

# **The New Duty to Promote Disability Equality**

**Final report from: Sarah Riding**

**Name of project: Staff Monitoring**

**Organisation: Blackpool and The Fylde College**

**March 2006**

The main criterion for including projects on this website is that they are all developmental or action research projects undertaken as part of DDA: taking the work forward. The overall aim of this project was to support organisations within the post school education sector to respond to the DDA 2005 new duty to promote disability equality in a way which does not merely seek compliance but actively promotes opportunities for disabled people. They do not necessarily reflect good or best practice.

The Learning and Skills Development Agency does not accept any responsibility for the accuracy, completeness, or usefulness of any information, apparatus, product, or process disclosed. Nothing in this paragraph shall affect your statutory rights.

**BLACKPOOL AND THE FYLDE COLLEGE**  
An Associate College of Lancaster University



**Duty to Promote Disability Equality Project: Final Report**

**Author:** Sarah Riding

**Title:** Staff Monitoring

**Key Words:**

- Monitoring Process
- Inclusion
- Hidden Disabilities
- Policy and Procedure

## Major Focus

The rationale for the project stems from the undertaking given by the college as part of its commitment as a Positive about Disabled People symbol user to: Make every effort when employees become disabled to make sure that they stay in employment

Additionally the college has given another undertaking that we will:

Interview all applicants with a disability who meet the minimum criteria for a job vacancy and consider them on their abilities.

With this as the background we decided to make the focus of our project staff monitoring, particularly the way we enable staff with disabilities, including hidden disabilities to declare their disability.

### Context:

Blackpool and The Fylde College is a large college drawing learners from the Fylde Coast and additionally from across the region, country and overseas for its specialist courses, especially in Higher Education. The College has over 24,000 students including 4,000 full-time and 18,000 non-vocational adult students studying at over 80 centres across the Fylde. The College operates on four main campuses and employs over 1,300 staff.

Our aim was to gain an overall picture of the number of staff disclosing a disability and of their perception of the support they had received from the College. Using this information we wished to develop a clear, efficient and effective process that would prove effective in encouraging potential employees to apply to the College and to enable staff to access appropriate physical and emotional support in work.

To achieve our aim we undertook the following:

- Collecting data through the staff audit (January 2004) on number of staff declaring a disability. At present College asks three questions in respect of disability, these are:
  1. Do you consider yourself to be disabled?
  2. Do you consider yourself to have a learning difficulty?
  3. If you have answered “yes” to either or both of the questions, do you receive help from the college for your disability and/or learning difficulty?
- Work with MIS to ensure data accurately captures where and at what level staff with disabilities are employed by the College
- Developing staff induction for new managers to include their roles and responsibilities with respect to disabled colleagues. This training includes manager’s corporate responsibility under Equality Legislation and an opportunity to hear the student experience using the LSC DVD on the student voice, which are own students helped make. This has a real impact in developing awareness of the needs of students with a variety of disabilities
- Training for Heads of School in setting appropriate EDIMS in respect of staff with disabilities
- Update Equality and Diversity induction for new staff to make clear the college support mechanisms for staff with disabilities and management

responsibilities. All staff who join the College attend a two day Induction, as part of this they must attend a two hour session on Equality and Diversity. This is mandatory and staff cannot pass their probationary year without having attended this session. This immediately sets Equality as a core College value. During the session staff are given an opportunity to explore their awareness and understanding of Equality and Diversity, the legal framework underpinning this and how College supports both staff and students.

- Producing a revised procedure for staff who have a disability or become disabled during their employment at College
- Retained Positive about Disabled People Symbol user as statement of commitment

### **Progress so far:**

We found that the initial impact of this project has been more wide reaching than anticipated. Whilst the project initially focussed on staff we found the support and monitoring processes in place for students with disabilities, together with the desire for teachers to access strategies that can support and boost the achievement of those students to be invaluable in improving our practice with staff. What was also encouraging was that an impact of utilising the strategies for students was an increase in the numbers of staff declaring a disability. One key consideration has been to talk to members of staff to assess their attitudes and views around disability and to hold a small focus group of staff members who had received support to gain an insight into their experience at College.

We are in the process of piloting Mental Health Awareness Training with Learning Support staff; this will then be cascaded out to Senior Management and Heads of School in an attempt to break down barriers caused by myth and stereotype around mental illness.

### **Strategies**

The project was concerned with the low level of employment of staff with disabilities in the College, 30 staff (2%) disclosed a disability at the Staff Audit in January 2004, with 406 (27%) staff not indicating whether they believed themselves disabled or not. This compares with 25% of the local population of Blackpool declaring a disability (2001 census).

The realisation staff with disabilities were so poorly represented led us to consider the impact of this on the college environment in terms of support offered and how we promote the College as a disabled friendly employer both internally and externally. We wanted to look at policies and procedures that could be used effectively to address these issues.

The initial phase of the research involved working with personnel to establish a base line against which to monitor progress as we redeveloped procedures. The base line figure being taken from the January 2004 staff audit at 2%. One member of the research team carried out a literature review of work in the area of disability and employment, working closely with the Trades Union representative on the Equality Committee. Information gained was used to support the procedural approach developed. The clear message from the review we conducted was that despite the legislation much discrimination still occurs in the work place. Deaf people have one of the highest rates of

unemployment in the UK and workplace discrimination accounted for more than half of the cases supported by the Disability Rights Commission in 2002. Employer's failure to make reasonable adjustments for disabled workers made up more than a third of those cases. According to research by Scope 82% of disabled respondents interviewed felt that fear of the unknown, i.e. the fact that most employers don't know a disabled person and haven't worked with someone before, prevents employers taking on disabled people. 78% of disabled people thought that the assumption they would need more support from colleagues and managers prevents employers employing disabled people and 37% of disabled people thought negative staff attitudes were a barrier to finding employment. However, research published in 2003 by the Employers Forum showed that disabled people had fewer days off sick than non-disabled workers, their productivity rates were on a par with non-disabled colleagues and that disabled people had a better safety at work record. Clearly the gulf between practice and reality demonstrates that there is still a considerable way to go in both respecting fully and utilising the vast potential of disabled people within the work force.

The next stage of the research was to ask for examples of good practice (Appendix 1) and common difficulties from Student Support, in recruiting and supporting students with disabilities.

At the College we have found that the key to an inclusive curriculum is our work with students with disabilities through the Learning support department. The Learning Support service provides support for a wide range of students at all levels, support being focused on an individual basis or group basis and includes support in class or at home where required. The College is a member of the National Network of Assessment Centres (NNAC) and is able to carry out technical assessments of student needs and produce materials in a variety of formats. Statistics are kept on how many assessments are made each year for FE, HE and staff; this information is used to feed into the Equality SAR. The service has a dedicated material adapter. There is a team of tutors, mentors and support workers providing support to almost 900 students of which 130 access Stepping Stones Mental Health Provision. Students from Blackpool who hold Statements of Special Educational Needs attend a transition review prior to coming to College; this is seen as a vital strategy in planning their needs in the College environment. (Appendix 2) The College is signed up to the Stamp Out Stigma initiative on mental illness. The College is a member of the Welfare to Work Forum and part of the Blackpool, Fylde and Wyre Employers Forum

The success of students with disabilities is celebrated as a valued part of College life, recently a highly acclaimed art exhibition has been held at the Solaris Centre, Blackpool showing art work by adults with learning difficulties and disabilities on the Gateway for Adults Programme. The display is in a public exhibition space and is presented professionally; the College can take great pride in such exhibitions.

The School of Construction and Learning Support Services have supported a blind and deaf student to success on a plastering course following similar success on computing, book keeping, accounting and photography courses at the College.

“I’ve got a support worker with me and everyone on the plastering course has been great. They all said ‘good on you’ - you can do anything if you’re determined enough.

Support offered to students is characterized prior to starting a course by the provision of:

- Information on the support available
- Support during interview with course tutors
- Assessment of personal support needs, such as walking, writing and computer aids.

Whilst on the course provision can include:

- Personal help and care outside the classroom
- Academic support in and out of the classroom
- Communicators
- Help from a specialist tutor
- Help from a specialist Educational Support Worker; for example, note-taking, private study sessions, simplifying and repeating instructions
- Material adaptation, e.g. Braille or enlarging of notes, written materials transferred onto tapes etc
- Assistive technologies
- Exam arrangements
- Assessments by an Educational Psychologist (where required)

The following comments are from students on the service received:

“the level of support received has been excellent”

“the support staff are very helpful and supportive in academic and personal issues”

“the amount of support received was just enough to help without being pushed”

All staff have benefited from DDA training, including the role of the College support services. This has enabled staff to develop confidence in supporting students and feeling comfortable in requesting help and advise from staff in Learning support. The result being an enhanced education experience for both staff and learners;

“I was very worried about how I would cope in the lesson, I have never taught anyone who was blind before, now I am confident I am preparing my materials in the correct format, on time, the student now participates on an equal footing with the other students and I feel I am giving her a good learning experience”

## **Successes and Challenges:**

Procedures for staff who have a disability or who become disabled during their employment at College were introduced in September 2005 and members of staff have gone through technical assessments. The emphasis on promoting and encouraging staff to disclose disabilities by using the Equality and Diversity staff induction has certainly proved beneficial. John (name changed) attended the mandatory 2 hour introduction to Equality and Diversity, during this session mention was made of the policy and procedure for staff with a disability or who become disabled and the support available highlighted. After the session John approached both trainers confident to discuss his own hearing impairment and ask for support. John explained that he was struggling in the class room and in taking telephone messages, often mishearing and giving incorrect messages, he felt this was causing friction with colleagues, John did not realise he could access support. John's request for support was passed via personnel to learning support who arranged for a technical assessment. As a result John was assigned to a teaching classroom where a loop system was installed and a telephone with a microphone put in the office. John commented on how supportive the whole process had been and how his working environment had been significantly improved. John's situation highlighted the need for us to publicise the support available to staff in the same way as for students and where appropriate to celebrate the success of staff supported.

A key concern of the Disability Group, which includes staff with both physical disabilities and mental health difficulties, has been to look at the very fabric of the College in respect of accessibility being mindful of the Scope Survey findings that 86% of disabled respondents said poor physical access in the workplace was a barrier to getting employment. With this in mind and to support the vision of the College as truly inclusive a successful bid was made to the LSC for money for adaptations to College premise. The College was awarded £647,108 by the LSC, which we increased to almost a million; this money has been used across our sites to include:

- Drop kerbs across sites
- 2 new lifts
- External electronic doors across sites
- Adapted toilets across sites
- Toilets to meet the needs of those with ambulant difficulties
- Shower facilities
- New external ramps
- Corridors altered to meet the needs of the visually impaired

The above is not exhaustive but marks a significant step towards our vision for the College as being welcome and accessible to all

On the 10<sup>TH</sup> February 2006 our Stepping Stones provision held its 10<sup>th</sup> anniversary celebration. The value of Stepping Stones provision within the College is invaluable. As an area of high social deprivation, Blackpool's high disability levels include large numbers of people with a range of mental illnesses, some of these are severe and enduring and for whom Stepping Stones has given renewed purpose and sense of achievement. Jan has lived with depression for over 20 years, at its most debilitating she is hospitalised.

Jan decided to take a Stepping Stones course to rebuild her confidence and progressed through several courses, eventually developing the confidence to work as a volunteer with a local organisation, supporting others with mental health difficulties. Jan felt able to return to College and take a Level 3 qualification, which she successfully completed. Jan's belief is that she would never have been able to achieve as a student on an equal standing with her peers without that initial support of Stepping Stones. Alongside stepping Stones the work with students with Learning Disabilities and/or difficulties has enabled the College to reach the unique situation where those students with a declared disability are now more likely to achieve on a course compared to a non disabled student on the same course. This reflects the high level of initial support and guidance given prior to coming to College, support available during the College experience and particular the removal of institutional barriers, for example, staff attitudes, through comprehensive staff development and the strengthening of links between Learning Support and Academic Staff and accessibility issues through the Estates development programme.

Whilst celebrating such successes the College is mindful of areas of challenge, these include the development of a more accessible web site, the continuing work on changing institutional practice and attitudes and the speed with which support is put in place for staff with disabilities

The Disability Group has started to work closely with the College web designer, a new post charged with improving our web site. The web designer has attended a meeting of the disability group where we gave him a vision of how we would like the website to look in respect of accessibility.

Improvements are being made slowly, however we are aware that a website is often the first port of call for people looking to work or study at a College and we need to be clear as to the message we are sending out, if you are unable to find information on the support you would be offered as a member of staff you may be less likely to apply, assuming little is available.

Improvements are being made and we hope to have an Equality Minisite up and running within the next six months. Similarly we do not as yet have on line application for posts and courses at the College, this is proposed materialise within 12 months.

The support offered to disabled colleagues still remains a challenge. During the focus group for staff with disabilities, whilst all felt the structure and procedures were excellent the end result appeared to be variable. Both of the colleagues mentioned during this report had smooth, quick assessments of need, resulting in appropriate support being put in place as soon as was reasonably possible. However another member of staff spoke of her frustration and hence disillusionment and the length of time she is waiting for adapted furniture. A major issue appears to be that the money for adaptations comes out of each Schools budget and often gets swallowed up on other expenditure. This concern has been taken to Equality Committee and it has been proposed we now have a central pot used specifically for staff adjustments and adaptations.

Whilst the staff development at the College is superb we recognise that there are still staff from all areas that are anxious about meeting and working with disabled colleagues. We recognise that attitude to disability and behaviour play a large part in determining how difficult or comfortable the experience is

in the workplace Our aim is to encourage and enable an open and supportive environment, however we are not complacent enough to believe this can be done easily and quickly, hence we have a clearly developed training action plan related to equality targets and to include;

- Revisiting the training received by personnel on mental health
- Delivering mental health training to Governors, Senior Management and Heads of School
- Training on Impact Assessments for Heads of School and Corporate areas
- Continued staff development on DDA

## **Outcomes and Benefits**

### **Outcomes from the Student Experience:**

Important conclusions have been drawn from our work with students:

Students with disabilities like to feel in control of the learning process and support offered

Teachers need to be aware of both their own and student's needs-there is a clear need to understand the nature and impact of the disability-demystifying disability

Students respond well to well prepared, structured sessions, enjoying regular, positive feedback

Students do not want to be singled out or made to feel different

Clearly where these strategies have been utilised fully, both the teacher and student experience is enhanced greatly. It was also highlighted that there is a high correlation between student satisfaction and level of support received on entry to the College

We felt that the strategies developed and now well established for students could readily be adapted and utilised to give staff a similarly positive experience at the College. We agreed to revisit the practice and the procedures regarding recruitment of staff and procedures for staff with disabilities.

### **The Importance of Monitoring:**

The effective use of EDIMS has been a powerful tool for monitoring and assessing progress of students with disabilities. Measures for recruitment, retention and achievement of students are set to provide realistic, but also challenging, targets. EDIMS have, for example, identified that students with medical needs achieve below benchmark and that those declaring a mental health difficulty are underrepresented in respect of the local population cohort. The EDIMS provide a mechanism for us to devise methods to support these students and are used as a planning tool at School and course level. Whilst EDIMS identify recruitment and achievement by disability, the Independent Learning Records identify specific disabilities, however we do not drill these figures down to course level as this can identify individual students. The

EDIMS feed into the Equality SAR that informs the Equality Action Planning Process. The current action plan for 2005/6 includes staff development on mental health awareness in response to the identified underreporting. Student forums also take comments and views from students with disabilities that feeds into the Equality SAR

### **Procedures for Staff:**

It was agreed, using the successful model for students to do the following:

- Re write recruitment pack sent out to prospective employees highlighting the positive attitude and support for staff with disabilities
- Rewrite the procedures for staff with disabilities and those who become disabled whilst in employment (Appendix 3). To include regular reviews following the same pattern as for students
- Mental health training for staff in Personnel and potential interviewers
- Use of the Technical Assessment and support Centre to provide an assessment of need for staff who have a disability or become disabled
- Dedicated training for managers on equality and diversity, including the use of the LSC DVD on support for students to enable managers to understand better the experience and needs of both staff and students
- Re visit the Equality and Diversity induction for new staff to flag up the support for staff and to encourage disclosure of disabilities
- To work with marketing/web designer to improve and promote the College as disabled friendly

A major benefit of the above is seen in the retention of staff with disabilities who without the above would not have been able to carry out their job  
A major benefit is the belief we are moving along the path to looking like an "Equality College", the vision that from the moment a person enters our premises facilities are in place to meet their needs and the environment reflects the positivity of all section of society

### **Emerging Themes:**

The key theme emerging from this project that has informed our Disability Equality Scheme development is the need to link the work we are doing on disability and the success in respect of both staff and students to our recruitment process and raise the college profile as a disabled friendly employer, demonstrating our commitment to the Positive Duty. It seems evident that we are putting in place an initial barrier to prospective staff by having a somewhat inaccessible website and lack of online application. We need to ensure that we celebrate the success of staff in the same way as we do for students and this is articulated to a wider audience. We need to encourage membership of staff with disabilities on to the Disability group as valued colleagues.

The information given out to prospective staff prior to application also appears key in encouraging people to apply, a suggestion is to produce a Welcoming You guide similar to that for students (Appendix 5) so prospective staff are clearly aware of what will be available to meet their needs, hence raise confidence and a sense of the organisation valuing them at point of application

Lack of knowledge and understanding about mental health is a significant theme and impacts equally on staff and students. It is evident from staff responses that they feel uninformed and ill equipped around mental health compared to other areas of disability where confidence is much higher. This reflects the staff development that has taken place around disability generally but the neglect in respect of mental health. To this end it has been decided to re-launch our commitment to Stamp Out Stigma and deliver staff training in the summer on mental health awareness, involving GEM (Giving Experience Meaning) in the deliver. GEM are an organisation of service users we already involve in delivering on courses for students. We are redesigning both staff induction and student induction to help develop awareness and understanding. Key actions are to include:

Survey of all staff to include questions on disability to be carried out by Quality - June 2006. The questions are to go to the April Disability Group for comment and, if necessary, amendment by the group

Development of the College web site to include Equality section demonstrating the commitment to support disabled members of staff, together with all relevant documentation and information on accessing support  
Publicity campaign focussing on disability awareness and in particular mental health

Training for Heads of School on mental health awareness, to be cascaded to all staff during staff development week

Training for Heads of School on carrying out Impact Assessments appropriately

Inclusion of more disabled members on staff on the College Disability group

Developing a more inclusive application pack for prospective employees

Use of the College Newsletter to publicise the services and support available for staff with disabilities and to encourage disclosure

Consideration of where we advertise vacancies for staff, how accessible is our application process and the need to make clear our commitment to making reasonable adjustments.

### **Key Recommendations for Others:**

In developing our Disability Equality Scheme we have found there to be key factors that must be considered:

Fundamental to embedding any equality work into the College has been the clear link of equality and diversity to the college strategic plan and the chairing of the Equality Committee by the Principal. This establishes a genuine commitment to this work from the outset. Equality and Diversity is an agenda on all Governors meetings with a training input at their annual residential All new staff to the organisation have to attend as mandatory the initial Equality and Diversity session, again making a clear statement of the value and importance this has within the College

Staff development for Equality and Diversity is seen as something that is informative, challenging, sometimes controversial, entertaining and always beneficial. Feedback from all sessions is carefully monitored. This helps the culture to evolve rather than being imposed.

Establishing close working relationships with local agencies enables us to utilise local expertise and awareness to the benefit of staff and students. Having strong local links enables the College to maintain a high profile presence in the area and share and develop good practice. A key development as a result of this project has been the need to formalise the consultation process to provide a coherent, structured process. To this end the College has offered support to the Wyre Strategic Partnership aim to facilitate the consultation process through the partnership to prevent consultation overload

The value of EDIMS cannot be underestimated and we see these as integral to our scheme. EDIMS will be set in respect of staff with disabilities in the same way we have done for our students and this information will feed into the Equality planning process

### **Supporting Documents and Resources**

Appendix 1. Positive stories-the student experience

Appendix 2. Student Review Process

Appendix 3. Procedures for staff that are disabled or become disabled

Appendix 4. Supporting staff into employment

Appendix 5. Welcoming You. An essential guide to the support in college for people with learning difficulties and or disabilities

### **Future Work**

On completion of this project there are clearly identified actions:

1. Delivery of training on conducting impact assessments to Senior Management and Heads of school
2. The evaluation of the pilot mental health training, rewriting and modification in preparation for staff development week
3. Development of mental health awareness training for students through the tutorial system
4. On going work with the web designer to ensure the website meets the needs and requirements of disabled people

### **Contact details:**

Sarah Riding  
Equality and Diversity Coordinator  
Blackpool and The Fylde College  
Ashfield Road  
Bispham  
Blackpool  
FY2 OHB

Tel: 01253 504559

Email: [srid@blackpool.ac.uk](mailto:srid@blackpool.ac.uk)

## Appendix 1

### **Positive Stories (1 of 3) from the Technical Assessment and Support Centre**

We assessed a student a few years ago who had enrolled on an Open University course. Because he had had Cerebral Vascular Accident (stroke) previously, he felt limited in what he could do and hoped he could seek employment through Higher Education. His condition meant he was limited to the use of only his left side. Geoff was recommended a computer system with appropriate electric height adjustable desk and ergonomic chair. He also used a left-handed keyboard for data entry etc. This was provided through the Disabled Students allowance.

We also provided Geoff with information regarding the 'Shaw Trust' (whom we met through a disability open day earlier that year). We had feedback from Geoff and a representative from the Shaw Trust that he now works part-time from home for a major company and utilises the computer system that helped him through his studies for his employment.

Shaw Trust is a national charity that provides training and work opportunities for people who are disadvantaged in the labour market due to disability, ill health or other social circumstances. We are the largest UK provider of employment services for disabled people.

### **Positive Stories (2 of 3) from the Technical Assessment and Support Centre**

We are working with Bevy Lucas, Manager at the YMCA at Fleetwood to set up a dedicated computer system for learners with visual impairment and providing training to make adaptations to other computers in the class (used by the Local Community and the College's Learners) to assist other disadvantaged learners.

### **Positive Stories (3 of 3) from the Technical Assessment and Support Centre**

Another learner we assessed, whom has Cerebral Palsy affecting mobility and causing hand cramps, was again approved a portable computer to overcome her handwriting difficulties etc. She later had a reassessment because she found propelling her self around her University was too difficult without continuous support from a Support Worker. The learner is a teenager who wishes to be as independent as possible. I contacted her LEA who administers the Disabled Students Allowance funding. I suggested an electric power chair - this had never been requested before in this area. It would be immensely cheaper than having a Support Worker and provide her with the independence /freedom she so desires whilst at University and ensure she can study safely. She was approved a powerchair out of her DSA for her educational needs.

## Appendix 2

### The Student Review Process

- Prior to joining the College all those students who have a statement of Special Educational Need receive a transition interview at their present school, to which parents/carers attend to plan for a smooth transition into college
- All students at enrolment are asked if they have a disability and this is recorded on their enrolment form and a Learning Support 1 form completed. This initiates the support process within College. Support can comprise arrange of services as referred to on page
- Once support is in place a comprehensive review process will be initiated, as follows:
  - Each student is reviewed at end of Winter, Spring and Summer Term
  - The student, the Learning Support Tutor, Education Support Worker (where relevant), Course Tutor, if requested and parents/carers, if requested, attend the review
  - During the review the support itself is evaluated against the student's Action Plan and any amendments required made, this ensures support received is both current and appropriate.
- A copy of the outcome of each review is held on the student's main file at Bispham and reviewed by the Learning Support Manager. All parties involved are entitled to a copy

## Appendix 3

# Procedure for Staff Who Have a Disability Or Who Become Disabled During Their Employment at College

## Background

The college has given an undertaking as part of its commitment as a Positive about Disabled People symbol user to:

- Make every effort when employees become disabled to make sure that they stay in employment.

Additionally the College has given another undertaking that we will:

- Interview all applicants with a disability who meet the minimum criteria for a job vacancy and consider them on their abilities.

## Rationale for the Procedure

- To ensure that the current arrangements are formal and consistent with the arrangements for students.
- The referrals come from one source.
- The Deputy Director of Personnel to provide a co-ordinated approach to the whole College.
- The Head of School will also need to be informed

## Miscellaneous

- The documentation is to be placed on the individuals staff file in Personnel.
- Confidential advice can be sought from College Health, Safety and Environment Office, members of the Disability Working Group and Technical Assessment and Support Centre (TASC).

**Author:** Tim Marsh **Date first written:** 1<sup>st</sup> September 2005 **Date to be reviewed:** 1<sup>st</sup> September 2006

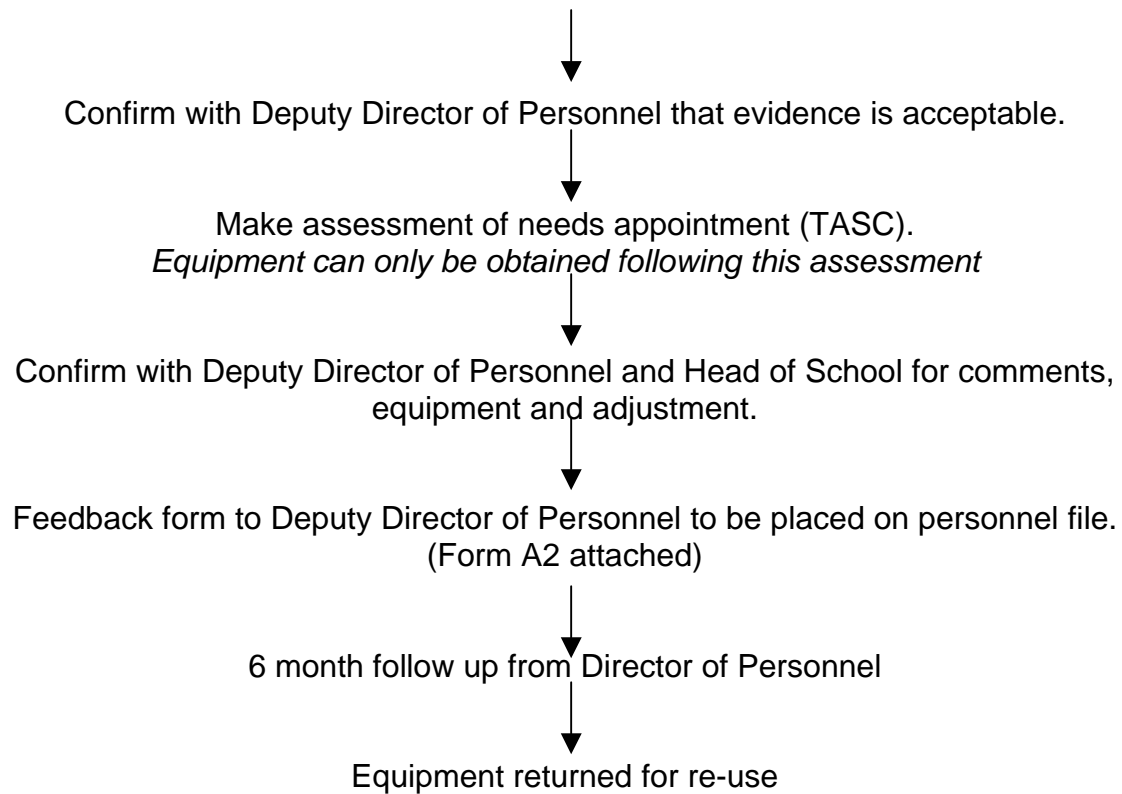
## Procedure for Staff Referrals to the Technical Assessment and Support Centre (TASC)

### Flow Chart

Request from Deputy Director of Personnel for an assessment for a member of staff  
(Form A1 attached).

↓  
Set up file and source evidence.

↓  
Medical evidence from GP/Consultant.



***Form A1: Request for an assessment for a member of staff  
through the College Technical Assessment and Support Centre***

Name of Member of Staff: \_\_\_\_\_

School/Corporate Area: \_\_\_\_\_

Contact Number: \_\_\_\_\_

Reason for Referral: \_\_\_\_\_

Evidence Type: \_\_\_\_\_

Authorising Signature: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_

**Form A2: Feedback from member of staff having had an assessment through the College Technical Assessment and Support Centre.**

Name of Member of Staff: \_\_\_\_\_

School/Corporate Area: \_\_\_\_\_

Contact Number: \_\_\_\_\_

Reason for Referral: \_\_\_\_\_

Authorising Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

Date received in Personnel: \_\_\_\_\_

PTO

**Equipment Recommended:**

**Equipment Provided:**

**6 month follow-up:            letter issued   YES/NO**

**Equipment Returned for Re –use**

## Appendix 4

### Support into Employment

In 2003 the College Access Centre supported a student who enrolled on a Teacher Education course. The student has muscular dystrophy that means they are in a wheel chair

The Access Centre first assessed him for an application to the DSA. A request was also made that door stoppers were provided as a matter of urgency to enable the person's mobility around the building, this was done. As he could not use a whiteboard he was provided with a laptop and very large screen monitor to enable him to present information to students. His teaching was also supported by an Education Support Worker provided by the Learning Support Service to assist with any in class needs, (arranging room layout, etc.) The student successfully completed their course.

Following interview he returned to College as a part-time lecturer the next Academic year. An additional assessment was undertaken by the Technical Assessment Centre to determine what support should be implemented prior to his start. A projector was provided by the School and a laptop from the Learning Support Service to assist with in-class needs. The staff member is now in his third year of teaching and has access to his own projector provided through the college fund to assist disabled members of staff, together with a lap top from the School he teaches in.