



# Yeovil College Disability Equality Scheme

December 2006

1st Edition

# Yeovil College Disability Equality Scheme

## General Duty

The Disability Equality Duty is a new legislative requirement (2005) placed on public authorities (including FE colleges) to deliver better disability equality outcomes. The DED requires Yeovil College to act proactively on disability equality issues, across the whole institution. The College is expected to have an anticipatory, social model approach, towards disability equality. Yeovil College will therefore be proactive in ensuring that disabled people are treated fairly by building upon identified current good practice, together with improving participation, satisfaction, achievement and opportunities for all.

Reference to 'disabled people' includes disabled students, staff, users of the College and other visitors. The definition of a disabled person under the Disability Discrimination Act (Appendix 1.) covers people with a wide range of impairments, including physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. A physical or mental impairment includes:

- sensory impairment
- impairment relating to mental functioning, including learning difficulties/disabilities
- long-term health conditions such as diabetes, epilepsy, HIV, Cancer or Multiple Sclerosis

(reference [www.drc-gb.org](http://www.drc-gb.org))

## Requirements of the Duty

The duty requires Yeovil College to have due regard to:

- Promote equality of opportunity between disabled people and other people

*Yeovil College will aim to ensure that disabled people have full opportunities and choices to improve the quality of their lives and be respected and included as equal members of our community.*

- Eliminate discrimination that is unlawful under the Disability Discrimination Act (1995)

*Yeovil College will build upon its existing duty to ensure that unlawful discrimination is eliminated by making anticipatory and reasonable adjustments in relation to its educational provision and access to goods and services.*

- Eliminate disability related harassment

*Yeovil College will review its current anti-harassment policies to ensure that they are effective and relevant to disabled people*

- Promote positive attitudes towards disabled people

*Yeovil College will ensure that positive images of and attitudes in relation to disabled people and disability equality, are central to the whole institution's ethos*

- Encourage participation by disabled people in public life

*Yeovil College will seek to overcome the significant under-representation of disabled people within our community, It will also encourage disabled people to participate fully in College and local events, particularly within roles of responsibility.*

- Take steps to meet disabled people's needs, even if this requires more favourable treatment

*Yeovil College will recognise that equality of opportunity for disabled people cannot be achieved by simply treating disabled and non-disabled people alike. It will therefore endeavour to make reasonable adjustment and positively discriminate wherever appropriate.*

NB. The above statements apply to all sites and functions of the College, not just education provision, employment and service delivery but, for example, budget setting, course validation, procurement and strategic planning.

# **Yeovil College Disability Equality Scheme**

## **Context**

Yeovil College is a tertiary college working towards full inclusiveness for its learners, staff and service users. The College serves communities in South Somerset and North and West Dorset and works closely with Yeovil Federation, Bournemouth and Exeter Universities and Yeovil Vision. The College has a turnover of approximately £15m and provides learning opportunities for over eight thousand learners. Our core values and behaviours include:

- Valuing and celebrating diversity
- Valuing respecting and supporting each other
- Promoting equality of opportunity
- Communicating openly and honestly
- Treating staff, students and customers with respect

(Reference College Strategic Plan 2007-08)

We have qualified, specialist staff who are experienced in working with a range of disabilities. These may include specific, profound and moderate learning difficulties; sensory impairment such as hearing and visual disabilities; physical and mobility related disabilities and mental health difficulties.

## **Aims of the Scheme**

Yeovil College's Disability Equality Scheme seeks to create a positive whole college ethos towards disability equality. This will be achieved through direct links to the self-assessment reports, quality improvement and development plans, strategic plan, staff development plan and relevant policies.

The Scheme has been created from on-going qualitative and quantitative action research that focuses upon disability equality perceptions. It includes input from a cross section of the whole College community, i.e. people with a variety of disabilities including staff, students, key stakeholders, service users and relevant local organisations. The following questions have been considered:-

- Where are we now?
- Where do we want to be in three years?
- How will we get there?

This research enables us to produce:-

- A statement of the key outcomes
- An on-going, cross-College action plan
- On-going evidence for an annual report
- A tri-annual review process

### **Action Research Process**

In October 2005 the College Equality and Diversity Group,\* chaired by the Principal, agreed to create a Disability Sub-Group consisting of the Head of Centre Skills for Life & Learning and Learning Link Department Manager. The remit was for them to undertake the necessary research programme to inform the new College Disability Equality Scheme.

Using a variety of formal and informal information systems, a number of disabled and non-disabled students and staff were identified and offered the opportunity to take part in the on-going action research programme. Relevant local stakeholders and service users were also included within the information gathering process. Between November 2005 and November 2006 meetings with various focus groups and individuals were held where discussions were based on brief questionnaires (Appendix 3). The main action points from the research are shown in Appendix 4 and have informed the final Disability Equality Scheme Action Plan. Information about the number of disabled students was gathered utilising the College MIS system. Full details are given in Appendix 5. No comparable official data currently exists about staff.

### **Opportunities for Disabled People**

Yeovil College promotes inclusiveness regarding curriculum offer, applications for courses, employment opportunities and general access to College properties. We actively and sensitively encourage people with disabilities and specific learning difficulties to disclose their individual needs in order that appropriate support can be offered where necessary. In addition, specialist courses are also available to meet the needs of students with profound or moderate learning difficulties, mental ill health, and basic skills needs.

\*Terms of reference -Appendix 2

Prior to enrolment, we work closely with our partner schools, Connexions and other agencies to identify students with potential individual support needs. Systems are in place to monitor, track and review a variety of support options for students on course. In order to ensure that anti-discriminatory practice is followed, the review process seeks to discuss and act upon the views of disabled people. Reviews also enable opportunities for effective support to be further discussed and altered if appropriate, to help ensure success on individual programmes.

Student and staff satisfaction surveys, including information from people with disabilities, are carried out regularly. (Details of student surveys are shown in Appendix 6.)

At present the College does not have access to extensive statistics regarding disability equality. However, this has been identified within our Action Plan and will be addressed as a matter of priority.

Yeovil College considers liaison with specialist outside agencies and service users to be vital in exchanging and gathering information regarding the provision for disabled people. Agencies will include NHS Trust Mental Health Team, Care & Residential Homes, Local Housing Projects, Women's Refuge, Headway, MIND, local employers, Social Services, Connexions, etc.

### **Impact Assessments**

All policies and procedures will be reviewed as part of Yeovil College Disability Equality Scheme. Impact assessments on identified policies and procedures will be carried out as detailed within the Action Plan. This will include both College and individual department assessments.

### **Leadership & Management**

The Senior Management Team and Governors support the continuing work to produce the first Yeovil College Disability Equality Scheme and relevant Action Plan. The Equality and Diversity Group have monitored the ongoing research programme and the development of the Scheme. It is considered important that this responsibility continues. In addition, a member of the Governing Body and The Principal should, in future, take an active part in disability issues and the promotion of the Scheme across the College, including the wider community.

Yeovil College will adopt a positive social model of disability, (Appendix 7) it recognises that it is the responsibility of all staff to eliminate discrimination and to promote disability equality. A mandatory training programme will be introduced to enable staff to acquire the knowledge and skills required to promote disability equality, to carry out the requirements of the Disability Equality Scheme and Action Plan and achieve identified improvements in disability equality. It will also raise awareness of the Disability Equality Duty and the benefits that this will bring to the organisation.

Yeovil College will ensure that disability equality is a key consideration in course reviews, self assessment and quality improvement processes. It will be the responsibility of all managers to embed disability equality across the whole organisation.

### **Putting the Scheme into Practice**

Following approval by the Senior Management Team and Governing Body, the Yeovil College Disability Equality Scheme and Action Plan will be published and available to all staff, students and service users via the College Website. In addition hard copies will be located in every staff room, the offices of key managers, at College Reception and in all offsite centres. Alternative formats including Braille, taped and large font etc, will be available on request.

The mechanisms used to report progress will include feedback to the Governing Body, Senior Management Team, the Equality & Diversity Group, Student Executive, Employers' Forum and Parent Liaison Group. Team Brief will be used as the means of disseminating information to all staff. Tutorial bulletin will inform all sixth form students and the College Website will offer wider access for all other students, service users and other interested parties. If students/staff are unable to access these forms of information, it is expected that relevant managers/ lecturers/ tutors, will disseminate key points where appropriate.

### **Monitoring and Evaluation**

In accordance with statutory requirements, the Yeovil College Disability Equality Scheme and Action Plan will be reviewed and revised every three years. An annual report will be produced which assesses the progress made in meeting targets within the Action Plan. The Disability Equality Scheme will be monitored and updated within the monthly Equality & Diversity Group meetings.

**Conclusion**

This new legislation provides an opportunity for genuine organisational change within Yeovil College, where we will build upon the existing core values of increasing inclusion and celebrating diversity. It is anticipated this will lead to improved choices and opportunities which will help to close the gap between the expectations, experiences, education, qualifications and employment of disabled and non-disabled people.

The Yeovil Collage Disability Equality Scheme and Action Plan enables us to further improve the experiences of ALL our staff, learners and service users by continually reflecting upon our practice, facilities and achievements. It offers genuine opportunities for positive action, allowing us to proactively break down barriers and prevent discrimination within our institution.

## **Yeovil College Disability Equality Scheme - Appendices**

1. "Who are 'disabled people'?"

*(ref Rose C & Faraday S (2006) p.59-60, 'Core Document- The journey towards disability equality')*

2. Yeovil College Equality Diversity Group – Terms of reference

3. Questionnaires 1 & 2

4. Disability Equality Scheme – Interim Report (August 2006)

5. College Statistics – Disabled Students

6. College Statistics – Satisfaction Survey

7. The medical and social models of disability

*(ref Rose C & Faraday S (2006) p.61, 'Core Document- The journey towards disability equality')*

8. Action Plan

## Appendix 1

### **Who are 'disabled people'?**

This section summarises the guidance on who is covered by the Disability Discrimination Act, provided by the Disability Rights Commission (DRC). Further information can be found on the DRC website ([www.drc-gb.org](http://www.drc-gb.org)).

The definition of a disabled person under the Disability Discrimination Act covers people with a wide range of impairments including:

- physical or sensory impairments
- mental health difficulties such as depression
- specific learning difficulties such as dyslexia
- medical conditions such as Alzheimer's, arthritis and cancer.

The impairment must have:

- a substantial, adverse effect on a person's ability to carry out normal day-to-day activities
- be likely to last for more than 12 months.

Normal day-to-day activities include:

- mobility
- manual dexterity
- physical coordination
- continence
- ability to lift, carry or move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- understanding of the risk of physical danger.

There are some special provisions, for example:

- If a person's impairment has substantially affected their ability to carry out normal day-to-day activities, but doesn't any more, it will still be counted as having that effect if it is likely to do so again.
- If a person has a progressive condition and it will substantially affect their ability to carry out normal day-to-day activities in the future, then they will be regarded as having an impairment which has a substantial adverse

effect from the moment the condition has some effect on their ability to carry out normal day-to-day activities.

- Cancer, HIV infection and multiple sclerosis are covered from the point of diagnosis.
- People who have had a disability in the past but are no longer disabled are covered by certain parts of the DDA.

When considering impact on day-to-day activities, the Act says that any treatment or correction should not be taken into account. This includes medical treatment or the use of a prosthesis or other aid, such as a hearing aid. The only items which are taken into account are glasses or contact lenses.

Certain conditions are not considered impairments under the DDA, including:

- lifestyle choices, such as tattoos and non-medical piercings
- tendency to steal, set fire, and physical or sexual abuse of others
- exhibitionism and voyeurism
- hay fever, if it doesn't aggravate the effects of an existing condition
- addiction to or a dependency on alcohol, nicotine or any other substance, other than a substance being medically prescribed.

*(ref Rose C & Faraday S (2006), 'Core Document – The journey towards disability equality')*

## **EQUALITY AND DIVERSITY GROUP**

### **Terms of Reference:**

1. To review College Mission, Vision and Strategic Plan to articulate and clarify commitment to the effective management of diversity.
2. To review, clarify and promote management roles and responsibilities in terms of the management of diversity.
3. To mainstream Equality and Diversity by ensuring that the issue becomes an agenda item on all college committees and working groups.
4. To review systematically all related policies and procedures in consultation with staff (via Team Brief); audit for compliance; identify training needs to ensure staff are comfortable with and capable of implementing policies/procedures as appropriate.
5. To stage whole college conference (May 2005) to relaunch and re-title Equal Opportunities as 'Managing Diversity'. To include mix of speakers from good practice organisations (not just FE); examples of internal good practice; develop team action plans to address change.
6. To develop appropriate training facilities and deliver to all staff and Corporation to demonstrate the added value derived from diversity. Promote diversity as a strength rather than a 'problem'.
7. To embed diversity/behaviour targets into the annual objectives of all managers.
8. To actively encourage all managers to undertake secondments/work shadowing in organisations, ideally which have more diverse employment/learner profiles.
9. To demystify the legal jargon by developing promotional materials and campaigns to explain the benefits of diversity to staff, learners and external partners e.g. in prospectus, handbooks, letterheads, displays, newsletters.
10. To set clear targets and milestones for progress in Equality/Diversity Action Plan, review termly, report annually.
11. To include more specific questions relating to equality and diversity in learner surveys to provide benchmark data.
12. To review pay levels of staff by gender, ethnicity, disability and age, set targets to monitor imbalances.
13. To set up monitoring systems to monitor and promote more flexible working pattern.

## **YEOVIL COLLEGE: STRATEGIC & OPERATIONAL TEAMS**

### **Equality and Diversity Group**

#### ***Purpose:***

#### ***Membership:***

Principal  
Deputy Principal  
Facilities & Health & Safety Manager  
Head of Personnel  
Head of Centre  
Head of Quality/Assurance & Improvement  
Marketing & Events Manager  
Head of Staff Development

Department Managers –

Teaching Staff –

Support Staff –

James Hampton  
Lesley Hosker  
John Chell  
Paula Brown  
Angela Coward  
Stan Bishop  
Lisa Pyrke  
Judy Maguire

- Sophie Mars
- Peta Fraser
- Mark Andrews

- David Bassett

- Barbara Hawkins

#### ***Strategic & Operational Functions:***

#### ***Meetings and Leadership:***

- This group will meet every month during term time

#### ***Terms of Reference***

- See attached

## The Disability Equality Duty - The Disability Discrimination Act (2005)

### Yeovil College Disability Equality Scheme- Research Programme

*As part of the new 2005 Disability Legislation, Yeovil College is required to produce a 'Disability Equality Scheme' by December 2006. We must therefore consider "Where we are now?" "Where do we want to be in three years?" and "What key points need to be taken forward to form an Action Plan?" As part of the required research, we would be very grateful if you would complete the following questions, in order to form the basis of a more detailed discussion, arranged between us on 19<sup>th</sup> May 2006 @ 1.00pm*

(The following questions are based upon statements contained within Yeovil College Strategic Plan.)

- ❖ **How familiar are you with the requirements of The Disability Discrimination Act Part 4?**
  
  
  
  
  
  
  
  
  
  
- ❖ **How do you ensure that you treat *all* students, customers and visitors with respect?**
  
  
  
  
  
  
  
  
  
  
- ❖ **Give examples of how you value and celebrate diversity within your particular area of the College?**
  
  
  
  
  
  
  
  
  
  
- ❖ **How do you promote 'equality of opportunity', particularly for people with disabilities, within your specific area? (Please give specific examples.)**

❖ **What improvements do you consider could be made to promote better 'equality of opportunity' for disabled people:-**

**Within your own area?**

1.

2.

3.

**Across the whole college?**

1.)

2.)

3.)

**Name..... Position .....**

**Department..... Date.....**

***Many thanks for your help in contributing to this piece of research.***

*Barbara Hawkins - Learning Link Area Manager*

*Angela Coward - Head of Centre for Skills for Life & Learning*

# Disability Equality Scheme- Interim Report for Equality Diversity Group

## Context

The Disability Equality Duty forms part of DDA4 (2005). Under it the College is required to produce a Disability Equality Scheme to demonstrate commitment of the institution to the Disability Equality Duty. This is a statutory duty and required to be completed and operational by December 2006. The College is expected to have an anticipatory, social model approach, towards disability and equality.

## Aims

Yeovil College's Disability Equality Scheme will seek to create a positive whole college ethos towards disability and equality. The Scheme will be created through the development of action research focusing upon disability/equality perceptions using the following questions:-

- Where are we now?
- Where do we want to be in three years

This will then enable us to produce:-

- A statement of the key outcomes from the research
- An on-going, cross College action plan
- An annual report
- A tri-annual review process

The research needs to include input from a cross section of the whole College community, i.e. people with a variety of disabilities including staff and students, key stake holders and relevant local organisations.

**The action plan will need to include:-**

**1.) Staff development activities** which promote positive attitudes towards disability and equality within the College, for example:

- training on embedding equality and diversity into curriculum delivery,
- training to enable the delivery of a tutorial programme which includes a clear disability and equality focus
- training to enable staff to understand relevant personal and social issues affecting the diverse student population

**2.) Review of Policies and Procedures** such as appraisal, recruitment, complaints etc, to ensure that disability and equality are naturally embedded throughout.

**3.) Review of the physical environment/access** to ensure that the needs of individuals and the requirements of current legislation are fully considered and met.

All the above will naturally consider 'reasonable adjustment' under DDA4.

### **Action Research in Progress**

At a meeting of the College Equality and Diversity Group on 12<sup>th</sup> October 2005 it was agreed to create a Disability sub-group, in order to carry out the necessary research programme to inform the new College Disability Equality Scheme. Angela Coward (Head of Centre Skills for Life and Learning) and Barbara Hawkins (Learning Link Area Manager) were agreed as the members of the sub-group.

Between November 2005 and June 2006 meetings took place with eight focus groups of both staff and students. The discussions were based on a brief questionnaire which was sent to all parties prior to the meetings.

The main action points from the research are listed below.

*NB- Where reference is made to 'College' within this document, this indicates inclusion of the main campus facilities and all off- site premises.*

### **Staff Development activities**

Staff induction -:

New staff need more information on DDA4, including individual responsibilities. Consider development of a CD Rom.

More training on:-

- hidden disabilities e.g. Mental Health, Aspergers, etc
- recognising disability- support strategies, referral procedures, college and individual responsibilities
- DDA4 awareness for 'frontline' staff

Consideration to be given to creating a Disability Equality representative within each department.

E&D training to be linked to the appraisal system and annual targets.

### **Review of Policies and Procedures**

All policies need to be reviewed to reflect legislation etc re disability

There should be more effective risk assessment of work practice with vulnerable students - e.g. need to review lone worker policy for 1:1 off-site working.

Need to review the wording within whole college documents as this was seen as not always 'user friendly'.

Need to set up a small working group to review whole college physical access issues (including student rep).

Insufficient collection of data and analysis of complaints related to disability - this needs to be reviewed.

Specific reference to E&D needs to be made in SARS & Development Plan - Linking to 'Every Child Matters'.

### **Review of the Student Experience**

Induction, recruitment packs, enrolment packs should include disability awareness - signing up to an agreement re 'respect for all' should be revisited within tutorials during the year.

Curriculum- session plans should highlight embedded E&D.

Need to create a Student Council rep for disability.

Students with disabilities are invited to be part of the focus group for prospectus/enrolment paperwork etc.

### **Review of the physical environment/access**

*Many* references made towards improvements needed to be made to the **main College reception area**- both physical and sensory environment.

Clear positive statements and visual references, information re equipment/aids available students/visitors. Visitors' seating, desks, payment window, display cabinet all need improving.

Central admissions area is not confidential, wheelchair friendly or appropriately placed.

Signage across the college is *very* poor. Displays are generally tired with no overall strong corporate image.

Student Support Services Area needs to be more visually pleasing with artwork and relevant displays.

Student Health Suite needs to be further improved to accommodate specific facilities for disability needs.

Consider a small refreshment area for students who find the main Megabyte area too intimidating.

Megabyte needs to continue to develop, offering a menu and environment that is more inclusive, reflecting the diverse needs of the College population.

Information needs to be made available in other formats and particularly in languages other than English.

Issues re access to top floor of Hollands House (Personnel, Finance, Staff Development & Quality Depts not accessible to *all* staff)

Acoustic difficulties in the Boardroom and Lecture Theatre - Hearing loops need to be reviewed.

### **General**

Senior Management and Governors need to be actively promoting the disability/equality message within their leadership. This will include positive financial backing for marketing and other resources.

College needs a management culture where staff feel empowered, responsible and proud of their own working practice and environment.

Need to promote a strong corporate image built upon positive and anti-discriminatory practice utilising a 'holistic' approach.

Marketing - need to promote diverse College community via success stories.

E& D needs to be on all cross College agendas and marketing materials.

Investigate re Equality and Diversity news letter on the Website.

Website needs to have auditory/ total disability access.

We need to be more pro-active to discover if individuals (staff/ student/visitors) feel they are treated with respect.

SMT and some other E&D Group members to visit 'good practice' colleges and feed back.

### **Key Actions Already Achieved**

- 1.) Quality Dept moved to lower floor Hollands House
- 2.) SMT have visited South Devon College
- 3.) Some training on embedding equality diversity within curriculum delivered at Staff Conference - 30<sup>th</sup> June 2006
- 4.) Some training on 'Hidden Disabilities' (Mental Health, Aspergers, SPLD,) delivered at Staff Conference - 30<sup>th</sup> June 2006
- 5.) On- going improvements to 'Student Health Suite' (including specific facilities for students with disabilities) to be completed by September 2006
- 6.) E&D is now a standing item on some Centre meeting agendas
- 7.) The campaign for 'Commitment to a better College' has made some improvements towards staff feeling responsible and proud of their own working practice and environment.
- 8.) Work has started on reviewing the 'Lone Worker Policy'

- 9.) Work has started on reviewing and improving the College website.
- 10.) The core document ' The journey towards disability equality' has now been received from the LSC/LSDA

### **Next Steps**

- 1.) Present an interim Action Research Report to Equality Diversity Group on 4<sup>th</sup> October 2006
- 2.) Agree with Equality Diversity Group the procedure for production an action plan from the key research findings. Plan to incorporate Yeovil College 'Valuing Diversity at Work' action plan. (4<sup>th</sup> October 2006)
- 3.) Continue with action research interviews including, Student Exec and additional staff/students with disabilities
- 4.) Produce the draft Disability Equality Scheme for approval of E&D Group, SMT and Corporation. (By 1<sup>st</sup> November 2006)
- 5.) Implement initial Disability Equality Scheme and agree review date. (December 2006)

Angela Coward  
Barbara Hawkins  
26.9.06

Yeovil College - Student Feedback - On Programme - March 2006

	White			All Other Ethnic Groups			All College (Benchmark)	
	Rating	No	Dif	Rating	No	Dif	Rating	No
No Questionnaires answered		501			12			573
<b>Teaching and Learning</b>								
1 The teaching on my course is good	73	499	=	67	12	-6	73	571
2 My teacher knows their subject well	85	501	=	86	11	1	85	572
3 Teacher uses different ways to help me learn	66	496	=	64	11	-2	66	566
4 Teacher encourages behave well & work hard	73	489	=	77	11	4	73	558
5 If don't come to College someone contacts me	44	386	-1	56	8	11	45	446
6 Help develop skills in organising time/study	49	474	=	64	11	15	49	540
7 Helped develop ideas & work independently	67	493	1	63	12	-3	66	564
8 I am learning at the right pace	64	499	=	83	12	19	64	569
9 Teaching & learning methods suit me	62	500	=	63	12	1	62	571
10 I am making good progress	63	500	=	67	12	4	63	572
11 My sessions start on time	65	498	=	67	12	2	65	570
12 Lecturers learning objectives are made clear	61	494	=	64	11	3	61	563
13 I am kept interested in all my classes	53	499	=	50	11	-3	53	570
14 Handouts issued in lectures help me to learn	68	493	=	68	11	=	68	563
15 There are additional rescrs on the VLE/Moodle	41	412	-1	70	10	28	42	472
16 Teacher makes sure I know what I am doing	67	499	=	79	12	12	67	571
17 I use computers to help me learn	58	479	=	64	11	6	58	544
18 Can use Study Centre when I need to	65	463	=	68	11	3	65	530
19 My teacher treats us all fairly and equally	72	499	=	67	12	-5	72	571
<b>Summary</b>	<b>63</b>	<b>501</b>	<b>=</b>	<b>68</b>	<b>12</b>	<b>5</b>	<b>63</b>	<b>573</b>

**Key Skills**

- 20 Know how Key Skills units will be assessed
- 21 Know how to assemble KS portfolio evidence
- 22 Key Skills are relevant to my studies

	40	369	-1	35	10	-6						41	431
	38	363	-1	50	10	11						39	423
	41	358	=	50	10	9						41	419
<b>Summary</b>	<b>40</b>	<b>380</b>	<b>=</b>	<b>45</b>	<b>10</b>	<b>5</b>						<b>40</b>	<b>442</b>



Report By: Ethnicity

Difference from All College

### Yeovil College - Student Feedback - On Programme - March 2006

No Questionnaires answered

	White			All Other Ethnic Groups			All College (Benchmark)	
	Rating	No	Dif	Rating	No	Dif	Rating	No
No Questionnaires answered		501			12			573

#### Tests/Assessments

- 23 Assessment tasks are made clear to me
- 24 Deadlines for handing in work clearly stated
- 25 Not given many assignments to do at once
- 26 When I meet hand-in date, rec quick feedback
- 27 Assessment of my work is fair
- 28 Know what doing well & what to improve
- 29 Know what to do if I disagree with my marks

	71	494	=	86	11	15						71	565
	75	477	=	88	12	13						75	549
	58	480	-1	63	12	4						59	552
	57	472	=	67	12	10						57	541
	73	488	=	68	11	-5						73	558
	67	488	-1	79	12	11						68	558
	46	470	1	54	12	9						45	540
<b>Summary</b>	<b>64</b>	<b>498</b>	<b>=</b>	<b>72</b>	<b>12</b>	<b>8</b>						<b>64</b>	<b>570</b>

#### Organisation of My Course

- 30 The course is well organised
- 31 When lecturer away, there is someone to cover

	60	497	1	71	12	12						59	568
	60	444	=	77	11	17						60	506
<b>Summary</b>	<b>60</b>	<b>499</b>	<b>=</b>	<b>74</b>	<b>12</b>	<b>14</b>						<b>60</b>	<b>570</b>

#### Accommodation and Equipment

- 32 Rooms I use for course are tidy & clean

	68	499	=	75	12	7						68	570
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45	I would recommend my course to a friend	65	492	-1	75	10	9					66	560
46	The College provides good opps to learn	69	488	-1	82	11	12					70	557
47	I like coming to the College	62	490	=	82	11	20					62	560
48	Think survey is done in confidential way	65	484	=	90	10	25					65	551
49	Overall, I am happy with course & College	69	492	-1	77	11	7					70	562
	<b>Summary</b>	<b>67</b>	<b>494</b>	<b>=</b>	<b>78</b>	<b>11</b>	<b>11</b>					<b>67</b>	<b>564</b>

## **Stakeholder feedback**

Learner feedback is obtained at course level in order to inform quality review. Cross college surveys using a sample of courses are also held in order to obtain feedback on enrolment and induction and on programme experience.

Learners expressed most satisfaction with:

- Accommodation
- Clarity of assessment processes
- Enrichment opportunities
- Teachers' knowledge of subjects and teaching methods
- There is good satisfaction with the enrolment process. Most felt that they were on the right course, that the College had been helpful when they applied and that they were made to feel welcome.

Learners expressed least satisfaction with:

- Course information
- Course management

The college generally improved its overall ratings when compared with last year's surveys.

Employer feedback is obtained through a postal survey. This is a mixed picture with some employers still expressing dissatisfaction with aspects of the provision.

Most satisfaction was with:

- Programmes meet needs of employees and employers
- College provides high quality learning opportunities

Least satisfaction was with

- College providing sufficient feedback on employees' progress
- Receiving sufficient information on training schemes
- Receiving sufficient guidance and support for workplace assessment

Survey of parents of full time first and second year learners. The College has generally improved its overall ratings when compared with last year's survey. However there is some dissatisfaction with the provision of information about courses and with who to contact at the College for information. Average agreement for the 15 questions was 92% for the parents of both first and second year learners. There were individual concerns about some aspects but generally there was good satisfaction with the College.

### Overall

There are problems with the provision of information. Both parents and employers have expressed concerns about the lack of reporting of learner progress. Work based employers are particularly concerned about this. Learners appear to be satisfied with the teaching and learning but have concerns around information and organisation.

**STUDENT FEEDBACK**  
**(On Programme - March 2006)**

126                      26

If you need some help to fill in this form please ask your tutor, who will be happy to get help for you from the Learning Support Team.

The College is committed to constantly making its services better and the answers you give to these questions will be taken very seriously. Please note that no-one in the College will know who you are. Thank you.

Course:

Please place **ONE** cross in the box (using **black/blue** ink), e.g. ☒, next to the number which best describes how much you agree with each of the following statements below:

1☐ - Agree Completely; 2☐ - Agree Mostly; 3☐ - Disagree Mostly; 4☐ - Disagree Completely; 5☐ - Not Applicable (N/A)

Office Use Only	<b>Teaching and Learning</b>	☺ Agree Completely	→	☹ Disagree Completely	N/A	
(35)	1 The teaching on my course is good	1	2	3	4	5
(36)	2 My teacher knows their subject well	1	2	3	4	5
(37)	3 My teacher uses different ways to help me learn	1	2	3	4	5
(213)	4 My teacher encourages me to behave well & work hard	1	2	3	4	5
(228)	5 If I don't come to College someone contacts me	1	2	3	4	5
(41)	6 I am helped to develop skills in organising my time and learning how to study	1	2	3	4	5
(42)	7 I am helped to develop my own ideas and work independently	1	2	3	4	5
(47)	8 I am learning at the right pace	1	2	3	4	5
(49)	9 Teaching and learning methods suit me	1	2	3	4	5
(50)	10 I am making good progress	1	2	3	4	5
(51)	11 My sessions start on time	1	2	3	4	5
(53)	12 Each lectures' learning objectives are made clear to me	1	2	3	4	5
(54)	13 I am kept interested in all my classes	1	2	3	4	5
(57)	14 Handouts issued in lectures help me to learn	1	2	3	4	5
	15 There are additional resources on the VLE/Moodle that help me learn	1	2	3	4	5
(71)	16 My teacher makes sure that I know what I am doing	1	2	3	4	5
(72)	17 I use computers to help me learn	1	2	3	4	5
(78)	18 I can use the Study Centre when I need to	1	2	3	4	5
(75)	19 My teacher treats us all fairly and equally	1	2	3	4	5

Please place **ONE** cross in the box next to the number which best describes how much you agree with each of the statements.

1  - Agree Completely; 2  - Agree Mostly; 3  - Disagree Mostly; 4  - Disagree Completely; 5  - Not Applicable (N/A)



*(please continue over the page)*

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		Agree Completely	→			Disagree Completely			N/A
Office Use Only	<b><u>Key Skills</u></b>								
(135)	20 I know how the Key Skill units will be assessed	1	2	3	4				5
	21 I know how to assemble Key Skills portfolio evidence	1	2	3	4				5
(133)	22 Key Skills are relevant to my studies	1	2	3	4				5
Office Use Only	<b><u>Tests/Assessments</u></b>								
(85)	23 Assessment tasks are made clear to me	1	2	3	4				5
(82)	24 Deadlines for handing in work are clearly stated	1	2	3	4				5
(83)	25 I am not given too many assignments to do at once	1	2	3	4				5
(86)	26 When I meet the hand-in date, I receive quick feedback	1	2	3	4				5
(87)	27 Assessment of my work is fair	1	2	3	4				5
(91)	28 I know what I am doing well and what I need to do to improve	1	2	3	4				5
(92)	29 I know what to do if I disagree with my marks (appeals procedure)	1	2	3	4				5
Office Use Only	<b><u>Organisation of My Course</u></b>								
(94)	30 The course is well organised	1	2	3	4				5
(99)	31 When my lecturer is away, there is someone to cover the session or work is set	1	2	3	4				5
Office Use Only	<b><u>Accommodation and Equipment</u></b>								
(157)	32 The rooms I use for my course are tidy and clean	1	2	3	4				5
(159)	33 The rooms I use are suitable for my course	1	2	3	4				5
(162)	34 The computers I use are good	1	2	3	4				5
(163)	35 The College is a safe place to learn	1	2	3	4				5
Office Use Only	<b><u>The Support I Receive</u></b>								
(107)	36 I know who to ask for help with any problems	1	2	3	4				5
(113)	37 The Course Handbook provides useful information about the course	1	2	3	4				5
(118)	38 I have 1-1 reviews with my form/personal tutor to review my plan/discuss my progress	1	2	3	4				5
(123)	39 I get on well with my form/personal tutor	1	2	3	4				5

*(please continue over the page)*

Please place **ONE** cross in the box next to the number which best describes how much you agree with each of the statements.

1  - Agree Completely; 2  - Agree Mostly; 3  - Disagree Mostly; 4  - Disagree Completely; 5  - Not Applicable (N/A)

128

28

0

0

Office  
Use  
Only

**Enrichment – Full Time Students Only**

☺  
Agree  
Completely → Disagree  
Completely  
☹

N/A

(140)	40	The College has a good programme of enrichment on offer (the range and relevance of activities available help me to develop my personal skills and interests)	1	2	3	4	5
(141)	41	I take part in the enrichment programme	1	2	3	4	5
(142)	42	I enjoy the enrichment programme	1	2	3	4	5

Office  
Use  
Only

**Quality Assurance**

(181)	43	I am satisfied with my course	1	2	3	4	5
(182)	44	I am achieving what I set out to do	1	2	3	4	5
(183)	45	I would recommend my course to a friend	1	2	3	4	5
(185)	46	The College provides good opportunities to learn	1	2	3	4	5
(186)	47	I like coming to the College	1	2	3	4	5
(225)	48	I think that this survey is being done in a confidential way	1	2	3	4	5
(223)	49	Overall, I am happy with my course and my College	1	2	3	4	5

*(please continue over the page)*

Please place **ONE** cross in the box next to the number which best describes how much you agree with each of the statements.

1  - Agree Completely; 2  - Agree Mostly; 3  - Disagree Mostly; 4  - Disagree Completely; 5  - Not Applicable (N/A)

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**About You** (Please place ONE cross in the box that applies to you)

We ask you these questions for no other reason than to find out if we are serving the needs and representing the community as a whole.

(191) **Attend College:** Full Time <sup>1</sup> Part Time Day <sup>2</sup> Part Time Evening <sup>3</sup>  
Part Time Day & Evening <sup>4</sup>

(188) **Gender:** Male <sup>1</sup> Female <sup>2</sup>

(187) **Age:** 16 - 19 <sup>2</sup> 20+ <sup>3</sup>

(190) **Ethnicity:** Prefer not to answer <sup>1</sup> Black African <sup>2</sup> Black Caribbean <sup>3</sup>  
Black other <sup>4</sup> Bangladeshi <sup>5</sup> Chinese <sup>6</sup>  
Indian <sup>7</sup> Pakistani <sup>8</sup> White <sup>9</sup>  
Other <sup>10</sup>

(202) **Do you have a Learning Difficulty?** Yes <sup>1</sup> No <sup>2</sup>

(203) **Do you have a Disability?** Yes <sup>1</sup> No <sup>2</sup>

**General Comments**

Do you have any comments to do with your course or the College? (Such as things which have worked very well or ideas you have on how your course could be made better).

The College has lots of support services to help you to pass your course. The Student Handbook tells you all you need to know about which services are on offer and how to make the best use of them. Your tutor can arrange for you to receive personal help and support.

**Thank you for completing this survey**

## **The medical and social models of disability**

The medical model of disability reinforces the idea that the problems people face are a direct result of their own health or impairment. It focuses on what is wrong with a person and what they cannot do. This model takes a narrow, labelling approach, which can perpetuate stereotypes and create a cycle of dependency and exclusion that is often difficult to break.

The social model of disability, in contrast, refutes the medical perspective above, and shifts the focus from what is 'wrong' with the disabled person to what is wrong with attitudes, systems and practices, as it is these that often create disabling barriers and prevent participation by disabled people. The social model of disability promotes the right of a disabled person to belong, to be valued, to determine choice and to make decisions. The emphasis is taken away from the disabled person and is placed firmly on the shoulders of the provider.

The social model of disability represents the key to understanding and implementing the duty to promote disability equality. The new duty extends the requirements of the DDA 1995 – to anticipate and respond to the individual needs of disabled people – to a duty under which organisations must understand and dismantle barriers before they have an impact on individuals.

*(ref Rose C & Faraday S (2006), 'Core Document – The journey towards disability equality')*

## Yeovil College Disability Equality Scheme - Action Plan Highest Priority

TARGET	ACTIONS	Priority	Start Date	Who	Progress
<b>1. STAFF TRAINING</b>					
1.1 Make Disability awareness/ equality training mandatory for all staff, with initial priority being given to those involved in recruiting and interviewing.	1.) Develop a mandatory staff training programme to raise awareness of prejudices through case studies, self-awareness questionnaire and audit of behaviours etc	H	March 2007	H of SD	
	2.) Raise staff awareness through regular 'Disability' items in 'News in 90' and 'Team Brief' documents	H	Ongoing - Dec 2007	DC	
1.2 Ensure Disability Equality training is an integral part of the annual CPD programme.	Include Disability Awareness training within CPD Booklet 2006/07 (and subsequent years)	H	October 2006	H of SD	10 training options included within Section 4 Equality Diversity Section of CPD Programme 2006/07
1.3 Arrange training for college managers to raise awareness about disability issues affecting students/staff within their remit	1.) Arrange for external trainer to offer 'Disability Discrimination for Managers' (4.1 2006/07 CPD Programme) to all Managers for cascading within own departments	H	April 2007	H of SD	Training option included within CPD Booklet 2006/07
	2.) Arrange Impact Assessment training	M	July 2007		
	3.) Produce fact sheets for managers on key disability and equality issues/legislation	H	April 2007		
<b>2. RESOURCES/DATA</b>					
2.1 Improve data collection on disability including opportunities, achievement and progression of students.	Review current data collection systems to ensure information is collated in a timely and appropriate manner	H	March 2007	H of R&A H of QAI	
2.2 Ensure all important information relating to disability is accessible to staff on the 'S' drive e.g; Accessibility statement, DED, DES etc	1.) Review and improve information about Equality, Diversity, DDA 4 and Student Support on 'S' Drive	H	January 2007	DC	
	2.) Ensure that information is regularly updated and current	H	ongoing	DC	
2.3 Use college MIS, Support Tracking System and Personnel System to identify all disabled students, staff and governors.	1.) Review current MIS & Personnel systems to ensure accuracy of information	H	April 2007	H of R&A H of P	Review of TLS on-going
	2.) Continue with review and implementation of improved 'Traffic Light System' for identification and tracking	H	Ongoing		

## Yeovil College Disability Equality Scheme - Action Plan Highest Priority

	support for students with disabilities.		implement July 2007	DC	Nov 06 new format being created and discussed with appropriate staff
<b>3. PHYSICAL RESOURCES</b>					
3.1 Improve main College reception area – Introduce clear positive statements about disability, equality etc, visual references, information re equipment/aids available for students/ staff/visitors. Visitors' seating, desks, payment window, display cabinet to be improved.	1.) Review current provision in Reception area and produce a business plan to update and improve the facilities 2.) Implement plan for changes, to include Improvement for wheelchair access and disclosure within Central Admissions	H	February 2007	H of F VP Res DC	
<b>4.MARKETING</b>					
4.1 Review the prospectus, website and other materials to ensure that they are available in different formats and are well publicised to all users.	1.) Review Website facilities to ensure that it is disability compliant with access for all (auditory etc.) 2.) Ensure all relevant Disability policies and documents (including DED, Action Plan, Disability statement, terms of reference E&D Group) are placed on Web Site with clear access arrangements in place. 3.) Investigate possibility of Equality and Diversity news letter on the Website. 4.) Promote diverse College community via success stories.	H	March 2007	M&EM	
4.2 Display positive images and attitudes towards disability equality throughout the College.	1.) Review College Marketing Strategy to include a statement re positive images/attitudes towards disability 2.) Identify appropriate areas and create action plan for displaying various positive disability images/statements across College.	H	March 2007	M&EM	
		H	April 2007	M&EM	
4.3 Ensure there are on going promotional events to highlight disability awareness. etc	Ensure events such as World Mental Health Day, World Aids Day etc are celebrated.	H	Jan 2007	M&EM DM SSS	Small celebrations of World Mental Health Day & World Aids Day taken place 2006. Nov 2006 SSS team drawn up timetable of

## Yeovil College Disability Equality Scheme - Action Plan Highest Priority

					events to be promoted in coming year
<b>5. PERSONNEL</b>					
5.1 Include responsibility for Disability Equality within the job descriptions of all college managers.		H	Jan 2007	H of P	
5.3 Increase emphasis at staff induction on E&D (disability) awareness, including individual/institutional responsibilities.	1.) Implement in staff induction programme	H	Jan 2007	H of P H of ST	
5.5 Review appraisal systems to include opportunity for disclosure of disability and provision of subsequent support	1.) Amend current paperwork	H	Jan 2007	H of P	
<b>6. POLICIES AND PROCEDURES</b>					
6.1 Publish a Disability Equality Scheme followed by an Annual Report	Implement initial Disability Equality Scheme and agree review date.	H	Dec 2006	DC H of C	
6.2 Develop a College Mental Health Policy		H	Jan 2007	MHC	
6.3 Undertake a preliminary evaluation of the extent of impact assessment on policies and practices.	Consider the initial impact (or likely impact) of both new and existing policies and practices on equality for disabled people, to ensure:- 1.) College activities do not inadvertently disadvantage disabled students, staff or service users 2.) Opportunities to better promote equality of opportunity are identified 3.) Action leads to improved performance in relation to disabled people and disability equality	H	Jan 2007	H of QIA	
6.4 Prioritise the order in which existing and new policies will be reviewed for disability equality impact assessment, dependent on the relevance to disabled people	1.) Draw up a timetable to impact assess all existing policies, procedures and practices 2.) Review all College policies such as appraisal, recruitment, complaints, harassment, equal opportunities etc, to ensure that current legislation is adhered to and disability and equality (as above) are naturally embedded throughout. 3.) Include disabled staff and students in the above process	H  H  H	Jan 2007  On-going over 3 years  On going-over 3 years	H of QIA	
<b>7. LEADERSHIP/MANAGEMENT</b>					

## Yeovil College Disability Equality Scheme - Action Plan Highest Priority

7.1 Appoint a Link Governor for Equality and Diversity	Produce a clear statement of responsibilities for Link Governor , to include liaison with relevant staff and participation in DES review process	H	Jan 2007	P C to Gov	
7.2 Appoint a cross-college Equality and Diversity Co-ordinator/Manager, with disability equality as part of their remit.	1.)Consider the structural and financial issues for recruitment of a post of Equality Diversity Co-ordinator /Manager 2.) Create a recruitment proposal and job description	H	May 2007	P, DP, VP Res, H of P	Discussed at E&D committee October 2006. Liaison with Warwickshire College to share best practice on-going
7.3 Ensure 'disability equality' is embedded within the College SAR, QIP and Quality Reviews.	Review the paperwork and procedures for College SAR, QIP & Quality Reviews to ensure that disability equality is embedded within documents	H	March 2007	P, Hof QAI	
7.4 Senior managers and governors to actively promote disability equality within their areas of leadership and management.	Introduce and reinforce a message to all managers and Governors to actively create a strong corporate image within all communications, using positive and anti-discriminatory language and practices.	H	January 2007	All Mgrs, Govs	
7.5 Ensure an E& D agenda item is placed on all cross College meetings.	Introduce and implement E&D agenda item through Team Brief /CMT meeting	H	January 2007	All Mgrs	
<b>8. STUDENT/STAFF/USER PARTICIPATION</b>					
8.1 Appoint a representative of the student body to the Equality and Diversity Group	Student Union to elect a representative onto the College Equality & Diversity Group	H	December 2006	SU	Two representatives elected Nov 06. Will attend 1 <sup>st</sup> E&D meeting Dec 06
8.2 Develop a wider membership for Disability Sub Group of main E&D Group, to include disabled staff/student/user reps to be part of the DES Review process	Invite members of staff, students and users to become part of a wider membership of E&D Disability sub group	H	February 2007	E and D Group	Discussions on-going Nov 06
8.3 Set up a cross-college forum for disabled users which can inform the DES.	1.) Investigate the most appropriate forum to create effective communication systems for disabled people across the College. 2.) Set up forum to elicit views of disabled people - staff/ student/visitors and feed back results regularly to E&D Group	H	April 2007	DC	

## Yeovil College Disability Equality Scheme - Action Plan

TARGET	ACTIONS	Priority	Start Date	Who	Progress
<b>1. STAFF TRAINING</b>					
1.1 Make Disability awareness/ equality training mandatory for all staff, with initial priority being given to those involved in recruiting and interviewing.	1.) Develop a mandatory staff training programme to raise awareness of prejudices through case studies, self-awareness questionnaire and audit of behaviours etc	H	March 2007	H of SD	
	2.) Raise staff awareness through regular 'Disability' items in 'News in 90' and 'Team Brief' documents	H	Ongoing - Dec 2007	DC	
1.2 Ensure Disability Equality training is an integral part of the annual CPD programme.	Include Disability Awareness training within CPD Booklet 2006/07 (and subsequent years)	H	October 2006	H of SD	10 training options included within Section 4 Equality Diversity Section of CPD Programme 2006/07
1.3 Arrange training for college managers to raise awareness about disability issues affecting students/staff within their remit	1.) Arrange for external trainer to offer 'Disability Discrimination for Managers' (4.1 2006/07 CPD Programme) to all Managers for cascading within own departments	H	April 2007	H of SD	Training option included within CPD Booklet 2006/07
	2.) Arrange Impact Assessment training	M	July 2007		
	3.) Produce fact sheets for managers on key disability and equality issues/legislation	H	April 2007		
1.4 Embed equality and diversity issues (particularly disability awareness) within curriculum delivery	Develop a timely programme of training & implementation for Department Managers and Lecturers	M	July 2007	H of SD DMs	Contact made with Warwickshire College Nov 07, to share good practice.
1.5 Include a clear disability and equality focus within the delivery of a tutorial programme.	Discuss and implement changes to tutorial programme (training implications as above)	M	July 2007	Hof SF Hof SD	
<b>2. RESOURCES/DATA</b>					
2.1 Improve data collection on disability including opportunities, achievement and progression of students.	Review current data collection systems to ensure information is collated in a timely and appropriate manner	H	March 2007	H of R&A H of QAI	
2.2 Ensure all important information relating to disability is accessible to staff on the 'S' drive e.g; Accessibility statement, DED, DES	1.) Review and improve information about Equality, Diversity, DDA 4 and Student Support on 'S' Drive	H	January 2007	DC	
		H			

## Yeovil College Disability Equality Scheme - Action Plan

etc	2.) Ensure that information is regularly updated and current		ongoing	DC	
2.3 Use college MIS, Support Tracking System and Personnel System to identify all disabled students, staff and governors.	1.) Review current MIS & Personnel systems to ensure accuracy of information 2.) Continue with review and implementation of improved 'Traffic Light System' for identification and tracking support for students with disabilities.	H H	April 2007 Ongoing implement July 2007	H of R&A H of P DC	Review of TLS on-going Nov 06 new format being created and discussed with appropriate staff
2.4 Set up systems to collect information on the effect of policies and practices on the recruitment, development and retention of disabled employees.		L	Dec 2007	H of QAI	
<b>3. PHYSICAL RESOURCES</b>					
3.1 Improve main College reception area – Introduce clear positive statements about disability, equality etc, visual references, information re equipment/aids available for students/ staff/visitors. Visitors' seating, desks, payment window, display cabinet to be improved.	1.) Review current provision in Reception area and produce a business plan to update and improve the facilities 2.) Implement plan for changes, to include Improvement for wheelchair access and disclosure within Central Admissions	H	February 2007	H of F VP Res DC	
3.2. Audit all college properties to ensure access for disabled people is appropriate	1.) Set up a small working group (including student/staff /user reps) to review whole college physical environment to ensure that the needs of individuals and the requirements of current legislation are fully considered and met. <ul style="list-style-type: none"><li>• Consider access arrangements to top floor of Hollands House (Personnel, Finance, Staff Development not accessible to <i>all</i> staff)</li><li>• Investigate and improve acoustic facilities in the Boardroom and Lecture Theatre – review hearing loop system for whole College.</li></ul>	M	May 2007	VP Res H of F DC	
3.3 Review 'Student Support Services Area' to ensure it is 'user friendly' and visually pleasing with artwork and relevant displays.		M	June 2007	H of F Hof C DC	New Health Suite Sept 06
3.4 Carry out further improvements in the 'Megabite' to improve the student	1.) Offer menus and environment that are more inclusive, reflecting diverse needs of	M	Sept 2007	MM Hof F	Healthy Option Menus offered Sept 06

## Yeovil College Disability Equality Scheme - Action Plan

experience.	the College population. 2.) Investigate a small refreshment area for students who find the main Megabyte area too intimidating.				
3.5 Improve signage across the college.	1.) Review current signage across the College. 2.) Design and install appropriate new 'disability friendly' signs to offer strong image and commitment to equality diversity	M	June 2007	VP Res H of F DC	
<b>4.MARKETING</b>					
4.1 Review the prospectus, website and other materials to ensure that they are available in different formats and are well publicised to all users.	1.) Review Website facilities to ensure that it is disability compliant with access for all (auditory etc.) 2.) Ensure all relevant Disability policies and documents (including DED, Action Plan, Disability statement, terms of reference E&D Group) are placed on Web Site with clear access arrangements in place. 3.) Investigate possibility of Equality and Diversity news letter on the Website. 4.) Promote diverse College community via success stories.	H	March 2007	M&EM	
4.2 Display positive images and attitudes towards disability equality throughout the College.	1.) Review College Marketing Strategy to include a statement re positive images/attitudes towards disability 2.) Identify appropriate areas and create action plan for displaying various positive disability images/statements across College. 3.) Fully investigate availability of resources through Disability Equality Commission and other agencies to support 'positive image' for College 4.) Implement positive statements and images towards disability within all marketing materials	H	March 2007	M&EM	
		H	April 2007	M&EM	
		M	June 2007	M&EM DC	
		M	July 2007	M&EM	
4.3 Ensure there are on going promotional events to highlight disability awareness. etc	Ensure events such as World Mental Health Day, World Aids Day etc are celebrated.	H	Jan 2007	M&EM DM SSS	Small celebrations of World Mental Health Day & World Aids Day took place 2006.

## Yeovil College Disability Equality Scheme - Action Plan

					Nov 2006 SSS team drawn up timetable of events to be promoted in coming year
4.4 Invite students with disabilities to be part of the working group to review annually the prospectus/ enrolment, paperwork etc.	Set up working group	M	Feb 2007	H of SF H of R&A M&EM DC	
4.5 Sign-post staff and students to DED via the college web-site	Promote DED using tutorial bulletin, News in 90 seconds, computer screen savers etc.	M	March 2007	M&EM	
4.6 Up-date the current local and national contact list for disability, health information and advice to ensure it easily accessible.		L	April 2007	DC M&EM	
<b>5. PERSONNEL</b>					
5.1 Include responsibility for Disability Equality within the job descriptions of all college managers.		H	Jan 2007	H of P	
5.2 Include in the staff induction process, the opportunity for disabled staff to meet with the Head of Occupational Health		M	March 2007	H of P	
5.3 Increase emphasis at staff induction on E&D (disability) awareness, including individual/institutional responsibilities.	1.) Implement in staff induction programme 2.) Investigate development of a CD Rom as additional induction resource	H L	Jan 2007 Jan 2008	H of P H of ST	
5.4 Ensure back-to-work interview documentation covers support for existing/new disabilities	Amend current paperwork	M	March 2007	H of P	
5.5 Review appraisal systems to include opportunity for disclosure of disability and provision of subsequent support	1.) Amend current paperwork 2.) Include E&D in appraiser training 3.) Appraisal targets to include E&D training	H M M	Jan 2007 Mar 2007 May 2007	H of P H of SD H of SD	
<b>6. POLICIES AND PROCEDURES</b>					
6.1 Publish a Disability Equality Scheme followed by an Annual Report	Implement initial Disability Equality Scheme and agree review date.	H	Dec 2006	DC H of C	
6.2 Develop a College Mental Health Policy		H	Jan 2007	MHC	
6.3 Undertake a preliminary evaluation of the extent of impact assessment on policies and practices.	Consider the initial impact (or likely impact) of both new and existing policies and practices on equality for disabled people, to ensure:- 1.) College activities do not inadvertently disadvantage disabled students, staff or	H	Jan 2007	H of QIA	

## Yeovil College Disability Equality Scheme - Action Plan

	<p>service users</p> <p>2.) Opportunities to better promote equality of opportunity are identified</p> <p>3.) Action leads to improved performance in relation to disabled people and disability equality</p>				
6.4 Prioritise the order in which existing and new policies will be reviewed for disability equality impact assessment, dependent on the relevance to disabled people.	<p>1.) Draw up a timetable to impact assess all existing policies, procedures and practices,</p> <p>2.) Review all College policies such as appraisal, recruitment, complaints, harassment, equal opportunities etc, to ensure that current legislation is adhered to and disability and equality (as above) are naturally embedded throughout.</p> <p>3.) Include disabled staff and students in the above process</p>	H	Jan 2007	H of QIA	
		H	On-going over 3 years		
		H	On going-over 3 years		
6.5 Review the admissions criteria for courses, at validation, to ensure there are no unnecessary barriers to disabled people		M	June 2007	H of R&A	
6.6 Review the admissions process to ensure it gives disabled people every opportunity to disclose their disability in a confidential environment.	<p>1.) Review college application and support forms to ensure that learners can easily disclose their disability and that effective data can be collected.</p> <p>2.) Review the interview, advice and guidance and enrolment procedures to ensure confidential environment for disclosure is included</p>	M	March 2007	H of R&A H of SF DC	
6.7 All course handbooks and other corresponding literature to include positive statements regarding reasonable adjustment to be offered to disabled people	Review all course handbooks and other literature to ensure equality of opportunity for disabled learners (including reasonable adjustment e.g extra time for assignments etc) is clearly defined	M	July 2007	DMS	
6.8 Review College risk assessment paperwork to ensure that it includes awareness of all disability issues	Review risk assessment paperwork and implement change to procedure where necessary	M	July 2007	H of OH	
6.9 Review all College literature to ensure reference to Equality and Diversity is included where appropriate	<p>1.) Action plan a review process of all literature</p> <p>2.) Offer all literature in 'user friendly' language and format</p> <p>3.) Ensure other formats available where appropriate (including documents in other languages).</p>	M	March 2007 on-going - July 2009?	H of R&A	

## Yeovil College Disability Equality Scheme - Action Plan

6.10 Ensure disability equality is included within the assessment procedure for WBL placement providers	WBL provider assessment materials to be reviewed to ensure that disability equality is included where appropriate	M	April 2007	DBT	
6.11 Review Disability Equality Scheme every three years	Produce revised 2 <sup>nd</sup> addition Disability Equality Scheme	L	Dec 2009	H of QAI,DC	
<b>7. LEADERSHIP/MANAGEMENT</b>					
7.1 Appoint a Link Governor for Equality and Diversity	Produce a clear statement of responsibilities for Link Governor , to include liaison with relevant staff and participation in DES review process	H	Jan 2007	P C to Gov	
7.2 Appoint a cross-college Equality and Diversity Co-ordinator /Manager, with disability equality as part of their remit.	1.) Consider the structural and financial issues for recruitment of a post of Equality Diversity Co-ordinator /Manager 2.) Create a recruitment proposal and job description	H	May 2007	P, DP, VP Res, H of P	Discussed at E&D committee October 2006. Liaison with Warwickshire College to share best practice on-going
7.3 Ensure 'disability equality' is embedded within the College SAR, QIP and Quality Reviews.	Review the paperwork and procedures for College SAR, QIP & Quality Reviews to ensure that disability equality is embedded within documents	H	March 2007	P, Hof QAI	
7.4 Senior managers and governors to actively promote disability equality within their areas of leadership and management.	Introduce and reinforce a message to all managers and Governors to actively create a strong corporate image within all communications, using positive and anti-discriminatory language and practices.	H	January 2007	All Mgrs, Govs	
7.5 Ensure an E& D agenda item is placed on all cross College meetings.	Introduce and implement E&D agenda item through Team Brief /CMT meeting	H	January 2007	All Mgrs	
7.6 Continue with 'Commitment to a Better College' campaign highlighting disability issues within the Respect section.	Introduce within E&D group continuing agenda item for 'Commitment to a Better College Campaign'	M	April 2007	P	
7.7 Actively recruit disabled people to elected officer posts, e.g. governing body and elected committees	Review recruitment procedures for elected posts, to ensure disabled people are actively sought for positions	M	June 2007	P, C to Gov	
7.8 Identify barriers and gaps in provision for disabled people, though School Health Checks and Curriculum Mapping.	New provision investigated as a result of review	M	June 2007	H of Cs	
7.9 College managers to carry out disability equality impact assessments on policies and practices within their area of remit.	1.) Plan and carry out disability equality impact assessments, recognising that the outcomes of impact assessments and positive change are more important than the process 2.) Results of impact assessments to be	M	July 2007	All Mgrs	

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	fed into DES and other appropriate Department documents.				
7.10 SMT and other E&D Group members to visit 'good practice' colleges to feed back and consider implementation of known working strategies	Arrange visits to 3 'good practice' colleges and feed back findings to E& D Group	M	July 2007	SMT, E and D Group	
7.11 Include relevant disability considerations in all new procurement contracts.	Review current procedures for creating procurement contracts, make relevant amendments to ensure disability considerations are included	L	Jan 2008	VP Res	
7.12 Maximize links with local disability information and support groups to support the DES and subsequent action plan.	Review links with current local liaison groups to create stronger networking	L	On-going July 2007	DM SSS	
<b>8. STUDENT/STAFF/USER PARTICIPATION</b>					
8.1 Appoint a representative of the student body to the Equality and Diversity Group	Student Union to elect a representative onto the College Equality & Diversity Group	H	December 2006	SU	Two representatives elected Nov 06. Will attend 1 <sup>st</sup> E&D meeting Dec 06
8.2 Develop a wider membership for Disability Sub Group of main E&D Group, to include disabled staff/student/user reps to be part of the DES Review process	Invite members of staff, students and users to become part of a wider membership of E&D Disability sub group	H	February 2007	E and D Group	Discussions on-going Nov 06
8.3 Set up a cross-college forum for disabled users which can inform the DES.	1.) Investigate the most appropriate forum to create effective communication systems for disabled people across the College. 2.) Set up forum to elicit views of disabled people - staff/ student/visitors and feed back results regularly to E&D Group	H	April 2007	DC	
8.4 Set up an on-line communication system for disabled staff/students/users.?	As above action	M		ILT C	
8.5 Raise student awareness of E&D (disability) issues	1.) Create learner recruitment, enrolment, induction packs to include reference to and awareness of disability issues, plus opportunities for disclosure. 2.) Include an agreement for learner signature within induction pack,	M	July 2007	H of SF	

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	acknowledging 'respect for all' (linked to the 'College Behaviours,') to be re-visited within tutorials during the year				
8.6 Improve promotion of equality of opportunity for disabled students at schools liaison events.	Review and make appropriate improvements to procedure for school liaison events	M	June 2007	H of SF, DC	
8.7 Review the student and stake-holder feed-back forms to include questions on disability equality.		M	September 2008	H of QAI	

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### **Key for DES Action Plan**

P	Principal
VP Res	Vice Principle Resources
SU	Student Union
H of SD	Head of Staff Development
M & EM	Marketing & Events Manager
H of R & A	Head of Registry & Admissions
H of F	Head of Facilities
DMSSS	Department Manager Student Support Services
C to Gov	Clerk to Governors
H of QAI	Head of Quality Assurance & Improvements
H of Cs	Head of Centres
H of P	Head of Personnel
ILTC	ILT Co-ordinator
DC	Disability Co-ordinator
MHC	Mental Health Co-ordinator
H of SF	Head of Sixth Form
DMS	Department Managers
H of OH	Head of Occupational Health
DBT	Director of Business Training
MM	Megabite Manager