

Gower College Swansea Draft Single Equality Scheme and
Action Plan 2011 - 2014

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Gower College Swansea Draft Single Equality Scheme and Action Plan 2011 - 2014

Foreword

Gower College Swansea's Single Equality Scheme and Action Plan is a key way of helping us to meet our commitment to treating everyone equally, fairly and with respect in all aspects of college life.

As a further education provider and an employer we are committed to promoting equality of opportunity, eliminating discrimination and valuing diversity in all our activities, from the provision of education, services, support and facilities, to strategic planning, employment practices and partnership activity.

Our Single Equality Scheme and Action Plan outlines the measures we will take to do this and to meet our legislative duties under the Equality Act 2010.

Our aim is to mainstream equality into the work of Gower College Swansea. We believe this will enable us to foster a culture where everyone feels welcome and valued and to provide high quality education, services and employment opportunities and practices on an equitable basis.

Nick Bennett
Principal & Chief Executive

1. Introduction

Gower College Swansea is a diverse institution of approximately 13,213 students and around 1,134 staff. The college has ongoing strategic links and partnerships with a range of organisations and community groups and works closely with these to promote equality and diversity and eliminate discrimination both in college and in the wider community. The college has also been recognised by Estyn and Investors in People for aspects of excellent practice in promoting equality of opportunity and meeting the needs of the diverse communities it serves.

The college works with the Swansea Learning Partnership, sector skills councils, employer groups and a variety of relevant organisations to undertake strategic curriculum reviews. This is to ensure we deliver the education and skills that are needed in the City and County of Swansea to enable it to achieve economic growth and meet the needs of all its learners, including individuals who may not previously have engaged in education and training, and also to avoid unnecessary duplication.

Our annual Equality and Diversity Progress Reports, published on our website, provide details of actions taken to meet our objectives and legislative duties and embed equality and diversity in our activities. This includes measures taken to incorporate equality and diversity in our strategic and operational planning, feedback and review mechanisms and education and service delivery. It also includes examples of promotional and partnership activity to tackle under-representation and promote awareness and positive attitudes to diversity.

Our Single Equality Scheme and Action Plan sets out the actions we will take to build on existing good practice and to promote equality and eliminate discrimination on the basis of race, sex, disability, age, sexual orientation, religion and belief, gender reassignment, pregnancy and maternity, marriage and civil partnership. Objectives and actions from our existing equality policies, schemes and action plans have been integrated into this, where applicable.

We have actively involved staff, students and other stakeholders in the development of our Single Scheme and Action Plan. This engagement will continue in relation to its implementation and reviewing our progress. Progress with implementing our action plan will be reported on annually. Our scheme will be reviewed in 2013.

2. Roles & Responsibilities

The Governing Body has overall responsibility for ensuring that Gower College Swansea promotes equality of opportunity and eliminates discrimination. The Audit Committee monitors compliance with meeting our legislative duties. It approves our annual Equality and Diversity Progress Reports and Single Equality Scheme and Action Plan.

The Principal and Strategic Management Group are responsible for ensuring that equality of opportunity and diversity are continuously promoted, comprehensively implemented and monitored in all College activity and informed by consultation with the wider community.

The Equality and Diversity Committee is responsible for monitoring progress with meeting our legislative duties, embedding equality and diversity in College policies, practices and procedures, promoting awareness of equality issues and disseminating good practice. Membership includes representatives from all areas, including the Principal.

The Equality and Diversity Leader and Chair of Equality are responsible for providing leadership, specialist knowledge and guidance for managers, staff and students on student equality and diversity matters.

All managers and staff are responsible for promoting equality and diversity, and for embedding this into their service delivery, working practices and procedures.

3. Purpose and Legislative Context

Our Single Equality and Action Plan Scheme sets out how we intend to meet our statutory duties under the **Equality Act 2010**. The Equality Act replaces all previously existing anti-discrimination laws, simplifying, combining (and in some respects extending) the duties into a single act. Most of the Equality Act comes into force in October 2010, although some provisions come into force in April 2011 and some are still under discussion.

The Equality Act applies to all organisations which provide a service to the public and anyone who sells goods or provides facilities.

As a public sector organisation our responsibilities remain largely the same. The key changes and differences coming into effect from October 2010 are outlined below.

3.1 Protected Characteristics

The Equality Act protects people from discrimination on the basis of the following **protected characteristics** (previously called grounds):

- disability (definition changed)
- race
- sex
- gender reassignment (definition changed)
- pregnancy and maternity
- sexual orientation
- marriage and civil partnership
- religion or belief
- age

3.2 Direct Discrimination

The Equality Act protects people who experience discrimination because they have, or are wrongly thought to have a protected characteristic, or because of their association with people who have a protected characteristic. Previously protection extending wider than the person's own protected characteristic - such as **protection from discrimination because of association and perception - applied only to race, religion or belief, and sexual orientation. Now it applies to sex, disability and gender reassignment as well.**

3.3 Indirect Discrimination

Indirect discrimination occurs when there is a rule, policy or a practice that applies to everyone but which particularly disadvantages people who share a particular protected characteristic. **Indirect discrimination now applies to disability and gender reassignment as well as the other protected characteristics.**

3.4 Harassment

Harassment applies to all protected characteristics except pregnancy and maternity and marriage and civil partnership. **Employees will now be able to complain of behaviour that they find offensive even if it is not directed at them, and the complainant doesn't have to possess the relevant characteristic themselves. Employees are also protected from harassment because of perception and association.**

Third party harassment already applies to sex. Under the Equality Act, it has been extended to cover age, disability, gender re-assignment, race, religion or belief or sexual orientation. Employers are potentially liable for harassment of employees by people who are not employees, when harassment has occurred on at least two previous occasions and employers have not taken reasonable steps to prevent it from happening again.

3.5 Victimisation

There is now no need for a victim to show that they have been less favourably treated than someone who has not made or supported a complaint under the Equality Act. They only need to show that they have been treated badly.

3.6 Disability (new definition and changes)

The protected characteristic of disability applies to a person who has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

To qualify for protection from discrimination, a disabled person no longer has to show that their impairment affects a particular capacity, such as mobility or speech, hearing or eyesight.

Discrimination arising from disability occurs when a disabled person is treated unfavourably because of something connected with their disability and this unfavourable treatment cannot be justified. Treatment can be justified if it can be shown that it is intended to meet a legitimate objective in a fair, balanced and reasonable way. Lack of financial resources alone is unlikely to be a sufficient justification. This form of discrimination can occur only if the service provider knows or can reasonably be expected to know that the disabled person is disabled.

It is unlawful for employers to ask job applicants questions about disability or health before making a job offer, except in specified circumstances.

The duty to make reasonable adjustments to help disabled people overcome disadvantage resulting from an impairment, remains unchanged. There is no restriction on treating disabled people more favourably than non-disabled people. It is also permitted to take steps to meet the needs of people with a particular disability.

3.7 Gender Reassignment (new definition)

The protected characteristic of gender reassignment will apply to a person who is proposing to undergo, is undergoing or has undergone a process to change their sex. ***To qualify for protection from discrimination a transsexual person no longer has to show that they are under medical supervision.***

3.8 Marriage and Civil Partnership (no change)

The Act protects employees who are married or in a civil partnership against discrimination.

3.9 Sex (no change)

Men and women are protected under the Equality Act. Under the Act pay secrecy clauses are unenforceable and the Act allows hypothetical comparators for direct gender pay discrimination.

3.10 Pregnancy and Maternity

A woman is protected against discrimination on the grounds of pregnancy and maternity during the period of her pregnancy and any statutory maternity leave to which she is entitled. You must not take into account an employees' period of absence due to pregnancy-related illness when making decisions about her employment.

The Equality Act has specifically clarified that it is unlawful to discriminate against a woman because she is breastfeeding.

3.11 Sexual orientation (no change)

The Equality Act protects bisexual, gay, heterosexual and lesbian people.

3.12 Race (no change)

Race includes colour, nationality and ethnic or national origins. A racial group can be made up of two or more different racial groups (e.g. Black Britons).

3.13 Religion or Belief (no change)

In the Equality Act, religion includes any religion which has a clear structure and belief system, including not following or having a religion. Belief means any religious or philosophical belief or lack of such belief. Political beliefs are not protected. Discrimination because of religion or belief can occur even where both the discriminator and recipient are of the same religion or belief.

3.14 Age (no change)

The Equality Act protects people of all ages. However, different treatment because of age is not unlawful discrimination if it can be justified (by demonstrating that it is a proportionate means of meeting a legitimate aim). The Act continues to allow employers to have a default retirement age of 65.

3.15 Positive Action

New positive action provisions enable public sector organisations to take proportionate steps to help people overcome their disadvantages or to meet their needs.

3.15 Other Provisions

The Government is still considering the following provisions:

- a public sector duty to consider reducing socioeconomic inequalities/disadvantage in strategic decision-making
- prohibition on age discrimination in service and public functions
- gender pay gap information
- dual discrimination
- positive action in recruitment and promotion

Our action plan (page 12) sets out our key objectives and actions in response to our legislative duties, feedback from stakeholders and findings from progress reviews of existing schemes and action plans.

4. Consultation, Involvement & Identifying Our Objectives

Students, staff and other key stakeholders have been involved in identifying our priorities and objectives and the key actions we intend to take to achieve these.

Focus groups and meetings have been held with a wide cross-section of students and staff (including union representatives and the Equality and Diversity Committee). This has enabled us to gather views on how effectively equality is promoted across the organisation and within different curriculum areas and departments. It has also provided us with feedback on levels of awareness, existing good practice and issues affecting particular groups.

As part of this process, we have gathered feedback on:

- what we do currently to promote equality and diversity and eliminate discrimination and harassment across college and the wider community;
- how we can improve on this;
- what our priorities/key objectives should be;
- what actions we need to take to ensure we achieve our objectives.

We have also involved other stakeholders in the development of our Scheme (partners, representatives from community groups and other agencies) particularly to consider:

- how we can work together more effectively to promote equality and diversity in the college and wider community;
- further actions we can take to ensure that our services, provision and employment practices meet the needs of different groups;
- positive action strategies to attract and support under-represented groups more effectively.

This feedback has helped us to identify our objectives and actions, including actions we will take to build on existing good practice and monitor our progress more effectively. **Our action plan provides details of our equality objectives and the actions we will take to implement these over the next three years.**

5. Arrangements for Gathering and Using Information

In addition to the mechanisms already outlined, we gather information via:

- enrolment forms;
- application forms (staff and student);
- data available through the college intranet under Management Information Systems (MIS) and SID (Student Information Database);
- staff e-portfolios (All About Me);
- statistics on take up of support and feedback on the effectiveness of this;
- Students' Talking Surveys and focus groups and Learner Voice Consultations;
- Staff Perception and Internal Customer Care Surveys;
- course review documentation and self assessment reports;
- planning days.

This provides us with information and feedback on:

- student applications and representation by gender, age, ethnicity and disability by faculty, programme area, course and mode of study;
- staff applications and representation across various departments, roles, levels and modes of employment;
- take up of particular support services by different learners;
- the effectiveness of additional support and areas for improvement;
- staff and student perceptions, levels of awareness and satisfaction;
- perceptions of different groups (men, women, different age groups etc) and issues affecting particular groups;
- good practice and issues in relation to embedding equality and diversity in teaching and learning and service delivery.

Our action plan outlines how we will improve on these processes to ensure that information gathered is used and communicated more effectively. It also identifies additional information we intend to gather and report on as part of our quality cycle, including information we will gather and use to ensure equality and diversity is embedded in operational and curriculum planning, procurement practices and management of resources (including human resources) and facilities more effectively.

Further details and analysis of data on staff and student representation by gender, age, ethnicity and disability/ learning difficulty can be found in our annual Equality and Diversity Progress Reports. This includes student data on full and part time representation across different programmes areas and faculties and take up of support by different groups. Our staff profile also includes data on applications from different groups and staff representation across different departments, roles and modes of employment.

Our action plan sets out actions we will take to improve representation of particular groups in different areas, including positive action strategies to attract and support disabled and Black and Minority Ethnic applicants and to recruit male and female students and staff in areas where they are significantly under-represented. It also provides details of actions we will take to monitor and report on retention, achievement and satisfaction levels of different groups and to obtain feedback from specific groups, such as LGBT (lesbian, gay, bisexual and transgender) students and staff.

Our annual Equality and Diversity Progress Reports will include relevant monitoring data and information, identify progress made and further actions to be taken.

6. Impact Assessment

A list of college policies and procedures has been drawn up and the majority of these have been screened to identify whether they need to be assessed for adverse impact on different groups.

Our impact assessment process requires lead persons responsible for a particular policy and procedure to set up a working group to undertake impact assessment as part of our policy development and review process. Findings and recommendations from the impact assessment are reported to the Equality and Diversity Committee and Strategic Management Group for action or approval. The aim of this is to ensure greater ownership of the process and more effective monitoring of progress. Progress with impact assessment is recorded in our annual Equality and Diversity Progress Report.

Our action plan provides details of further actions we intend to take to embed impact assessment in our policy development and review processes and to monitor and report on our progress with this more effectively.

7. Monitoring and Reporting on Progress

We monitor and report on progress as part of our quality and review cycle. This includes:

- course review documentation and self-assessment reports;
- monitoring progress with implementing objectives through operational and quality development action plans;
- updates to the Strategic Management Group and Equality and Diversity Committee;
- Equality and Diversity Progress Reports to the Strategic Management Group and to the Governing Body.

Our action plan provides details of how we intend to embed equality through these existing mechanisms so that we can monitor and report on progress with implementing our equality objectives as part of our quality cycle more effectively.

Our annual Equality and Diversity Progress Reports will provide details of progress with implementing our action plan and achieving our equality objectives and the relevant monitoring data. We will review our action plan annually and our Single Equality Scheme will be reviewed in 2014.

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Single Equality Action Plan					
Section 1: Generic Objectives (relating to all protected characteristics - race, sex, gender reassignment, disability, age, sexual orientation, religion & beliefs, pregnancy & maternity)					
1. Promoting awareness, positive attitudes & relations and eliminating discrimination and harassment.					
Objective	Action	Outcome	Responsible	When	Reviewer
<p>1.1</p> <p>Promote awareness of our Single Equality Scheme, objectives & action plan & progress with implementing these.</p>	<p>a. Raise awareness across the organisation, including senior management & governors (via induction, staff development events, active desktop, website etc).</p> <p>b. Publish our Single Equality Scheme, action plan and annual progress reports on our website.</p>	<p>Staff, students, the wider public etc aware of our organisational priorities & actions we intend to take & have taken to meet our legislative responsibilities.</p>	<p>Head of HR Services</p> <p>Head of Learner Services & Support</p> <p>Strategic Management Group</p>	<p>Nov 2011</p>	<p>Principal</p>

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Objective	Action	Outcome	Responsible	When	Reviewer
<p>1.2</p> <p>Promote awareness of equality issues & how to deal with/report harassment & discriminatory treatment & practices.</p>	<p>a. Review harassment procedures & identify & promote more effective mechanisms for reporting & dealing with harassment informally.</p> <p>b. Raise awareness of discriminatory behaviour and the consequences of this.</p>	<p>Students & staff aware of support available & how to deal with/report incidents.</p>	<p>Head of HR Services</p> <p>Head of Learner Services & Support</p>	<p>Feb 2012</p>	<p>Deputy Principal Planning & Performance</p> <p>Vice Principal Curriculum & Learners</p>
<p>1.3</p> <p>Promote positive relations and attitudes to diversity in the college and wider community.</p>	<p>a. Raise awareness of equality issues (<i>including discrimination and harassment by association & perception</i>) and engage a greater number of curriculum areas in college and community activities and events promoting positive attitudes & relations.</p>	<p>Students and staff more aware of equality issues affecting particular groups and have more positive attitudes to diversity.</p>	<p>Strategic Management Group</p> <p>Head of Learner Services & Support</p>	<p>Feb 2012</p>	<p>Vice Principal Curriculum & Learners;</p>

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Objective	Action	Outcome	Responsible	When	Reviewer
<p>1.3</p> <p>Promote positive relations and attitudes to diversity in the college and wider community.</p>	<p>b. Develop more targeted and effective partnerships with different community, faith, disability, LGBT groups etc to promote awareness of particular issues & celebrations & support positive action strategies.</p>	<p>Staff, students, partners & other stakeholders more aware of actions we are taking to promote equality and the benefits/ outcomes of these.</p>	<p>Deans of Faculty</p> <p>Head of Commercial Services</p> <p>Head of HR Services</p> <p>Head of Learner Services & Support</p>	<p>Feb 2012</p>	<p>Vice Principal Curriculum & Learners</p>
<p>1.4</p> <p>Celebrate success & promote awareness of good practice and progress more effectively across the organisation & wider networks.</p>	<p>a. Highlight & share good practice across departments via existing communication channels (website, meeting slots etc) & via external networks & partnerships.</p> <p>b. Promote employers' awareness of equality duties, good practice & issues affecting learners (via communication channels & vetting & monitoring etc)</p>	<p>Staff, students, partners & other stakeholders more aware of actions we are taking to promote equality and the benefits/ outcomes of these.</p>	<p>Deans of Faculty</p> <p>Head of Commercial Services</p> <p>Head of HR Services</p> <p>Head of Learner Services & Support</p>	<p>Feb 2012</p>	<p>Vice Principal Curriculum & Learners</p>

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Objective	Action	Outcome	Responsible	When	Reviewer
<p>1.5</p> <p>Ensure that college publications and teaching materials/resources are non-discriminatory.</p>	<p>a. Review college publications to ensure that non-discriminatory language and non-stereotypical images are used.</p> <p>b. Review teaching and training materials/resources and schemes of work (as part of the course review process) to ensure that non-discriminatory language and non-stereotypical images are used.</p>	<p>College publications and course materials reflect the diversity of the communities we serve and challenge stereotypes.</p>	<p>Deans of Faculty</p> <p>Head of Commercial Services</p> <p>Head of Learner Services & Support</p>	<p>Feb 2012</p>	<p>Vice Principal Curriculum & Learners</p>

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Objective	Action	Outcome	Responsible	When	Reviewer
<p>1.6</p> <p>Provide a better range of healthier food and drinks at different sites and foods to meet different dietary requirements.</p>	<ul style="list-style-type: none"> a. Provide a better range of healthier options in college canteens/coffee bars and in snack machines. b. Provide healthier snacks and bottled water in machines at Broadway, Business College and the Kingsway Centre. c. Provide a better range of foods for different dietary requirements and tastes, e.g. taking into account religious and cultural backgrounds, vegetarian and vegan options, halal meat etc 	<p>Better range of food available to cater for different needs/requirements.</p>	<p>Facilities Manager</p>	<p>Nov 2011</p>	<p>Vice Principal Finance & Management Systems</p>

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2. Gathering & Using Information to Monitor Progress and Ensure Equality of Access & Opportunities.						
Objective	Action	Outcome	Responsible	When	Reviewer	
<p>2.1</p> <p>Improve information gathering, monitoring and reporting procedures to help identify progress and priority areas.</p>	<p>a. Monitor and report on progress with implementing our equality objectives as part of the quality cycle (via operational plans, course review process, reports to Senior Management Team, Self-Assessment Reports & Annual Equality and Diversity Report).</p>	<p>Better monitoring of progress as part of the quality cycle.</p>	<p>Strategic Management Group</p>	<p>Feb 2012</p>	<p>Principal</p>	
	<p>b. Ensure more effective reporting and dissemination of progress at departmental level.</p>	<p>Better informed service delivery & employment practices – taking needs of different groups into account in operational planning and curriculum planning.</p>	<p>Head of Learner Services & Support</p>	<p>Feb 2012</p>	<p>Vice Principal Curriculum & Learners</p>	
	<p>c. Obtain feedback from partners, community groups and other relevant organisations on equality issues and areas of progress or good practice.</p>				<p>July 2013</p>	
	<p>d. Review our Single Equality Scheme and Action Plan to reflect progress and any changes in legislative requirements.</p>					

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Objective	Action	Outcome	Responsible	When	Reviewer
<p>2.1</p> <p>Improve information gathering, monitoring and reporting procedures to help identify progress and priority areas.</p>	<p>e. Report on student recruitment, retention and achievement by gender, age group, ethnic group and disability as part of quality cycle (via course review process, Student Recruitment & Retention Reports, Faculty Area Progress Reports to Strategic Management Group and annual Equality & Diversity Report).</p> <p>f. Improve dissemination and use of this data to help measure progress and identify areas for improvement.</p>	<p>Better monitoring of progress as part of the quality cycle.</p> <p>Better informed service delivery & employment practices – taking needs of different groups into account in operational planning and curriculum planning.</p>	<p>Head of Quality</p> <p>Head of Management Information & Integrated Systems</p> <p>Deans of Faculty</p> <p>Head of Commercial Services</p> <p>Head of Learner Services & Support</p>	<p>Nov 2011</p>	<p>Vice Principal Curriculum & Learners</p>

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Objective	Action	Outcome	Responsible	When	Reviewer
<p>2.1</p> <p>Improve information gathering, monitoring and reporting procedures to help identify progress and priority areas.</p>	<p>g. Report student access & satisfaction with support, services & facilities (by gender, ethnicity, disability and age) as part of quality cycle (via Learner Voice surveys, etc)</p>	<p>Better monitoring of progress as part of the quality cycle.</p>	<p>Head of Quality</p> <p>Head of Learner Services & Support</p>	<p>Nov 2011</p>	<p>Vice Principal Curriculum & Learners</p>
	<p>h. Improve dissemination and use of this feedback to identify progress and areas for improvement.</p>			<p>Nov 2011</p>	
	<p>i. Monitor & report on staff profile by gender, ethnicity, disability and age (via annual HR reports to Strategic Management Group & Equality & Diversity Reports).</p>	<p>Better informed service delivery & employment practices – taking needs of different groups into account in operational planning and curriculum planning.</p>	<p>Head of HR Services</p> <p>Head of Quality</p>	<p>Nov 2011</p>	<p>Deputy Principal Planning & Performance</p>
	<p>j. Report on employee satisfaction rates by gender, ethnicity, disability and age (via Staff Perception Survey).</p> <p>k. Improve dissemination and use this feedback to identify progress and areas for improvement.</p>			<p>Nov 2011</p>	

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Objective	Action	Outcome	Responsible	When	Reviewer
<p>2.2</p> <p>Review existing provision to ensure it reflects the needs & interests of different groups.</p>	<p>a. Review existing curriculum offer, delivery modes & representation by gender, ethnicity, age & disability as part of strategic and curriculum planning & course review process. Use this information to measure progress and identify areas for improvement.</p> <p>b. Review satisfaction with provision by gender, ethnicity, disability and age via Students' Talking and Learner Voice Consultations. Use feedback/findings to help measure progress and identify areas for improvement.</p> <p>c. Work with community and representative groups/networks and other providers to obtain feedback from non-learners/ underrepresented/disadvantaged groups in the wider community.</p>	<p>Better informed curriculum planning & delivery – taking needs of different groups into account in annual programme planning.</p>	<p>Deans of Faculty</p> <p>Head of Commercial Services</p> <p>Head of Quality</p> <p>Head of Learner Services & Support</p> <p>Head of Learner Services & Support</p> <p>Dean of Faculty Services to People</p>	<p>Nov 2011</p>	<p>Vice Principal Curriculum & Learners</p>

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Objective	Action	Outcome	Responsible	When	Reviewer
<p>2.3</p> <p>Embed impact assessment in policy development & review and communicate outcomes and progress.</p>	<p>a. Communicate/publish key findings/outcomes of impact assessment as part of our policy development /review and risk management processes.</p> <p>b. Monitor progress with impact assessment as part of our policy development/review and risk management processes.</p> <p>c. Publish details of all newly developed/reviewed policies together with outcomes from impact assessments on an annual basis in our Equality and Diversity Reports.</p>	<p>Better informed policies and procedures-taking the needs of different groups into account as part of policy development & review process.</p>	<p>Policy Leaders</p> <p>Head of Quality</p> <p>Head of Quality</p> <p>Head of Learner Services & Support</p> <p>Head of Quality</p>	<p>Nov 2011</p>	<p>Deputy Principal Planning & Performance</p>

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<p>2.4</p> <p>Review policy and procedures in place for visitors.</p>	<p>a. Review and impact assess Visitor's Policy and procedures to ensure that they meet the needs of different groups and comply with our new duties under the Equality Act 2010 legislative duties.</p>	<p>Better informed procedures-taking the needs of different groups into account.</p>	<p>Head of Learner Services & Support</p> <p>Facilities manager</p>	<p>July 2012</p>	<p>Vice Principal Finance & Management Systems</p>
<p>2.5</p> <p>Review Procurement Policy and procedures.</p>	<p>a. Review and impact assess Procurement Policy and procedures to ensure that they comply with our duties.</p> <p>b. Promote contractors' awareness of our Procurement Policy and Single Equality Scheme & their related responsibilities.</p> <p>c. Monitor compliance with our equality duties via tendering process and regular review meetings, as far as possible within length/type of contract.</p>	<p>Contractors aware of our equality duties and their related responsibilities and compliant with these.</p>	<p>Head of Finance</p> <p>Facilities Manager</p>	<p>Nov 2011</p>	<p>Vice Principal Finance & Management Systems</p>

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Section 2: Objectives for Specific Protected Characteristics

1. Sex

Objective	Action	Outcome	Responsible	When	Reviewer
<p>1.1 Recruit more male and female students on programmes where they are currently under-represented.</p>	<p>a. Identify and prioritise programme areas & courses where there is a significant gender imbalance.</p> <p>b. Targeted promotional activity with schools & other partners to challenge stereotyping in subject & career choices & encourage learners to try less traditional routes (via tasters, careers talks, demonstrations, existing learners & staff as positive role models in publications etc).</p>	<p>Better representation/ gender balance across all programmes.</p>	<p>Head of Management Information & Integrated Systems</p> <p>Deans of Faculty</p> <p>Head of Commercial Services</p> <p>Head of Learner Services & Support</p>	<p>Nov 2011</p>	<p>Vice Principal Curriculum & Learners</p>

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Objective	Action	Outcome	Responsible	When	Reviewer
<p>1.2</p> <p>Recruit more male and female employees in areas, job roles, modes of employment & pay scales where they are currently under-represented.</p>	<p>a. Identify & prioritise areas, job roles, modes of employment & scales where there is currently a significant gender imbalance.</p> <p>b. Undertake promotional activity and implement positive action strategies to encourage males and females to work in less traditional areas & roles (via targeted partnership activity with local agencies, & groups; targeted external advertising & circulation of posts; better use of existing employees as positive role models & mentors; targeted consultation with specific groups, sectors etc).</p>	<p>Better representation across all departments, teams, functions & levels.</p>	<p>Head of HR Services</p> <p>Head of HR Services</p> <p>Strategic Management Group</p>	<p>Nov 2011</p> <p>July 2012</p>	<p>Deputy Principal Planning & Performance</p>

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Objective	Action	Outcome	Responsible	When	Reviewer
<p>1.3</p> <p>Complete an equal pay review and develop and implement an equal pay policy.</p>	<p>a. Complete a review of our existing pay system, including using job evaluations or similar measures to compare the pay of men and women and employees on different sites doing work rated as similar, equivalent or of equal value.</p> <p>b. Develop a harmonisation strategy to address identified equal pay issues.</p>	<p>Equal pay issues identified and addressed across the organisation.</p>	<p>Head of HR Services</p>	<p>July 2012</p>	<p>Deputy Principal Planning & Performance;</p>
<p>1.4</p> <p>Review paternity leave policy.</p>	<p>a. Review and impact assess paternity leave policy in line with legislative changes.</p> <p>b. Incorporate agreed outcomes in policy and budget planning & communicate as part of policy launch/update.</p>	<p>Equality of opportunity is made available for men to fully take advantage of paternity leave entitlement.</p>	<p>Head of HR Services</p>	<p>Nov 2011</p>	<p>Deputy Principal Planning & Performance</p>

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2. Pregnancy and Maternity

Objective	Action	Outcome	Responsible	When	Reviewer
<p>2.1 Review maternity leave policy.</p>	<p>a. Review and impact assess maternity leave policy in line with legislative changes.</p> <p>b. Provide training/guidance for line managers on policy and procedures.</p>	<p>Staff returning to work following maternity leave are treated fairly and feel supported and valued.</p>	<p>Head of HR Services</p>	<p>Nov 2011</p>	<p>Deputy Principal Planning & Performance</p>

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3. Gender Re-assignment

<p>3.1</p> <p>Identify issues affecting people who are transgender and ways of ensuring service delivery and employment practices take these needs into account.</p>	<p>a. Consult with stakeholders who are transgender and representative groups & identify key issues and ways of addressing these.</p> <p>b. Raise staff awareness via induction, staff development events and guidelines for managers.</p> <p>c. Promote student awareness and positive attitudes via tutorial, active desktop etc</p>	<p>Greater awareness of issues and barriers affecting people who are transgender and these needs taken into account in service delivery & employment practices.</p>	<p>Head of HR Services</p> <p>Head of Learner Services & Support</p>	<p>Feb 2012</p>	<p>Deputy Principal Planning & Performance</p> <p>Vice Principal Curriculum & Learners</p>
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Objective	Action	Outcome	Responsible	When	Reviewer
<p>4.2</p> <p>Improve consistency in identifying, planning and implementation of support/adjustments for disabled staff and applicants.</p>	<p>a. Develop more effective disclosure and referral procedures for disabled staff and applicants; promote awareness of procedures & how to access support and advice.</p> <p>b. Monitor implementation of support/adjustments/risk assessments and obtain regular feedback from disabled staff to evaluate effectiveness; report on progress via HR & Faculty/Functional Area Progress Reports to Strategic Management Group.</p>	<p>More accessible and supportive working environment and employment practices.</p>	<p>Head of HR Services</p> <p>Strategic Management Group</p> <p>Facilities Manager</p> <p>Head of HR Services</p>	<p>Nov 2011</p>	<p>Deputy Principal Planning & Performance</p>

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Objective	Action	Outcome	Responsible	When	Reviewer
<p>4.3</p> <p>Improve accessibility of College sites.</p>	<p>a. Obtain feedback/advice from disability organisations, specialist staff and disabled students & staff when undertaking Access Surveys and planning adjustments to facilities and sites. Use this information to identify areas for improvement/action and address issues as far possible.</p>	<p>Greater equality of access to sites and facilities for disabled students, staff, visitors etc.</p>	<p>Facilities Manager</p>	<p>Nov 2011</p>	<p>Vice Principal Finance & Management Systems</p>
<p>4.4</p> <p>Improve accessibility of College publications.</p>	<p>a. Provide College publications and course materials in accessible/alternative formats on request.</p>	<p>Greater equality of access to information and materials.</p>	<p>Strategic Management Group</p>	<p>Nov 2011</p>	<p>Principal</p>

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Objective	Action	Outcome	Responsible	When	Reviewer
<p>4.5</p> <p>Improve access to employment and progression opportunities for disabled students.</p>	<p>a. Improve links with disability groups & organisations, local employers, career services and other providers to identify progression and employment opportunities for disabled students & develop more effective referral & support systems to aid transition.</p>	<p>Smoother transition and easier access to employment and alternative learning opportunities.</p>	<p>Head of Learner Services & Support</p> <p>Dean of Faculty Services to People</p>	<p>Nov 2011</p>	<p>Vice Principal Curriculum & Learners</p>
<p>4.6</p> <p>Improve representation of disabled people in the workforce.</p>	<p>a. Promote managers' awareness of new legislative duties in relation to disability and discriminatory practices as part of recruitment and selection training.</p> <p>b. Promote awareness of actions taken to promote disability equality/events and of support available e.g. on college website.</p>	<p>More representative workforce and accessible employment and recruitment practices for disabled applicants and staff.</p>	<p>Head of HR Services</p>	<p>July 2012</p>	<p>Deputy Principal Planning & Performance</p>

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6. Religion & Beliefs

Objective	Action	Outcome	Responsible	When	Reviewer
<p>6.1</p> <p>Provide more suitable prayer room facilities.</p>	<p>a. Identify a more suitable room at Tycoch site or make existing room more fit for purpose.</p> <p>b. Promote awareness of prayer room facilities and how to access these.</p>	<p>Greater awareness and use of facilities.</p>	<p>Facilities Manager</p>	<p>Nov 2011</p>	<p>Vice Principal Finance & Management Systems</p>
<p>6.2</p> <p>Promote awareness of the main faith groups, religious festivals and practices.</p>	<p>a. Develop better links with local faith groups and representative organisations to help promote awareness of different religious beliefs, practices and festivals and meet the needs of people of different faiths.</p>	<p>Greater awareness of different religious practices and beliefs.</p>	<p>Head of Learner Services & Support</p>	<p>Nov 2011</p>	<p>Vice Principal Curriculum & Learners</p>

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7. Sexual Orientation

Objective	Action	Outcome	Responsible	When	Reviewer
7.1 Identify & implement effective consultation methods for engaging with gay staff and students.	a. Develop better links with local Lesbian, Gay, Bisexual and Transgender (LGBT) groups and organisations to help identify & implement effective consultation methods targeting gay staff and students and identify areas for improvement and good practice.	Services and provision meet the needs of LGBT students and staff more effectively.	Head of Learner Services & Support	Nov 2011	Vice Principal Curriculum & Learners
7.2 Celebrate LGBT History Month across College.	a. Celebrate LGBT History Month through cross-College events and activities in collaboration with local LGBT groups/organisations. b. Provide more information/ advice on local LGBT support groups, social networks and events via Student Services and our website/active desktop.	More inclusive environment for gay staff and students and easier access to support networks.	Head of Learner Services & Support	Feb 2012	Vice Principal Curriculum & Learners

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8. Age

Objective	Action	Outcome	Responsible	When	Reviewer
<p>8.1</p> <p>Identify adult learner groups most adversely affected by funding and subsequent provision cuts & actions to address the needs of these groups as far as possible within funding constraints.</p>	<p>a. Gather & analyse data/information to identify groups most adversely affected by cuts (in terms of age groups, gender, disability, etc) and priority areas.</p> <p>b. Collaborate with other local providers and groups to identify strategies/alternative provision to help meet the needs of learners most adversely affected by cuts.</p>	<p>Partnership approach to meeting the needs of identified groups as efficiently and effectively as possible within funding constraints. Priority areas identified for future development/ investment if/when funding situation changes.</p>	<p>Head of Management Information & Integrated Systems</p> <p>Deans of Faculty</p> <p>Head of Commercial Services</p>	<p>Nov 2011</p>	<p>Vice Principal Curriculum & Learners</p>