

Aberdeen College

Disability Equality Scheme

HR51

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Introduction by Principal

The new Disability Equality Duty which comes into effect in December 2006 provides an excellent framework and opportunity for public bodies to promote equality for people with disabilities.

Since its inception in 1991, Aberdeen College has been strongly committed to offering an inclusive learning environment and an easily-accessible curriculum. That commitment has been demonstrated by our actions over the years in ways much better than mere words can intone. Indeed, it pre-dated the current emphasis being placed on diversity and opportunity for Scottish and UK policy purposes. The new Duty is helping us to build upon those efforts. They, in turn, make it much easier for us to comply with the Duty to the fullest extent. We relish the challenge!

We will continue to do that which has proved successful, while addressing specific needs and developing such new approaches as practical circumstances and local need suggest are required. Central to our efforts – past, present and future – is the commitment to act in concert with our students, staff and other bodies representative of people with disabilities. Our aim is a simple one, which experience suggests is also an important one: it is to work steadily and unremittingly, in partnership, to identify and remove barriers to participation in further education locally.

As an educational body we are in a unique position to influence public and individuals' attitudes towards diversity. I believe this new Duty provides an important impetus to make equality for people with disabilities increasingly a living reality for the people who it is intended by policy-makers to benefit. In promoting the equality of people with disabilities we also act to inform the knowledge and actions of others – especially the staff, students and employer clients of Aberdeen College. The promotion of equality depends crucially on changing people's attitudes by raising awareness and providing them with the information they need. Attitudes, in turn, inform behaviours. The right attitude combined with appropriate behaviours lead to the actions which count.

What follows is a fairly detailed account of our policy and approach. If you would like to know more about them, please do not hesitate to contact us. At the College we are, however, aware that words are among the cheapest of commodities and that actions speak loudest. In addition to providing you with information on how we will proceed, what follows will also be one way of measuring our achievements in the future against our current aspirations and plans.

If you think you can contribute to our efforts, please do so.

Rae Angus
Principal

Section 1

Promoting Disability Equality

General Introduction

Aberdeen College is committed to promoting and embedding disability equality and preventing discrimination in all areas of its work.

Through our Disability Equality Scheme we aim to:

- provide an inclusive learning environment and accessible curriculum which includes a high quality on-line learning experience;
- increase opportunities for disabled students to follow coherent study pathways and achieve maximum success in their studies;
- demonstrate exemplary practice in disability equality across all areas of our work;
- provide support services which effectively meet the requirements of our disabled students and staff;
- provide an accessible physical and on-line environment enabling students and staff to participate as fully as is realistic in all aspects of college life;
- provide a learning environment and workplace where students and staff are treated with dignity and respect;
- have a diverse staff base which reflects the population and community we serve where people are treated on their merits and receive fair and equal treatment.

This Disability Equality Scheme sets out the framework within which the College will promote equality for, and prevent discrimination against, our disabled students, staff and visitors. We recognise that the diversity of our students and staff is one of our greatest strengths. The commitment to delivering our Disability Equality Scheme is embodied in the following principles:

1. Discrimination, direct or indirect, based on a person's disability is unjust and immoral, representing a waste of human resources and a denial of opportunity for individual self-fulfilment.
2. The promotion of excellent practice in disability equality and the promotion of the social model of disability across our functions will be core to our activities.
3. The creation of a culture in which the needs of disabled students and staff are viewed as being of equal importance to those of other students and staff, will form an integral part of our mainstream approach to learning, teaching, and employment.

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4. The creation of an inclusive learning environment and the provision of an accessible curriculum will be at the centre of our delivery of disabled student services.
5. The proportion of disabled students and staff will reflect, as far as is reasonably possible, the proportion of disabled people in the community.
6. Students and staff will be treated with dignity and respect in the learning environment and workplace
7. The commitment and involvement of students and staff is essential to the implementation of our Disability Equality Scheme.
8. We aspire to be a model of best practice in terms of accessibility
9. Good practice in disability equality will be expected from external organisations with which the College has partnership arrangements or service contracts:
 - focussing on student need
 - enabling disabled students to gain maximum educational advantage from the extensive learning opportunities offered by a diverse and rich curriculum, however these are delivered
 - ensuring that there is clarity and coherence in all aspects of the learning experience for disabled students
 - Enabling disabled students to participate as fully as possible in all aspects of College life as independent members of the College community.

Staff

Aberdeen College is committed to the creation of a diverse workforce, which reflects the customers and community we serve. The College aims to create conditions where staff are treated solely on the basis of their merits and to ensure that the College is open to, and representative of, all sections of the community. It is College policy to ensure that disabled applicants for vacancies and staff receive fair and equal treatment.

Students

The College will ensure an inclusive learning environment which:

- anticipates and reflects the diversity of the collective and individual needs of its disabled students
- provides a high quality integrated service to disabled students where planning, organisation and the allocation and use of resources are both efficient and effective.

At the centre of our Scheme is the removal of barriers in the environment and in attitudes that prevent disabled people from achieving their full potential. Our Scheme is in line with the College's strategic priorities and with the general and specific duties of the Disability Discrimination Act.

In drawing together our Disability Equality Scheme and priorities for action we have had discussions with disabled staff and students and managers across the College. We have also surveyed students and organisations representing people with disabilities. We have collected a significant amount of information about the services and resources that are in place for our disabled students and staff and detailed trend data.

This information will provide the baseline for measuring our future progress. We have developed a three year Action Plan to deliver objectives focussed around specific areas of our work. The key findings have helped us to identify priorities for action. Resources and structures are in place to make sure that we can deliver our Disability Equality Scheme and Action Plan, assess the impact of policies and practices for disability equality relevance, and monitor progress on an annual basis.

Aberdeen College Disability Equality Policy

Introduction

Aberdeen College is committed to providing a learning environment free from disability discrimination and recognises the important role education has to play in preparing people for life and employment in an increasingly diverse society.

The College will undertake the following:

- Prepare and publish a Disability Policy
- Assess the impact of the College's policies, including its Disability Policy, on students and staff with disabilities.
- Monitor, by reference to those groups, the admission and progress of students and the recruitment and career progress of staff
- Publish the Disability Policy and publish annually the results of monitoring, impact assessment and review.

In relation to employment the College will monitor by disability:

- Staff in post
- Job applicants
- Promotion
- Training

and will monitor by disability and analyse:

- Grievances
- Disciplinary action
- Dismissals
- Reasons for leaving

The College will also publish annually the results of this disability monitoring by way of an annual Equal Opportunities Report and the categories determined by the Scottish Funding Council.

Areas Relevant to Disability Equality

The College considers that the following areas are relevant to disability equality:

- The Curriculum – Learning and Teaching
- Access and Facilities
- Admissions Procedures
- Student Guidance and Support
- Staff Recruitment and Selection

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- Staff Induction and Development
- Procurement and Outsourcing

Responsibilities for Disability Equality

The College's Board of Management has the overall responsibility for ensuring that the College complies with the legislation on disability equality.

The Board of Management is responsible for approving the Disability Equality Policy. Responsibility for implementing the Policy is delegated by the Board of Management to the Principal who will ensure that the College:

- Implements the Policy and annual Disability Equality Action Plans
- Provides training for all staff on disability equality and ensures that they are aware of their responsibilities
- Implements arrangements for monitoring, evaluating and reviewing the Policy
- Implements arrangements to ensure that action are taken in relation to students or staff who act in a discriminatory manner.

The College's Vice Principal and Director of Human Resource Management and Development will be responsible for developing, co-ordinating, disseminating, monitoring and reviewing the Policy. He/she will also chair the College's Equal Opportunities Committee and will provide professional advice and guidance to the management and staff of the College on equality and diversity issues.

Senior managers, heads of department and other managers are all responsible for ensuring that the Policy is implemented within their areas in relation both to staff and students.

All staff have a responsibility to:

Attend training provided by the College on disability equality issues
Familiarise themselves with the requirements of this Policy
Challenge disability bias and stereotyping using established College procedures and channels of communication

All students have a responsibility to respect the rights of others to be treated with dignity and respect and study in an environment free from the threat of racial harassment, bullying or intimidation.

The Students' Association has a responsibility to promote this Policy and appropriate standards of behaviour within the student body. The College expects its students and staff to observe appropriate standards of behaviour and will use established disciplinary policies to take action against individuals who breach the Disability Equality Policy.

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Equal Opportunities Committee

The College's Equal Opportunities Committee will comprise managers, staff and student representatives and will:

- Review the College's Equal Opportunities policies and procedures
- Identify best practice
- Promote equality throughout the College

Procurement and Contractors

The College contracts out a number of functions. All contractors will be advised of the College's duty to promote disability equality and their requirement to comply with the Policy. All will be given a copy of the Policy as part of the contracting process. Contractors' staff are invited to attend training provided by the College on disability equality issues.

The table below identifies the relevant functions and lists the actions the College will take – or is taking – to ensure that it meets its duties.

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Function	Actions	Priority
Curriculum – Learning and Teaching	The content of the curriculum will be monitored to ensure there is no disability bias or stereotyping	Annually by way of audit
	Where appropriate, specific material on disability equality will be incorporated in programmes of learning	Ongoing throughout academic year
	The approaches of teaching staff will be free from bias and prejudice	Observed through annual lesson observation and annual student satisfaction surveys
	The College will ensure that external agencies with an interest in curriculum matters are advised of the provisions of the Disability Equality Policy	Policy available to all partners
	All assessment criteria and instruments of assessment will be designed and reviewed to ensure that they are not discriminatory and that, where possible, reasonable adjustments have been made to take account of the needs of disabled students.	As part of internal and external moderation and verification process
	All teaching staff will receive training in equal opportunities and disability equality	Targets specified in annual operational plan
	All curriculum teams will monitor enrolment, retention and achievement by disability as part of the annual review process and will identify and implement actions to address any issues arising	Annually
	Course committees will provide for representation of students with disabilities and will consult students to ensure the curriculum meets the needs of all students	Ongoing throughout the academic year
	Diversity focus groups will be conducted to assess the impact of College policies on students with disabilities.	

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Access and Facilities	Students with disabilities will be given the opportunity to discuss these with guidance counsellors prior to joining the College	Pre-entry guidance
	College staff will ensure that advice and support provided to students on finding accommodation will take account of possible access requirements or other requirements	The Accommodation Officer will ensure that this is covered in any information provided to students and in procedures followed
Admissions Procedures	In all recruitment and publicity material it will be stated that Aberdeen College is an equal opportunities college, courses will be described in such a way that no suitably qualified person will be excluded from applying and any photographs or graphics will be designed and used in a way which does not reinforce stereotyping	The Head of Publicity and Marketing will ensure that this is regularly reviewed
	Application forms will only include those questions which are necessary for selection for a course place and College approved monitoring forms will be included	Associate Principal (Data Management and Student Administration) will review content of forms annually
	Questions on disability will be asked on a separate monitoring form and on applications to ensure reasonable adjustments can be made for students.	Monitoring information will be processed and produced annually for each department
	All admissions and receptions staff will receive training in equal opportunities and disability equality	Targets specified in annual operational plan
	Entry qualifications will be consistent and essential to the requirements of courses	Director of Learning and Teaching will review annually

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	All staff involved in selection interviews will receive training in interview techniques, equal opportunities and will provide feedback if requested	Targets specified in annual operational plan
Student Guidance and Support	All guidance staff will be required to hold a recognised qualification in guidance	Targets specified in annual operational plan
	Guidance staff will be regularly briefed on the range of courses available and alternatives available from other providers	Head of Student Support Services will arrange annually as minimum
	Guidance staff will liaise with curriculum staff to discuss reasonable adjustments to accommodate the needs of students with disabilities	Head of Student Support Services will monitor that this takes place.
Staff Recruitment and Selection	All managers undertaking interviews and making recommendations on staff selection will be trained in equal opportunities and disability equality	HR Manager will run courses and ensure material is available via the VLE
	Recommendations on all appointments will be made to the Vice Principal and will contain a statement on whether or not a disability has been disclosed and, if so, what reasonable adjustments are required	All information on disability will be collated and reported to the Equal Opportunities Committee
	The College will obtain professional advice on reasonable adjustments where necessary e.g. dyslexia assessments by qualified assessor	HR Manager will organise
	All disabled applicants who meet the minimum criteria for a post will be invited to interview	HR Manager will collate information and compile monitoring reports
	Special arrangements will be made, where appropriate, for disabled candidates e.g. adapted equipment, location of interview	HR Manager will arrange

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Staff Induction and Development	All new staff will have an induction plan and this will be adapted to take account of any disabilities	HR Manager and SD Manager will arrange
	All new staff will have a performance review at the end of 3 months and will meet with the SD Manager.	SD Manager will check that reasonable adjustments have been implemented for staff with disabilities and will check if any further adjustments are needed and will discuss with relevant manager.
	All staff will receive training in disability discrimination and their duties in this regard	SD Manager will arrange and will monitor attendance
	All applications for staff development will be monitored by disability and monitoring reports provided	SD Manager will prepare monitoring reports which will be submitted to Equal Opportunities Committee

Section 2

Context

The remaining provisions of the Disability Discrimination Act 2005 come into effect in December 2006 which requires public sector bodies such as the College to promote disability equality across all of our functions.

The **general duty** requires that we have due regard to the need to:

- Eliminate unlawful disability discrimination and harassment
- Promote equality of opportunity and positive attitudes towards disabled people
- Take account of people's disabilities (even if this means treating them more favourably)
- Encourage participation by disabled people in public life.

The Specific Duties

In addition, public bodies are required to comply with the specific duties which are:

- To publish a Disability Equality Scheme (DES), which includes a three-year Action Plan
- To involve disabled people in the development of the DES
- To take the steps set out in the Action Plan (unless it is unreasonable or impracticable to do so)

What is the difference between the new duties and our current duties?

The new duties require us to take a positive approach to promoting disability equality in all of our practices, policies and procedures.

Legislative Framework

The Disability Discrimination Act (DDA) 1995 enacted measures to prevent discrimination against disabled people in the areas of employment and in the provision of goods and services.

The Special Educational Needs Act 2001 (SENDA) amended the DDA 1995 to include education and was further amended from 1 September 2006, under the DDA 1995(Amendment) Act (Further and Higher Education) Regulations 2006.

Discrimination against disabled people can take place by treating them 'less favourably' than other people and by failing to make a 'reasonable adjustment' where they are placed at a 'substantial disadvantage' compared with other people for a reason relating to their disability.

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The DDA introduced a broad definition of a disabled person as having a physical or mental impairment, which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day duties.

The DDA 2005 introduced a new disability equality duty for the public sector, effective from December 2006, to promote disability equality across all functions.

The general duty requires that every public authority shall in carrying out its functions have due regard to the need to:

- publish an annual report on progress with the Action Plan
- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- 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
- take steps to take account of disabled persons' disabilities even where this means treating disabled persons more favourably than other persons (this principle has always been recognised in the DDA, particularly through the duty to make reasonable adjustments, and, for example, in the provision of dedicated services to enable disabled persons to access mainstream activities on equitable terms).

Section 3

Development of the Disability Equality Scheme (Information Gathering)

A draft Scheme was produced together with an Action Plan, which incorporates all the future work planned by the College to promote disability equality.

Suggestions for information gathering

- Invitations to all staff and students to take part in an online survey to enable comments and suggestions.
- Full information on College website.
- Invitations to disabled students and staff to apply to join a Disabilities Equalities Forum charged with assisting in drawing up the scheme.
- Focus groups of disabled students and staff
- Focus groups with representatives from organisations representing disabled people
- Letters to disabled applicants
- Customer feedback focus groups
- A Disability and Diversity Group chaired by the Vice Principal whose terms of reference include the progression and implementation of equality and diversity policy across the College
- A Disabled Students Advisory Group

Section 4

Disability Equality - where we are now

Benchmark Data for Staff

The most recent full year information the College has relates to the academic year which ended on 31st July, 2006. Information on the proportion of College staff with a disability over the last 3 years is as follows:

Academic Year	% Disabled	% Non Disabled	% Not Indicated
2003-04	1.34%	80.23%	18.43%
2004-05	1.69%	79.37%	18.94%
2005-06	2.00%	82.70%	15.30%

Under the Disability Discrimination Act 1995 a person has a disability if he/she has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities.

The information provided above is based on details disclosed by staff on whether or not they have a disability. Many people still choose not to disclose a disability and many people whose condition(s) would come within the legal definition of a disability do not regard themselves as disabled.

Employers are required, where possible and practical, to implement reasonable adjustments to accommodate the needs of staff with disabilities. In 2005-06 Aberdeen College appointed 2 staff who disclosed disabilities and implemented adjustments for these staff.

Disabled Staff – Current Provision

Unfortunately, some employees become disabled in the course of their employment whether through illness or injury. Employers also have a duty to implement adjustments for employees who become disabled. In 2005-06 following referral to occupational health the College was advised that four members of staff should be regarded as being disabled in terms of the Act. Adjustments such as changes to working hours and provision of assistive technology were implemented for these staff.

Benchmark Data for Students

The most recent full year information the College has relates to the academic year which ended on 31st July, 2006. In 2005-06 a total of 1,780 students categorised themselves as having a disability. This represented 5.70% of all enrolments. Dyslexia was the largest category of disability with 388 students disclosing that they were dyslexic.

The retention rate for students with disabilities was high at 82.75%. The achievement rate at 76.30% was also very encouraging and suggests that the extensive support

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arrangements the College has put in place have been effective. The College has worked hard to promote inclusive practice and provides a range of aids and services to support students with disabilities.

The College's Student Development and ACCESS Centre continues to expand its support to students with additional needs and has over the years increased the number of courses specifically designed for students with additional learning requirements including those delivered in the community as part of Community Lifelong Learning.

Details are as follows:

Year	Number of Courses
2001-02	89
2002-03	143
2003-04	147
2004-05	201
2005-06	208

Additional learning support is provided to students who experience difficulties with different aspects of course work and the College's ACCESS Centre also supports students studying in higher education institutions.

Three years ago in 2003-04 the Student Development and ACCESS Centre developed procedures and a Code of Conduct for carers employed by external agencies who support students in the College. The aim was to assist carers employed or engaged by the Social Work Departments of Aberdeen City and Aberdeenshire Councils ensure the health and safety of their clients who were College students and maintain a high quality of service delivery in College. Those procedures and the Code of Conduct have been incorporated in the Scottish Executive publication "Partnership Matters" as examples of good practice and it has been recommended that other colleges in Scotland adopt these procedures.

College staff work closely with colleagues in both Social Work Departments to ensure the procedures are implemented.

Key Findings

The College provides a range of auxiliary aids and services to support students with disabilities including a wide range of assistive technologies and personal support.

All teaching staff are required to anticipate the needs of students with disabilities and identify a range of adjustments to accommodate the needs of students with disabilities. Details of these are circulated regularly to curriculum teams to ensure best practice is disseminated widely.

Section 5

Equality Impact Assessment

The College will assess the impact of the activities it implements for disability equality and use the information gathered to review the effectiveness of its action plan and prepare subsequent revised disability equality schemes.

Impact assessment methods will include: surveys, focus groups, monitoring reports and statistical analysis.

Section 6

Implementation - Disability Equality Action Plan

Aberdeen College is committed to providing a learning environment free from disability discrimination and recognises the important role education has to play in preparing people for life and employment in an increasingly diverse society.

The functions through which the College will ensure the integration and mainstreaming of disability equality are:

- Learning and teaching (the curriculum)
- Access and facilities
- Student recruitment, admissions and outcomes
- Student guidance and support
- Staff recruitment and selection
- Staff induction and development
- Procurement and contracted-out services

The Vice Principal (Human Resource Management and Development) will have overall responsibility for the implementation of the annual disability equality action plan and all managers and staff will have specific responsibilities.

Priorities for 2006-07 in each of the functions are as follows:

FUNCTION	ACTION	OUTCOME	RESPONSIBILITY	INDICATORS OF SUCCESS
1 Learning and Teaching – the Curriculum	Ensure that all staff involved in pre-entry guidance are trained in disability equality issues and are aware of the need to anticipate and implement reasonable adjustments.	Good information provided at pre-entry level	Sector Managers and other Heads of Teaching Departments	Positive student feedback. Increasing number of students with disabilities attending the College
	Conduct an audit of student induction material to ensure that students are briefed on disability equality issues.	Induction procedure is followed.	Head of Student Support Services	Positive student feedback. Positive employer feedback.

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	Review the content of teaching materials to ensure they do not include disability stereotypes and reflect the diversity of current society.	Teaching materials will reflect diversity.	Head of Quality and Staff Development	Positive audit results.
	Implement a range of presentations in public areas of the College on matters relating to the promotion of equality of opportunity including disabilities.	Students will gain an awareness of the importance of equal opportunities.	Vice Principal	Positive student comments.
	Ensure that disabled students are given the opportunity to participate in focus groups to provide feedback and make suggestions to College managers on improvements to services for students with disabilities.	Managers will have a greater awareness of issues affecting students with disabilities.	Director of Learning and Teaching	Action plans for improvements
	Ensure that lesson plans include a section on differentiation	Lecturers will plan lessons with reasonable adjustments in mind	Curriculum Managers	Lesson observations
	Implement arrangements to ensure that all lecturers are advised if any students in class have disclosed a disability	Lecturers will be aware of the particular needs of all students and will be able to implement adjustments	Associate Principal Student Administration and Data Management	Staff and student feedback
2 Access and Facilities	Make College facilities available to disabled groups to establish contact and publicise the facilities which are available.	Greater awareness of the facilities offered by the College.	Head of Publicity and Marketing	Number of events held in College.

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	Host courses run by other bodies for people with disabilities on College premises.	Greater awareness of the facilities offered by the College.	Head of Publicity and Marketing	Number of events held in College.
	Ensure that the catering service considers the needs of people with different dietary requirements.	Greater choice of menus available.	Catering Manager	Student satisfaction results.
	Run at least two disability events in the course of 2005-06 which are designed to encourage participation and involvement from people of different disability groups.	High attendance at and participation in events.	Vice Principal	Positive feedback.
3 Student Recruitment, Admissions and Outcomes	Implement a marketing plan, which is specifically aimed at encouraging more students with disabilities to undertake courses provided by Aberdeen College.	Increase in the number of students with disabilities studying on College courses	Head of Publicity and Marketing	Information in monitoring reports.
	Monitor and analyse student enrolment, retention, achievement and progression by disability and identify any trends, actions to meet the specific needs of disabled students and targets to improve retention and achievement where appropriate.	Improvements in enrolment, retention and achievement of students with disabilities.	Sector Managers	Information in monitoring reports.

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4 Student Guidance and Support	Ensure that each member of the Guidance Team undertakes training on disability equality in order that they have an understanding of the particular difficulties faced by students with disabilities.	Greater understanding of the needs of students with disabilities.	Head of Learner Support	Positive student feedback.
6 Staff Recruitment and Selection	Continue to advertise job vacancies in the College in a wide range of publications and in premises, which are used by people with disabilities.	Greater number of applications from with disabilities.	HR Manager	Information in monitoring reports.
	Monitor staff appointments, promotions, disciplinary and grievance cases and turnover by gender , race, disability and identify any trends and actions for improvement.	Identification of actions for improvement.	Vice Principal	Information in monitoring reports.
	Ensure that all managers undertaking interviews have undertaken disability discrimination and recruitment and selection training.	Recruitment and selection procedures are fair and reflect legislation and best practice.	HR Manager	Satisfaction with recruitment process.
7 Staff Induction and Development	Ensure that 95% of all permanent staff have attended mandatory training sessions on disability discrimination	Staff awareness of disability equality issues.	Head of Quality and Staff Development	Information in monitoring reports.

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	Ensure that all temporary lecturers who work regularly in the College undertake disability discrimination training	Staff awareness of disability equality issues.	Vice Principal	Information in monitoring reports.
	Ensure that training materials on disability discrimination are available on the VLE	Staff access to training materials	Staff Development Manager	Staff awareness of disability discrimination issues
	Monitor staff development uptake by disability and identify any trends and actions for improvement.	Identification of actions for improvement.	Staff Development Manager	Information in monitoring reports.
	Promote the use of mediation to encourage effective informal dispute resolution.	Enhanced skills of managers in dealing with difficult staffing issues and encourages informal resolution of disputes.	HR Manager	Resolution of disputes.
8 Procurement and Contracted-Out Services	Ensure that all contracts for services, including professional services and service delivery, entered into by the College contain a clause regarding the promotion of disability equality.	The College will only contract with organisations that demonstrate a commitment to disability equality.	Vice Principals	Acceptance of contracts with this clause by contractors.

Please note this is a draft plan and may be subject to amendment following analysis of survey results.

Section 7

Monitoring, Publishing and review arrangements

The College will publish an annual report indicating what information has been gathered and what use has been made of the information, as well as what steps have been taken. This report will be submitted to the College's Board of Management and published on its website.

Version Date: **November 2006**
Responsible for Review: **Vice Principal (HR)**
Review Date: **April 2009**