



“Young people should not be shoe horned into provision that does not address their specific needs.”

(Voluntary organisation)



“There is a need for more supported access for young people to a range of courses rather than directing young people to special quotas.”

(Association of Directors of Education in Scotland)

“The qualification you get at the end of it really makes you want to do it.”

(young person in focus group)

8 Improving Provision

Further Education and Training

The Issue

8.1 An important part of the Committee's remit was to examine the quality and effectiveness of current further education and training provision in improving the skills and employability of young people. Our various consultations, the Survey of Further Education Provision, and information from the enterprise networks on special training needs (STN) Skillseekers provision showed that there were variations in policies and practices across Scotland. There were many good examples of innovative provision. However, difficulties were also noted with the appropriateness of provision and the arrangements for progression. **The issue is how to ensure that there are adequate and appropriate post school learning opportunities to meet the assessed needs of the individual young person.**

The Committee's View

8.2 The Committee examined the current arrangements in training and further education. As part of this exercise, an expert sub-group of the Committee was established to design and commission a survey of provision for students with additional support needs in further education colleges in Scotland, and to oversee the analysis and writing of the survey report. The survey was conducted in October 1998 and was administered by the Scottish Further Education Unit who were part of the expert sub group. There was a very good response to the survey with 42 out of 47 colleges responding. The survey obtained details from colleges about special programmes and extended learning support provided for students with additional support needs, and information on the management of provision through policy, the built environment and staff development. The consultants, MVA Ltd were commissioned to undertake an analysis of the returns.

8.3 This chapter focuses on further education and training provision. We also wish to acknowledge the work of providers of informal learning and in particular, the report of the working group on "Communities: Change through Learning", which outlines a new direction for community education. We welcome the SOEID Circular 4/99 following this report which asks local authorities to develop strategies for community learning and ways of engaging young people to

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help them experience positive development both at, and beyond, school.

8.4 The Committee firmly believes that a range of post school education and training provision should be available which meets the range of needs, abilities and aspirations of young people, and which allows for progression. We have identified a range of issues as being particularly important in contributing to an inclusive approach to further education and training provision. These are:

- Closer links between further education and training;
- Inclusiveness policies;
- Initiatives to promote an Inclusive approach to education and training;
- The built environment;
- The role of ACCESS centres in providing specialist assessment and advice;
- Equipment and other specialist support.

Closer Links between Further Education and Training

8.5 Where possible we have tried to ensure that our recommendations encourage and promote consistency across further education and training as we believe that closer links could benefit young people, and would allow them to move more easily between the two sectors. We welcome the fact that The Scottish Office in its document, *Opportunities and Choices*, is consulting on how providers of post-school provision for 16-18 year olds might work more effectively together. **Our core recommendation is that the recently established Scottish Further Education Funding Council (SFEFC) and the enterprise networks should work with each other to improve the links between further education and training and to develop a post-school learning system that offers continuity, coherence and clear routes of progression.**

Inclusiveness Policies

8.6 The Committee's FE survey showed that approaches to the development of policy, expression of policy, and the communication of policy varied across the 42 colleges who responded. Most colleges had a separate policy for students with learning difficulties and/or disabilities and some said it was embedded or implied in other policies, for example, an equal opportunities policy. We welcome the fact that some colleges said that they had Inclusiveness policies.

8.7 The Committee welcomes the approach that the enterprise networks have been taking recently to promoting an Inclusive economy. Their commitment to the training of young people

and adults is demonstrated by their involvement in the New Deal, and the management of the New Futures Fund which offers support to young people who face significant disadvantage.

8.8 In order to promote and develop the idea of Inclusiveness in the further education and training sectors, the Committee is proposing that there should be Inclusiveness policies which:

- promote transparency;
- promote consistency across the further education and training sector;
- ensure a core standard of provision for learners with additional support needs;
- ensure that the provision matches the needs of the learner, and is not driven by the institutional infrastructure.

The policy should be framed in terms of what it means for the learner, the staff, and the infrastructure.

8.9 The policy should refer to:

- responsibilities of Principal/Chief Executive and senior management team;
- consultation with college/training provider staff, learners and external agencies;
- recruitment, initial assessment and induction;
- curriculum/training programme: content, access, delivery and assessment;
- guidance and support arrangements;
- physical environment;
- personnel strategy: qualifications, responsibilities;
- arrangements for quality assurance and improvement.

The Committee has drafted model Inclusiveness policy statements which incorporate these key elements. Model policies for a college and a LEC are outlined in appendices 1 and 2.

8.10 We recognise that organisations are at varying stages of readiness to adopt the principles of Inclusiveness. Some respondents to the FE Survey have suggested that Inclusiveness should be embedded in all policies, not enshrined in a separate policy. However, given the different stages of progress, we believe that there is real value in working through the terms of an Inclusiveness policy and putting it into practice before incorporating elements into wider policies. We propose that for a period of at least 5 years, there should be distinct and separate Inclusiveness policies.

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After that period, organisations may decide that the time is right to embed Inclusiveness in wider policies.

8.11 **We therefore recommend that all agencies responsible for the delivery of further education and training for young people with additional support needs should develop Inclusiveness policies; and that:**

- **SFEFC should require colleges to have Inclusiveness policies;**
- **Scottish Enterprise (SE) and Highlands and Islands Enterprise (HIE) should require LECs to have Inclusiveness policies;**
- **LECs, as part of their contractual arrangements with training providers, should ensure that they have Inclusiveness policies.**

8.12 We believe that Inclusiveness policies must be backed up by an agreed, fully developed implementation strategy which identifies the steps to be taken in order to achieve an Inclusive learning environment.

8.13 About half of the colleges in the FE Survey said that they involved students or their representatives in formulating or reviewing the policy. We believe that policy development is most effective when it draws on consultation with learners and other agencies who are likely to be involved in placing or supporting young people. **We recommend that Inclusiveness policies should be developed in consultation with learners, staff, and other relevant agencies and should be kept under regular review.**

8.14 The FE Survey showed that the policy is normally approved by the College Board of Management and/or the Principal or Academic Board. However, in some colleges the policy is approved by other individuals and bodies. We believe that for the organisation to have ownership of the policy and its implementation, the college or LEC Board should approve the policy. **We therefore recommend that SFEFC and SE/HIE ensure that the Inclusiveness policy is approved by the College /LEC Board in its strategic role.**

Disability Statements

8.15 Disability statements inform students with disabilities about policy, provision and support in institutions and are intended to help learners with disabilities make informed choices. At present disability statements are mandatory for the higher education sector in Scotland and higher and further education in the rest of the UK. Under the Disability Discrimination Act (1995) training providers must also produce statements outlining what support is available to learners with disabilities. However, further education colleges in Scotland are not required to produce disability statements. Only 17% of colleges in the FE Survey said that they had disability statements.

8.16 Although further education colleges, as employers and providers of commercial services, are covered by the DDA, education is exempt at present. However, the Disabilities Rights Task Force is presently reviewing the legislation and is due to report later this year. We would welcome the extension of the DDA to education. If the DDA is extended to education, disability statements may become mandatory for further education colleges.

8.17 The Committee believes that further education colleges in Scotland should produce disability statements in line with higher education institutions and training providers. Disability statements would allow learners to make an informed choice about the available support which would best meet their needs. Disability statements would also assist parents/carers and those advising young people about their options. **We therefore recommend that SFEFC should require further education colleges in Scotland to produce disability statements on an annual basis.**

8.18 We also believe that disability statements should be "live" documents and should be kept under regular review. **We recommend that colleges and training providers should regularly review the quality and effectiveness of disability statements (the format, content and accessibility) in consultation with learners.**

8.19 We considered the issue of whether colleges and training providers should have Inclusiveness statements which cover all learners with additional support needs. Some support required by young people is more difficult to quantify. Young people who have low achievement and poor motivation may require more appropriate teaching methods to match their age, ability and motivation or the redesign of the programme to meet their needs more closely. The purpose of a statement for students is to enable them to become better informed about the available support. However, it is important to acknowledge that many young people will not see themselves as having a "problem" although the education/training provider recognises the need for additional support.

8.20 We feel that until the concept of Inclusiveness is embedded in colleges and training providers, it would be preferable for them to have a specific statement for learners with disabilities. This would ensure that learners with disabilities gain access to the necessary information to enable them to make an informed choice. Over time, colleges and training providers could develop Inclusiveness statements which would encompass the needs of learners with disabilities and other support needs. The effectiveness of, and continuing need for, disability statements should be reviewed after a 5-year period. **We therefore recommend that SFEFC and the enterprise networks should review the effectiveness of, and continuing need for, disability statements after a 5-year period and consider whether it might be more appropriate to develop Inclusiveness statements which encompass the needs of learners with disabilities and other support needs.**

Initiatives to Promote an Inclusiveness Approach

8.21 The development of Inclusiveness policies and disability statements should be part of a

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wider development of an Inclusiveness approach in further education and training. We believe that this would be in line with the widening access objectives for the further education sector set out in *Opportunities for Everyone: A Strategic Framework for Scottish Further Education* and the commitment to an inclusive economy by the enterprise networks. **We therefore recommend that SFEFC should fund initiatives which promote an Inclusiveness approach in colleges, and that SE and HIE fund initiatives which promote an Inclusive approach in training. We also recommend that colleges, LECs and training providers are encouraged to work with other agencies in developing Inclusiveness approaches, and that SFEFC, the enterprise networks and other agencies e.g. Social Work, jointly fund initiatives where appropriate.**

Built Environment

8.22 Training providers are required under the DDA (1995) to make reasonable adjustments to their premises to make them accessible to people with disabilities. We would encourage training providers to make their learning environment fully accessible to learners with disabilities.

8.23 In the FE Survey, colleges were asked to assess their strengths and weaknesses. Physical access was the most frequently mentioned weakness and the severity of problems was related to the size of the college. Small colleges with less than 6,000 students were most likely to rate their college environment as inaccessible. A third of colleges in the FE Survey described their built environment as below average for accessibility. Most of these colleges were small or multi-site campuses.

8.24 Colleges which had below average accessibility cited the intrinsic design of their buildings as the cause of poor accessibility and felt that little could be done without considerable investment. Only a small number of colleges gave a date for full accessibility.

8.25 The Committee recognises that achieving accessibility will be a major challenge for colleges, particularly smaller colleges. However, we believe that accessibility is crucial for the achievement of Inclusiveness. Accessibility is not just about wheel-chair access but the whole learning environment and should cover the whole college, and not just individual sites. Achieving accessibility does not always mean that every classroom has to be accessible. Accessibility may mean changing a classroom for a subject area to a more accessible room. This could meet the needs of a particular student or group of students during an academic year. If the DDA is extended to education, colleges will be required to address accessibility.

8.26 **We therefore recommend that colleges should be required to develop a plan for improving accessibility and agree a timetable with SFEFC for achieving full accessibility.** Accessibility is not a priority in college estate funding at present. It is our view that capital support for accessibility would help colleges achieve full accessibility more quickly and **we recommend that SFEFC should provide capital support for accessibility and highlight it as a priority in estate funding.**

8.27 The Committee also believes that college estate strategies should make reference to the needs of people with learning difficulties and/or disabilities and that Estates Managers should undertake accessibility audits of the whole campus. Training and support may be required for the further education sector in assisting them to achieve full accessibility. **We recommend that the Scottish Executive Estates Strategy guidance to colleges should include accessibility, and that guidance on accessibility audits should be available to Estates Managers.** The ACCESS Centres and organisations such as the Royal National Institute for the Blind (RNIB) and Joint Mobility Unit, can provide advice.

An Enhanced Role for ACCESS Centres

8.28 Many colleges and training providers do not have the expertise to assess the full range of student needs effectively and to provide effective specialist support to students with disabilities or other additional support needs.

8.29 There are 4 ACCESS Centres in Scotland (Aberdeen, Stevenson, Motherwell Colleges and Dundee University) which are affiliated to the National Federation for Access Centres (NFAC). The aim of NFAC is establish a network of specialist centres to support individuals who, through physical or sensory disability or learning difficulty e.g. dyslexia, experience problems accessing further or higher education, training and employment; and to provide training, guidance and information in collaboration with others.

8.30 Colleges which are members of NFAC offer assessment services to individuals including assessment for applications for Disabled Students Allowance. They also provide other forms of staff development and ad hoc advice, sometimes at no cost.

8.31 The ACCESS Centres have expertise which could be used to improve assessment and support across all the colleges. However, they have no funding source except through charging for specific services and there are long waiting lists for assessment.

8.32 It is our view that ACCESS Centres should play a greater role in the assessment of learning needs, particularly regarding the identification and provision of appropriate aids and equipment to support learning. Staff from the ACCESS Centre could provide a "Travelling Assessment Service"(peripatetic) which would assess learners in their own learning environment rather than the individual having to travel to an ACCESS centre. The service should be available nationally to education, training providers and other agencies such as careers service companies and social work. Expansion of the ACCESS Centres would require funding. **We therefore recommend that the ACCESS Centres should play a greater role in the assessment of learning needs and that SFEFC, and the enterprise networks should fund ACCESS Centres to take on these additional responsibilities.**

8.33 An expanded service should also provide staff training and development to assist staff in colleges and training providers become more confident in assessing the needs of learners in their

own area. Staff from nominated colleges or training providers could work as part of the assessment service either on a part-time or secondment basis. The impact of this expansion would be to increase the capability of staff in a range of sectors to offer effective assessment of, and subsequent support for the individual learner's needs.

8.34 The Employment Service Disability Advisory Service can provide advice and practical support for people with disabilities in employment and/or employers. Other major voluntary organisations can also provide specialist advice on equipment and other support. It is important that ACCESS Centres collaborate with other organisations but avoid duplication of activities. **We recommend that ACCESS Centres and the Employment Service Disability Advisory Service and other organisations offering specialist assessment and advice should collaborate with each other but avoid duplication of activities.**

8.35 The Committee's proposal for the extension of ACCESS Centres is set out below:

Proposal for the Extension of ACCESS Centres

8.36 A National Advice and Assessment Service could be provided by the Scottish group of ACCESS centres. The Service could have an identified staff in the ACCESS centres. It could also create a network of affiliation so that it could also draw on expertise held in other bodies, e.g. RNIB and Linking Education and Disability (LEAD); and would train and affiliate staff or staff groups in other colleges.

8.37 Its aim would be to improve the capacity of further education colleges and other education and training providers to provide education and training to people with additional support needs; thereby widening participation and promoting Inclusiveness. It could fulfil this both by providing services and advice directly, and by improving the effectiveness of support across the country by providing staff development and training. It could contribute to the proposed framework of training and qualifications set out in chapter 11.

The remit would include:

- Carrying out assessments and providing advice on support needs to individuals and colleges;
- Providing these "on-site" where necessary through peripatetic or affiliated staff;
- Providing staff development in assessment and in preparation of support plans;
- Advising colleges on support strategies;
- Evaluating and disseminating new approaches and equipment for example in enabling technologies;

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- Providing general advice to students and prospective students;
 - Working co-operatively and collaboratively with other bodies;
 - Acting as a link between colleges and other sources of expertise;
 - Linking with Learning Direct Scotland (in due course the Scottish University for Industry) and the recently established National Special Educational Needs Advisory Service.

Equipment and Other Specialist Support

8.38 Specialist equipment may be made available to people with learning difficulties and/or disabilities in education, training and employment. However, young people and their families are sometimes faced with a confusing range of agencies who might be able to access equipment or other support on their behalf. For some young people at school, specialist equipment is supplied on loan from the local authority or, less frequently, through fund raising efforts undertaken by an individual school. In both cases, the equipment is unlikely to remain with the pupil beyond school since it is either returned to the local authority or retained by the school.

8.39 There is a wide variation across the further education sector in terms of the amount of specialist equipment available for use by students with disabilities and/or learning difficulties. This variation is partially accounted for by the level of provision made for students with disabilities in individual colleges whilst they were still funded through the local authorities. In principle, colleges can fund the purchase of some specialist equipment by allocating extended learning support (ELS) income for this purpose. However, the current funding arrangement means that there is a long time delay between the outlay for equipment and reimbursement through ELS.

8.40 For young people on Skillseekers programmes, access to necessary specialised equipment may be negotiated through the relevant LEC. Eligible students in higher education (HNC/D and Degree courses) may apply for Disabled Student's Allowance (DSA) through the Student Awards Agency for Scotland. Young people placed with an employer may be eligible for access to equipment through the Disability Advisory Service within the Employment Service, the same service which provides aids and adaptations to employees with disabilities.

8.41 The equipment and support needs of young people with disabilities and/or learning difficulties do not remain static. The context in which they are learning will influence what support is most relevant. Specialist equipment is often expensive and computers, in particular, can become rapidly obsolete. Such aids may be a major drain on a college or training provider's limited resources. The fact that needs change, and equipment purchase is costly, points to the importance of exploring ways in which the best use may be made of limited resources.

8.42 An allowance such as the DSA may not meet all the additional support needs of all students with disabilities or learning difficulties. Meeting the needs of students effectively may

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also involve adapting provision, offering flexible modes of delivery, having smaller group sizes and providing alternative assessment arrangements.

8.43 As equipment in non-advanced further education is likely to be needed for a shorter time than in higher education, it may be more cost effective to have a central resource for equipment rather than an individual provider having to purchase equipment. A central resource or bank for equipment could link up with manufacturers to get better prices. Access to funding for other types of support for a young person, such as a care assistant, could be made available through a central funding resource. There may be occasions where it is appropriate for a small group of colleges and/or training providers in an area to jointly apply for a piece of equipment or other type of support. This is discussed further in Chapter 10.

8.44 The Committee believes that a central facility for equipment and other support should be available to providers of both further education and training as many young people will move between both sectors. We recommend earlier in this chapter that there should be closer collaborative working between further education and training. A central resource should be linked to ACCESS Centres who could provide the specialist advice and support to users. There should also be close links with the Disability Advisory Service.

8.45 The Committee recognises that there may be different ways of providing equipment and other support centrally. A loan system would allow a college or training provider to borrow equipment for use by a young person or group of young people. Individuals could borrow equipment which they would be able to use during their time within education and training. This would have the advantage of the young person being able to use the equipment at home. One approach might be for both the individual and the provider to have access to the equipment loan service. An equipment bank would need to be well maintained and regularly updated.

8.46 For other human support, the college or training provider could apply for central funding to purchase assistance or the young person could have access to funding (similar to the DSA model) to purchase the support they require.

8.47 In recognition that the provision of equipment is a complex area, **we recommend that the provision of equipment and aids to support individual learners should be reviewed by the SFEFC and the enterprise networks. Ways of providing an effective and responsive post-school service should be explored, with a view to ensuring that all young people requiring specialised equipment and other support should have easy access – regardless of where they are living, learning or working.**

8.48 ACCESS Centres in Scotland should be involved in considering the feasibility of several alternatives including:

- a more centralised resource with an equipment loan facility to which individuals and providers could have access;

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- an advice service/helpline offering information about equipment, but not necessarily supply (which might still be arranged at a local level).

There may be scope for the piloting of different approaches.

8.49 A longer-term objective would be a more coherent provision of specialist equipment and other support for people in education, training and employment. **We therefore recommend that SFEFC, the enterprise networks, the Employment Service and central government examine ways of providing a more coherent funding mechanism for equipment and specialised support in education, training and employment.**

Summary of Recommendations

The Committee recommend that:

The recently established Scottish Further Education Funding Council (SFEFC) and the enterprise networks should work with each other to improve the links between further education and training and to develop a post-school learning system that offers continuity, coherence and clear routes of progression. (Paragraph 8.5)

All agencies responsible for the delivery of further education and training for young people with additional support needs should develop Inclusiveness policies; and that

SFEFC should require colleges to have Inclusiveness policies;

Scottish Enterprise (SE) and Highlands and Islands Enterprise (HIE) should require LECS to have Inclusiveness policies;

LECs, as part of their contractual arrangements with training providers should, ensure that they have Inclusiveness policies. (Paragraph 8.11)

Inclusiveness policies should be developed in consultation with learners, staff, and other relevant agencies and should be kept under regular review. (Paragraph 8.13)

SFEFC and SE/HIE should ensure that the Inclusiveness policy is approved by the College /LEC Board in its strategic role. (Paragraph 8.14)

SFEFC should require further education colleges in Scotland to produce disability statements on an annual basis. (Paragraph 8.17)

Colleges and training providers should regularly review the quality and effectiveness of disability statements (the format, content and accessibility) in consultation with learners. (Paragraph 8.18)

SFEFC and the enterprise networks should review the effectiveness of, and continuing need for, disability statements after a 5 year period. Over time it may be more appropriate to develop Inclusiveness Statements which encompass the needs of learners with disabilities and other support needs. (Paragraph 8.20)

SFEFC should fund initiatives which promote an Inclusiveness approach in colleges, and SE and HIE should fund initiatives which promote an Inclusive approach in training. (Paragraph 8.21)

Colleges, LECs and training providers should be encouraged to work with other agencies in developing Inclusiveness approaches, and SFEFC, the enterprise networks and other

agencies e.g. Social Work should jointly fund initiatives where appropriate. (Paragraph 8.21)

Colleges should be required to develop a plan for improving accessibility and agree a timetable with SFEFC for achieving full accessibility. (Paragraph 8.26)

SFEFC should provide capital support for accessibility and highlight it as a priority in estate funding. (Paragraph 8.26)

The Scottish Executive Estates Strategy guidance to colleges should include accessibility, and guidance and accessibility audits should be available to Estates Managers. (Paragraph 8.27)

The ACCESS Centres should play a greater role in the assessment of learning needs and SFEFC and the enterprise networks should fund ACCESS Centres to take on these additional responsibilities. (Paragraph 8.32)

The ACCESS Centres and the Employment Service Disability Advisory Service and other organisations offering specialist assessment and advice should collaborate with each other but avoid duplication of activities. (Paragraph 8.34)

The provision of equipment and aids to support individual learners should be reviewed by the SFEFC and the enterprise networks. Ways of providing an effective and responsive post-school service should be explored, with a view to ensuring that all young people requiring specialised equipment and other support should have easy access – regardless of where they are living, learning or working. (Paragraph 8.47)

SFEFC, the enterprise networks, the Employment Service and central government should examine ways of providing a more coherent funding mechanism for equipment and specialised support in education, training and employment. (Paragraph 8.49)

Appendix 1

A Model Policy for a Further Education College

Policy Statement: Inclusiveness

[] College is committed to offering an appropriate curriculum to a wide range of prospective learners and providing additional support to those who need it. It sets out to:

- take account of all prospective learners and learning needs in the local community and design programmes to match them;
- provide, as far as possible, the environmental conditions and the support needed for learners to achieve success in learning;
- be accessible, helpful and welcoming to current and prospective students;
- provide information to prospective learners, enrolled students and other agencies about the curriculum and support which it can provide; and
- consult and liaise with relevant organisations in planning programmes and arranging support, and with learners in planning individually tailored programmes and support.

[] College recognises that an Inclusive approach must be planned and should be comprehensive. It makes the following arrangements, which are supported by the documents and procedures cited.

Implementation Strategy

The board of Management considers and approves college strategies to improve student access and support, and receives reports on Implementation through its sub-group on Inclusive Learning.

The Principal and Senior Management Team make sure that the key college committees take into account the needs of students with learning difficulties and disabilities in all aspects of the college's work, and seek consultation with or representation from students.

The Director of Curriculum consults with and is informed by the local council social work and education departments, the Health Board and the Community care Strategy Group, and the Voluntary Organisations Forum, in developing curriculum provision and support arrangements. S/he works with these and other agencies to make sure that college arrangements are aligned with those of other agencies and coherent to the learner.

The Student Services Unit and the Marketing Unit produce information in a variety of formats

about support that can be provided. All college recruitment literature signals that this information, and also direct advice from Student Services, is available. Once enrolled, students' point of contact for information, advice and support is the Student Services Unit, which works closely with programme tutors.

The college produces disability statements on an annual basis which are reviewed in consultation with students.

Guidance from subject departments and from Student Services Unit ensures that the curriculum content for students with additional support needs is informed by their prior learning and experience, by current needs and by vocational or other opportunities available after leaving college.

The Student Services Unit and subject departments work with applicants who are likely to require additional support to assess their requirements and record them in personal learning and support plans. Planned support measures (including induction, additional facilities and human services) are recorded, implemented and monitored.

Subject departments and Student Services Unit enable students to follow their chosen curriculum with the help, where necessary, of enabling technologies, ICT, alternative formats for source materials, flexible learning, human support and other means. Where the college has limited experience in providing such help, they seek external advice.

The college estates strategy includes a planned programme for improving physical access to all college accommodation including teaching rooms, learning resources and social space.

The staffing structure includes posts with specific responsibilities for students with additional support needs at senior management, middle management and lecturer levels. Learning Support staff based in the Student Services Unit have a college-wide remit to provide services to staff and students. Staff with specific responsibilities are suitably qualified or trained; all staff have relevant training at induction, supported by readily available open learning materials and advice from specialist staff.

The quality of these arrangements is evaluated through Annual Programme Reviews, periodic internal audit, self-evaluation and reports requested from time to time by the Board of Management or its sub-committee.

Related Procedures and Documents

(The assumption is made that the Implementation Strategy is underpinned by detailed operational procedures likely to be contained in a Quality Manual, and by various documents including committee remits, job remits, minuted decisions, etc. the references are to parts of a functional quality manual).

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Minutes of Board and Sub-committee
Sub-committee membership

Remits and minutes of committees:
Health and Safety Committee
Academic Board
Quality Committee
etc

Remits of joint liaison and strategy groups:
School-college Partnership Group
Social Work Services Liaison Group
"Into Work" Partnership
etc

Student Services Unit remit
Student Services procedures:
 Guidance (Quality manual 11.2)
 Learning Support (QM 11.4)
 Personal Learning and Support Planning (QM 11.6)

Marketing Unit remit
Marketing Unit procedures (QM 3.9)
Equal Opportunities procedures (QM 6.5)

Guidance procedures (QM 11.2, 11.3)

Personal Learning and Support Planning (QM 11.6)

Learning support (QM 11.4)
Personal Learning and Support Planning (QM 11.6)
Liaison Records (RNIB, LEAD Scotland, Motherwell College Access Centre)

Estates Strategy (par 5.2)

Job descriptions (Extended Learning Support Co-ordinator, Student Services personnel...)
Staff structures (QM 5.1.4)
Staff handbook and induction programme
Open learning pack for staff

Staff development and career review procedures (QM 5.8)

Programme review procedures (QM 2.2.1)
Internal audit schedules and procedures (QM 2.3)
Guidance on Self-Evaluation.

Appendix 2

A Model Policy for a LEC

Policy Statement: Inclusiveness

In line with the goals within the Scottish Enterprise Network Strategy, [] LEC is committed to developing an inclusive economy and recognises the need for an inclusive approach to learning as a necessary contribution to achieving this. In planning and contracting our training programmes we shall:

- Seek to take account of the needs, all existing and potential trainees (employed and non-employed) within the programmes' client groups;
- Require our contractors to use their best endeavours to provide the environment and support necessary for all individuals within the client group they serve, to succeed in achieving outcomes aimed for in individual training plans and contracted for with the LEC;
- Gather information from the local careers service company, Employment Service, local authority, other agencies and employers which will assist us to plan our range of training provision to meet the needs of all trainees and enhance their employability and contribution to the economy;
- Ensure that information is provided to recruiting agencies and is available to individuals, which assists the provision of appropriate training for the individual, and assist in preparation of individual action/training plans;
- Encourage the exchange of information between agencies which assists the provision of training and support to meet individual needs, and maximises achievement and relevant outcomes.

This statement is fully endorsed and supported by the LEC Board and Senior Management. In support of the statement the Director with responsibility for Training and staff within the Directorate will:

- Advise contractors and support them in developing inclusive approaches;
- Build the Inclusive approach into contracts;
- Make explicit the linkages between the Inclusive approach and SQMS;
- Liaise with careers service companies and other agencies about appropriate provision and support for individuals and where necessary work with contractors needs;
- Monitor progress against the above statement and report on performance within training programmes report to the LEC board.