

Swansea College Single Equality Scheme 2009 - 2012

If you, or someone you know, would like this document in large print, audio, electronically or in Welsh, please contact the Equality and Diversity Leader, Jane John.

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## Contents

Content	Page
Foreward	3
Who We Are	4
Organisational Structure, Roles & Responsibilities	5
Purpose & Legislative Context	7
Consultation, Involvement & Identifying Our Objectives	9
Gathering & Using Information	10
Impact Assessment	12
Monitoring, Reviewing & Reporting on Progress	13
Single Equality Action Plan	14

## Foreward

This Single Equality Scheme sets out Swansea College's plans for meeting our legislative duties under the Equality Act 2006 and other relevant legislation and 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 recognise the importance of 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. We believe this is integral to our mission to "provide high quality, relevant provision for all our learners", and our strategic aims:

1. To ensure all students achieve their full potential.
2. To provide the highest standards of teaching, learning and assessment for our students.
3. To collaborate with local, regional and international partners in strategic alliances.
4. To provide excellent support for our students.
5. To lead, develop and inspire our staff to achieve the highest professional standards in a positive working environment.
6. To continuously improve performance in all aspects of our work.
7. To efficiently and effectively invest in, and manage, all of the College's resources.

Our Scheme and action plan outline measures we will take to embed equality and eliminate discrimination in our practices and promote equality and diversity across the organisation and wider community. Objectives and actions from our existing Race Equality Policy and Gender and Disability Equality Schemes and action plans have been integrated into our Single Equality Scheme and action plan, where applicable. Our Scheme and action plan also set out the actions we will take to promote equality and eliminate discrimination on the basis of age, sexual orientation, religion and beliefs and build on existing good practice across all equality strands. Our Equality and Diversity Policy will also be cross-referenced to this Scheme.

**We have actively involved staff, students and other stakeholders in the development of our 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 2012.**

## Who We Are

Swansea College is a diverse institution of approximately 14,000 students and around 800 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 in the College and 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.

The Equality and Diversity Group plays a key role in promoting equality and diversity in College, highlighting areas of concern and good practice and monitoring progress with implementing our objectives. The group includes representatives from all areas of the College, including the Principal.

Swansea College's Governing Body (the Corporation Board) also reflects a diverse community and business membership who are very interested in equality and diversity issues. One member of the Corporation is the link governor for equality and diversity and meets with staff in the College and attends appropriate events.

**Our annual Equality and Diversity Progress Reports provide details of actions taken to meet our objectives and legislative duties and embed equality and diversity in our activities.** The reports are presented to the Corporation and Senior Management Team for discussion and action and **published on our website [www.swan.ac.uk](http://www.swan.ac.uk) under About Us/Policies and Procedures.** The reports include measures taken to incorporate equality and diversity in our strategic and operational planning, feedback and review mechanisms and education and service delivery. They also include examples of promotional and partnership activity to tackle under-representation and promote awareness and positive attitudes to diversity.

## **Organisational Structure, Roles & Responsibilities**

The Governing Body has overall responsibility for ensuring that Swansea College promotes equality of opportunity and eliminates discrimination. The HR Committee approves our equality schemes, policies and reports. The Audit Committee monitors compliance with meeting our legislative duties and approves our Annual Equality and Diversity Progress Reports.

The Principal and Senior Management Team 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 Group 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, and is chaired by the Equality and Diversity Leader.

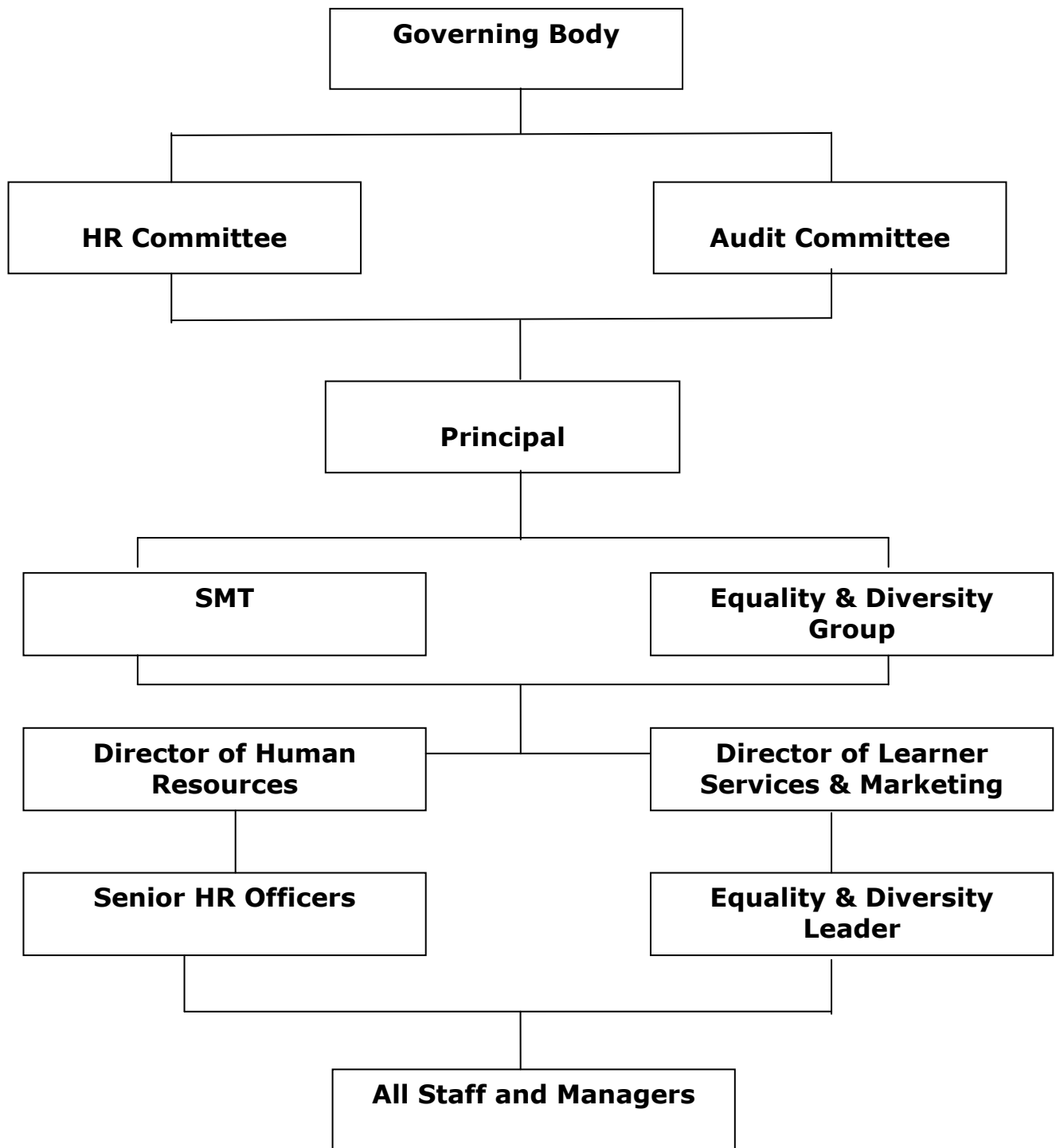
The Director of Human Resources has senior responsibility for equality and diversity matters relating to staff.

The Director of Learner Services and Marketing has senior responsibility for equality and diversity matters relating to students.

The Senior HR Officers are responsible for providing advice and guidance for managers and staff on staff equality and diversity matters.

The Equality and Diversity Leader is 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.



## **Purpose and Legislative Context**

This Scheme sets out how we intend to meet our statutory duties under the **Equality Act 2006** and responsibilities under the:

- Race Relations Amendment Act 2000;
- Disability Discrimination Act 2005;
- Gender Equality Duty 2006;
- Employment Equality (Age) Regulations 2006;
- Employment Equality (Religion or Belief) Regulations 2003;
- Employment Equality (Sexual Orientation) Regulations 2003.

## **Race, Disability and Gender Duties**

As a public body we have **general and specific duties** in relation to promoting equality on the basis of **race, disability and gender**. Our **general duties** are to:

- promote equality of opportunity;
- eliminate unlawful discrimination and harassment;
- promote positive relations between people of different racial groups;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to take account of people's disabilities, even where that involves treating people who are disabled more favourably than other people.

These are positive duties which apply to all our functions, services, policies and employment practices.

We also have **specific duties to develop and publish a Scheme which demonstrates how we intend to fulfil our general and specific duties, including how we have:**

- **identified our equality objectives and how we intend to implement them (our action plan);**
- **consulted with and involved key stakeholders** in the development of our Scheme and objectives (including disabled people);
- **taken into account information gathered** or considered relevant on the effect of our policies and practices.

Our Scheme should also describe how we will:

- assess the impact of current and future policies and practices on men and women, people of different racial groups and disabled people and publish the findings/outcomes of this;
- gather information on and monitor staff and student recruitment and progression by disability, gender and racial group;
- develop and publish an equal pay policy, including measures to address occupational segregation;
- monitor and review progress with implementing our objectives;
- annually report on progress with implementing our Scheme;
- review our Scheme (every three years).

### **Age, Sexual Orientation and Religion and Beliefs**

The Employment Equality (Age, Sexual Orientation, Religion and Beliefs) Regulations make it unlawful to discriminate or indirectly, harass or victimise someone on the basis of age, sexual orientation and religion or beliefs.

The Age Regulations also remove upper age limits for unfair dismissal and redundancy, make compulsory retirement below sixty five unlawful and give employees the right to request to work beyond retirement age.

The regulations apply to all employers and training providers, institutions of further and higher education, trade unions and occupational pension schemes. They cover all employment practices and vocational training. **The Equality Act extends these duties, making it illegal to discriminate on the basis of sexual orientation and religion or beliefs in the provision of education, facilities, goods and services.**

In very limited circumstances it will be lawful for an employer to treat people differently if there is a genuine occupational requirement or that it is a proportionate way of achieving a legitimate aim. This means proving that there is no alternative, less discriminatory way of achieving the aims and that the benefits significantly outweigh discriminatory effects.

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

## **Consultation, Involvement & Identifying Our Objectives**

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

Focus groups, one to one and small group interviews have been held with a wide cross-section of learners and staff (including union representatives and the Equality and Diversity Group). This has enabled us to gather views on how effectively equality is promoted across the organisation and within different programme 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 make sure 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.**

### **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;
- staff perception and internal customer care surveys;
- course review documentation and self assessment reports.

### **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.

## **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 Group and Senior Management Team 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 risk management processes and to monitor and report on our progress with this more effectively.**

## **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;
- termly Functional and Delivery Area Update Reports to the Senior Management Team;
- annual Equality and Diversity Progress Reports to the Senior Management Team and to the Governing Body through reports to the Audit Committee and Human Resources Committee.

**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 Scheme in 2012.

Single Equality Action Plan

Objective	Action	Outcome	Responsible	When	Reviewer
<b>Generic Objectives (relating to all equality strands - race, gender, disability, age, sexual orientation, religion &amp; beliefs &amp; human rights)</b>					
<b>1. Promoting awareness, positive attitudes &amp; relations and eliminating discrimination and harassment.</b>					
<p><b>Promote awareness of our Single Equality Scheme, objectives &amp; action plan &amp; progress with implementing these.</b></p> <p><b>Promote awareness of equality issues &amp; how to deal with/report harassment &amp; discriminatory treatment &amp; practices.</b></p>	<ul style="list-style-type: none"> <li>• Raise awareness across the organisation (via induction, staff development events, active desktop, website etc).</li> <li>• Publish our Single Equality Scheme, action plan and annual progress reports on our website.</li> <li>• Review harassment procedures &amp; identify &amp; promote more effective mechanisms for reporting &amp; dealing with harassment informally.</li> </ul>	<p>Staff, students, the wider public etc aware of our organisational priorities &amp; actions we intend to take &amp; have taken to meet our legislative responsibilities.</p> <p>Students &amp; staff aware of support available &amp; how to deal with/report incidents.</p>	<p>Director of HR &amp; Director of Learner Services &amp; Marketing.</p> <p>Director of HR &amp; Director of Learner Services &amp; Marketing.</p> <p>Director of Learner Services &amp; Marketing; Director of HR.</p>	<p>April 2010</p> <p>July 2010</p> <p>July 2010</p>	<p>Principal</p> <p>Principal</p> <p>Deputy Principal Curriculum &amp; Students</p>

Swansea College Single Equality Scheme 2009 - 2012

<p><b>Promote positive relations and attitudes to diversity in the college and wider community.</b></p>	<ul style="list-style-type: none"> <li>• Raise awareness and promote positive attitudes &amp; relations via induction, tutorial and curriculum delivery, cross-College and community events &amp; staff development events.</li> </ul>	<p>Students and staff more aware of equality issues affecting particular groups and have more positive attitudes to diversity.</p>	<p>Delivery Managers; Director of Learner Services &amp; Marketing; Director of HR.</p>	<p>July 2010</p>	<p>Deputy Principal Curriculum &amp; Students</p>
<p><b>Celebrate success &amp; promote awareness of good practice and progress more effectively across the organisation &amp; wider networks.</b></p>	<ul style="list-style-type: none"> <li>• Develop more targeted and effective partnerships with different community, faith, disability, LGBT groups etc to promote awareness of particular issues &amp; celebrations &amp; support positive action strategies.</li> <li>• Highlight &amp; share good practice across departments via existing communication channels (website, College Monthly, meeting slots etc) &amp; via external networks &amp; partnerships.</li> </ul>	<p>Staff, students, partners &amp; other stakeholders more aware of actions we are taking to promote equality and the benefits/ outcomes of these.</p>	<p>Director of Learner Services &amp; Marketing; Director of HR;</p>	<p>July 2010</p>	<p>Deputy Principal Curriculum &amp; Students</p>
			<p>Director of Learner Services &amp; Marketing; Director of HR; Delivery Managers; Director ILTS</p>	<p>July 2010</p>	<p>Deputy Principal Curriculum &amp; Students</p>

Swansea College Single Equality Scheme 2009 - 2012

	<ul style="list-style-type: none"> <li>Promote employers' awareness of equality duties, good practice &amp; issues affecting learners (via communication channels &amp; vetting &amp; monitoring etc).</li> </ul>		Director of Business Development & Employer Engagement; Delivery Managers.	July 2010	Deputy Principal Curriculum & Students
<b>Establish flexible working practices more widely and equitably across the organisation.</b>	<ul style="list-style-type: none"> <li>Review flexible working policy &amp; communicate flexible working and family friendly working practices across the College (via active desktop, College Monthly, meeting slots etc).</li> </ul>	Staff are aware of the range of flexible working and family friendly working practices available.	Director of HR	July 2010	Principal
<b>Provide a better range of healthier food and drinks at different sites and foods to meet different dietary requirements.</b>	<ul style="list-style-type: none"> <li>Provide a better range of healthier options in College canteens/coffee bars and in snack machines.</li> <li>Provide healthier snacks and bottled water in machines at Broadway, Business College and the Kingsway Centre.</li> </ul>	Better range of food available to cater for different needs/requirements.	Head of Estates	July 2010	Vice Principal Corporate Services

<b>2. Gathering &amp; Using Information to Monitor Progress and Ensure Equality of Access &amp; Opportunities.</b>					
<b>Improve information gathering, monitoring and reporting procedures to help identify progress and priority areas.</b>	<ul style="list-style-type: none"> <li>Monitor and report on progress with implementing our equality objectives as part of quality cycle (via operational plans, course review process, Delivery/ Functional Area Reports to Senior Management Team, Self-Assessment Reports &amp; Annual Equality and Diversity Report).</li> </ul>	Better monitoring of progress as part of the quality cycle.	Senior Management Team	July 2010	Principal
	<ul style="list-style-type: none"> <li>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 &amp; Retention Reports &amp; Delivery Area Reports to Senior Management Team, Annual Equality &amp; Diversity Report). Use this data to help measure progress and identify areas for improvement.</li> </ul>	Better informed service delivery & employment practices – taking needs of different groups into account in operational planning and curriculum planning.	Director of Quality; Delivery Managers; Director of College Data Management; Director of Learner Services & Marketing.	July 2010	Deputy Principal Curriculum & Students

Swansea College Single Equality Scheme 2009 - 2012

	<ul style="list-style-type: none"> <li>• Obtain feedback from students &amp; report on access &amp; satisfaction with support, services &amp; facilities (by gender, ethnicity, disability and age) as part of quality cycle (via Students' Talking &amp; Functional Area Reports). Use this feedback to help monitor progress and identify areas for improvement.</li> <li>• Monitor &amp; report on staff profile by gender, ethnicity, disability and age (via annual HR reports to Senior Management Team &amp; Equality &amp; Diversity Reports).</li> <li>• Obtain feedback from staff and report on employee satisfaction rates by gender, ethnicity, disability and age (via Staff Perception Survey). Use this feedback to help monitor progress and identify areas for improvement.</li> </ul>		<p>Director of Quality; Director of ILTS; Director of Learner Services &amp; Marketing; Head of Estates.</p> <p>Director of HR</p> <p>Director of Quality</p>	<p>July 2010</p> <p>July 2010</p> <p>July 2010</p>	<p>Deputy Principal Curriculum &amp; Students</p> <p>Principal</p> <p>Principal</p>
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Swansea College Single Equality Scheme 2009 - 2012

<p><b>Review existing provision to ensure it reflects the needs &amp; interests of different groups.</b></p>	<ul style="list-style-type: none"> <li>• Review existing curriculum offer, delivery modes &amp; representation by gender, ethnicity, age &amp; disability as part of curriculum planning &amp; course review process. Use this information to measure progress and identify areas for improvement.</li> <li>• Review satisfaction with provision by gender, ethnicity, disability and age via Students' Talking. Use feedback/findings to help measure progress and identify areas for improvement.</li> <li>• Work with community and representative groups/ networks and other providers to obtain feedback from non-learners/ under-represented groups in the wider community.</li> </ul>	<p>Better informed curriculum planning &amp; delivery – taking needs of different groups into account in annual programme planning.</p>	<p>Delivery Managers; Director of Quality.</p> <p>Director of Quality; Delivery Managers.</p> <p>Director of Learner Services &amp; Marketing; Delivery Managers.</p>	<p>July 2010</p> <p>July 2010</p> <p>July 2011</p>	<p>Deputy Principal Curriculum &amp; Students</p> <p>Deputy Principal Curriculum &amp; Students</p> <p>Deputy Principal Curriculum &amp; Students</p>
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Swansea College Single Equality Scheme 2009 - 2012

<p><b>Embed impact assessment in policy development &amp; review &amp; risk management processes and communicate outcomes and progress.</b></p>	<ul style="list-style-type: none"> <li>• Communicate/publish key findings/outcomes of impact assessment as part of our policy development /review and risk management processes.</li> <li>• Monitor progress with impact assessment as part of our policy development/review and risk management processes.</li> <li>• Publish details of all newly developed/reviewed policies together with outcomes from impact assessments on an annual basis in our Equality and Diversity Reports.</li> </ul>	<p>Better informed policies and procedures-taking the needs of different groups into account as part of policy development &amp; review process.</p>	<p>Policy Leaders; Director of Quality; Vice Principal Corporate Services.</p>	<p>April 2010</p>	<p>Principal</p>
			<p>Director of Quality; Vice Principal Corporate Services.</p>	<p>April 2010</p>	<p>Principal</p>
			<p>Director of Learner Services &amp; Marketing; Director of Quality.</p>	<p>April 2010</p>	<p>Principal</p>
<p><b>Review policy and procedures in place for visitors.</b></p>	<ul style="list-style-type: none"> <li>• Review and impact assess Visitor's Policy and procedures to ensure that they meet the needs of different groups and comply with our legislative duties.</li> </ul>	<p>Better informed procedures-taking the needs of different groups into account.</p>	<p>Director of Learner Services &amp; Marketing.</p>	<p>April 2010</p>	<p>Deputy Principal Curriculum &amp; Students</p>

Swansea College Single Equality Scheme 2009 - 2012

<p><b>Review Procurement Policy and procedures.</b></p>	<ul style="list-style-type: none"> <li>• Review and impact assess Procurement Policy and procedures to ensure that they comply with our legislative duties.</li> <li>• Promote contractors' awareness of our Procurement Policy and Equality Scheme &amp; their related responsibilities.</li> <li>• Monitor compliance with our equality duties via tendering process and regular review meetings, as far as possible within length/type of contract.</li> </ul>	<p>Contractors aware of our equality duties and their related responsibilities and compliant with these.</p>	<p>Director of Finance; Head of Estates.</p> <p>Director of Finance; Head of Estates.</p> <p>Director of Finance; Head of Estates.</p>	<p>April 2010</p> <p>July 2010</p> <p>April 2011</p>	<p>Vice Principal Corporate Services</p> <p>Vice Principal Corporate Services</p> <p>Vice Principal Corporate Services</p>
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<b>Objectives for specific equality strands - Gender</b>					
<p><b>Recruit more male and female students on programmes where they are currently under-represented.</b></p>	<ul style="list-style-type: none"> <li>• Identify and prioritise programme areas &amp; courses where there is a significant gender imbalance.</li> <li>• Targeted promotional activity with schools &amp; other partners to challenge stereotyping in subject &amp; career choices &amp; encourage learners to try less traditional routes (via tasters, careers talks, demonstrations, existing learners &amp; staff as positive role models in publications etc).</li> </ul>	<p>Better representation/ gender balance across all programmes.</p>	<p>Delivery Managers &amp; Director of College Data Management.</p> <p>Delivery Managers; Director of Learner Services &amp; Marketing.</p>	<p>July 2010</p> <p>July 2011</p>	<p>Deputy Principal Curriculum &amp; Students</p> <p>Deputy Principal Curriculum &amp; Students</p>
<p><b>Recruit more male and female employees in areas, job roles, modes of employment &amp; pay scales where they are currently under-represented.</b></p>	<ul style="list-style-type: none"> <li>• Identify &amp; prioritise areas, job roles, modes of employment &amp; scales where there is currently a significant gender imbalance.</li> </ul>	<p>Better representation across all departments, teams, functions &amp; levels.</p>	<p>Director of HR</p>	<p>July 2010</p>	<p>Principal</p>

Swansea College Single Equality Scheme 2009 - 2012

	<ul style="list-style-type: none"> <li>Undertake promotional activity and implement positive action strategies to encourage males and females to work in less traditional areas &amp; roles (via targeted partnership activity with local agencies, &amp; groups; targeted external advertising &amp; circulation of posts; better use of existing employees as positive role models &amp; mentors; targeted consultation with specific groups, sectors etc).</li> </ul>		Director of HR; Functional & Delivery Managers.	July 2011	Principal
<p><b>Review management of maternity leave and return to work to ensure that staff receive appropriate support and equality of opportunity.</b></p>	<ul style="list-style-type: none"> <li>Implement documented reviews prior to commencement of maternity leave, prior to return to work and following return to work to ensure appropriate return to work and support arrangements are put in place.</li> <li>Provide training/guidance for line managers on procedures.</li> </ul>	<p>Staff returning to work following maternity leave are treated fairly and feel supported and valued.</p>	Director of HR	April 2010	Principal
			Director of HR	April 2010	Principal

Swansea College Single Equality Scheme 2009 - 2012

<p><b>Review paternity leave policy &amp; investigate costs &amp; benefits of introducing paid paternity leave.</b></p>	<ul style="list-style-type: none"> <li>• Incorporate agreed outcomes in policy and budget planning &amp; communicate as part of policy launch/update.</li> </ul>	<p>Equality of opportunity is made available for men to fully take advantage of paternity leave entitlement.</p>	<p>Director of HR</p>	<p>April 2010</p>	<p>Principal</p>
<p><b>Identify issues affecting people who are transgender and ways of ensuring service delivery and employment practices take these needs into account.</b></p>	<ul style="list-style-type: none"> <li>• Consult with stakeholders who are transgender and representative groups &amp; identify key issues and ways of addressing these.</li> <li>• Raise staff awareness via induction, staff development events and guidelines for managers.</li> </ul>	<p>Greater awareness of issues and barriers affecting people who are transgender and these needs taken into account in service delivery &amp; employment practices.</p>	<p>Director of HR; Director of Learner Services &amp; Marketing.  Director of HR; Director of Learner Services &amp; Marketing.</p>	<p>April 2011  April 2011</p>	<p>Principal  Principal</p>

Swansea College Single Equality Scheme 2009 - 2012

<p><b>Undertake an equal pay review and develop and implement an equal pay policy.</b></p>	<ul style="list-style-type: none"> <li>• Conduct a review of our existing pay system, including using job evaluations or similar measures to compare the pay of men and women doing work that is rated as similar, equivalent or of equal value.</li> <li>• Develop an equal pay policy and strategies/actions to address any equal pay gaps and the causes of these.</li> </ul>	<p>Gaps between men's and women's pay are identified and narrowed/eliminated.</p>	<p>Director of HR</p>	<p>July 2010</p>	<p>Principal</p>
			<p>Director of HR</p>	<p>July 2011</p>	<p>Principal</p>

<b>Objectives for specific equality strands - Disability</b>					
<b>Improve planning, implementation and monitoring of support and adjustments for disabled students.</b>	<ul style="list-style-type: none"> <li>• Improve team working and communication between different departments to plan adjustments/support in advance and implement actions more effectively.</li> </ul>	More effectively and timely adjustments/support in place for disabled students.	Director of Learner Services & Marketing; Head of Estates; Delivery & Functional Managers.	April 2010	Vice Principal Corporate Services
	<ul style="list-style-type: none"> <li>• Monitor implementation of risk assessments more effectively and report on progress (via Delivery/Functional Area Progress Reports Senior Management Team).</li> </ul>		Head of Estates; Delivery Managers; Director of Learner Services & Marketing.	April 2010	Vice Principal Corporate Services
	<ul style="list-style-type: none"> <li>• Provide more responsive training to address health &amp; safety risks/support requirements identified on risk assessments.</li> </ul>		Head of Estates; Director of Learner Services & Marketing.	April 2010	Vice Principal Corporate Services
	<ul style="list-style-type: none"> <li>• Review effectiveness of additional support and report findings to Senior Management Team.</li> </ul>		Director of Learner Services & Marketing	July 2010	Deputy Principal Curriculum & Students

Swansea College Single Equality Scheme 2009 - 2012

<p><b>Improve planning and implementation of support/ adjustments for disabled staff and applicants.</b></p>	<ul style="list-style-type: none"> <li>• Develop more effective disclosure and referral procedures for disabled staff and applicants; promote awareness of procedures &amp; how to access support and advice.</li> <li>• Monitor implementation of support/adjustments/risk assessments and obtain regular feedback from disabled staff to evaluate effectiveness; report on progress via HR &amp; Functional /Delivery Area Progress Reports to Senior Management Team.</li> </ul>	<p>More accessible and supportive working environment and employment practices.</p>	<p>Director of HR</p> <p>Delivery &amp; Functional Managers; Head of Estates; Director of HR.</p>	<p>April 2010</p> <p>July 2010</p>	<p>Principal</p> <p>Principal</p>
<p><b>Improve accessibility of College sites.</b></p>	<ul style="list-style-type: none"> <li>• Obtain feedback/advice from disability organisations, specialist staff and disabled students &amp; staff when undertaking Access Surveys and planning adjustments to facilities and sites. Use this information to identify areas for improvement/action.</li> </ul>	<p>Greater equality of access to sites and facilities for disabled students, staff, visitors etc.</p>	<p>Head of Estates</p>	<p>July 2010</p>	<p>Vice Principal Corporate Services</p>

Swansea College Single Equality Scheme 2009 - 2012

<p><b>Improve access to employment and progression opportunities for disabled students.</b></p>	<ul style="list-style-type: none"> <li>• Improve links with disability groups &amp; organisations, local employers, career services and other providers to identify progression and employment opportunities for disabled students &amp; develop more effective referral &amp; support systems to aid transition.</li> </ul>	<p>Smoother transition and easier access to employment and alternative learning opportunities.</p>	<p>Director of Learner Services &amp; Marketing; Director of Social &amp; Vocational Studies.</p>	<p>July 2010</p>	<p>Deputy Principal Curriculum &amp; Students</p>
<p><b>Improve representation of disabled people in the workforce.</b></p>	<ul style="list-style-type: none"> <li>• Promote awareness of support available for disabled staff/applicants and actions taken to promote disability equality/events etc on the College website.</li> <li>• Improve links with disability groups and organisations to help identify and support positive action strategies.</li> <li>• Advertise posts via external publications/networks targeting/representing disabled people.</li> </ul>	<p>More representative workforce and more accessible employment and recruitment practices for disabled applicants and staff.</p>	<p>Director of HR  Director of HR  Director of HR</p>	<p>April 2010  April 2011  April 2011</p>	<p>Principal  Principal  Principal</p>

<b>Objectives for specific equality strands - Race</b>					
<b>Improve representation of Black and Minority Ethnic groups in the workforce.</b>	<ul style="list-style-type: none"> <li>Utilise links with representative organisations and community groups to help identify and support positive action strategies.</li> <li>Where appropriate use existing students as positive role models to support and engage in positive action strategies.</li> <li>Advertise posts via networks, representative organisations, community groups and publications which target Black and Minority Ethnic groups.</li> <li>Promote awareness of partnership activity/events promoting racial equality and celebrating diversity on our website.</li> </ul>	More representative workforce-reflecting the ethnic and cultural diversity of the local area and student cohort.	Director of HR	April 2011	Principal
			Director of HR	April 2011	Principal
			Director of HR	April 2011	Principal
			Director of Learner Services & Marketing	April 2010	Deputy Principal Curriculum & Students

<b>Objectives for specific equality strands – Religion &amp; Beliefs</b>					
<p><b>Provide more suitable prayer room facilities.</b></p>	<ul style="list-style-type: none"> <li>• Identify a more suitable room at Tycoch site or make existing room more fit for purpose.</li> <li>• Promote awareness of prayer room facilities and how to access these.</li> </ul>	<p>Greater awareness and use of facilities.</p>	<p>Head of Estates</p>	<p>April 2010</p>	<p>Vice Principal Corporate Services</p>
<p><b>Promote awareness of the main faith groups, religious festivals and practices.</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Greater awareness of different religious practices and beliefs.</p>	<p>Director of Learner Services &amp; Marketing</p>	<p>April 2011</p>	<p>Deputy Principal Curriculum &amp; Students</p>

<b>Objectives for specific equality strands – Sexual Orientation</b>					
<p><b>Identify &amp; implement effective consultation methods for engaging with gay staff and students.</b></p>	<ul style="list-style-type: none"> <li>• Develop better links with local Lesbian, Gay, Bisexual and Transgender (LGBT) groups and organisations to help identify &amp; implement effective consultation methods targeting gay staff and students and identify areas for improvement and good practice.</li> </ul>	<p>Services and provision meet the needs of LGBT students and staff more effectively.</p>	<p>Director of Learner Services &amp; Marketing</p>	<p>April 2010</p>	<p>Deputy Principal Curriculum &amp; Students</p>
<p><b>Celebrate LGBT History Month across College.</b></p>	<ul style="list-style-type: none"> <li>• Celebrate LGBT History Month through cross-College events and activities in collaboration with local LGBT groups/organisations.</li> <li>• Provide more information/ advice on local LGBT support groups, social networks and events via Student Services and our website/active desktop.</li> </ul>	<p>More inclusive environment for gay staff and students and easier access to support networks.</p>	<p>Director of Learner Services &amp; Marketing</p> <p>Director of Learner Services &amp; Marketing</p>	<p>April 2010</p> <p>April 2010</p>	<p>Deputy Principal Curriculum &amp; Students</p> <p>Deputy Principal Curriculum &amp; Students</p>

<b>Objectives for specific equality strands – Age</b>					
<b>Identify adult learner groups most adversely affected by funding and subsequent provision cuts &amp; actions to address the needs of these groups as far as possible within funding constraints.</b>	<ul style="list-style-type: none"> <li>Gather &amp; analyse data/information to identify groups most adversely affected by cuts (in terms of age groups, gender, disability, etc) and priority areas.</li> <li>Collaborate with other local providers and groups to identify strategies/alternative provision to help meet the needs of learners most adversely affected by cuts.</li> </ul>	Partnership approach to meeting the needs of identified groups as efficiently and effectively as possible within funding constraints.	Director of College Data Management; Delivery Managers.	July 2010	Deputy Principal Curriculum & Students
		Priority areas identified for future development/ investment if/when funding situation changes.	Delivery Managers	April 2011	Deputy Principal Curriculum & Students
<b>Develop a retirement policy.</b>	<ul style="list-style-type: none"> <li>Develop a retirement policy in line with our responsibilities under the Age Equality Duty.</li> <li>Promote awareness of policy and any related guidelines/ procedures (via staff training, active desktop etc).</li> </ul>	Staff and managers aware of entitlements, responsibilities and procedures for requesting/ dealing with requests to continue to work beyond retirement.	Director of HR	April 2011	Principal
			Director of HR	July 2011	Principal

# Swansea College Single Equality Scheme 2009 - 2012