White - Scottish	81.13%
White - English	8.88%
White - Welsh	0.39%
White - Irish	1.10%
Any Other White Background	3.22%
Any Mixed Background	0.63%
Black - Caribbean	0.08%
Black - African	0.24%
Any Other Black background	0.16%
Asian - Indian	0.55%
Asian - Chinese	0.24%
Asian - Pakistani	0.55%
Asian - Bangladeshi	0.08%
Any Other Asian Background	0.86%
Other Ethnic background	1.89%

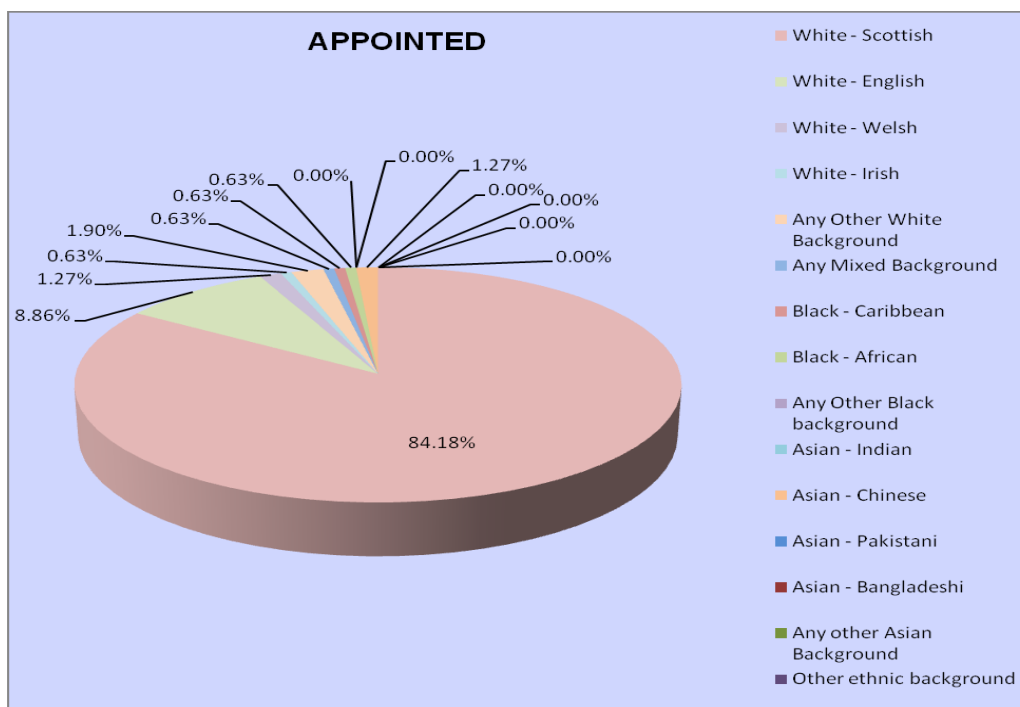
Selected for Interview

Total Applications Selected for Interview	379
White - Scottish	83.38%
White - English	7.39%
White - Welsh	1.06%
White - Irish	1.32%
Any Other White Background	2.90%
Any Mixed Background	1.06%
Black - Caribbean	0.26%
Black - African	0.26%
Any Other Black background	0.00%
Asian - Indian	0.26%
Asian - Chinese	0.53%
Asian - Pakistani	0.00%
Asian - Bangladeshi	0.00%
Any Other Asian Background	1.06%
Other Ethnic background	0.53%



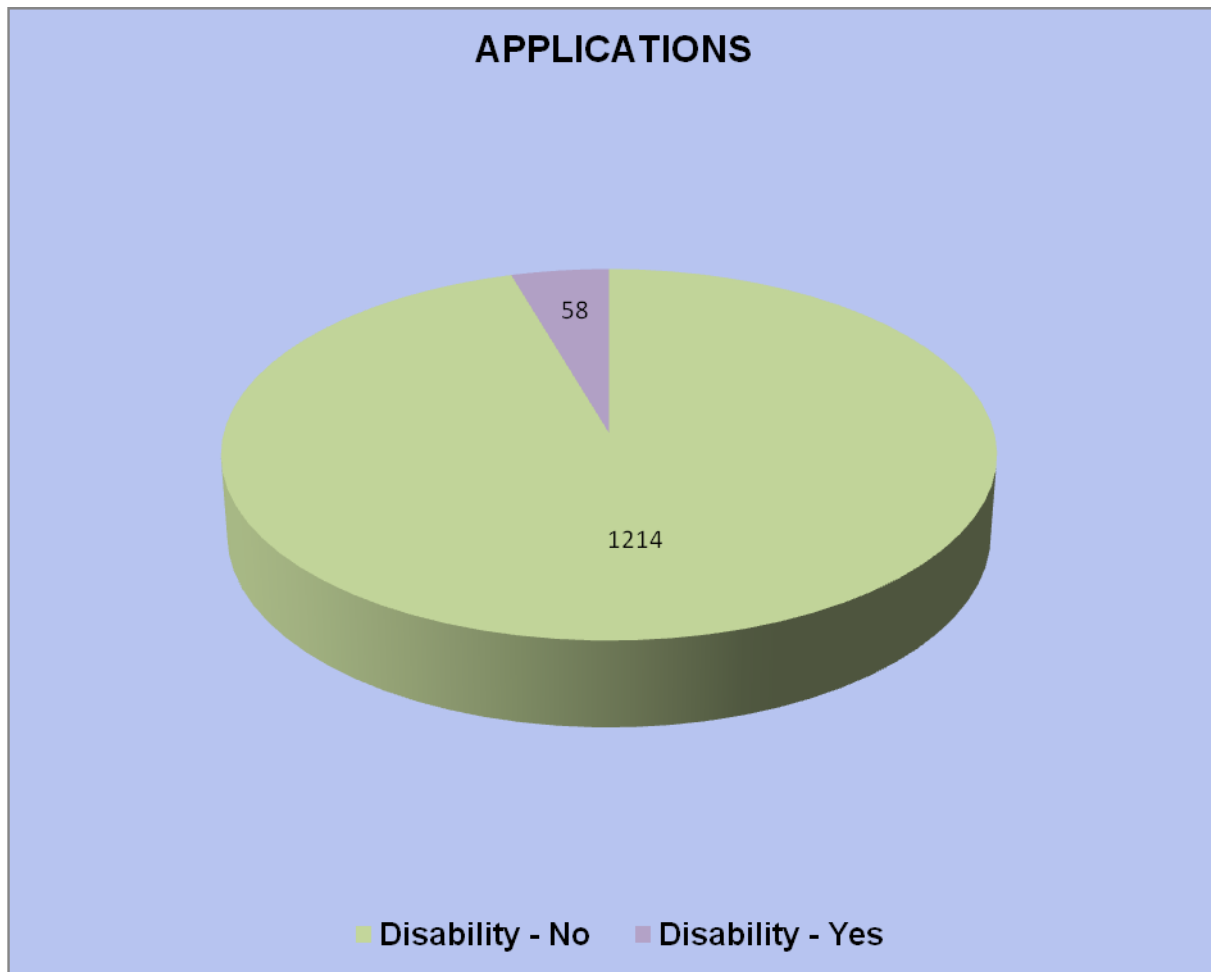
Summary of Staff Appointment

Total of Staffing Appointed	158
White - Scottish	84.18%
White - English	8.86%
White - Welsh	1.27%
White - Irish	0.63%
Any Other White Background	1.90%
Any Mixed Background	0.63%
Black - Caribbean	0.63%
Black - African	0.63%
Any Other Black background	0.00%
Asian - Indian	0.00%
Asian - Chinese	1.27%
Asian - Pakistani	0.00%
Asian - Bangladeshi	0.00%
Any Other Asian Background	0.00%
Other Ethnic background	0.00%



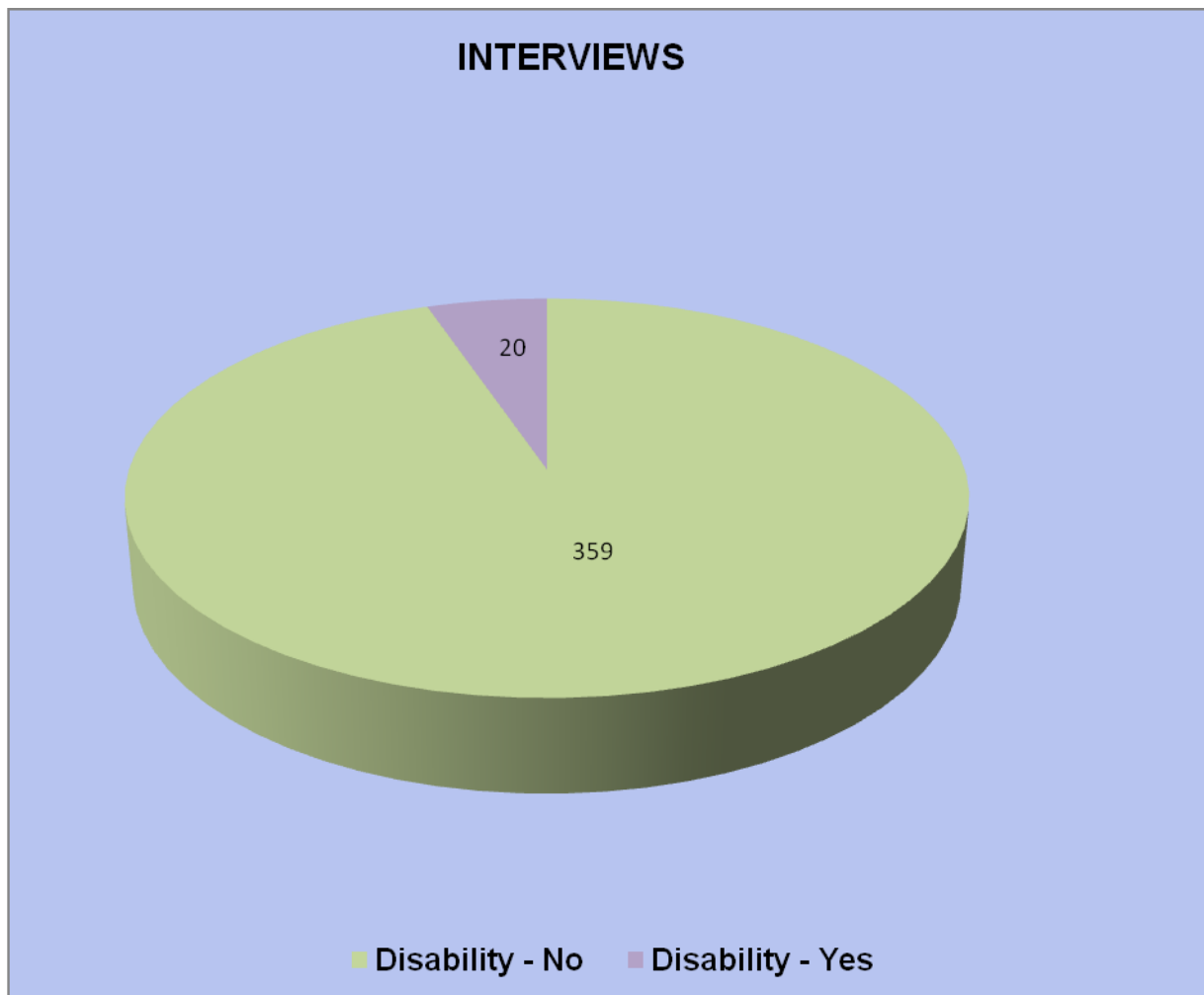
Appendix E: Staff Disability Recruitment Data

Applications



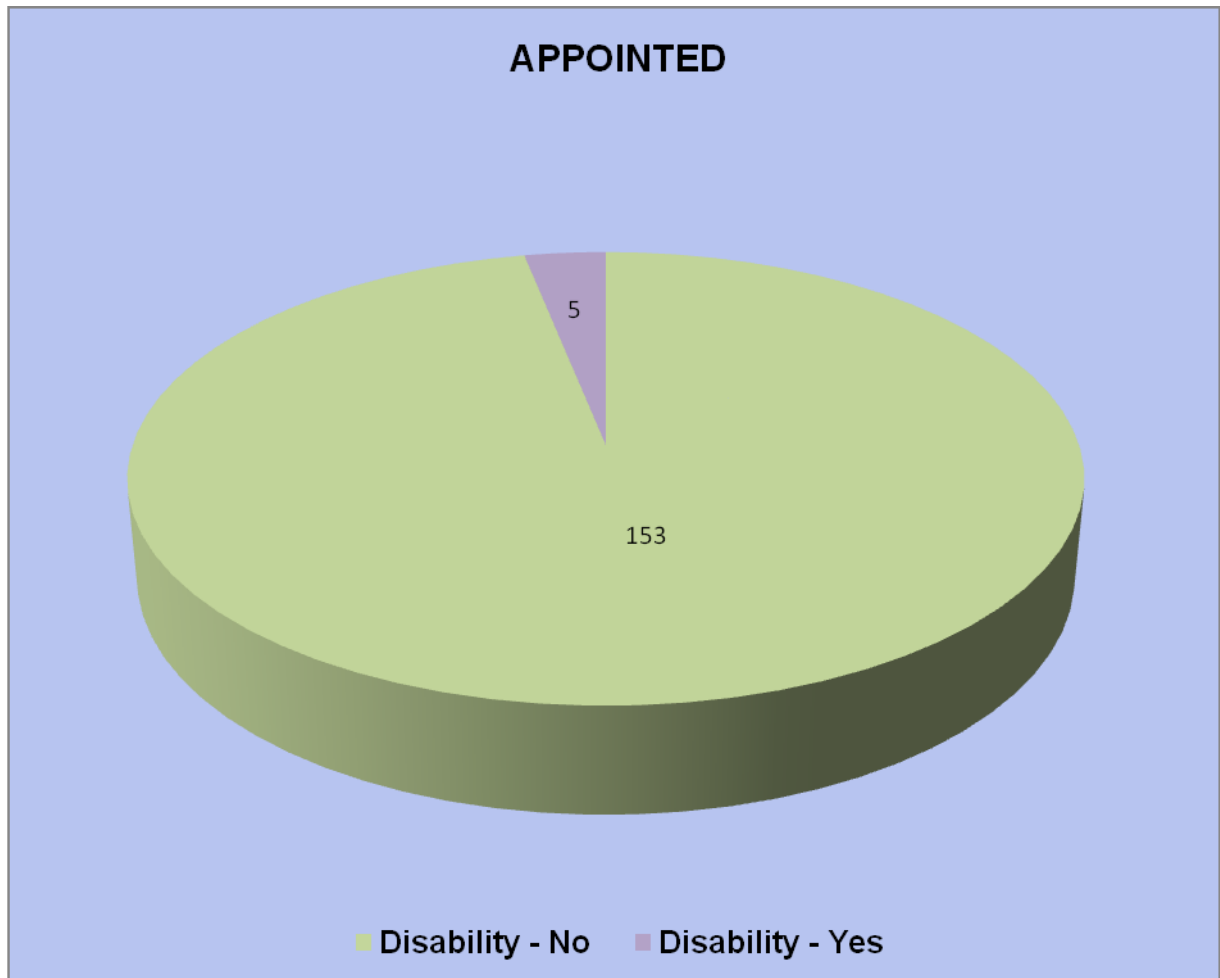
Total Applications	1272
Disability - No	1214
Disability - Yes	58

Summary of Recruitment/Interview Data



Total Applications selected for Interview	379
Disability - No	359
Disability - Yes	20

Appointed



TOTAL APPLICATIONS OFFERED	158
Disability - No	153
Disability - Yes	5

Appendix F: Student Race Profile Session 2009/10 + 2008/9

Ethnicity	Enrolments		Current Enrolments		Withdrawn Enrolments	
2009/10						
African	137	0.409%	133	0.428%	4	0.167%
Any Mixed background	123	0.367%	112	0.36	11	0.458%
Any Other Black	64	0.191%	63	0.203	1	0.042%
Any Other White	952	2.842%	806	2.592	146	6.081%
Bangladeshi	7	0.021%	6	0.019	1	0.042%
Caribbean	17	0.051%	15	0.048	2	0.083%
Chinese	50	0.149%	45	0.145	5	0.208%
English White	1279	3.818%	1182	3.801	97	4.04%
Indian	79	0.236%	69	.222	10	0.416%
Information Refused	6867	20.50%	6773	21.781	94	3.915%
Information Unknown	2013	6.009%	2009	6.461	4	0.167%
Irish White	77	0.23%	74	0.238	3	0.125%
Other	151	0.451%	138	.444	13	0.541%
Other Asian	38	0.113%	32	0.103	6	0.25%
Pakistani	127	0.379%	114	.0367	13	0.541%
Scottish White	21468	64.089%	19478	62.638	1190	82.882%
Welsh White	46	0.137%	45	0.145	1	0.042%
TOTALS	33495		31094	9924.10%	1601	4.78%
Total BME	793	2.35%	727	158.50%	66	2.75%
Ethnicity	Enrolments		Current Enrolments		Withdrawn Enrolments	
2008/9						
African	248	0.624%	241	0.643%	7	0.307%
Any Mixed background	101	0.28%	110	0.29%	3	0.13%
Any Other Black	27	0.068%	25	0.067	2	0.088%
Any Other White	1017	2.559%	941	2.512	76	3.329%
Bangladeshi	6	0.015%	6	0.016	0	0.00%
Caribbean	10	0.025%	8	0.021	2	0.088%
Chinese	53	0.133%	46	0.123	7	0.307%
English White	1462	3.679%	1351	3.607	111	4.862%
Indian	119	0.299%	106	0.283	13	0.569%
Information Refused	8366	21.051%	8299	21.155	67	2.935%
Information Unknown	2029	5.105%	2023	5.401	6	0.263%
Irish White	114	0.287%	110	0.294	4	0.175%
Other	195	0.491%	189	0.505	6	0.263%
Other Asian	66	0.166%	64	0.171	2	0.088%
Pakistani	150	0.377%	130	0.347	20	0.876%
Scottish White	25703	64.675%	23749	63.402	1953	85.545%
Welsh White	76	0.191%	72	0.192	4	0.175%
TOTALS	39742		37458	94.27%	2283	5.743%
Total BME	975	2.48%	913	2.437%	62	2.716%

Appendix G: Staff Development

Training	Attended
Adam Smith Toolbar training	243
Alternative assessment arrangements	2
Assessment strategies	52
Assistive technology sessions	4
Assistive Technology Text Help	7
Autistic Spectrum Support	102
Autism Spectrum Disorder Conference	1
Understanding Autism	2
Child Mental Health & Law	1
Connecting Learning Skills	1
Crisis Intervention Students	26
Disability Awareness	20
Disability Recruitment Issues	7
Dyslexia Awareness Programme	13
Dyslexia Seminar	1
Equal Opportunities	8
Equality & Diversity 1	345
Equality Act 2010	3
Equality Bill	1
Working With Deaf Young People	1
Learner Services	7
LGBT - Challenging Attitudes	14
Mental Health & Internet Conference	2

Training	Attended
Mental Health At Work	1
Resources & Strategies For Supporting students with additional needs	8
Scotland's Mental Health First Aid	1
Strategies For Tackling Dyslexia	7
Support For Learning - What Do they mean?	13
Supporting Students With Epilepsy	5
Strategies To Support Students with dyslexia	18
Transgender Equality	6
Understanding and Responding to Self Harm	1
What Do They Mean Global Learning Difficulties	19
Young People & Mental Wellbeing	1