



SELF EVALUATION REPORT

Disability Equality in Relation to Students

2006/7



Learn for Life

SESSION: 2006/07

QUALITY STANDARDS

Each element should be graded *Very Good*, *Good*, *Fair* or *Unsatisfactory* (VG, G, F or US).

ITEM	QUALITY ELEMENT	GRADE
D1	Physical environment	Fair
D2	Cultural environment, eg attitudes	Good
D3	The Learning Environment, eg curriculum/courses	Good
D4	Learning Support, including funding	Good
D5	Guidance: Pre entry, entry, induction on-going and exit	Good

SECTION D - SELF EVALUATION

PHYSICAL ENVIRONMENT

(a) Strengths

- There is an awareness of the needs of disabled learners and equipment has been bought to meet their needs;
- The reception areas in CLIC and FLC have been adapted to meet disabled learners' needs;
- There is a lift in the LITEhouse;
- Induction loops have been fitted in reception areas in the main campus;
- Sufficient specialist and general purpose rooms on the ground floor to all access for physically disabled students; some dedicated rooms;
- Lifts and evacuation chairs available in most areas;
- Handrails and ramped access;
- Specialist furniture available; and
- Specialist equipment available through ELS.

(b) Areas for improvement

- Many rooms have insufficient space for easy wheelchair access. This should be taken into account in the new build design;
- RNIB advice on use of contrasting colours on walls/floor coverings and doorframes has not been implemented;
- The lift in the main building is inadequate and there is no lift access to the upper floor of the Business School nor the canteen areas;
- Disabled parking spaces are limited;
- Poor access in sports areas, refectory and other areas;
- Poor heating and lighting - bad for disabled people;
- No disabled access to showers; and
- Poor pathways and lighting.

SECTION D – SELF EVALUATION

CULTURAL ENVIRONMENT, EG ATTITUDES, APPROACHES, AND INTERACTIONS

(a) Strengths

- The College has an inclusive approach in attitudes and interactions with the needs of disabled learners are identified at an early stage and appropriate, reasonable adjustments are made;
- An Equality and Inclusiveness group meets regularly;
- Alternative assessment arrangements have a well-designed system to support learners;
- The Guidance Co-ordinator has been given time to train as a Needs Assessor.;
- Faculties value students equally;
- Full portfolio available to all students;
- Care assistants provide support and personal care;
- Very positive attitude of staff; and
- Inclusiveness in marketing materials.

(b) Areas for improvement

- The Guidance Co-ordinator struggles to see all the students who indicate they may need ELS in the first block. More time should be allocated here and it should be established in principle that more than 30 minutes may be needed for an ELS interview. There is also a risk of one person being responsible in this area. A high teaching commitment means that he cannot attend appropriate networks and the College compares unfavourably with other colleges who have a team to deal with these matters;
- There seems to be no forum at present to represent disabled learners and staff;
- Progression routes for SEN students; and
- Focus group for disabled students.

(c) Action Points for improvement

- Recognise the need to give the Guidance Co-ordinator adequate time to deal with ELS in block one and to represent the College at appropriate groups such as the Guidance Network;
- Invite disabled staff/learners to join the Inclusiveness and Equality Group; and
- Identify areas of progression for SEN students.

SECTION D - SELF EVALUATION

LEARNING ENVIRONMENT, E.G. CURRICULUM/COURSES

(a) Strengths

- Start has been made to audit courses for equality;
- All staff have been made aware of the need to be inclusive;
- The learning environment is accessible for disabled students. Learning materials, equipment and assessment conditions are provided to meet the needs of particular disabilities;
- Inclusiveness where appropriate for student; and
- Access to large print etc.

(b) Areas for improvement

- Not all staff may be aware of some "invisible" disabilities such as mental health issues or autistic spectrum disorders and more training may be needed here to ensure an inclusive approach;
- Further integration of SEN students; and
- Progression routes for SEN students;

(c) Action Points for improvement

- Include mental health awareness training and training in other areas of disability for staff.

SECTION D – SELF EVALUATION

LEARNING SUPPORT, INCLUDING FUNDING

(a) Strengths

- Classroom lecturers receive specific advice on action to be taken to meet learning needs of learners with disabilities;
- Scribes and readers are provided where appropriate;
- A good range of specialist assistive equipment is available for use in the classroom;
- Staff training has been provided on assistive software such as Read and Write Gold for use by dyslexic students;
- The Guidance Co-ordinator is completing training as a Needs Assessor;
- The Lifeskills unit offers help in basic literacies;
- The learning support system provides appropriate opportunities for disabled students to state their needs and participate in accessing the support necessary to assist their learning;
- ASDAN Courses, Langside Achievers Programme, SVQ Level I;
- All SEN students complete a Personal Action Plan through interview process; and
- Extended Learning Support as part of Guidance Co-ordinator's role;

(b) Areas for improvement

- Learning support varies across faculties;
- Funding may not be adequate to meet very expensive needs of, for example, deaf students;
- Proposal that funding should follow students may disadvantage students in the future;
- There is an anomaly for students who do not receive bursaries or SAA funding but may have needs which are expensive to cover;
- Staff may not have time to train in use of assistive technology and may see this as not their role anyway;
- Guidance Co-ordinator has limited time to carry out ELS interviews and follow up support. (30 minutes per interview is often inadequate);
- Interview times should be more flexible;
- Wider access for SEN students; and
- More funding for specialist support.

(c) Action Points for improvement

- Press for changes in funding regime to ensure reasonable adjustment can be provided for all disabled learners;
- Investigate possibility of using technician staff to assist with assistive technology;
- Allocate more time to Guidance Co-ordinator; and
- Seek more funding to increase support for SEN students.

SECTION D - SELF EVALUATION

GUIDANCE: PRE-ENTRY, ENTRY, INDUCTION ON-GOING AND EXIT

(a) Strengths

- The College has an inclusive approach in attitudes and interactions with the needs of disabled learners being identified at an early stage and appropriate reasonable adjustments being made;
- An Equality and Inclusiveness Group meets regularly;
- Alternative assessment arrangements have a well-designed system to support learners;
- Disabled learners receive support and lecturers are informed of their needs;
- The Guidance Co-ordinator has been given time to train as a Needs Assessor;
- There is a Careers Advisor available and a partnership with Careers Scotland pre-exit training;
- All students complete an LAP;
- A student counsellor offers support to students;
- HE days and Jobfairs are organised;
- Students are given ample opportunities at every stage to identify their needs and express their requirements; and
- Referral system for additional support where appropriate;
- Inclusive pre-entry approach.

(b) Areas for improvement

- There seems to be no forum at present to represent disabled learners and staff;
- Learning support at start of the course; and
- Time-lag before approval for additional costs.

(c) Action Points for improvement

- Invite disabled staff/learners to join the Inclusiveness and Equality Group.

Learn for Life



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