



**JAMES
WATT
COLLEGE**

**DISABILITY EQUALITY SCHEME
& ACTION PLAN (August 2009 – June 2012)**

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1. Foreword

Welcome to the James Watt College Disability Equality Scheme. This is our formal document, which sets out our commitment, intentions and arrangements for meeting our public sector duty on disability equality.

Treating people fairly and equally is important to us here at James Watt College and we believe that we do have the ongoing practice which shows how we make sure that our disabled learners, staff and visitors receive the welcome and support which they require to fully participate in their chosen areas of study, employment and engagement with the college.

We contribute to Scottish government initiatives such as More Choices; More Chances which seeks to improve the skills and create more opportunities for our young people throughout Inverclyde and we offer a flexible course provision so that we can engage with learners and potential learners at times and in ways, which suit them.

Inclusion Scotland is a consortium of disability organisations and asserts that meaningful communication and consultation is important to ensure that inclusion is happening and as such brings about positive change for disabled people across Scotland. We believe that we will make a positive contribution to this aim through the learning opportunities and support we provide.

We want to be able to make sure that we involve as many people as possible in conversations about our commitment and intentions around disability equality and to that end we will be arranging consultation events to support the development of this Disability Equality Scheme & Action Plan (August 2009 – June 2011).



Sue Pinder OBE
Principal



Drew Duncan OBE
Chair of the Board of Management

2. THE COLLEGE

The first one hundred years:

James Watt College is named after one of the country's most famous inventors. James Watt was a pioneer and innovator who invented powerful new versions of the steam engine, and changed the face of engineering and industry around the world.

The College originally opened as James Watt Memorial College in 1908, which was built with funds donated by another famous Scot, Andrew Carnegie, and still stands in Greenock. Over the years, the changing demands of commerce and industry highlighted the need for a new, purpose built College. Our existing Finnart Campus opened in 1973.

The 1970s witnessed a move away from traditional heavy industries into other areas of commerce and, as a result, the college adapted to offer a different education focus. Rising to this challenge, we developed courses for new and emerging business needs and dramatically expanded the learner population base, becoming a truly international education provider welcoming learners from around the globe.

One hundred years ago in Greenock, the founders of James Watt College opened their doors to learners for the very first time, to begin the story of the College's contribution to learning and skills development in the communities that it serves in Inverclyde and North Ayrshire.

In 2008 a full Centenary programme celebrated this first 100 years and included special activities across all campuses, involving learners, communities, local Councils and business.

The college location:

With four campuses located in the west coast of Scotland, the College offers a diverse range of programmes that allows learners from all walks of life to choose the location that suits them. In terms of learner profile we attract learners from the geographic areas of Renfrew; Inverclyde and North Ayrshire.

Finnart Campus

Our main Finnart Campus is located in Greenock, an area of unrivalled natural beauty and heritage, which benefits from its convenient location to the cosmopolitan city of Glasgow.

Waterfront Campus

Also situated in Greenock, the attractive Waterfront Campus is located adjacent to our Halls of Residence.

North Ayrshire Campus

Our newest campus situated in Kilwinning provides state-of-the-art facilities for over 6000 learners.

Largs Campus

Learners studying at the Scottish School of Sport, Exercise and Outdoor Studies are based at our Largs Campus at the Sportsscotland National Centre in Inverclyde.

Learner disability profile for session 2008/9

Based on the figures outlined at Appendix 1, which present in detail the breakdown against each Scottish Funding Council recorded disability category, the total number of learners who have declared a disability is 2,320. This equates to 15.19% of the learner population at James Watt College. The total learner population at James Watt College for the period 2008-2009 was approx. 15,000 learners.

Trend analysis over the past five years indicates that learners with dyslexia continue to increase. The College has also successfully attracted increasing numbers of learners with physical / mobility difficulties. Over the same period, the College has seen increases from learners with mental health difficulties; unseen disabilities and multiple disabilities.

From this information the category with the highest number is 'not listed above' which in percentage terms forms 32.15% of all of the recorded disability categories as used by the Scottish Funding Council. The next highest category is that of 'multiple disabilities' which in percentage terms forms 17.93% of the disability SFC categories.

Staff disability profile for session 2008/9

The numbers of staff who have indicated a disability equate to 1.47% of the College workforce.

College courses:

Our courses tend to be 'vocational' or work related, with a strong practical element where learners gain hands-on experience to take into the workplace, further enhancing job prospects and enabling learners to develop their potential and contribute to the wider economy e.g.:

- Beauty and Hairdressing
- Business & Computing
- Construction & Engineering
- Creative industries
- Education, Health, Social Care & Social Sciences
- Hospitality, Tourism & Sport
- Inclusion
- Science
- Highers/Intermediate 2s

Our flexibility allows learners to choose to study part-time, full-time, day-release, through Open Learning, On-line Learning, Evening Class or at one of our Community Learning Centres. This flexibility recognises that not everyone can access learning during the day and so provides for a range of customer and learner needs.

Our learners come from wide-ranging and diverse backgrounds. This includes people who have been away from education for many years, people who are, have been working, and are looking to change the direction of their careers. People with physical disabilities or learning difficulties, school leavers, adult returners, unemployed people and people for who English is not their first language wanting to develop new interests or enhance their employment opportunities.

College services:

Cross Campus Facilities

The College has invested heavily in new technology, allowing learners to become proficient in the highest levels of hardware and software available. In fact, all course related equipment is completely up-to-date and concurrent with industry standards in the workplace. The College also makes good use of assistive technology to support disabled learners in the completion of their studies and course work.

Finnart Campus

James Watt College is totally committed to providing the highest quality of education and training opportunities for learners with additional support needs. We strive to operate a policy of positive integration throughout all college facilities.

Accommodation needs and access for learners with additional supports needs is constantly under review. At present learners who are physically disabled or who have mobility problems can gain access into the main teaching block via Newton Street where we have five on-street parking lots permanently reserved for disabled persons. Alternatively, access is also available via the ramp on Finnart Street where an additional three on-street parking spaces are available.

Once inside the teaching block, the lifts and stair lifts provide access to the teaching areas. Entry into the workshop block is via W15, again on Newton Street. Our **Adult Resource Centre (the ARC)** is accessible on the Finnart Street side of the college. This area sites the Communication/ Number Shop drop-in facility offering help in basic literacy/numeracy skills and support to learners who require additional support measures to complete their programme or course of study.

The **ARC** is also designed and equipped to provide for the differing needs of learners with a visual impairment, physical disability or mental health problem.

In the main teaching block accessible toilet facilities for both male and female learners are situated on concourse level. Within the workshop block a unisex accessible toilet is provided. The college also has a Hearing Impaired Unit which is situated in Room 411. Here the staff offer full support to D/deaf and hearing impaired learners.

Waterfront Campus

The campus is a centre of Excellence for the College courses of Education, Social Science, Health and Social Care. It is the home of James Watt College's Business Development Unit which provides a range of courses, training and other business development services and where the business links are made in respect of our international reputation.

This three storey, forty room Business and Management Centre has its own dining area, learner common room and library and is adjacent to the 164 room halls of residence. A number of flats in the learner residences are specially equipped for people with additional support needs, such as those learners who are hearing impaired or physically disabled. Recent additions to resources include a virtual language lab and state-of-the-art call-centre facility.

This campus again has modern facilities for those who are physically disabled or have a mobility problem with ramps at each entrance and lifts to each floor. It being a modern building it complies with the requirements of the Disability Discrimination Act 1995.

North Ayrshire Campus

In August 2000, the new North Ayrshire Campus opened its doors for the first time. The excellent new facility, based in Kilwinning is a modern, bright and spacious building, housing state-of-the-art facilities sufficient for over 6,000 learners. The facilities include up to the minute industry standard design studios and computer suites, a refectory and first class nursery, as well as substantial grounds and large car parking facilities.

The campus has up to-the-minute industry standard resources including design studios and computer suites, a refectory and first class nursery, as well as substantial grounds and large car parking facilities. This campus has modern facilities for learners who are physically disabled or who have a mobility problem and complies with the requirements of the Disability Discrimination Act 1995.

Largs Campus - Scottish School of Sport, Exercise and Outdoor Studies

The Largs Campus, at the Sportscotland National Centre, Inverclyde, is where learners in the Scottish School of Sport, Exercise and Outdoor Studies are based. This facility offers access to first class sports and exercise facilities which are amongst the best in Scotland, with the centre being used by a number of the country's national squads.

First class sports / exercise facilities

Resources include artificial tennis and hockey surfaces, cardiovascular and resistance-training suites, a fitness testing lab, a dance/fitness studio, grass pitches, a gymnasium and squash courts. The sportsScotland National Centre, Cumbernauld is also used for sailing and watersports.

This campus has modern facilities for those who are physically disabled or have a mobility problem.

Study Support

All learners can be assured that they will have access to a massive resource of information. There are libraries at each campus where there is an extensive collection of study materials such as books, periodicals, videos and CD-ROMs. Our many computers are internet linked where learners can access Web based information and use e-mail to keep in touch with home, family and friends.

There are also photocopiers, video monitors and computerised catalogues for sourcing publications and learners are welcome to use the facilities at any campus.

Extended Learning Support

A well-established cross-college extended learning support system ensures that any learner with additional support needs is provided with the necessary advice and support. This may take the form of support for dyslexia including scribing and concessionary arrangements for examinations and assessments, escort support, counselling, interpretation, specific technology, Braille/print enlargement and learner guidance services.

Guidance & Learner Services

The College guidance system provides help to learners to find the right courses and once on a course of study learners have access to on-going support if required. The types of support includes financial advice; personal /pastoral support and there is a mentoring programme which learners can access or be referred by a member of the staff team. There are two specific learner advisers covering Greenock and North Ayrshire campuses.

Health, Safety & Fire Arrangements

The college Health & Safety Policy provides special arrangements for learners with a disability or learning difficulty in the event of evacuation. Any learner with a learning difficulty or disability is provided with the necessary information at induction.

E-vac chairs are in place at regular point on the fire exit stairwells and provision is in place to support learners with sensory disabilities.

Child Protection and Vulnerable Adults

All staff undergo the vetting procedures as set out through Disclosure Scotland. In addition, the College recognises the specific needs of young people and adults with disabilities who might be especially vulnerable.

Learner Association

The College has a lively learner association, which links with the National Union of Students (NUS) which campaigns for learner rights at a national level.

A new election process is to be introduced in session 2009/10 which will create two learner president posts to acknowledge the geographic spread of campuses served by James Watt College. This will allow mirror learner committee arrangements to be established which will reflect specific learner interest committees as well as international and equality committees.

Incident Reporting Centre

The College is part of a partnership with Strathclyde Police on recording and reporting of hate incidents within the Inverclyde area. This partnership involves representatives from the local Councils; NHS and voluntary sector.

Excellent police relations exist with Strathclyde Police who has created the role of Campus Cop. The safety and security of all of our learners is very important to the College.

Estates

In 2007, a Disability Discrimination Act (DDA) audit was initiated and completed by an external consultant. Reports on the findings were produced in 2008. Progress against these reports will be measured by the Equality & Diversity Steering Group.

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3. LEGAL CONTEXT

A legislative framework to outlaw discrimination and promote equality in the UK has been taking shape for many years. The pace of change has been subject to influence from the European Union and by the degree of recognition given to the needs of different groups in society. European and International Law also provide a framework for rights and remedies against discrimination. These frameworks and the forms of legal protection offer an important basis for promoting equality of opportunity.

The College must have regard to the following pieces of equality legislation:

- Equal Pay Act 1970
- Sex Discrimination Act 1975
- Race Relations Act 1976
- Disability Discrimination Act 1995
- Human Rights Act 1998
- Special Educational Needs and Disability Act 2001
- Criminal Justice (Scotland) Act 2003
- Protection of Children (Scotland) Act 2003
- Employment Equality Sexual Orientation Regulations December 2003
- Employment Equality Religion or Belief Regulations December 2003
- Gender Recognition Act 2004
- Civil Partnerships Act 2004
- Education (Additional Support for Learning) (Scotland) Act 2004
- Adult Support and Protection (Scotland) Act 2005
- Employment Equality Age Employment Regulations 2006
- Equality Act 2006
- Equality Act (Sexual Orientation) Regulations 2007.

Disability Equality

The Disability Discrimination Act 2005 places general statutory duties upon public bodies to:

- promote equality of opportunity between disabled people and others
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled people that is related to their disability/ies
- promote positive attitudes towards disabled people
- promote participation in public life by people with disabilities
- take steps to take account of disabled people's needs even where that involved treating them more favourably than others.

The specific duties enshrined in the Act are that public bodies must:

- Produce a Disability Equality Scheme (DES) which must:
- involve disabled people in producing the scheme and developing the action plan
- identify how the college will gather and analyse evidence to inform their actions and track progress
- set out how they will assess the impact of their existing and proposed activities on disabled people
- produce an action plan for the next three years
- report on progress every year and review and make appropriate revisions to the scheme at least every three years.

The legislation around disability has been formed from a medical model of disability, which uses the description, and impact of the impairment, to define people as disabled or not. The disabled community has challenged this so that the social model of disability has become a more acceptable way of responding to disability.

The Social Model of Disability

Instead of emphasising the disability, the social model puts the person at the forefront. It emphasises dignity, independence, choice and privacy. A key concept of the social model is that society disables people. Disabled people in opposition to the medical model of disability developed the social model of disability.

The medical model suggests that disabled people are unable to participate in society because of their impairment: that is, that the difficulties disabled people face in their daily lives are as a direct result of their functional limitations.

The social model approach states that physical and communication barriers disable people with impairments. These barriers are the result of social structures and attitudes rather than from a person's impairment or medical condition.

Here at James Watt College we subscribe to the principles and ethos around the social model of disability as being best practice to ensure that the College experience for our disabled learners is one which is based on inclusion and participation.

Future developments

In December 2008, a new single equality bill was announced as part of the Queen's Speech. The purpose of this bill is to simplify equality law to make it easier to implement and enforce. The proposals within the new bill will be to:

- Extend the age legislation to cover goods, facilities and services
- Extend the scope for positive action in employment
- Extend the scope for recommendations which employment tribunals can make in discrimination cases
- Streamline the law by creating a clearer legal framework thus;
Creating a new single equality duty on public bodies covering all of the equality strands e.g. age; disability; gender; race; religion & belief, sexual orientation and gender re-assignment.

Consultation, involvement and communication

While only the disability equality duty requires involvement in the production of an equality scheme, we will make sure that involvement takes place around all of the equality strands in anticipation of the new Equality Bill, which comes into effect in 2010.

To that end, here at James Watt College we will be hosting involvement and consultation events to ensure that we capture the views of learners, staff, external customers, stakeholders and partners. We will look to be as creative as possible and in addition to the above we will explore communication via:

- Learner/learner website
- Future Staff survey
- Learner/learner survey
- College intranet/internet
- Internal working groups

With regard to staff engagement, the College, in 2008, completed a culture study amongst staff. This involved a staff opinion survey; staff briefing sessions and staff focus groups. The full report and its findings are available on the College intranet site.

In taking forward the analysis and issues raised from this culture study the College has identified this work, as one of the College Campaign strategies therefore further work will be forthcoming over the life of this disability equality scheme.

4. OUR VISION AND VALUES

The aspirations for James Watt College are outlined within the College's Strategic Plan 2009-2012. *"The focus of this plan is on quality learning and teaching, directed at sustainable employability for individuals and up to date skills for business and industry".* The common purpose for the College is *"it's all about learning"*.

These aspirations are aligned to the strategic objectives of the Scottish Government, which aim to make Scottish society:

- Wealthier and fairer
- Smarter
- Healthier
- Safer and stronger
- Greener.

OUR VISION

James Watt College is a place of learning, empowerment and change.

OUR VALUES

- We believe in empowering learners and staff to achieve their personal goals
- We treat each other (learners, staff and stakeholders) with courtesy, dignity and respect
- We promote an environment of inclusiveness, openness and trust
- We demonstrate integrity and fairness in all that we do
- We enable learners to be creative, motivated and ambitious
- We develop committed, enthusiastic and professional staff who provide a fun and friendly service to our communities
- We offer challenging, supportive, inspirational lifelong learning for learners and staff
- We are proactive in meeting the needs of the economy
- We promote a positive place to learn and work.

OUR COMMITMENT TO EQUALITY AND DIVERSITY

James Watt College has put equality and diversity into the heart of its values, which include treating each other with courtesy, dignity and respect. The College will also promote an environment which is inclusive, open and built on trust, which enables us to demonstrate integrity and fairness in all that we do.

Embedding the principles of equality and diversity will help us measure our performance more effectively as part of the College's performance management framework and will contribute to the College meeting the positive equality duties of race, gender and disability. The College Equality and Diversity Steering Group will be responsible for monitoring and reviewing College progress on all aspects of Equality and Diversity and will report annually.

This policy will apply to all members of the College community be they staff, learners, prospective applicants, customers, partners, contractors or visitors. In particular the Board of Management and Leadership Team have a responsibility to ensure that this policy is owned by all members of staff who will be supported through appropriate and effective communication and training to carry out their duties in a way which promotes equality and diversity.

The College recognises that we are all complex beings with multiple identities across all of the equality strands of age, gender, race, disability, religion & belief and sexual orientation. In this regard, the College commits to making sure that in its employment and education practice that individuals or groups will not be discriminated against.

STRATEGIC PLAN

Strategic aims

Our key objectives in working towards our vision are:

- Develop a learning experience, which exceeds learner and stakeholder expectations and a college ethos that commits to the common purpose 'It's all about learning.'
- Ensure effective governance, strategic planning, financial and organisational management of the College.
- Continuously enhance the quality of the learner experience.
- Enhance the College reputation and influence locally, nationally and internationally, seeking to be at the heart of the community.
- Develop and promote a harmonious learning and working environment.

The College's Operation Plan for 2009-2010 gives a commitment to "delivering high quality learning embracing equality and diversity".

Campaigns

To complement the strategic plan the College has introduced a number of Campaigns, which have encouraged the involvement, and engagement of staff in areas highlighted as needing review. Our strategy therefore links directly to the following campaign areas:

- Learning
- ICT
- Culture
- Leadership
- Performance
- Stakeholder management
- Communication
- Business process
- Employee recognition & involvement
- Management development.

ROLES AND RESPONSIBILITIES

The College's disability equality scheme is aligned to the vision and values and as such, everyone will have a responsibility in the promotion of disability equality. Having said that particular responsibilities for equality and diversity in James Watt College will lie with:

The Board of Management is responsible for making sure that the College complies with all disability equality legislation and has in place appropriate plans to deliver the requirements of the positive equality duties.

The Principal and the Leadership Team are responsible for visible leadership on disability equality and diversity both inside and outside the College as well as making sure that the equality and diversity action plan is progressed.

Senior Managers are responsible for putting the requirements of the disability equality scheme into place and to make sure that where they have responsibility for staff that they receive support and training to understand and meet these requirements.

The Equality and Diversity Steering Group are responsibility for co-ordinating the work on disability equality and diversity; reporting on progress and acting as an internal challenge on policy and practice. The Steering Group will be supported by three task and finish groups

which will focus on equality and employees; equality and learners; and equality impact assessment.

Staff are responsible for promoting equality and diversity as part of their role and function within the College. All staff are responsible for attending training / information sessions on disability equality and diversity to keep up to date on the legislation and what it means in practice. Staff will also uphold the College values around treating each other with dignity and respect.

Learners are responsible for playing their part in making the College an equitable and fair place to study. Learners should be able to recognise disability discrimination and be confident to challenge or report it if they see it happening on campus or within any learning environment.

Partners and contractors are responsible for maintaining and delivering on any disability equality conditions in contracts or agreements. The college will be working to ensure that it complies with the legal requirements around procurement which were introduced in 2007 as part of the positive equality duty on gender and which will be part of the new Equality Bill currently going through Parliament.

Visitors are responsible for making sure that they behave in a way, which reflects the Colleges values and policy on equality and diversity.

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5. DEMOGRAPHICS

The Scottish context

The Disability Rights Commission's report on "Disability in Scotland 2004: Key Facts & Figures" indicates that: -

- Scotland is estimated to have 1 million disabled adults likely to be covered by the Disability Discrimination Act (DDA) 1995. This represents about one in five of the population.
- In Scotland, there is a disabled person or a person with a long-term illness living in just over one in three households.
- Approximately four in ten (42%) of all households with a disabled person have an income of £10,000 or less.
- Of the working age population, 45% of disabled people are in employment compared to 82% of non-disabled people.
- Households with a disabled person, or a person with a long-term illness, are more likely to rent from a local authority or a housing association than to rent privately or to own their home.
- 5% of learners in higher education in Scotland report they have a disability.
- The annual spending power of adults in Britain covered by the DDA is estimated at £80 billion per year.
- 58% of disabled people (with or without a long-term illness) have no qualifications compared to 24% of non-disabled people.
- Disabled people hold 3% of public appointments.

The local context

The College serves a geographic area covering Inverclyde, North Ayrshire and Renfrewshire. Therefore, it is important to look at the demographics of the areas across which the College provides education services.

Inverclyde

Inverclyde is one of the smallest local Council areas in Scotland with a total population (in 2006) of 81,540. In terms of gender, this was 38,901 men and 42,639 women. The black and minority ethnic (BME) profile of the area as at the 2001 Census showed that the largest visible ethnic group were those who identified themselves as Indian (0.20%) with those who identified themselves as Chinese coming next (0.18%). The smallest visible ethnic group was those from the Caribbean (0.02%). In terms of age the Inverclyde profile in line with the national profile shows an ageing population with approx 12% of the population over 70 years of age.

The largest settlement of people is in Greenock where approximately 44,000 of the population live.

The largest employment area is in public administration including education and health with 35% of those economically active being employed. This is followed by finance and distribution with 21% and 20% respectively.

The picture for those people not working shows that in July 2007 the numbers of women claiming benefit was 1.8% compared with 1.3% for Scotland while the picture for men shows 6.1% claiming benefit with the Scottish figure at 3.5%. Of the total number of claimants 13.3% are claiming incapacity benefit which compares with 9.5% Scottish wide.

Key facts about Inverclyde's disabled population

An estimated 18% of the working age population in Inverclyde have a limiting long-term illness. This represented around 9,000 people. This is higher than the figure for Scotland as a whole which is 15%.

It is estimated that there will be a slight reduction in the prevalence of physical disability across the adult population in Inverclyde between 2006 and 2015. This reflects the estimated population decline for Inverclyde over the period.

It is estimated that 849 people in Inverclyde are registered as blind or partially sighted. 76% of the overall total people registered are aged 65 or over and 47% of those are registered as blind.

There are currently 48 profoundly deaf people in receipt of social work services. 297 people with hearing impairment made contact with social work services last year. 164 people with hearing impairment were allocated throughout the year to the Hearing Impairment Worker.

Across the population the total number of people with moderate learning disability is expected to fall. This decline is within the 18 - 54 age grouping, for age grouping 55 plus there is a steady increase in projected prevalence of people with moderate learning disability.

Within the context of a falling population between 2006 and 2015 the proportion of the population with a mild to moderate learning disability will increase from 1.6% to 2.0% of the total population.

Figures for severe learning disability follow a similar pattern, between 0.3% and 0.4% of the population are projected to have a profound learning disability in 2006, the same figure for 2015. This translates into an increase in absolute numbers given the falling population.

With regard to mental health, there is lower prevalence of symptoms among older people with the highest rates for men in the age groups 45-49 and for women in the age group 50-54. Based on Inverclyde population projections this suggests a rising trend in neurotic symptoms for females to 2015 whilst the peak for men will be in 2010 falling by 2015.

Inverclyde has an ageing population and predictions show that the percentage of older people within the population will continue to increase to 2015 and beyond. Significantly, the number of very old, older-people has a rising trend.

North Ayrshire

For the third year in succession, the population for North Ayrshire has decreased because of there being more deaths than births and more outward than inward migration.

In 2006, 56% of recorded births were to unmarried parents. In terms of population forecast trends, North Ayrshire is expected to see the greatest change in age structure with more people that are elderly, fewer people of working age and fewer children.

In terms of ethnicity, figures have been produced for A8 migration in North Ayrshire (June 2007). The A8 migration covers the European Union countries. The total for the period June 2006 to June 2007 was 95 registrations for work. The bulk of people are in the age ranges 18 – 24 and 25 – 34 and all are from Poland. The significant occupational areas are Catering and Sales. The average intention around length of time staying in the UK is around 3 months.

With regard to the local BME (Black and Minority Ethnic) population, the figures for the same period are 0.71% with the Chinese and Indian communities at 0.20% being the largest visible minority group followed by the Pakistani at 0.07% and other ethnic group communities at 0.06%.

In terms of unemployment the North Ayrshire percentage for November 2008 was 4.6% compared with Inverclyde, which was 3.8%, and Renfrewshire, which was 2.9%.

The population statistics for disability or limiting long term illness indicate that 1 in 5 people (22%) have a long term illness, health problem or disability (2001 Census) and that 23,216 households (39%) contain one person with a limiting long term illness, health problem or disability (2001 Census).

Renfrewshire

The population comparisons for Renfrewshire show that the population is rising from 169,600 in 2007 to 169,800 in 2008. This difference has arisen out of slightly more births than deaths and a slightly increased inward migration. The gender breakdown was 52% female and 48% male as at 2008 figures. The unemployment rate is 3.2%, which is similar to Scotland as a whole. In terms of population change, it is expected that the older population will grow by 7% while the pre-school numbers are expected to fall by 14%.

Renfrewshire has 36,272 people with a limiting long-term illness, 21% of the total population in 2001. This compares to the figure for Scotland, which was 1,027,872 or 20.31% of the population in 2001.

Additional service information indicates:

- The number of adults with learning difficulties known to the Council in 2005 was 885 or 6.4 per 1,000 population
- There were 568 registered blind people in Renfrewshire in 2005 or 3.4 per 1,000 of the population.
- There were 238 deaf people known to the Council in 2005 or 1.4 per 1,000 of the population
- The number of homecare clients with mental health problems in 2005 was 112 or 0.7 per 1,000 population
- The number of homecare clients with learning disabilities in 2005 was 67 or 0.4 per 1,000 population
- The number of homecare clients with physical disabilities in 2005 was 1,577 or 9.3 per 1,000 population.

6. MANAGEMENT INFORMATION

The disability equality duty requires public authorities to assess their performance in meeting the positive equality duty. The term positive equality duty comes from the legislation and serves to highlight the importance to public bodies of being able to actively evidence performance.

Data capture is an important part of this monitoring and measurement requirement and the Equality & Diversity Steering Group will strive to improve the level of data capture to inform the College's equality improvement journey.

This will include information, which helps to identify the range of barriers disabled people face, including difficulties in accessing buildings, as well as information on positive outcomes such as educational attainment and employment.

To that end, the College will comply with the legal requirement to capture and publish the following disability employment data:

- Staff in post
- Applicants for employment
- Staff applying for training
- Staff applying for promotion
- Staff who receive training
- Staff who are involved in grievances
- Staff who are the subject of disciplinary procedures

In terms of learner data the College will collect data from learners which will cover:

- Learners disaggregated by disability accessing the various modes of learning delivery
- Learners disaggregated by disability across learning centres
- Learners disaggregated by disability and attainment

The information will be collected and reported on annually. The most important aspect of gathering this information is how it will be used and analysed.

This information will be considered by the College's Equality & Diversity Steering Group supported by 3 task and finish groups who will use the data to identify gaps or trends to be addressed which will further inform the annual disability scheme progress report.

7. EXTERNAL AND COMMUNITY RELATIONS

Community and Business Partners and Stakeholders

The College is committed to continuing to deliver a coherent and managed approach to local education and training provision by working with partners from education, business, local authorities, government and the voluntary sector.

The College is engaging with the community through Community Planning Partnerships (CPP) with the local authorities by:

- Developing and delivering the single outcome agreements with all community partners
- Being a key member of the CPP and the various Alliance Boards which have been established to bolster community and economic regeneration across the Inverclyde area
- Developing partnership projects
- Developing our new community learning centres

The College will work with employers, Chambers of Commerce and Skills Development Scotland to reduce the impact of the economic downturn and to reduce skills shortages locally, nationally and internationally.

This will be achieved through an ongoing process of employer engagement, workshops and resource delivery to meet employers' needs.

Education partners

Education is a key component to ensure that our economic and social aspirations for the area, which align, to those of the Scottish Government are met. We will over the life of this disability equality scheme maintain a focus on creating:

- New articulation routes and opportunities for learners and potential learners to access education and training
- Agreement on shared delivery of curriculum and development of systems for curriculum mapping which will allow us to develop and target our provision accordingly
- Opportunities for responsive partnership bids for alternative sources of funding

School partnerships and work on the More Choices More Chances agenda will be achieved through:

- Skills for work programmes
- Winter and summer leavers programmes
- Transitional programmes
- Shared curriculum and CPD activities
- Prince's Trust

National consultation

There are a number of consultation papers out in the autumn of 2009 focussing on the proposals in the new equality bill. The Scottish Funding Council is also co-ordinating a consultation exercise on what will take the place of Equality Forward in terms of providing support to the FE and HE sectors on equality within education institutions. James Watt College will be responding to both consultations and any future consultations over the life of this disability equality scheme.

Procurement and contracting

Although procurement is not specifically mentioned within the disability equality duty we are aware that under the terms of the new single equality duty contained within the Equality Bill that we will be required to ensure that we equality proof our procurement and contracting

CSweeney/DES/August 2009

arrangements. To that end we will work with the appropriate business managers to develop a process which includes equality measures within the procurement pre-qualification questionnaire and invitation to tender processes.

Marketing and Publicity

This is an important communication and promotion tool for the College and the marketing team will play a substantial role in making planned improvements to the College website which will be aiming for accessibility improvements measured through external benchmarking and/or award recognition.

The team will also support the development of clear communication standards across the college to ensure that there is compliance with good practice on disability and communication standards.

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8. PERFORMANCE MANAGEMENT AND REVIEW

Disability equality improvement monitoring

Evaluating and reviewing the disability equality scheme will be an on-going process supported by annual reports to update the equality and diversity action plan. It is important however to make sure that the performance management review of the disability equality scheme is dovetailed to the College performance improvement cycles. This will ensure that measurement of the overall equality improvement journey is integral to the College's quality management framework and as such, the College is able to present a clear 'line of sight' between strategic plan and practice delivery.

This alignment will ensure that disability successes and challenges are considered along with other College successes and challenges. Disability equality issues will be considered as part of the College's portfolio review process, which is an internal process for measuring progress on operational plan actions.

The Equality & Diversity Steering Group will have responsibility for ensuring that the College produces its annual equalities 'state of the college' report which will be used to measure the College progress on its equality improvement journey.

Getting feedback from our staff and learners on their experience of equality within the College will also be important and we will be exploring ways in which to use staff satisfaction mechanisms to provide us with personal feedback. The same of course applies to the ways in which we will capture our learners' views of their experience of disability equality within the college as a learning and social environment. We will work closely with the College learner association in order to maximise involvement and engagement opportunities.

Disability equality impact assessment

Carrying out equality impact assessments is contained within all of the positive equality duties including the disability equality duty.

An equality impact assessment is a process through which policy, practice and decisions are equality proofed.

There are legislative expectations around the requirement to equality impact assess and these are:

- Screening of existing policies to determine relevance and proportionality in terms of equality impact
This means that policies, which have a direct bearing on people, are likely to be highly relevant and higher proportionally than policies on paper shredding.
- Carrying out equality impact assessments on new and revised policies and on significant strategic decisions

In practice, this will require the production of a specific College equality impact assessment toolkit, which should align itself to current performance management practice.

- Ensuring that the leadership team consider the equality impact of key decisions
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The leadership team will be supported in this by ensuring that due consideration of equality issues and impact is included as part of the College formal reporting process.

The Equality Impact Assessment Task Group will drive forward the equality impact assessment programme across the College.

DISABILITY EQUALITY ACTION PLAN
(August 2009 – June 2012)

GOVERNANCE, LEADERSHIP and ETHOS							
OPERATIONAL TASK	TIMESCALE	RESPONSIBILITY		ACTION	MILESTONE/SUCCESS	RISK	RISK ACTION PLAN REF
		STAFF	LEAD				
To meet the legal requirements of disability equality legislation	August 2009 September 2009	All	AP Org. Dev.	Consult on the Disability Equality Scheme Produce a Disability Equality Scheme	Evidence of consultation used to inform DES. Disability Equality Scheme approved and published on intranet/internet	Non compliance with equality legislation Failure to meet HMle expectation	3.1.1
To meet the legal requirements of disability equality legislation	September 2009	All	AP Org. Dev.	Establish an Equality & Diversity Steering Group. E&D Task Groups reporting to Steering Groups	Steering Group in place and Remit approved E&D Task Groups in place and remits approved	Failure to meet HMle expectation	3.1.1
To meet future legal requirements by drawing up a single equality legislation	September 2009 December 2009	E&D Project Mngr.	AP Org. Dev.	Produce E&D Annual Report Produce SES	E&D Annual Report published SES published	Failure to meet HMle expectation	3.1.1
To integrate equality, diversity and human rights within the strategic and service College management reporting system	Nov 09 for Dec 09 Board Nov10 for Dec 10 Board May 10 for June Board May – June 2011 And above until 2012	E&D Project Mngr. & Quality Manager & Service Mngr. HR	AP Org. Dev.	Identify and report on disability equality performance indicators	Robust and reliable audit reports available and published.	Failure to mainstream E&D	3.1.1
To develop appropriate mechanisms to encourage participation and involvement of disabled learners	September 2009 , 2010 and 2011 June 2010	Learner Services and E&D Project Mngr.	AP Org. Dev.	Election of disabled learner representatives on E&D Steering Group and Task Groups. Work with the Inclusion team on disabled learner participation and involvement	Disabled Learner/Learner involvement in E&D College improvement journey. Disabled learners will help inform and challenge College progress on equality.	Non compliance with equality legislation	3.1.1

GOVERNANCE, LEADERSHIP and ETHOS							
OPERATIONAL TASK	TIMESCALE	RESPONSIBILITY		ACTION	MILESTONE/SUCCESS	RISK	RISK ACTION PLAN REFERENCE
		STAFF	LEAD				
To develop appropriate mechanisms to encourage participation and involvement of disabled staff	September 2009 June 2010, 2011	All	AP Org. Dev.	Consult with staff through JNC process on the draft disability equality scheme Ensure that disability issues are included as part of the Culture Campaign	Staff input into the College equality improvement journey through disability focus group/consultation events and surveys	Non compliance with equality legislation	3.1.1
To ensure that systems are in place to provide disability equality management information data	September 2009 June 2010	E&D Project Mngr. and MIS staff	AP Org. Dev.	Identify required statistical information and agree format and frequency of data presentation	Annual publication of disability equality workforce profile. Annual publication of disability equality R&S data. Annual publication of learner equality profile	Non compliance with equality legislation	3.1.1
To carry out an annual review of the Disability Equality	June 2010, 2011 and 2012	E&D Project Manager	AP Org. Dev.	Consult with staff and learners. Annual Report	Engagement with staff and learners Annual Report published	Non compliance with equality legislation	3.1.1

LEARNING AND TEACHING							
OPERATIONAL TASK	TIMESCALE	RESPONSIBILITY		ACTION	MILESTONE/SUCCESS	RISK	RISK ACTION PLAN REFERENCE
		STAFF	LEAD				
To widen participation of disabled learners from all backgrounds	June 2010, 2011 and 2012	E&D Project Manager and Quality Manager and MIS	AP Org. Dev. VP Learning & Skills AP Learner Services	Collaborate with and utilise MIS information on disabled learners to target areas of under-representation	Improved internal data sharing.	Non compliance with equality legislation	3.1.1
To ensure the visibility of disability equality and diversity within teaching and learning materials	November 2009 June 2011 and 2012	E&D Project Manager and Quality Manager	Quality Standards Cttee Validation and approvals Cttee. Internal Audit & Review	Identify internal best practice and map across Centres	Development of quality assured learning and teaching materials.	Non compliance with equality legislation	3.1.1
To ensure the visibility of disability equality and diversity within teaching and learning materials	June 2010, 2011 and 2012	E&D Project Manager and Quality Manager and Curriculum Managers and Learning Managers	AP Org. Dev.	Consider the application of QELTM guidelines Develop an equality proofing model for the College curriculum using QELTM guidance	Curriculum good practice projects in place External equality award submissions made Promote positive attitudes to social and cultural diversity across the curriculum by evidencing numbers of completed E&D proofed teaching materials and instruments of assessment	Non compliance with equality legislation	3.1.1

LEARNING AND TEACHING							
OPERATIONAL TASK	TIMESCALE	RESPONSIBILITY		ACTION	MILESTONE/SUCCESS	RISK	RISK ACTION PLAN REFERENCE
		STAFF	LEAD				
To ensure the visibility of disability equality and diversity within teaching and learning materials	November 2009, 2010 and 2011	E&D Project Manager Quality Manager	AP Org. Dev.	Equality impact assessment training for learning and teaching internal verifiers. Equality proof instruments of learner assessment	Instruments of Assessment (IA's) routinely equality proofed	Non compliance with equality legislation	3.1.1

A MODERN DIVERSE WORKFORCE							
OPERATIONAL TASK	TIMESCALE	RESPONSIBILITY		ACTION	MILESTONE/SUCCESS	RISK	RISK ACTION PLAN REFERENCE
		STAFF	LEAD				
To promote disability diversity within the College workforce	September 2009 June 2010 and 2011	E&D Project Manager Service Mngr. HR	AP Org. Dev.	Analyse recruitment and workforce profile data to identify disability trends and positive action.	Annual publication of employment equality data in terms of disabled staff Improved recording of disability data. Improved data on numbers of disabled staff employed	Non compliance with equality legislation	3.1.1
To positively promote the college as an Employer of Choice.	December 2009 June 2010 , 2011 and 2012	E&D Project Manager Service Mngr. HR	AP Org. Dev.	Develop an equality impact assessment tool for HR policy	EIA assessment process in place EIA accepted as KPI EIA assessments completed and published	Non compliance with equality legislation	3.1.1
To positively promote the college as an Employer of Choice.	September 2010 September 2011	E&D Project Manager Service Mngr. HR	AP Org. Dev.	Marketing of positive HR disability employment policy	External equality award submissions made		3.1.1
To ensure that staff are skilled and knowledgeable about the impact of disability equality and diversity on their role	December 2009	E&D Project Manager HR L&D	AP Org. Dev.	Embed disability equality within the learning and development competency framework	Equality is a component part of the College competency framework		3.1.1
To ensure that staff are trained on disability equality and diversity issues.	December 2009 June 2010, 2011 and 2012	E&D Project Manager HR L&D	AP Org. Dev.	Provide appropriate E&D learning opportunities for staff	Evidence training programmes in place	Non compliance with equality legislation	3.1.1
To ensure that staff are trained on disability equality and diversity issues	June 2011, 2012		AP Org. Dev.		Evidence participation and evaluation of training provided.	Non compliance with equality legislation	3.1.1

COMMUNICATION, CONSULTATION AND ENGAGEMENT							
OPERATIONAL TASK	TIMESCALE	RESPONSIBILITY		ACTION	MILESTONE/SUCCESS	RISK	RISK ACTION PLAN REFERENCE
		STAFF	LEAD				
To ensure access to information meets disability equality standards.	Jan 2010	E&D Project Manager Marketing	AP Org. Dev.	Develop accessible and user friendly website	Clear communication standards which meet disability requirements	Non compliance with equality legislation	3.1.1
To ensure access to information meets disability equality standards.	June 2010	E&D Project Manager Marketing	AP Org. Dev.	Ensure prospectus reflects the disabled college community	Positive College images on disability.		
To ensure access to information meets disability equality standards.	June 2010	E&D Project Manager Marketing	AP Org. Dev.	Equality proof college branding guidelines	Disability equality mainstreamed into branding guidelines	Non compliance with equality legislation	3.1.1
To capture staff and learner views on disability equality progress and improvements	September 2009, 2010 and 2011	E&D Project Manager Learner Services	AP Org. Dev.	Undertake learner election process and ensure inclusion of disabled learners	Learner Association Equality Committee established	Non compliance with equality legislation	3.1.1
To capture staff and learner views on disability equality progress and improvements	October 2009, 2010 and 2011	Learner Services	AP Org. Dev.	Develop ways to consult with disabled learners	Learner Disability Equality group in place		
To capture staff and learner views on disability equality progress and improvements	June 2010		AP Org. Dev.	Explore potential for disabled staff network	Disability equality is embedded in culture campaign		

PARTNERSHIP, PROCUREMENT AND ESTATES							
OPERATIONAL TASK	TIMESCALE	RESPONSIBILITY		ACTION	MILESTONE/SUCCESS	RISK	RISK ACTION PLAN REFERENCE
		STAFF	LEAD				
To ensure that all College buildings maintain disability access and egress	December 2009 , 2010 and 2011	E&D Project Manager Estates	AP Org. Dev.	Ensure DDA compliance where building changes are taking place to	Accessible College buildings	Non compliance with equality legislation	3.1.1
To ensure that all College buildings maintain disability access and egress	2011 and 2012	Estates	AP Org. Dev.	To refresh College DDA audit	Up to date College disability access audit	Non compliance with equality legislation	3.1.1

APPENDICES

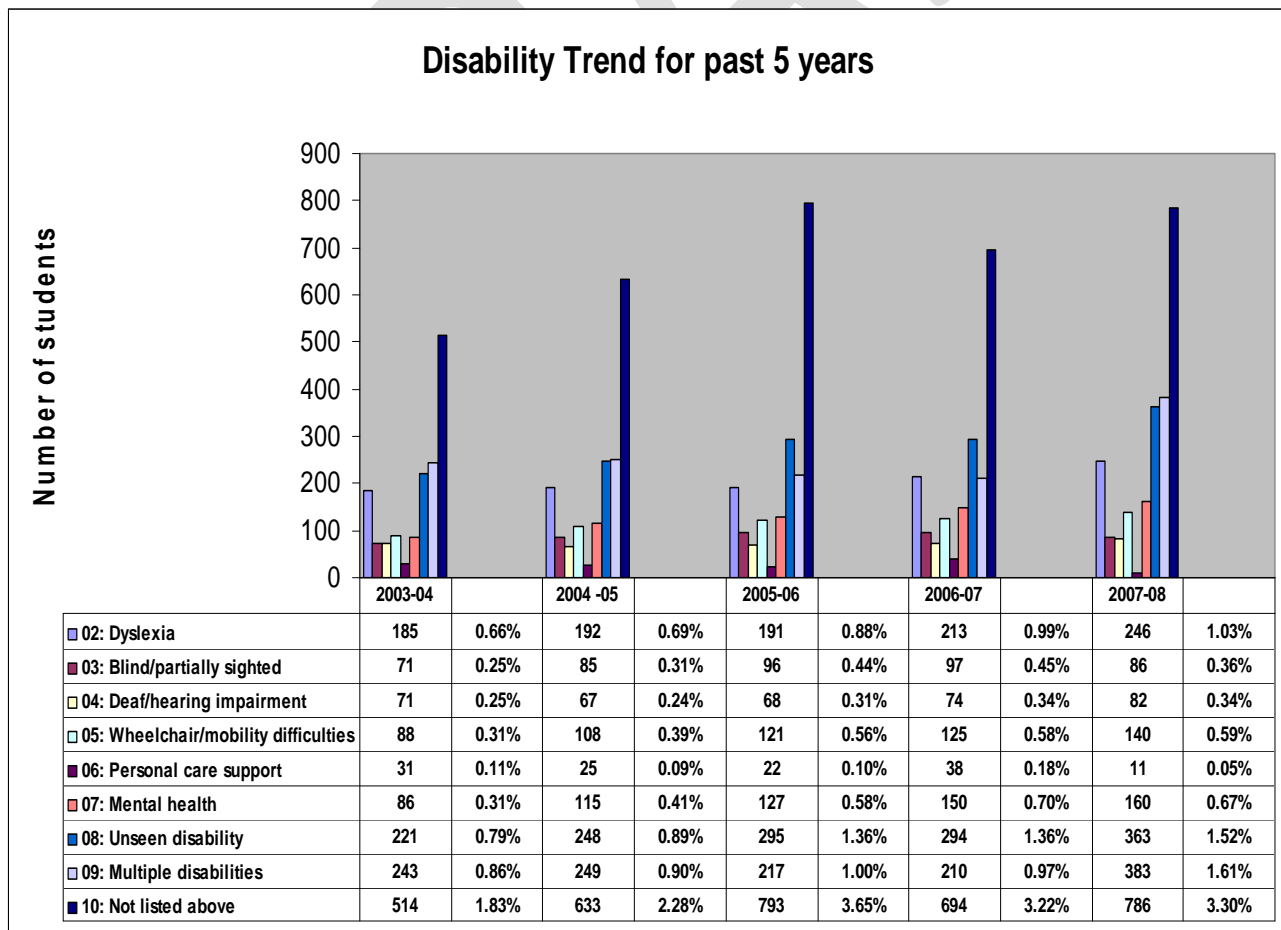
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APPENDIX 1a

DISABILITY PROFILE OF LEARNERS 2008-2009

Disability Profile	
Disability	Learners
No known disability	13026
Dyslexia	280
Blind/partially sighted	89
Deaf/hearing impairment	69
Wheelchair/mobility difficulties	137
Personal care support	15
Mental health	172
Unseen disability	407
Multiple disabilities	420
Not listed above	753
Information refused	1
Information unknown	29
(blank)	18
TOTAL	15416

APPENDIX 1b



APPENDIX 2

DISABILITY – ALL EMPLOYEES for session 2008/9

The numbers of staff who have indicated a disability equate to 1.47% of the College workforce

APPENDIX 3

Equality & Diversity Statement

This policy is accessible via the College website:

http://www.jameswatt.ac.uk/policies/equal_opps/policy_docs/a4%20equality%20diversity%20policy.pdf

APPENDIX 4

Remits of the Equality & Diversity Steering Group and Task Groups

[..\Equality & Diversity Steering Group\Remit\Equality and Diversity Steering Group remit - CS comments - August 09\(2\).doc](..\Equality & Diversity Steering Group\Remit\Equality and Diversity Steering Group remit - CS comments - August 09(2).doc)