

Disability Equality Scheme Annual Report on Progress

December 2010

Also available in large print (16pt)
and electronic format.

Ask Student Services for details.

www.perth.uhi.ac.uk

Perth College is a registered Scottish charity, number SC021209.



Contents

Introduction	1
Our Strategic Context	1
Our Disability Equality Commitments	2
Our Operating Environment	3
Our Staff	3
Our Students	5
Our Achievements to Date in Promoting Disability Equality	6
Our Progress to Date	6
Our Next Steps	6
More Information	6
Appendix 1: Perth College UHI Disability Equality Action Plan and Progress Update 2009/10	7
Appendix 2: Perth College UHI Disability Equality Action Plan 2010/11	10

Introduction

Our second Disability Equality Scheme 2009–2012 re-affirms our commitment to the principles of disability equality and to encouraging all staff and students to reach their potential. As a College and employer, we aim to ensure that all our policies, procedures and practices do not unlawfully discriminate and that action is taken to redress any inequalities in employment practices, provision of services to students and customers or the way in which the College manages its business. Our Disability Equality Scheme and its associated action plan are intended to be 'living' documents, driven forward and further developed as part of our commitment to equality across all diversity strands.

Our Disability Equality Scheme sets out an ambitious agenda for action, ensuring that we meet not only our general and specific duties for disability equality as required by legislation but work to best meet the needs of our diverse workforce, student population and the community. This document presents an update on our activities, our achievements and our further plans for moving forward in 2011 and beyond.

We are confident that, through time, with the engagement of our staff, students, stakeholders and relevant national and local groups and representatives, we will achieve our equality and diversity goals, embedding disability equality, eliminating unlawful disability discrimination and harassment, promoting equality of opportunity and positive attitudes towards people with disabilities. Your views, comments and suggestions are vital to our work. If you would like to comment on our disability equality documents, or have any questions, please contact Lee Ryan, HR Manager, on 01738 877312 or by email at lee.ryan@perth.uhi.ac.uk

Our Strategic Context

Perth College UHI values people – our staff, students, stakeholders and service users – recognising diversity in our community, promoting equality of opportunity, enabling access and inclusion in our employment, course provision and activities, and challenging stereotyping and discrimination. Our long term aim is to ensure that equality issues become part of mainstream thinking and delivery.

Our vision states:

We will be internationally recognised and known for our ambition and achievements. We will be acknowledged for our inspirational staff and our highly successful learners, who move on to become associated with the best organisations. We will teach at all levels and across the widest range of learners. We will support our teaching by carrying out international-quality research in specialist subject areas. Our staff will be leaders in innovative learning, expertly using new technology to develop the workforce of the future. We will create pride in our environment and prepare for and anticipate and exceed the needs of our learners.

In our strategic plan 2010–2013, we recognise the importance of actively promoting, delivering and reviewing equality, diversity and inclusion in all our activities. Our approach to equality and diversity is all-encompassing and focuses not just on the need to comply with the wide ranging legislation but also on identifying best practice and applying this flexibly across all our services.

Through activities co-ordinated by EDIT (Equality, Diversity and Inclusion Team) and the Human Resources and Organisational Development Directorate, we aim to provide:

- High quality, responsive services which are flexible but take into account people's different needs and respond positively in meeting them.
- Equal access to services so that people are better able to outline their needs and are not disadvantaged in any way.
- Equality in employment opportunities to people from minority groups.
- Learning and development opportunities for all staff; and
- Improving awareness, understanding and ownership of the equalities agenda by improving communication and creating a culture which values people and the differences between them.

We are consulting with our students, staff, stakeholders and members of the community we serve on our priorities for our future work on equality, diversity and inclusion to help shape our Single Equality Scheme.

As part of the UHI Millennium Institute, creating the University of the Highlands and Islands, we link with our academic partners and research institutions, sharing best practice and moving forward equality and diversity activities through a wider network.

Our Disability Equality Commitments

Perth College UHI is committed to being both a college and employer of choice. We are committed to the promotion of equality and diversity and believe there is no place for unlawful discrimination in any of our services and activities. We aim to ensure that all of our policies, procedures and practices do not unfairly discriminate and that positive measures are taken to redress any inequalities in employment practices, provision of services to students and customers or the way in which we manage our business.

We are committed to carrying through our statutory duties to:

- Promote equality of opportunity between people with disabilities and others.
- Eliminate discrimination which is unlawful under the Disability Discrimination Act.
- Eliminate disability-related harassment.
- Promote positive attitudes towards people with disabilities.
- Encourage participation by people with disabilities in public life.
- Take steps to meet the needs of people with disabilities, even if this requires more favourable treatment.

We will demonstrate our commitment to disability equality by:

- Monitoring the impact of our policies on people with disabilities.
- Removing barriers to maximise participation, retention and achievement of our disabled students and staff.
- Fostering respect for people with different disabilities.
- Promoting positive non-discriminatory behaviour.
- Ensuring appropriate support for our staff and students.
- Encouraging links with the wider community.

Our Operating Environment

Our catchment area is aligned with the boundaries of Perth and Kinross Council, an area of 5,286 square kilometres with a total population of 145,910 (Source General Register Office for Scotland Mid-Year population estimates for July 2009).

Perthshire is at the crossroads of Scotland, with 90% of Scotland's inhabitants living within 90 minutes of Perth. In addition to the City of Perth, the main towns include Aberfeldy, Auchterarder, Blairgowrie, Crieff, Kinross, and Pitlochry. The area is very diverse and includes many small rural villages.

According to statistics from the Equality and Human Rights Commission, one in 5 people of working age in the UK has a disability or long-term health condition. Around 3.5 million disabled people are in employment – approximately one in 8 of all working-age people in employment. This represents an employment rate for disabled people of 50% whereas the working-age population as a whole has an employment rate of about 80% (source: Talent not Tokenism, Equality and Human Rights Commission/TUC/CBI). It is estimated that 35% of people with a disability have no qualifications.

1.7% of the population in Scotland is estimated to be visually impaired. 18% are estimated to have some form of hearing loss or impairment. 4% of the population are estimated to have learning disabilities. Over 2% are wheelchair users. It is estimated that 25% of people in Scotland are affected by a mental health issue.

There does not appear to be a single count of all 'disabled' people in the Perth and Kinross area and estimates can be made from analysis of data from the Scottish Census 2001 which indicates that there are approximately 81,000 people of working age in the Perth and Kinross area. Data from the Department of Work and Pensions Information Directorate suggests that around 6,200 of the working age population of Perth and Kinross claims Disability Living Allowance. It cannot be assumed that all disabled people claim Disability Living Allowance, so the actual number of disabled people in the Perth and Kinross area is likely to be higher. Based on the estimate that one in 5 people of working age in the UK has a disability or long-term health condition, the number of disabled people of working age in Perth and Kinross might be estimated at around 16,000 – around 11% of the total population of Perth and Kinross.

Our Staff

At the end of October 2010, we had a headcount of 572 staff, a figure which includes staff in our Air Service Training Group, a wholly-owned subsidiary.

Overall, 3.50% (20 staff) have declared that they have a disability and in the main we have information recorded (not for publication) on the nature of their disability.

The number of staff who have advised and are recorded on our HR database as having a disability is well below the national statistical estimates. This may reflect reluctance on the part of some staff to identify themselves as having a disability and we will continue to work towards a culture where staff feel more confident in declaring that they have a disability.

In the last year, we received over 1,000 applications for employment. Applications can be made in paper format or using our recruitment on-line module, and contact details are provided for applicants who require support in completing their application form. In both instances, we ask for completion of an equal opportunities monitoring form which asks for self-disclosure of a disability. Analysis of completed monitoring forms indicates that in the last year 3.08% of our applicants have declared that they have a disability. This is comparable with the number of applicants declaring a disability in 2008/9 (2.99%). Of our 16 applicants who declared a disability, 4 were appointed to post. This is also comparable with our figures for 2008/9 (3).

Our recruitment activity includes recruitment to promoted or management posts during the year. There were 2 'promotion' opportunities advertised during the year.

For each vacancy advertised, the equal opportunities monitoring forms of applicants are reviewed by the Human Resources Department to ensure that disabled applicants who meet the minimum criteria are invited for interview. We circulate our vacancies to Remploy, an organisation supporting disabled people.

Following an external audit, we retained the Disability Symbol and continue to meet its 5 commitments. Our work on our Disability Equality Scheme and our Disability Equality Action Plan is a vital part in meeting our commitments.



Our disabled staff work in a variety of roles across the College and in both full-time and part-time roles. The majority of our disabled staff have over 10 years service.

In our turnover during 2009/10, 3 people with a disability left our employment, representing 2.58% of all turnover. Again, this is comparable with our figure of 2.54% for the previous year.

Over 80% of all staff have received awareness training in equality and diversity, which included disability awareness and information on our disability equality duties. We have an action plan in place to train the remainder of our staff and to ensure we deliver refresher training on a bi-annual basis through an on-line equality and diversity awareness training tool. This is an accessible training media for all staff and reasonable adjustments have been made to facilitate and support disabled members of staff undertaking this on-line module. In addition, over 100 staff have received training on the Equality Act 2010 and this training will also be rolled out to relevant staff during 2010/11.

80% of our disabled staff undertook training and development opportunities during the year. Our staff training and development programme is given in induction packs and published on the staff Intranet to ensure accessibility to all. Last year we met and exceeded our target that all staff shall receive 6 days training (pro rata for part-time) and we have increased this target to 6.5 days training and development.

Our Annual Professional Review Process has recently been revised and all Professional Reviews will be recorded on our HR system which will enable effective monitoring for equality and diversity purposes.

During the year, there were no issues addressed through the disciplinary or grievance procedures that related to disability, disability discrimination or harassment on the grounds of disability.

Our Students

Each year, we provide learning and teaching to approximately 9,000 students on a full-time, part-time, leisure and distance/open learning basis. Data is gathered on disability by student self-declaration at the time of enrolment and withdrawals, retention and achievement are monitored by reference to this data.

Of our student population, in the last academic year (August 2009 to July 2010), 17.6% of FE students and 10.96% of HE students declared that they had a disability. This is a slight increase in FE from the 08/09 academic year – 15.97% – and a relatively static position for HE students (10.74%).

On FE courses, 19.54% of all students who left during the 09/10 academic year were disabled, and on HE courses, 13.23% of all students who left were disabled. Compared with the previous academic year (08/09), the figure for HE remains pretty static (13.9% in 08/09). The figure for FE shows an increase from 08/09 (from 15.48%) and is comparable with the figure for 07/08 academic year in which 20.5% of all students who left their FE course were disabled.

On FE courses, there is a retention rate of 89.94% of disabled students compared with a rate of 91.75% for non-disabled students. The retention rate of disabled students on HE courses is 81.15%, compared with 85.47% for non-disabled students. Retention rates for FE are comparable with the rates for 08/09 (see below) and for HE are decreased on 08/09 (see below).

	FE Retention Rate				HE Retention Rate			
	06/07	07/08	08/09	09/10	06/07	07/08	08/09	09/10
Disabled Students	93.9%	89.91%	88.27%	89.94%	83%	83.33%	86.09%	81.15%
Non-Disabled Students	81.7%	92.93%	90.79%	91.75%	88.6%	85.61%	86.16%	85.47%

Withdrawal and retention rates for FE and HE are discussed in curriculum teams, at course review meetings and academic review meetings.

Achievement data (ie qualifications gained) is currently available for students studying up to and including HND level. Analysis of this data indicates that achievement rates of disabled students are lower than that of non-disabled students (71.47% and 74.81% respectively).

During 2009/10, our Student Services staff supported around 150 students with additional support needs and Personal Learning Support Plans were put in place. The support needs included visual impairments, dyslexia, mental health difficulties, autistic spectrum disorder and physical disabilities. We made reasonable adjustments by providing readers and scribes, providing assistive technologies, providing appropriate furniture, ensuring materials were available in suitable formats, and providing one-to-one tailored and on-going support sessions.

During the year, we had no complaints reported by students related to disability. Comments in the annual student survey 2009/10 indicated that 14% of respondents felt they had been treated unfairly but did not give comments to validate the response or give further information on the issues.

Our Achievements to Date in Promoting Disability Equality

- We have purchased a wheel-chair adapted minibus to transport students with mobility difficulties within and outwith the campus in the course of their studies.
- We have made reasonable and significant adjustments to accommodate students as detailed above.
- We have worked with disabled students to provide an alternative smoking area in light of access issues.
- SAMH have delivered mental health awareness training to staff and further sessions are planned for 2011.
- We have taken an advertisement in EmploymentAbility to promote the College as an employer and College of choice.
- We have delivered autism awareness training to staff as a result of a staff member undertaking a Post Graduate Diploma in Autism Spectrum Disorders. A public event was arranged following the successful staff event and was attended by MSPs and members of the local community as well as representative groups.
- We have improved our facilities to provide an additional wet room with hoist to assist disabled people with personal care needs.
- Our marketing information, especially our prospectus, used pictures and 'My Stories' which featured students with disabilities.

Our Progress to Date

Our progress against the actions in our previous action plan is summarised in Appendix 1. We have shaped a new action plan to help us meet our objectives for the coming year (see Appendix 2) although it is important to note that this may be subject to amendment as we develop our Single Equality Scheme Action Plan.

Our Next Steps

The College will continue towards its aim of eliminating unlawful disability discrimination and harassment and promoting disability equality. Over the coming months our Disability Equality Scheme and its associated action plan will be reviewed and incorporated into our Single Equality Scheme. Our Disability Equality Action Plan will be a vital part of our Single Equality Scheme and will continue to be a living document and as such will grow and develop to take account of changes and to build on our successes.

More Information

We need the support and commitment of all members of the College and local community to be involved in identifying opportunities to promote disability equality within the College. Please contact Lee Ryan, HR Manager on 01738 877312 or by e-mail at lee.ryan@perth.uhi.ac.uk if you would like to get involved in any way.

Appendix 1: Perth College UHI Disability Equality Action Plan and Progress Update 2009/10

1 Promote equality of opportunity between people with disabilities and others		
	Activity	Update on Progress 2009/10
1.1	Training for managers/strategic planners in disability and disability equality issues, impact assessment, collecting and using data.	<p>Curriculum Managers have received training in embedding equality and diversity in review arrangements and discuss equality data in course committees, student progress meetings etc.</p> <p>The vast majority of managers have completed equality and diversity training which covered disability and disability equality issues.</p>
1.2	All College staff aware of the College's Disability Equality Scheme and Action Plan and aware of their responsibilities.	<p>Copies of our Disability Equality Scheme, Equal Opportunities Strategy, Race Equality Scheme and Gender Equality Scheme are given to each new start in their induction pack. A presentation on equality and diversity awareness is included as a formal part of the induction programme.</p> <p>Training is offered on an annual basis as part of the staff training and development programme.</p> <p>Over 80% of all staff have completed mandatory equality and diversity training and an action plan is in place to have all staff complete this by the end of January 2011. This is rolled out to new starts on an ongoing basis.</p>
1.3	Active engagement of people with disabilities through partnership working.	<p>A students' disability forum has been established.</p> <p>We have worked with disabled people to provide appropriate parking and to make appropriate adjustments to practices, materials and our campus (see our achievements).</p>
1.4	Continue to ensure compliance of website and intranet with accessibility requirements.	Our website has been revised and relaunched and meets our accessibility requirements: AA compliant on W3C guidelines on accessibility.
1.5	Student Advisers and Student Association continue to raise awareness of equal opportunities issues.	The Students Association has a range of information for students to help raise awareness. A Student Representative and the Student Engagement Officer are active in the cross-College EDIT group. Student Advisers promote equality and diversity and ensure inclusion and this commitment is made in the Student Induction Handbook, along with information on sources of support available.

2	Eliminate discrimination which is unlawful under the Disability Discrimination Act	
	Activity	Update on Progress 2009/10
2.1	Continue the equality impact assessment of policies, procedures and practices in accordance with the priority plan.	All new and revised policies and procedures are equality impact assessed as part of the approval process and details of the documents and practices which have been equality impact assessed are published on the College website. We have completed 61 equality impact assessments to date. This work will continue.
2.2	Sickness Absence Procedure reviewed to make specific reference to the effects of disabilities.	Our revised Sickness Absence Procedure has been operating effectively. We have made reasonable adjustments, including consideration of new equipment, to support disabled staff.
2.3	Set up and implement a 3-year multi-strand review (to include race and age issues) of all courses including learning and teaching materials, delivery and assessment methods and student work placements.	We have launched QELTA – Quality and Equality in Learning and Teaching Approaches – and have introduced a systematic approach to the review of learning and teaching materials to ensure that not only are materials equality impact assessed but that all appropriate opportunities are taken to promote equality and diversity through learning and teaching.
2.4	Continue to provide information to students and referral points.	Well-established links are in place through Student Services.
3	Eliminate disability-related harassment	
	Activity	Update on Progress 2009/10
3.1	Work with others to improve the timescales for assessment and allocation of the Disabled Student Allowance.	Work on this is on-going. Relevant staff training has taken place and assessments are now offered on campus.
3.2	Work with others to ensure all relevant materials produced by national education and training organisations are designed for conversion into large print and other formats.	This work is on-going.
3.3	Record and monitor incidents of harassment of disabled people on all college sites.	The Student Handbook informs students how to report incidents of harassment and the policy for the reporting of employment-related incidents is available on the staff and student intranet. There were no reported incidents of harassment of disabled people during 2009/10.

4	Promote positive attitudes towards people with disabilities	
	Activity	Update on Progress 2009/10
4.1	Encourage staff to promote positive attitudes wherever possible as part of learning, teaching and general College operations.	We have launched QELTA – as noted above. Additionally, this is reinforced in our equality and diversity training.
4.2	Provide information to staff and students on specific disabilities and their potential effects on study and work.	This has been undertaken on a case-by-case basis in response to emerging needs. This will continue as different needs emerge. Training on mental health awareness delivered by SAMH was very well received and will be repeated in 2011. Staff received training on Autism Spectrum Disorder and a successful awareness raising conference was held. General information is available from HR, Student Services and the Student Association.
4.3	Work with Job Centre Plus to achieve the Disability Symbol.	Following our annual review we have retained the use of the 'double tick' Disability Symbol. We use this in our recruitment materials to promote our commitment to working positively with disabled people.
5	Encourage participation by people with disabilities in public life	
	Activity	Update on Progress 2009/10
5.1	Provide support for students with disabilities who wish to join College committees, run for election to the Students Association or compete in external events and competitions related to their College course.	The Students Association are working to develop new ways to encourage and support students with disabilities to become involved in Student Association activities. This is also being incorporated into the developmental work currently being undertaken with SPARQS.
5.2	Work with former students with disabilities to promote disability equality and encourage current or prospective students to study.	Work will continue through the Alumni Association. The dedicated post of Additional Support Co-ordinator in Student Services gathers feedback from students with disabilities and is developing ways in which to encourage application and participation within the College.
6	Take steps to meet the needs of people with disabilities, even if this requires more favourable treatment	
	Activity	Update on Progress 2009/10
6.1	Monitor the provision of parking spaces for people with disabilities.	This is an ongoing process, and we respond to emerging needs on a case-by-case basis.
6.2	Improve access between the main buildings on campus.	This is on-going as work on the overall Estates Strategy continues. We have purchased a minibus, adapted for wheelchair users.

Appendix 2: Perth College UHI Disability Equality Action Plan 2010/11

Disability Equality Duty 1: Promote Equality of Opportunity between People with Disabilities and Others			
Action: What We Will Do	Ownership: Who Will Lead this Activity	Priority and Timescales: When We Will Do It	Intended Outcome: What We Hope to Achieve
Provide equality and diversity training and awareness material to new and existing staff, with all existing staff completing mandatory equality and diversity training by end of January 2011.	HR Manager	High Priority. By end January 2011 for all existing staff. Ongoing for new starts.	All staff to have an understanding of equality and diversity, including disability equality.
Provide additional training on the new disability provisions within the Equality Act 2010 to relevant staff as appropriate to their role.	HR Manager	By July 2011.	All relevant staff to have an understanding of the new disability provisions in the Equality Act 2010.
Provide information on our Disability Equality Scheme and action plan activities at student events and in the student induction material.	HR Manager/ Marketing Manager/ Customer and Student Services Manager	High Priority Ongoing	All students to have an awareness of disability equality, their responsibilities in relation to respecting diversity and College activities.
Involve staff and students from different backgrounds in the work of EDIT to ensure an understanding of diverse needs and the barriers and opportunities faced by different groups in accessing employment and the services of the College.	HR Manager	High Priority Ongoing	Identification of barriers and opportunities and submission of recommendations/ progress reports for action to EDIT on a quarterly basis.
Work with staff, students and community groups to ensure and promote an understanding of different disabilities.	HR Manager	Medium Priority Ongoing	Establishment of communication and engagement networks with community groups to foster effective partnership working. Development and publication of information on different disabilities

Embed and promote QELTA to systematically review learning and teaching materials to promote equality.	Learning and Teaching Director/ Advanced Practitioner/HR Manager	High Priority	Ongoing systematic review and updating of materials and approaches.
Disability Equality Duty 2: Eliminate Discrimination which is Unlawful Under Equalities Legislation			
Action: What We Will Do	Ownership: Who Will Lead this Activity	Priority and Timescales: When We Will Do It	Intended Outcome: What We Hope to Achieve
Provide information to our managers to confirm their responsibilities in dealing with inappropriate language and behaviour from staff, students and service users, including contractors.	HR Manager	High Priority By end April 2011	Our senior, college and academic managers have an understanding of their responsibilities and can enforce our commitment to tackle unlawful discrimination.
Undertake equality impact assessments of all new and specifically identified policies, procedures and practices, and make appropriate adjustments.	Policy owners/HR Manager	Ongoing	Policies, procedures and practices which do not, without justification, place people with a protected characteristic at a disadvantage.
Take a zero tolerance approach to unlawful disability discrimination and harassment.	HR Manager/ Customer and Student Services Manager	High Priority Ongoing	Allegations of disability discrimination and harassment are investigated fully and promptly and appropriate actions are taken. Staff, students and customers have confidence in raising concerns.
Involve relevant people and groups in the production, recording, collation, analysis and follow-up of monitoring data for staff and students.	HR Manager/ Customer and Student Services Manager/MIS Manager	High Priority Ongoing	Robust mechanisms for the production, recording, collation and analysis of data on applicants (staff and students), retention and achievement (students), access to training (staff), performance (staff), discipline and grievance (staff), complaints (students). Monitoring of outcomes and follow-up action plans through EDIT.

Disability Equality Duty 3: Eliminate Disability-Related Harassment			
Action: What We Will Do	Ownership: Who Will Lead this Activity	Priority and Timescales: When We Will Do It	Intended Outcome: What We Hope to Achieve
Refresh and re-launch our Dignity in the College Community Policy and Procedure.	HR Manager/ Customer and Student Services Manager	High Priority By end July 2011	A refreshed Bullying and Harassment Policy and Procedure which is available to all staff and students via the intranet and promoted at induction. A pool of trained advisers to support staff and students who raise concerns under the policy terms.
Take a zero tolerance approach to unlawful disability discrimination and harassment.	HR Manager/ Customer and Student Services Manager	High Priority Ongoing	Allegations of disability discrimination and harassment are investigated fully and promptly and appropriate actions are taken. Staff, students and customers have confidence in raising concerns.
Provide support to individuals to ensure differing needs can be considered.	HR Manager/ All managers	High Priority Ongoing	Discussion on individual needs and application of reasonable practices to ensure individuals can achieve their full potential.
Disability Equality Duty 4: Promote Positive Attitudes Towards People with Disabilities			
Action: What We Will Do	Ownership: Who Will Lead this Activity	Priority and Timescales: When We Will Do It	Intended Outcome: What We Hope to Achieve
Embed and promote QELTA to systematically review learning and teaching materials to promote equality.	Learning and Teaching Director/ Advanced Practitioner/ HR Manager	High Priority	Ongoing systematic review and updating of materials and approaches.
Build on the findings of our recent community engagement survey to involving relevant people and groups, including partnership groups, in the changes and improvements we make to our practices and	HR Manager	High Priority Ongoing	To ensure an understanding of the barriers and opportunities for the promotion of disability equality, promotion of good relations and the elimination of unlawful discrimination.

procedures.			Application of policies, procedures and practices which reflect our commitment to equality.
Utilise positive images of people from different groups in our literature, information, posters and other materials.	Marketing Manager	Medium Priority On-going	College materials in which images which represent our diverse community.
Work with staff, students and community groups to ensure and promote an understanding of different disabilities.	HR Manager	Medium Priority Ongoing	Establishment of communication and engagement networks with community groups to foster effective partnership working. Development and publication of information on different disabilities

Disability Equality Duty 5: Encourage Participation by People with Disabilities in Public Life

Action: What We Will Do	Ownership: Who Will Lead this Activity	Priority and Timescales: When We Will Do It	Intended Outcome: What We Hope to Achieve
Provide support for students with disabilities who wish to join College committees, run for election to the Students Association or compete in external events and competitions related to their College course.	Student Engagement Officer/ Customer and Student Services Manager	Ongoing	All students are appropriately supported to participate in personal and professional development opportunities.
Work with former students with disabilities to promote disability equality and encourage current or prospective students to study.	HR Manager	Ongoing	Promotion of our success stories and future plans on the intranet and website.

Disability Equality Duty 6: Take Steps to Meet the Needs of People with Disabilities, even if this Requires more Favourable Treatment

Action: What We Will Do	Ownership: Who Will Lead this Activity	Priority and Timescales: When We Will Do It	Intended Outcome: What We Hope to Achieve
Involve staff and students with disabilities before finalising moves of college functions and facilities.	Director of Resources/ Estates Manager	As need emerges.	Appropriate consultation to ensure needs can be met.

Identify and take action to address access and egress issues.	Director of Resources/ Estates Manager	As need emerges.	Appropriate consultation to ensure needs can be met.
Identify and make reasonable adjustments to rehabilitate and retain staff who are or become disabled.	HR Manager/ Relevant Manager	As need emerges.	Staff who are appropriately supported in the workplace.