

# Disability Equality Scheme

Report 2007-08



Kilmarnock College  
November 2008

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# Disability Equality Scheme - 2007-08

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## Statement by the Principal

As the new Principal of Kilmarnock College, I would wish to take the opportunity at this time of review and update of our Disability Equality Scheme to affirm my own personal commitment to equality of opportunity and the elimination of discrimination in every aspect of the College's work and business. I am looking forward to leading the College at a time of significant change and am passionate about the opportunities that lifelong learning can offer to our diverse communities and the ever increasing number of people with disabilities who are entering further education.

Kilmarnock College is committed to creating and sustaining an excellent learning and teaching experience for our students and a positive and mutually supportive working environment for our staff. Excellence in learning and teaching and gaining a reputation as exemplar employer will be achieved through recognising the value of every individual, respecting the diversity of students and staff and enabling everyone to achieve their full potential as they contribute to, and gain benefit from, their involvement in the life of the College.

Within the College's Strategic plan we clearly state that we undertake all of our business and activities within a corporate culture where we value and respect our students and staff and put the needs of our learners at the heart of our business. We are committed to the awareness and promotion of disability through the full inclusion of our staff, students and stakeholders with disabilities in the communities we serve.

As we update and report on our Disability scheme, it is timely for me to announce that Kilmarnock College has been successful at the Scotland's Colleges Annual Awards for Excellence (25 November 2008) with its British Sign Language (BSL) for Business course which has been Highly Commended in the Equality and Diversity category. The development of BSL in Ayrshire means that new opportunities for Deaf users of BSL have been created within our communities.

We will continue to work together to ensure that equality and diversity are key factors that contribute to the curriculum, social and economic strengths of the College and employability of our students. We are committed to promoting equality of opportunity regardless of disability, race, religion or belief, gender, sexual orientation, age or any other criterion that is irrelevant to a student's learning or to employment within the College.

Through the promotion of equality of opportunity we will be working well towards our Mission of creating a community of successful learners, confident individuals, effective contributors and responsible citizens who will enhance the cultural and economic life of Ayrshire.

Heather Dunk  
Principal and Chief Executive  
November 2008

## THE LEGISLATIVE FRAMEWORK

This Disability Equality Scheme was prepared in accordance with the requirements of the Disability Discrimination (DDA) Act 2005, the Disability Discrimination (Public Authorities) (Statutory Duties) (Scotland) Regulations 2005 and statutory guidance produced by the Disability Rights Commission. The Disability Discrimination Act 2005 places on the College a General Duty to promote equality for disabled people.

The 1995 DDA was amended by the Special Education Needs and Disability Act (SENDA) 2001 which means that public bodies that are responsible for post-16 provision are required to respond to the law to show that they do not discriminate against students or other people with a disability

From 1 September 2002 it became unlawful to discriminate against people with a disability by treating them less favourably than others; responsible bodies are required to provide certain types of reasonable adjustments where disabled students or other people with a disability might otherwise be substantially disadvantaged.

From 1 September 2003 responsible bodies were also required to make adjustments involving the provision of auxiliary aids and services, and

From 1 September 2005 responsible bodies were required to make adjustments to physical features of premises where these put people with a disability at a substantial disadvantage. SENDA was further amended with the introduction of the DDA (2005)

The Disability Discrimination Act 2005 amended the DDA 1995 to include people diagnosed with cancer HIV or multiple sclerosis from the point of diagnosis and removed the requirement that mental illnesses must be 'clinically well recognised'. It also introduced a new positive duty on public authorities to develop a Disability Equality Scheme to eliminate harassment and discrimination against people with a disability, promote equality of opportunity and encourage participation of people with a disability in public life.

In order to meet the General Duty to promote disability equality, which came into effect on 5 December 2006 education institutions and other public bodies had a specific duty to produce their first Disability Equality Scheme which should also include an action plan by 4 December 2006 and which would be revised every 3 years thereafter.

The DDA (2005) imposes positive duties on all public bodies to promote disability equality in everything they do. The Disability Equality Duty (2006) is comprised of two parts: the General Duty and the Specific Duties.

## **2.1 General Duty**

The General Duty is an over-arching framework and has six requirements.

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

## **2.2 Specific Duties**

In addition to the General Duty, public bodies are required to meet the Specific Duties in the following ways

- Producing a Disability Equality Scheme
- Producing a Disability Action Plan
- Involving people with a disability in the development of the Disability Equality Scheme and the Disability Action Plan
- Ensure clarity with regard to the method of assessing the impact of policies on people with a disability
- Explain what the arrangements are for gathering information on our performance with regard to disability equality
- Detail how we use the information gathered with particular regard to the effectiveness of the action plan and how this will inform our developments for the future
- Ensure that we publish an action plan annually and review and revise the Disability Scheme every three years

## **3. THE DISABILITY EQUALITY SCHEME**

This Disability Equality Scheme has been produced in accordance with the terms of The Disability Discrimination (Public Authorities) (Statutory Duties) (Scotland) Regulations 2005 and statutory guidance provided by the Disability Rights Commission.

### **3.1 RESPONSIBILITY FOR THE SCHEME**

The following levels of responsibility for the Disability Equity Scheme and its related Action Plans are in place: -

#### **Board of Management**

As the governing body of the College, the Board of Management is responsible for making sure that the College complies with its statutory obligations in terms of current legislation. The Board has delegated authority and accountability to the Principal.

#### **The Principal and Senior Management**

The Principal has the delegated authority and accountability for ensuring that the College's commitment to gender, race and disability equity is communicated both internally and externally. The Principal, together with Senior Management, will oversee and ensure ongoing implementation of the Disability Equity Policy, Gender Equity Policy and Race Equity Policy throughout the institution. In carrying out these duties, the Principal and the Senior Management will pay heed to the full range of College functions, the need for the monitoring and evaluation of the impact of the elements of the above policies, so that the College develops as a learning organisation sensitive to disability, race and gender in which all teaching and learning is underpinned by the principles set out in the policies.

#### **Managers**

Managers have specific responsibility for ensuring that the policies are put into practice through the agreed action plans and by;

- i. Ensuring staff are aware of their responsibilities and obligations
- ii. Supporting the implementation of the policies.
- iii. Following the relevant procedures and where appropriate, taking action against staff or students who discriminate for reasons of disability, race or gender either direct or indirect.
- iv. Ensuring a safe environment for staff and students and make specific arrangements for safe access, egress and fire evacuation for all disabled employees, visitors and students where reasonably practicable. Staff and students should be made aware of the current procedure, in line with the Health & Safety Policy.

#### **All Staff**

All staff have general responsibility for;

- I. Promoting disability, race and gender equality, dealing with and recognising racial, gender or disability discrimination, either direct or indirect and dealing with such incidents in line with quality procedures.

- II. Being familiar with the College's Disability, Race and Gender Equality Policies, undertaking appropriate training and supporting awareness raising initiatives organised by the College.
- III. Where appropriate engaging in promotion of good relations with disability groups, ethnic groups, and gender groups within the wider community.

## **Students**

Students are responsible for promoting disability, race and gender equality and avoiding discrimination acts either direct or indirect. Students should be confident in identifying and challenging racial bias, stereotyping, and disability discriminations. They should have the confidence that the College's procedures will support them in such challenges against victimisation and be aware of the College's policies and procedures regarding racism, disability, or gender discrimination, harassment and the reporting of such incidents.

## **Visitors**

Visitors are responsible for promoting disability, race and gender equality and avoiding discriminatory acts, either direct or indirect. Visitors should be confident in identifying and challenging racial bias, stereotyping, and disability discriminations and have confidence that the College's procedures will support them in such challenges against victimisation.

## **Equality & Diversity Team**

Key individuals have been co-ordinated by the Senior Management Team into Equalities and Diversity Team. The Team includes staff from different areas of College work and the Student President. The Team ensures that students and the wider community are included in the development, monitoring and revision of policies.

### **3.2 INVOLVEMENT OF DISABLED PEOPLE**

The Disability Equality Scheme was developed with the involvement of disabled people. The College has a Disability Group consisting of staff, students and representatives from local groups representing disabled people and these groups were involved in the preparation of the Scheme through meetings and informal discussions.

The principal groups who contributed to the development of the Scheme were:-

Disability Forum

Student Association

College Disability Group

Disability Impact Assessment Group

Although disabled groups and people were involved in the preparation of the Scheme it is acknowledged that existing engagement arrangements used by the College require to be strengthened. The strengthening and enhancement of engagement arrangements is identified as a key action within the Equity Scheme's Action Plan.

### **3.3 DISABILITY EQUALITY IMPACT ASSESSMENT**

The College have implemented an Impact Assessment Group consisting of a Director of Corporate Services, HR Manager, and 2 disabled members of staff for carrying out Disability Equality Impact Assessments. The system allows all policies, procedures and proposed changes to functions to be assessed to ensure that the College's decisions and activities do not disadvantage disabled people. It allows the College to identify where it might better promote equality of opportunity for disabled people and where different parts of the disability equality duty might be built into these policies and practices.

We have been monitoring the effect of its policies and practices on the educational opportunities available to and the achievement of disabled, ethnic minority and under-represented pupils and students

This has been done through existing management systems that the College have in place and the Equalities & Diversity Team. Statistical information looking at a 3 year trend has been produced looking at the early retention and retention of disabled students and ethnic minority students against mainstream students. Analysis of this data is ongoing

### **3.4 ACTION PLAN**

The Action Plan, which is, contained in Appendix 1 to the Scheme details the steps, which the College takes to ensure that it meets the General Duty.

The Action Plan reflects: -

- The priorities of disabled people identified through their involvement;

- The strategic priorities of the College including business milestones and major projects to be implemented over the timescale of the Scheme;

- Evidence of where problems and priorities lie;

- Specific outcomes, which the College wishes to achieve to promote disability equality, set against a realistic timetable;

- Measurable indicators of progress towards those outcomes; and

- Lines of accountability

### **3.5 GATHERING INFORMATION**

In order to assess the effectiveness of this Scheme and its related Action Plan the College gathers a range of information to allow it to monitor the effect of its policies and practices on the educational opportunities available to and the achievement of disabled, ethnic minority and under-represented pupils and students.

The College also gathers information at recruitment stage for staff in relation to disability and is used for monitoring purposes.

This is being done through existing management systems that the College have in place and the Equalities & Diversity Team. Statistical information looking at trends has been produced looking at the early retention and retention of disabled students and ethnic minority students against mainstream students. This will continue to be monitored on an ongoing basis and appropriate actions identified as described in Section 3.6 below. We will continue to monitor the extent to which the services it provides and those other functions it performs; take account of the needs of disabled, ethnic minority and under-represented persons.

This will normally be facilitated through the Student Association and the Student Representatives set up in the College where staff, students and representatives from the different groups can feed any issues and grievances into the Forum get together and discuss ways in which the College can improved and take account of the needs of disabled, minority ethnic and under-represented people.

### **3.6 USING INFORMATION GATHERED**

The information gathered, as described in Section 3.5 above, is used to assess the effectiveness of the actions set out in the Action Plan. The information gathered is used by Managers Heads of Faculty, and staff and regular reports is submitted to Senior Management, Performance Review Group and Management Review Groups.

In addition the information gathered will be used in identifying priorities and actions within the Strategic Plan and will be monitored by the Principal and Senior Management.

### **3.7 ANNUAL REPORT**

Annually a Report will be submitted to Senior Management Team and Board of Management.

### **3.8 REPORT 2007-08 UPDATE**

**3.9.1** During 2007/08 we have worked to remove barriers both physical and attitudinal that might prevent learners, staff or any stakeholder or partner with a disability from gaining access to the College or any of its services. We have continued to promote disability equality throughout the College and to provide training opportunities for our staff to enable them to be aware in all that they do about the equality of opportunity within a supportive environment.

However it is clear that we continue to need to raise disability awareness as part of our overall aims for Equality and Diversity.

**3.9.2** This report demonstrates that we continue to have challenges at Kilmarnock College not least of all because of the Estate. We are endeavoring to make the provision of our services more accessible to people with ability issues despite the fact that we operate from older buildings and that it is unlikely we will have a new build college for some five years hence. We do continue to develop better communication channels with our disabled staff and students and to acknowledge and address the barriers that they encounter on a day to day basis.

**3.9.3** During 2007/08 major work has gone on within the College to improve the access and egress to the building and accessibility within sections of the building itself. We now have improved emergency exits from the canteen area and wheelchair lifts on each of the link corridors facilitating access from the front to the rear of the buildings on all floors (see Appendix 1)

**3.9.4** Our finance office was moved to a much more accessible location on the ground floor of the college during the summer break of 2008

**3.9.5** The car park beside our students' association building has been resurfaced and new markings put in place to better support our car drivers with ability issues. The car parking spaces allocated for disabled drivers now have extra width to allow for easier access and egress to their vehicles.

**3.9.4** Our Marketing and Human Resource services colleagues are working on our internal and external advertising processes and procedures to ensure that the College demonstrates its commitment to equality and diversity and the promotion of equal opportunities.

**3.9.5** Our Staff Development Co-ordinator and our VLE and staff e-learning manager have been working to ensure improved access and choices for staff in relation to Equality and Diversity training (see Appendix 2)

**3.9.6** Our Human Resource services colleagues have been working to improve their data base systems in order to sustain and underpin the monitoring processes and with curriculum and marketing colleagues work is underway to revamp our College application forms to ensure equality of opportunity for both staff and students

**3.9.7** We have undertaken to review our current Occupational Health provision to ensure a proactive service. As a matter of course we ask staff who consider they have a disability to disclose this at interview and during induction in order to provide them with necessary support or to make reasonable adjustments. Disclosure of disability from existing staff will be dealt with confidentially, sensitively and supportively and with the advice and recommendations of Occupational Health.

3.9.10 As noted in the Principal's opening statement, the College has been successful in gaining a Highly Commended award in the Equality and Diversity category at the Scotland's College's annual awards scheme. The British Sign Language for Business (BSL) is a project that aims to encourage employers to train staff to use BSL and this responds well to the Disability Equality Duty statement that 'employers should encourage their staff to take BSL courses'.

Passengers at Glasgow Prestwick Airport and customers at Morrison's stores across Ayrshire are benefiting from the new skills staff have developed and staff are able to provide an enhanced service for customers. Sixty teachers in East Ayrshire are now learning BSL so that they can interact with Deaf pupils attending local schools.

The development of BSL in Ayrshire has meant that new opportunities for Deaf users of BSL have been created within our communities. Those BSL users already in employment are now enjoying communicating in their first language, instead of having to try to lip read, or indeed, write to one another. This project demonstrates the impact the college has had on making a real difference to people's lives.

### **3.9 THE NEXT VERSION OF THE SCHEME**

The next version of the Disability Equality Scheme will take account of: -

- Using the benefits of the college's restructuring to better support our aims for Equality and Diversity
- The vision aims and targets of our Equality and Diversity strategy to be implemented early 2009
- Our review of the existing Equality and Diversity Team and related groups in respect of disability
- Experience gained during the continuing operation of the Scheme.
- The analysis of information gathered
- The ongoing involvement of disabled people through the mechanisms established under the Action Plan

### **3.11 PUBLISHING THE SCHEME**

The College has a responsibility to publish details of the Disability Equality Scheme and demonstrate its ability to meet the demands of the Act.

- The College will make publicly available:

- The Disability Equality Scheme and Action Plan
- The Annual Report on how the College has met targets outlined in the Disability Equality Scheme and Action Plan

In all instances the College will endeavor to publish comprehensive information, however, where publication of information would identify a private individual the College reserves the right to withhold such information on grounds of data protection and possible infringement on human rights.

The College will make available important information in a variety of accessible formats.

### **3.11.1 WHERE WE WILL PUBLISH**

Where mechanisms for publishing and reporting upon performance currently exist the College will continue to utilise these resources. This includes:

- Staff Intranet
- Annual Report
- Departmental Meetings
- Kilmarnock Edition

The College will also make use of: The Scheme will be published on the College website [www.kilmarnock.ac.uk](http://www.kilmarnock.ac.uk)

## **4. THE ACTION PLAN**

The Action Plan which will support the College in meeting the General and Specific duties is attached as Appendix 1.

The Action Plan will be monitored in accordance with the arrangements detailed in Section 3.6 above.

**November 2008**

Appendix 1

<p align="center"><b>Kilmarnock College – Disability Equality Scheme Report on 2007-08 Action Plan to Meet General and Specific duties with updates for 2008/09</b></p>							
<b>OBJECTIVE</b>	<b>ACTIVITY</b>	<b>ACTIONS</b>	<b>TIMESCALE</b>	<b>LEAD OFFICER / SERVICE</b>	<b>COMMENT / ONGOING / NEW ACTION</b>	<b>LEAD OFFICER</b>	<b>TARGET DATE</b>
1					Development of a revised Equality and Diversity strategy	OD Director	Dec 08
2	Engagement, involvement and consultation with disabled people	Review Current arrangements to ensure representative forums throughout the College	June 07	Director of Enterprise	Restructuring has provided the opportunity to revisit engagement processes	OD Director	June 09
3	Accessibility to College premises	Review current targets and establish action plan for improvements	June 07	Director of Corporate Services	Significant actions already taken, estates strategy to be developed for short to medium term changes	Director of Finance	September 09

4	Information gathering, collation, monitoring and analysis	Review current arrangements and ensure that information gathered is taken account of in policy and programme delivery	March 07	Director of Enterprise	Conduct staff and student surveys and focus groups	OD Director/ Marketing Co-ordinator / Quality Manager	March 09
5	Impact Assessments	Implement impact assessment process	April 07	Director of Enterprise / Corporate Services	Revision of equality and diversity impact assessment tool.  Development of Impact assessment team And training programme for all staff.	OD Director  OD Director	February 09  April 09
6	Staff/ student survey	Review of student/staff surveys to include specific questions on disability equality	April 08	Director of Enterprise / corporate services			

## Appendix 2 - Progress update

- Finance office was moved to a more accessible location during summer 08.
- The back car park at the students' association building has been re-surfaced and markings re-done to take into account the student population driving to College who have a disability.
- The spaces allocated for disabled drivers now also have the extra space on either side of the parking space to allow for easy access and egress of their vehicle.
- The café facility has been re-modelled to take into account the need for emergency exits for students with a disability
- There are new wheelchair lifts on the link corridor on all floors



## Appendix 3 - Training materials for Equalities and Diversities

Training materials for Equalities and Diversities are available on the College VLE (Moodle). They can be accessed by logging on to Moodle and clicking on Business Essential Login. Once logged in click on My Learning Courses, then click on Legislation and then click on Equal Opportunities and Diversity.

The following screen can then be used to access lessons and tests on the listed topics.

### Introduction

Please select one of the course areas to show the courses in that category and then click on the course title to see the lesson menu. The status of the courses is shown using the following key (please note that a status of 'completed' does not necessarily imply that all of the modules in the course have been passed): -

Not Attempted      Incomplete      Completed

**Subject Area:** Legislation

### Equal Opportunities & Diversity

Equal Opportunities & Diversity Competency Assessment v7

Equal Opportunities & Diversity Competency Assessment (no audio)

The Law and Equal Opportunities - Disability Legislation v7

The Law and Equal Opportunities - Disability Legislation v7 (no audio)

The Law and Equal Opportunities - Gender Legislation v7

The Law and Equal Opportunities - Gender Legislation v7 (no audio)

The Law and Disability Discrimination v7

The Law and Disability Discrimination v7 (no audio)

The Law and Equal Opportunities - Legislation Relating to Religion v7

The Law & Equal Opportunities - Legislation Relating to Religion v7 (no audio)

The Law and Equal Opportunities - Ex-Offenders Legislation v7

The Law and Equal Opportunities - Ex-Offenders Legislation v7 (no audio)

An Overview of Diversity and Discrimination Version v7

An Overview of Diversity and Discrimination v7 (no audio)

Applying Equal Opportunities in the Workplace - Recruitment and Selection v7

Applying Equal Opportunities in the Workplace - Recruitment and Selection v7 (no audio)

Applying Equal Opportunities in the Workplace - Training and Performance Development v7

Applying Equal Opportunities in the Workplace - Training and Performance Development v7 (no audio)

Parents in Employment v7  
Parents in Employment v7 (no audio)

Flexible Working v7  
Flexible Working v7 (no audio)

The Law and Equal Opportunities - Age Legislation v7  
The Law and Equal Opportunities - Age Legislation v7 (no audio)

Preventing Bullying in the Workplace  
Preventing Bullying in the Workplace (no audio)

## Appendix 4

Faculty areas	Session					
	2005/-06		2006-07		2007-08	
	Enrolments	wSUMs	Enrolments	wSUMs	Enrolments	wSUMs
<b>No known Disability</b>						
Vehicle Cons. & Land	302	4437	317	4610	416	5234
Engineering & Science.	941	5697	1072	5456	945	4942
Arts & Soc Science	476	3554	990	4273	1099	3638
Consumer & Leis	1369	8581	1057	8905	1234	10200
It & Business	1162	5244	639	3794	677	3563
Health & Social Care	419	6346	482	6268	513	6165
Schools Groups	269	935	550	882	437	1687
Corporate Open /Distance learning	299	649	245	500	151	460
Ev. Class/ VQ's and Work based learning	2603	3818	3051	6178	3105	5737
<b>Total</b>	<b>7912</b>	<b>39260</b>	<b>8412</b>	<b>40866</b>	<b>8577</b>	<b>41627</b>
<b>Dyslexia</b>						
Vehicle Cons. & Land	14	309	10	145	26	511
Engineering & Science.	15	350	20	223	17	113
Arts & Soc Science	11	260	11	250	18	226
Consumer & Leis	40	549	35	733	33	551
It & Business	12	170	9	133	10	179
Health & Social Care	23	301	26	383	26	439
Schools Groups	6	15	7	9	-	-
Corporate Open /Distance learning	1	4	3	4	2	1
Ev. Class/ VQ's and Work based learning	19	104	25	107	30	111
<b>Total</b>	<b>141</b>	<b>2062</b>	<b>146</b>	<b>1988</b>	<b>162</b>	<b>2131</b>
<b>Blind/ Partial sight</b>						
Vehicle Cons. & Land	-	-	-	-	-	-
Engineering & Science.	5	51	2	30	-	-
Arts & Soc Science	1	1	1	-	-	-
Consumer & Leis	4	20	2	88	2	22
It & Business	5	82	4	38	2	11
Health & Social Care	2	61	2	98	-	-
Schools Groups	1	6	1	3	-	-
Corporate Open /Distance learning	-	-	1	-	-	1
Ev. Class/ VQ's and Work based learning	12	18	12	12	15	27
<b>Total</b>	<b>30</b>	<b>239</b>	<b>25</b>	<b>270</b>	<b>19</b>	<b>60</b>

Faculty areas	Session					
	2005/-06		2006-07		2007-08	
	Enrolments	wSUMs	Enrolments	wSUMs	Enrolments	wSUMs
<b>Deaf/hearing impaired</b>						
Vehicle Cons. & Land	3	42	3	76	3	41
Engineering & Science.	1	13	-	-	5	106
Arts & Soc Science	13	97	9	25	24	16
Consumer & Leis	-	-	6	62	7	123
It & Business	14	74	9	75	13	131
Health & Social Care	5	70	8	139	3	64
Schools Groups	-	-	-	-	-	-
Corporate Open /Distance learning	1	8	3	10	4	5
Ev. Class/ VQ's and Work based learning	29	51	41	32	36	35
<b>Total</b>	<b>66</b>	<b>364</b>	<b>79</b>	<b>419</b>	<b>95</b>	<b>520</b>
<b>Wheelchair user</b>						
Vehicle Cons. & Land	-	-	-	-	-	-
Engineering & Science.	5	5	-	-	-	-
Arts & Soc Science	2	16	6	5	11	68
Consumer & Leis	2	-	1	4	3	73
It & Business	11	110	17	143	23	113
Health & Social Care	27	224	24	164	18	152
Schools Groups	-	-	-	-	-	-
Corporate Open /Distance learning	-	5	1	0	3	0
Ev. Class/ VQ's and Work based learning	38	32	47	36	41	24
<b>Total</b>	<b>85</b>	<b>394</b>	<b>96</b>	<b>352</b>	<b>99</b>	<b>430</b>
<b>Personal Care Support</b>						
Vehicle Cons. & Land	-	-	1	-	-	-
Engineering & Science.	-	-	-	-	-	-
-Arts & Soc Science	-	-	-	-	-	-
Consumer & Leis	-	-	-	-	-	-
It & Business	-	-	1	10	1	13
Health & Social Care	10	70	8	31	4	19
Schools Groups	-	-	-	-	-	-
-Corporate Open /Distance learning	-	-	-	-	-	-
Ev. Class/ VQ's and Work based learning	-	-	-	-	-	-
<b>Total</b>	<b>10</b>	<b>70</b>	<b>10</b>	<b>41</b>	<b>5</b>	<b>32</b>

Faculty areas	Session					
	2005/-06		2006-07		2007-08	
	Enrolments	wSUMs	Enrolments	wSUMs	Enrolments	wSUMs
<b>Mental Health Difficulties</b>						
Vehicle Cons. & Land	1	-	1	-	-	-
Engineering & Science.	2	23	4	145	18	140
Arts & Soc Science	9	100	20	145	18	140
Consumer & Leis	5	-	10	81	2	1
It & Business	12	74	7	113	6	126
Health & Social Care	7	168	7	113	6	126
Schools Groups	-	-	2	3	1	5
Corporate Open /Distance learning	2	1	1	4	2	4
Ev. Class/ VQ's and Work based learning	23	49	38	56	27	41
<b>Total</b>	<b>61</b>	<b>415</b>	<b>89</b>	<b>509</b>	<b>65</b>	<b>363</b>
<b>Unseen</b>						
Vehicle Cons. & Land	18	246	26	331	14	216
Engineering & Science.	19	240	18	179	25	174
Arts & Soc Science	30	164	28	188	40	206
Consumer & Leis	31	279	43	362	38	569
It & Business	54	282	28	322	30	294
Health & Social Care	60	570	46	687	28	716
Schools Groups	5	33	3	4	-	-
Corporate Open /Distance learning	6	11	9	7	2	13
Ev. Class/ VQ's and Work based learning	63	154	127	227	93	156
<b>Total</b>	<b>286</b>	<b>1980</b>	<b>328</b>	<b>2307</b>	<b>270</b>	<b>2345</b>
<b>Multiple disabilities</b>						
Vehicle Cons. & Land	1	25	2	25	-	-
Engineering & Science.	1	3	1	1	1	-
Arts & Soc Science	12	78	32	137	36	128
Consumer & Leis	2	12	7	51	12	72
It & Business	28	111	6	140	11	240
Health & Social Care	18	290	22	315	14	239
Schools Groups	-	-	1	-	-	-
-Corporate Open /Distance learning	3	4	3	2	-	4
Ev. Class/ VQ's and Work based learning	43	32	58	31	76	50
<b>Total</b>	<b>98</b>	<b>555</b>	<b>132</b>	<b>702</b>	<b>150</b>	<b>733</b>

Faculty areas	Session					
	2005/-06		2006-07		2007-08	
	Enrolments	wSUMs	Enrolments	wSUMs	Enrolments	wSUMs
<b>A disability not listed above</b>						
Vehicle Cons. & Land	5	60	3	111	17	99
Engineering & Science.	12	82	6	48	8	18
Arts & Soc Science	10	195	26	205	46	133
Consumer & Leis	28	275	11	90	16	180
It & Business	18	173	2	290	37	202
Health & Social Care	346	2809	445	3185	396	3353
Schools Groups	20	121	63	131	37	225
Corporate Open /Distance learning	10	8	8	10	6	11
Ev. Class/ VQ's and Work based learning	82	505	105	262	116	227
<b>Total</b>	<b>531</b>	<b>4228</b>	<b>695</b>	<b>4332</b>	<b>679</b>	<b>444</b>
<b>Information refused/Unknown</b>						
Vehicle Cons. & Land	-	-	-	-	1	-
Engineering & Science.	-	-	-	-	-	-
Arts & Soc Science	-	-	4	4	3	5
Consumer & Leis	-	-	-	-	-	-
It & Business	2	1	1	-	-	-
Health & Social Care	-	-	1	10	1	-
Schools Groups	2	14	1	-	2	9
Corporate Open /Distance learning	-	11	1	-	-	2
Ev. Class/ VQ's and Work based learning	7	63	2	10	2	2
<b>Total</b>	<b>11</b>	<b>88</b>	<b>10</b>	<b>25</b>	<b>9</b>	<b>27</b>

## Staff with reported disabilities

<b>2005/06</b>	<b>2006/07</b>	<b>2007/08</b>
<b>2.9%</b>	<b>2.5%</b>	<b>2.4%</b>

From the above table it can be demonstrated that the numbers of staff who have reported a disability has remained relatively static between 06/07 and 07/08.

We are conscious however that 125 have chosen not to indicate whether or not they have a disability.

This is a percentage rate of 32.7% of the overall staff complement.