

*College Policies and Procedures*

**SINGLE EQUALITY SCHEME**

**Sue Coole**  
**Vice Principal Learner Support & Community Links**  
**March 2011 (Revised January 2012)**

# SINGLE EQUALITY SCHEME

## **Policies and Procedures made by the Principal and Chief Executive under Delegated Authority from the Corporation**

These policies and procedures are made by the Principal and Chief Executive of the College using the powers delegated by the Corporation in accordance with the Instrument and Articles of Government.

They are intended to ensure that the matters concerned are not only conducted fairly, appropriately and in accordance with the law where required, but also promote the purposes of the College and its customers.

The policies and procedures may be revised or amended from time to time in the light of experience or changing circumstances.

If you have any observations on these policies and procedures, please write to the Principal and Chief Executive.



.....  
**John Hayles**  
**Acting Principal and Chief Executive**

...19.01.12...  
**Date**

**This Policy is available in other languages and formats upon request by telephoning the College on 0845 52 12345.**

### Equality Analysis

Date of Equality Analysis	16.05.11
Name of policy, practice, process or procedure	Single Equality Scheme
What is the main aim or purpose of the policy, practice, process or procedure?	A commitment by the College to ensure that all staff and learners have equal opportunity to succeed, regardless of circumstances or background. To raise awareness of and exposure to different cultures, faiths and beliefs and transform the lives of learners regardless of their race, disability, gender, age, gender reassignment, religion and belief, sexual orientation, pregnancy or maternity.
Who is responsible for creating/implementing this? Please state job role	Sue Coole Vice Principal, Learner Support & Community Links
Names of staff, learners, stakeholders involved in the equality analysis process	Equality and Diversity Group Senior Leadership Team Investors in Diversity Group

### Information to support the equality analysis process

What evidence is already available to help inform the equality analysis process and to promote the general and specific duties related to equality and diversity? (Consider both quantitative and qualitative information)	Equality & Diversity Policy Safeguarding Policy Equality & Diversity Reports Equality & Diversity Group Minutes Disability, Race and Gender Equality Schemes
In what areas are there concerns that the policy, practice, process or procedure could have a differential impact?  (Please circle or highlight)	Age Disability Race Religion or Belief Sex (Gender) Sexual Orientation Gender Reassignment Marriage & Civil Partnership Pregnancy & Maternity <b>Other:</b> <ul style="list-style-type: none"> <li>• Social Class/Background</li> <li>• Language</li> </ul>
What are the risks associated with the policy, practice, process or procedure in relation to the differential impact?	The Scheme is developed to address risks associated with possible differential impact.
What are the expected benefits of the policy, practice, process or procedure?	As above

## Equality Action Plan

Please list any recommendations for action that are planned as a result of this equality analysis

(Categories: Age, Disability, Race, Religion or Belief, Sex (Gender), Sexual Orientation, Gender Reassignment, Marriage & Civil Partnership, Pregnancy & Maternity, Social Class/Background, Other)

**The Single Equality Scheme has been developed to address risks associated with possible differential impact and will be under regular review by Equality and Diversity Group and other Focus Groups (including virtual/electronic).**

If the action proposed will not fully eliminate negative impact, why is this and how can it be justified?	N/A
General comments/concerns	N/A

- This document has been impact assessed against the Communication Guidelines and Equality Analysis process

## EXECUTIVE SUMMARY

The College's Single Equality Scheme recognises that any form of discrimination entails treating people differently because of certain characteristics they possess and results in a diminution of equality of opportunity and perceived fair treatment.

Inequality does not just reside in particular characteristics but within specific forms of disadvantage which can often be interwoven with socio economic disadvantage. The Equality Act, for Further Education colleges, focuses on the implementation of the following eight strands; ethnicity, disability, pregnancy/maternity, gender, gender reassignment, age, religion or belief and sexual orientation within the Single Equality Scheme and Action Plan.

The College's Single Equality Scheme will retain separate strategies for the nine equality strands to enable us to meet the differing needs and requirements of all staff, students and stakeholders and to monitor the resultant impact effectively.

The Single Equality Action Plan will be developed, to incorporate all nine strands, enabling an holistic approach, based upon the College's Strategic Plan, whilst also embedding the Investors in Diversity Standards, at Levels 2 & 3.

The Single Equality Scheme will focus on the College's statutory and legislative duties across all nine strands and will ensure a cohesive and consistent approach. The good practice established in the previous Gender, Race and Disability Schemes and existing policy documents will be utilised to model against appropriate strand requirements.

In line with the Equality Act the College will consider adopting positive action measures to seek to ensure that all sections of the community are able to benefit from the education, facilities, benefits and services provided and to minimise any disadvantages experienced.

The Single Equality Scheme shows the commitment of the College in meeting the duties placed upon it. The purpose of the Single Equality Scheme is to:

- ensure the College operates fairly regardless of a person's protected characteristics
- adopt positive action methods, where appropriate, to minimise any disadvantage experienced
- ensure that, where appropriate, disabled people are treated more favourably than non-disabled people
- draw together the different equality strands into a comprehensive scheme which aims to provide an holistic approach across the organisation
- develop a single action plan, accountable for all nine strands, actioned in a coherent and consistent manner to meet the requirements of the Act and the needs of the staff and learners, whilst also embedding the Investors in Diversity standards at Levels 2 and 3.
- provide the workforce, learners and partner organisations with a clear statement of intent to advance and promote equality and diversity and eliminate discrimination in service delivery and employment.
- enable all constituent parts of the College to see how they can contribute to the Single Equality Scheme objectives

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## **SINGLE EQUALITY SCHEME**

### **Introduction and Rationale**

South Essex College of Further and Higher Education was formed in January 2010 following the merger between South East Essex College and Thurrock and Basildon College. This was a very exciting development with the new College comprising:

- Three major campuses, based in Basildon, Southend and Thurrock
- Twelve sites spread across the south Essex region.

South Essex College plays a key strategic role in helping to regenerate the local areas and aims to 'provide outstanding education and skills training for the people of south Essex'.

The College's strategic vision and values incorporate access for learners to an environment that is inclusive, welcoming and safe. Equality and Diversity was graded as Outstanding, Grade 1, at South East Essex College in the 2008 Ofsted Inspection and Thurrock and Basildon College was graded as Good, Grade 2, in the 2007 Ofsted Inspection. Now combined, these excellent Ofsted Grades have provided an extremely firm foundation on which South Essex College can further grow and develop.

This Single Equality Scheme is seen as the means of showing that the College is totally committed to ensuring that all our learners have an equal opportunity to succeed and that, regardless of their circumstances or background, there is nothing to stop them succeeding. We are also committed to raising awareness of, and exposure to, different cultures, faiths and beliefs, and transforming the lives of learners regardless of their race, disability, gender, age, gender reassignment, religion and belief, sexual orientation, pregnancy or maternity.

The wide geographical spread of the College Campuses and sites provides challenges in achieving this commitment and enabling full access to the curriculum, for all learners, regardless of their needs and requirements. The Single Equality Scheme, the resultant Action Plans and our Investors in Diversity application; underpinned by relevant College policies and procedures; will identify and map the College's journey in managing the challenges, achieving consistency and working towards maintaining an Outstanding Grade for Equality and Diversity.

## **Strategic Plan 2010-13 Vision and Values**

The College's **Vision** is:

To better serve the learning needs of the young people, adults, employers and communities of South Essex we aim

**to become an outstanding college**

offering outstanding skills, education and careers

The Values that underpin our approach to work are the 3 As:

### **Aspiration**

We aim to inspire and empower staff and learners to achieve their full potential

### **Achievement**

We focus on learners and delivering excellence in learning with high quality services and standards

### **Access**

We aim to provide an environment that is inclusive, supportive, welcoming and safe

Creativity, enterprise, team and partnership working help us achieve our vision and live our values.

## **Introduction by South Essex College's Equality and Diversity Group**

This is the first Single Equality Scheme which builds upon our previous Equality and Diversity Policy and Race, Disability and Gender Equality Schemes.

This Single Equality Scheme (2010 - 2013) sets out how we are promoting and taking action on the specific equality duties placed on us covering race, disability and gender. It also outlines how we aim to apply the equality duty principles to other strands of diversity comprising: age, gender reassignment, religion and belief, sexual orientation, and pregnancy and maternity, in line with the new Public Sector Equality Duty (4<sup>th</sup> April 2011) and nine protected characteristics. The Scheme embeds the aim that the environment is one where all individuals are treated with respect and contributions to the learning process are valued.

South Essex College is committed to the promotion of equality and diversity for all learners, employees and all other users of the College. Our ethos is to create and maintain conditions whereby learners and staff are treated solely on their own merits, abilities and potential regardless of ethnic or national origin, disability, marriage and civil partnership, social class and background or other distinction.

As a large local employer the College recognises that the workplace is a useful point from which to combat discrimination and inequality in society. The College workplace brings together people with differing characteristics and treats them fairly, helping to combat and defuse social stereotypes and prejudices whilst reducing inequality gaps and increasing life chances, careers and aspirations.

Promoting access and inclusion is one of our core values and this Single Equality Scheme will identify how we will advance and promote equality, eliminate discrimination, harassment and victimisation and foster good relations.

As required by the Specific Duties, outlined in the Equality Act 2010, we will utilise the Single Equality Scheme to:

- set and publish equality outcomes and objectives; based upon actual evidence
- report and publish annually a range of information relating to both the workforce and service provision
- meet the general duty requirements regarding eliminating discrimination, advancing equality and fostering good relations
- Provide information, as required, for stakeholders and others within the public domain.

## **Staff and Student Forums and Partners' Involvement**

### **Staff Forums**

The Draft Single Equality Scheme will be provided to the formal Staff Consultation Group for consultation, following which the Staff Consultation Group will, as required, be able to review and monitor the action plan which supports the scheme.

The staff representatives of the Staff Consultation Group are annually elected as a consultative body, with agreed terms of reference. All members of staff, both support and academic, are able to put themselves forward for election by their peers. The process is both fair and equitable and provides the opportunity for any member of staff to apply regardless of whether they are/are not covered by the Public Sector Equality general duty and any/all of the protected characteristics. The Staff Consultation Group is also supported by relevant local and regional Trade Union members and appropriate members of the College's Senior Leadership Team.

The College will also continue to use a range of other communication tools to both gauge staff opinion and to disseminate information related to the Single Equality Scheme. These tools comprise electronic Equality and Diversity Staff Forums, Staff Bulletins, the College Staff Intranet (C Space), weekly Leadership and Management Briefings and other formalised staff/management meetings.

Over the three year timeline of this Single Equality Scheme the College aims to further raise inclusion and diversity awareness for staff and partners. Proactive procurement models will also help to ensure that the Single Equality Scheme supports value for money via staff recruitment and service delivery. The College values the contributions of its staff and is committed to embedding inclusion and valuing diversity as part of the long journey outlined within the Single Equality Scheme.

### **Student Forums**

The Draft Single Equality Scheme will be provided to the Student Council Members for consultation, following which the Student Council will be able, as required, to actively review and monitor the action plan which supports the scheme. The Student membership is able to put themselves forward for election by their peers to specified roles within the Student Council. The process is both fair and equitable and provides the opportunity for any student to apply regardless of whether they are/are not covered by the Public Sector Equality general duty and any/all of the protected characteristics.

The College will also use a number of other mechanisms to ensure that the learner voice is active and heard regarding the Single Equality Scheme. As outlined in the Learner Voice Strategy document the College will utilise electronic Student Forums, Student Intranet (C Space), Student Bulletins, Complaints, C Space Poll of the Week etc, Student Council representative(s) on the Inclusion and Diversity and Safeguarding Groups.

## **Partners**

The College works in partnership with a number of external organisations. The lead for the partnership will ensure that the partner(s) are aware of the College's commitment to and responsibility for the advancement and promotion of inclusion and elimination of unlawful discrimination and that they share the same ethos and values in their own working practices.

# 1 Introduction to the Single Equality Scheme

This is the first Single Equality Scheme, produced by South Essex College, which builds upon our previous Equality and Diversity Policy and Race, Disability and Gender Equality Schemes. The scheme brings together and strengthens the strong foundation of Equality and Diversity previously in place in both Thurrock and Basildon College and South East Essex College.

The Single Inclusion Scheme represents an important milestone for South Essex College in its Inclusion and Diversity journey. The Scheme itself will evolve and develop and will be regularly updated as more information and guidance becomes available.

South Essex College is committed to the advancement and promotion of inclusion and diversity for all learners, employees and all other users of the College. Our ethos is to create and maintain conditions whereby learners and staff are treated solely on their own merits, abilities and potential regardless of ethnic or national origin, disability, pregnancy/maternity, gender, age, gender reassignment, religion or belief, sexual orientation, marriage or civil partnership, social class and background or other distinction.

As a large local employer the College recognises that the workplace is a useful point from which to combat discrimination and inequality in society. The College workplace brings together people with differing characteristics and treats them fairly, helping to combat and defuse social stereotypes and prejudices whilst reducing inequality gaps and increasing life chances, careers and aspirations.

Promoting access and inclusion is one of our core values and this Single Equality Scheme will identify how we will advance and promote inclusion and, eliminate discrimination, harassment and victimisation and foster good relations.

The Single Equality Scheme outlines the arrangements and processes we have in place to meet our general and specific duties under the Equality Act 2010 (Part 6 Further Education) and replaces and harmonises previous discrimination legislation such as:

- Equal Pay Act 1970 & 1975
- Sex Discrimination Act 1975
- Race Relations Act 1976 (Amendment 2000)
- Disability Discrimination Act 1995 (amendment 2005)
- Equality Act 2006
- Employment Equality (Religion and Belief) Regulations 2003
- Employment Equality (Sexual Orientation) Regulations 2003
- Employment Equality (Age) Regulations 2003
- Equality Act (Sexual Orientation) Regulations 2007 (as subsequently amended) plus other ancillary pieces of legislation

and aims to address any concerns of service users and employees raised during the consultation period. The Scheme encompasses the previous:

- Race Equality Scheme
- Gender Equality Scheme
- Disability Equality Scheme
- Action/Development plans associated with the above schemes

Part of the Equality Act 2010 introduces the new Public Sector Equality Duty for eight of the protected characteristics. The Public Sector Equality Duty will replace existing race/disability and gender equality duties on 4<sup>th</sup> April 2011 with the relevant Code of Practice published in October 2011. The College will also have due regard to the need to eliminate unlawful discrimination against people because of their marriage or civil partnership status.

The existing codes of practice related to Race, Gender and Disability will continue until the EHRC say they are no longer extant (for some equality strands the codes will not be amended until October 2011 and will become embedded into the Public Sector Equality Code; for FE Colleges)

## **2 Framework of the Single Equality Scheme**

The College's Single Equality Scheme recognises that any form of discrimination entails treating people differently because of certain characteristics they possess and results in a diminution of equality of opportunity and perceived fair treatment.

Inequality does not just reside in particular characteristics but within specific forms of disadvantage which can often be interwoven with socio economic disadvantage. The Equality Act, for Further Education colleges, focuses on the implementation of the following eight strands; ethnicity, disability, pregnancy/maternity, gender, gender reassignment, age, religion or belief and sexual orientation within the Single Equality Scheme and Action Plan.

The College's Single Equality Scheme will retain separate strategies for the eight equality strands to enable us to meet the differing needs and requirements of all staff, students and stakeholders and to monitor the resultant impact effectively.

The College will also have due regard to the need to eliminate unlawful discrimination against people because of their marriage or civil partnership status.

The Single Equality Action Plan will be developed, to incorporate all strands, enabling an holistic approach, based upon the College's Strategic Plan, whilst also embedding the Investors in Diversity Standards, at Levels 2 & 3.

The Single Equality Scheme will focus on the College's statutory and legislative duties across all strands and will ensure a cohesive and consistent approach. The good practice established in the previous Gender, Race and Disability Schemes and existing policy documents will be utilised to model against appropriate strand requirements.

In line with the Equality Act the College will consider adopting positive action measures to seek to ensure that all sections of the community are able to benefit

from the education, facilities, benefits and services provided and to minimise any disadvantages experienced.

### **3 Aim of the Single Equality Scheme**

The Single Equality Scheme shows the commitment of the College in meeting the duties placed upon it. The purpose of the Single Equality Scheme is to:

- ensure the College operates fairly regardless of a person's protected characteristics
- adopt positive action methods, where appropriate, to minimise any disadvantage experienced
- ensure that, where appropriate, disabled people are treated more favourably than non-disabled people
- draw together the different equality strands into a comprehensive scheme which aims to provide an holistic approach across the organisation
- develop a single action plan, accountable for all strands, actioned in a coherent and consistent manner to meet the requirements of the Act and the needs of the staff and learners, whilst also embedding the Investors in Diversity standards at Levels 2 and 3.
- provide the workforce, learners and partner organisations with a clear statement of intent to advance and promote equality and diversity and eliminate discrimination in service delivery and employment.
- enable all constituent parts of the College to see how they can contribute to the Single Equality Scheme objectives

#### **Partners**

- The College works in partnership with a number of external organisations. The lead for the partnership will ensure that the partner(s) are aware of the College's commitment to and responsibility for the advancement and promotion of inclusion and elimination of unlawful discrimination and that they share the same ethos and values in their own working practices.
- The College expects all contractors, working on behalf of the College, to act within the required legislation and support and apply similar principles of inclusion and diversity to those of the College
- Evidence of compliance and commitment to equality and diversity will be considered when the College makes tendering selection/procurement decisions.

### **4 Requirements of the Equality Act**

The Equality Act will require Colleges to give due regard to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it

The Equality Act recognises all aspects of discrimination; both direct and indirect discrimination which is defined as:

- harassment (including third party harassment)
- victimisation
- discrimination arising from Disability
- failure to make reasonable adjustments

### **Direct Discrimination (Source: Draft Code of Practice: Further and Higher Education: Equality Act 2010)**

\*Direct discrimination is always unlawful and occurs when you treat a student less favourably than you treat (or would treat) another student because of a protected characteristic.

If a student felt they had been directly discriminated against they would have to compare what has happened to them to the treatment a person without their protected characteristic is receiving or would receive. This comparison can be hypothetical if they can show evidence that such a person would be treated differently.

\*Direct discrimination also occurs if you treat a student less favourably due to their association with another person who has a protected characteristic (parent/sibling/friend/carer etc)

\* Direct discrimination can occur when you treat a student less favourably because you mistakenly think they have a protected characteristic (other than pregnancy or maternity).

### **Indirect Discrimination (Source: Draft Code of Practice: Further and Higher Education: Equality Act 2010)**

Indirect discrimination occurs when you apply a provision, criteria or practice in the same way for all students or a particular student group but this has the effect of putting students sharing a protected characteristic within the general student group at a disadvantage. This may be unintended however what matters is if the action does or would disadvantage such students compared with students who do not share that characteristic.

Provision, criterion or practice are not defined in the act but indirect discrimination will occur if the following **four** conditions are met:

You apply or would apply the provision, criteria or practice equally to all relevant students, including a particular student with a protected characteristic; and

The provision, criterion or practice puts or would put students sharing a protected characteristic at a disadvantage compared to relevant students who do not share that characteristic; and

The provision, criteria, practice or rule puts or would put the particular student at that disadvantage; and

You cannot show that the provision, criteria or practice is justified as a 'proportionate means of achieving a legitimate aim'. \*

\*Legitimate aims may refer to areas such as academic standards/health & safety/ reasonable adjustments related to learners with disabilities etc.

## **5 Accountability and Senior Leadership Team responsibility**

The Inclusion and Diversity Policies and procedures are agreed by the College Corporation. All Corporation members have responsibility for ensuring the effectiveness and implementation of Inclusion and diversity across the College and for monitoring the participation and data related to students and staff.

The Vice Principal, Learner Support and Community Links is responsible for Inclusion and diversity; both legislation and implementation and monitoring of data sources cross College and embedding within the strategic and operational management of the College.

The responsibility of the Single Equality Scheme and its implementation is the responsibility of the whole College workforce. Leaders and Managers are expected to act as role models in promoting the College's commitments to Inclusion and diversity.

The Inclusion and Diversity Group are responsible for making recommendations to the Senior Leadership Team and the Academic Board. Their role is to support the College regarding meeting legislative requirements, monitoring data and identifying potential gaps. The ownership of the Single Equality Scheme, however, is the responsibility of the whole College workforce with leaders and managers being expected to deliver the College's commitment to Inclusion and diversity and to act as role models for their staff.

A Single Equality Scheme Action Plan will be developed to address gaps, undertake monitoring and reporting requirements and to ensure that Inclusion and diversity is embedded into the College culture from the Strategic Plan through to the day to day operations.

## **6 Impact on Learners**

South Essex College, in line with the Equality Act 2010, is committed to ensuring that inclusive access to learning is available to a broad range of learners which includes:

- prospective students
- students at the institution
- former students (in some limited circumstances)
- disabled people (non-students) who hold or who have applied for a qualification conferred by the institution;

and will be achieved by:

- promoting learning to young people and adults in our communities
- taking positive steps to promote the advancement and promotion of inclusion and equality of opportunity and enable all people to participate in learning
- the College's publicity reflecting the diversity and the requirements of the local communities
- having fair and appropriate systems in place for the recruitment and selection of students
- having robust systems in place for assessing individual's needs and having qualified staff who are aware of the needs and act to meet them
- delivering personalised information, advice and guidance services that are inclusive and provide opportunities for individuals to achieve their full potential
- offering a diverse curriculum, both in content and delivery
- learners being aware of how they should treat other people and the College's expectation on this
- actively seeking the views of all learners, via a range of approaches, and acting on these views
- continuing to monitor the participation of staff and learners by age, gender, ethnicity, disability
- introducing systems to gather data and monitor participation regarding other protected characteristics; gender reassignment; religion and belief; sexual orientation; pregnancy and maternity, marriage or civil partnership and continue to have a clear policy on inclusion and equality of opportunity
- equality impact assessment of policies, procedures and guidelines and implementation via the Leadership and Management Group and Faculty staff via training and development
- College staff/learners continuing to participate in Inclusion and diversity training and activities aimed at skills development and the promotion of inclusion and equality of opportunity

## **7 Implications for Quality Assurance and Standards**

The Quality Assurance and Quality Improvement processes result in actions designed to improve the quality of the overall learner experience and in particular the quality of teaching and learning. Integral to improving the quality of teaching and learning are the learning environment and learning resources that both support learning and that reflect the College's approach to Inclusion and Diversity.

The rigorous and robust Learning Observation process and Self Assessment, by all College Faculties and Teams, firmly embed the Inclusion and Diversity ethos within the College's plans for development and achievement of excellence.

## **8 Implications for Human Resources**

The Human Resources Strategy underpins the College values and pays particular emphasis to Inclusion and Diversity evidenced via retaining the 'Investors in People' award and working towards 'Investors in Diversity'.

HR also provides management information to monitor inclusion and equality of opportunity and diversification and utilises equality analysis tools to assess all HR and related policies, procedures and practices.

## **9 Implications for Staff Development**

The Staff Development Strategy outlines the College's commitment to supporting and developing staff to achieve their full potential. The working environment recognises the importance of staff to the core business of the college and provides for their wellbeing with inclusion and equality of opportunity for all.

Staff development aims to provide a range of training opportunities related to the Equality Act 2010 which includes;

- bespoke inclusion and diversity training related to the Equality Act and its implications for the delivery of learning and the impact on staff and students
- training on inclusion and diversity, recruitment and selection and the College performance management framework
- retention and succession planning
- e-learning inclusion and diversity programme

## **10 Consultation**

The Single Equality Scheme has been developed by working with both staff and student groups, the Inclusion and Diversity Group, the Investors In Diversity Group, the Student Council and various informal related groups, interest groups and individuals.

The consultation will be made accessible to all staff and students via the College Bulletins, C Space, web pages and various electronic focus groups and to stakeholders via email, College Web pages and hard copies, as appropriate.

## **11 Data and Information**

The College will continue to produce and publish in depth information related to inclusion and diversity data, regarding staff and students. This will be enhanced by including information related to the all strands, as this is introduced into College systems and becomes available for monitoring. Equality Analysis will be undertaken as part of the monitoring to ensure the removal of any negative impacts and to identify any potential issues.

## **12 Equality Analyses**

Equality Analyses are in place to identify existing and potential unintended differential impacts which may disadvantage certain individuals or groups.

All policies and procedures are equality analysed by the relevant Director/Vice Principal and a training programme has been undertaken with College Managers. All staff were provided with training sessions in equality analysis during a Staff Development Day and on-going support and training is provided for Faculties and Teams.

All College meetings feature the requirement to carry out inclusion and diversity analysis of the decisions made at the meeting which also includes Student Council Meetings.

The College will review the results of equality analyses and monitor progress of resultant adjustments made to ensure that changes made remove or reduce adverse impact upon relevant individuals/groups.

### **13 Conclusion**

The Single Equality Scheme provides the opportunity to advance, promote and embed inclusion and diversity into curriculum delivery and everything that the College does to fully support South Essex College's ambitions to become an outstanding College.

Robust monitoring and review will be undertaken by the College's Senior Leadership Team in conjunction with the Inclusion and Diversity Group; aimed at promoting inclusion and diversity opportunities for students and staff to ensure that they are able to operate in the diverse global and multicultural economy and workforce.

### **Statutory Duties**

(adapted from Equality and Human Rights Commission website)

As a Public Sector Further Education College we have a general duty to promote equal opportunities relating to race, disability, gender, gender reassignment, age, sexual orientation, religion /belief, pregnancy/maternity. The Draft Code of Conduct identifies the rights of students and employees related to the eight protected characteristics defined under Part 6 of the Equality Act 2010, as follows:

#### **Age**

Age is defined in the Act by reference to a person's age group. In relation to age, when the Act refers to people who share a protected characteristic, it means they are in the same age group. (s51)

An age group can mean people of the same age or people of a range of ages. Age groups can be both wide and narrow and they may also be relative (for example; older than me or older than us). The meaning of certain age-related terms may differ according to the context and may be linked to actual or assumed physical appearance, which may have little relationship with the chronological ages – for example' the grey workforce '

There is flexibility when defining a person's age group which may result in people belonging to a variety of age groups for example; 40 year olds; under 50; middle aged etc. The Act does not specify the age group to be used when making age group comparisons. Direct discrimination related to age group comparators will often be led by the context and circumstances.

#### **Disability**

Only a person who meets the Act's definition of disability has the protected characteristic of disability. The Act states that a person has a disability if they have a physical or mental impairment which has long term and substantial adverse effect on their ability to carry out normal day to day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing.

An impairment which consists of severe disfigurement is treated as having substantial long term effect on the ability of the person concerned to carry out day to day activities

Long term means that it has lasted or is likely to last for at least 12 months or for the rest of the affected person's life.

Substantial means more than minor or trivial.

Where a person is taking measures to treat or correct an impairment and but for those measures the impairment would be likely to have a long term adverse effect on their ability to carry out day to day activities they should be treated as though it does have an adverse effect . This means that hidden disabilities are also covered (mental health problems, diabetes, epilepsy etc.) where they meet the definition of the Act.

Cancer, HIV and multiple sclerosis are deemed disabilities under the Act from the point of diagnosis and people who have a sight impairment are automatically treated under the Act as being disabled. Progressive and fluctuating conditions will also amount to disabilities in certain circumstances (for example that they may reoccur).

## **Gender Reassignment**

The act defines gender reassignment as a protected characteristic. People who are proposing to undergo or are undergoing or have undergone a process (or part of a process) to reassign their sex by changing physiological or other attributes of sex have the protected characteristic of gender reassignment

A reference to a transsexual person is a reference to a person who has the protected characteristic of gender reassignment.

Under the Act 'gender reassignment' is a personal process rather than a medical process (that is moving away from one's birth sex to the preferred gender). The reassignment of a person's sex may be proposed but never gone through; the person may be in the process of reassigning their sex; or the process may have happened previously. It may include undergoing medical reassignment treatments but does not require a person to go through medical treatment in order to be protected.

As far as Further Education is concerned the broad non-medical definition is important for gender variant young people who feel they are too young to make a decision but they have begun the process of moving away from their birth sex aimed at changing their gender identity. Manifestations of the personal process, such as mode of dress, indicate that a process is in place and they will be protected by the Act.

The Act requires that a person should at least have proposed to undergo gender reassignment but does not require that the act is irrevocable. A person who starts the gender reassignment process but then decides to stop continues to have protection for the gender reassignment characteristic under the Act. Protection is also provided for someone who as part of the gender reassignment process chooses to cross dress but not if they choose to cross dress for any other purpose.

Where an individual has been diagnosed as having Gender Dysphoria or Gender Identity Disorder and the condition has a long term and adverse impact on their ability to carry out day to day activities they will be protected under the Act.

## **Race**

The Act defines race as including 'colour', nationality and ethnic or national origins. A person has a protected characteristic of race if they fall within a particular racial group. A racial group can also be made up of two or more distinct racial groups.

Nationality or citizenship is the specific legal relationship between a person and a state through birth or naturalisation. It is distinct from national origins.

## **Ethnic origins**

Everyone has ethnic origins but the Act states that they only apply where a person belongs to an ethnic group as defined by the courts. This means that the person must belong to a group which regards itself and is regarded by others as a distinct and separate community because of certain characteristics which distinguish them from the surrounding community.

Two essential characteristics must be met related to ethnic origins in that the ethnic group must have a long shared history and a cultural tradition of its own. In addition an ethnic group may have one or more of the following characteristics:

- a common language
- a common religion or common geographical origin
- a common literature
- a sense of being a minority or an oppressed group

A person can marry into an ethnic group and can equally leave an ethnic group. The following groups have been identified by courts as protected ethnic groups: Sikhs, Jews, Romany Gypsies, Irish Travellers, Scottish Gypsies and Scottish Travellers.

## **National Origins**

National origins must have identifiable elements, both historic and geographic, which at some time indicates the existence or previous existence of a nation (for example England and Scotland). National origin is distinct from nationality: for example people of Chinese origin may be citizens of China but many are citizens of other countries. A person's own national origin is not something that can be changed, though it can be changed through the generations.

## **Racial Group**

A racial group is a group of people who have or share a colour or ethnic or national origins. For example, a racial group could be 'British 'people. All racial groups are protected from unlawful discrimination under the Act. A person can fall into more than one racial group. For example, a Nigerian may be defined by colour, nationality or ethnic or national origins

A racial group can be made up of two or more distinct racial groups. For example a racial group could be 'black Britons' which would encompass those people who are black and who are also British citizens. Another racial group could be 'South Asians' which may include Pakistanis, Bangladeshis and Sri Lankans. Racial groups can also be defined by exclusions for example 'non-British' which could form a single racial group.

## **Religion or Belief**

The protected characteristic of religion or belief includes any religion or any religious or philosophical belief or lack of any such religion or belief. Religion means any religion and includes a lack of religion. The term 'religion' includes the more commonly recognised religions in the UK (via the courts) such as:

Baha'i faith, Buddhism, Christianity, Hinduism, Islam, Jainism, Judaism, Rastafarianism, Sikhism and Zoroastrianism

Religion needs not to be mainstreamed to gain protection as a religion but it must have a clear structure and belief system.

## **Meaning of Belief**

Belief means any religious or philosophical belief and includes a lack of belief. A belief need not include worship of a God or Gods but must affect how a person lives or perceives the world. Religious belief may vary from person to person within the same religion. A non-religious belief may be a philosophical belief such as Atheism or Humanism.

For a philosophical belief to be protected under the Act

- it must be genuinely held;
- it must be a belief not an opinion or viewpoint;
- It must be a belief as to a weighty and substantial aspect of human life and behaviour ;
- It must attain a certain level of cogency, seriousness, cohesion and importance;
- It must be worthy of respect in a democratic society , not incompatible with human dignity and not in conflict with the fundamental rights of others ;
- Manifestations of a religion or belief could include treating certain days as days for worship and rest, following a certain dress code, following a particular diet, or carrying out or avoiding certain practices.
- Placing limitations on a person's right to manifest their religion or belief may amount to unlawful discrimination; this would usually amount to indirect discrimination.

## **Sex/Gender**

Sex is a protected characteristic and refers to a male or female of any age. It also refers to groups of people and refers to either men and boys or women and girls.

Sex does not include gender reassignment or sexual orientation. A comparator re sex discrimination will be a person of the opposite sex.

Specific provisions apply where women are pregnant or breastfeeding.

## **Sexual Orientation**

Sexual orientation is a protected characteristic and refers to how people feel as well as their actions. It means a person's sexual orientation towards:

- persons of the same sex (that is the person is a gay man or a lesbian)
- persons of the opposite sex (that is the person is heterosexual)
- persons of either sex (that is the person is bisexual)

Sexual orientation discrimination includes discrimination because someone is of a particular sexual orientation and it also covers manifestations of that sexual orientation which may include appearance, associates etc.

The Act refers to protected characteristics re sexual orientation as being;

- a reference to a person who has a particular protected characteristic is a reference to a person who is of a particular sexual orientation ; and
- a reference to people who share a protected characteristic is a reference to people who are of the same sexual orientation

Gender reassignment is a separate and protected characteristic and is unrelated to sexual orientation.

## **Pregnancy and maternity**

The act lists pregnancy and maternity as a protected characteristic and protects female students from discrimination because:

- she is, or has been pregnant
- she has given birth and unfavourable treatment occurs within a period of 26 weeks beginning on the day she gave birth
- she is breastfeeding and unfavourable treatment occurs within the period of 26 weeks beginning on the day she gave birth
- a female student is protected even when the baby is stillborn, so long as she was pregnant for at least 24 weeks before she gave birth
- both direct and indirect discrimination related to pregnancy and maternity relate to the person being disadvantaged and treated unfavourably

# **Single Equality Scheme Action Plan**

**Strand 1**

**Committing:** Your organisation is working towards creating or developing a truly inclusive organisational culture in which diversity is genuinely valued.

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
1) Written commitment to pursue diversity is manifested in the form of all stakeholders feeling they have the opportunity and responsibility to learn about diversity and to raise the awareness of others.	Every Stakeholder (Internal & External) is fully aware of and understands what the College means by Equality & Diversity	<p>The College already has several publications available for public access including:</p> <ul style="list-style-type: none"> <li>• Inspection Report</li> <li>• Strategic Plan</li> <li>• Operational Plans</li> <li>• Equality &amp; Diversity Policy</li> <li>• Equality &amp; Diversity Annual Report</li> </ul> <ul style="list-style-type: none"> <li>• Disability Equality Scheme</li> <li>• Race Equality Scheme</li> <li>• Gender Equality Scheme</li> </ul> <p>These are available through the internal intranet (C-Space) and via the external website. They can be made available in different formats on request.</p> <p>However it should be noted that these are not generally actively promoted externally.</p>	<p>Review College website to increase visibility of our commitment to E&amp;D.</p> <p>Review Learner Services pages as above and E &amp; D pages</p> <p>To be subsumed into the Single Equality Scheme</p>	<p>Head of Marketing</p> <p>Head of Learner Services</p> <p>Vice Principal: Learner Support &amp; Community Links</p>	<p>March 11</p> <p>May 11</p> <p>April 11</p>	<p>Review complete</p> <p>Review complete</p> <p>Single Equality Scheme</p>	<p>Dec 11</p> <p>Jan 2012</p> <p>April 11</p>
		<p>The College also has a variety of Kite Marks and Accreditations where attention to E&amp;D is implied including:</p> <ul style="list-style-type: none"> <li>• MATRIX</li> <li>• Investors in People (IIP)</li> <li>• ROQA</li> <li>• Training Quality Standards (TQS)</li> <li>• OFSTED (limiting grade)</li> <li>• Two Ticks for Disability</li> </ul>	<p>Completion of a Single Equality Scheme</p>	<p>Vice Principal: Learner Support &amp; Community Links</p>	<p>April 11</p>	<p>Completed Single Equality Scheme</p>	<p>April 11</p>
		<p>Internally, the College consults and guides on E&amp;D via:</p> <ul style="list-style-type: none"> <li>• Equality &amp; Diversity Group</li> </ul>	<p>Ensure that the Single Equality Scheme is linked to all the appropriate College Policies,, Procedures and Practices</p> <p>Audit revised policies to ensure that the link to the Single Equality Scheme is evident</p>	<p>Vice Principal: Learner Support &amp; Community Links</p> <p>Vice Principal: Learner Support &amp; Community</p>	<p>April 11</p> <p>November 2011</p>	<p>Completed Single Equality Scheme</p>	<p>April 11</p>

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
				Links			
		However membership is not representative of the college's student or staff demographic. Disability groups are consulted and included however there is limited representation from representatives of other protected characteristic groups.	Review membership of E&D groups and boards	E&D Manager	April 11	Minutes of E & D Group  Further review undertaken in October 2011	April 11  October 2011
		<ul style="list-style-type: none"> <li>College Corporation Annual report to Corporation re E &amp; D Policy and Procedures</li> </ul>	E & D Policy agreed by College Corporation	Vice Principal Learner Support & Community Links	December 2011	Minutes of College Corporation meeting	
		E&D is promoted internally via events and celebrations including: <ul style="list-style-type: none"> <li>Celebrating Success</li> <li>Olympics</li> <li>We've got Talent</li> <li>Southend Festival</li> </ul>	Ensure alignment of E&D sub groups to the Single Equality scheme.	Vice Principal Learner Support & Community Links	June 11  October 2011	Subgroups being addressed via the E&D Forum following on from training on Staff Development Day	
		The College does support local celebrations however the opportunities to promote E&D to external stakeholders is not fully optimized.	Optimise opportunities for external promotion of our commitment to E&D via the College's Marketing Plan.	Head of Marketing	April 11	E&D is included in prospectuses, media/web/social media stories and is continually monitored.	On-going
		The College's E&D policy is cross linked into all other internal policies however it is not necessarily linked to activities that directly impact on external stakeholders especially the procurement functions.	Review what Procurement Policy says in relation to Equality & Diversity and make changes as appropriate.	Procurement Manager	June 11  November 2011	Procurement Policy and tenders include E&D impact requirements. Will need regular reviews.	July 2011
		The current person with management responsibility for E&D also has a Safeguarding	Review roles and responsibilities of staff	Head of Learner	March 11	E&D & Safeguarding	July 2011

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
		remit leading to time resource conflicts.	roles pertaining to E&D.	Services		Manager left the College in July 2011. Role taken up by Head of Learner services and VP Learner Support and Community Links	
		E&D is included in staff development activities but the depth and relevance to staff members is not always apparent.	<p>Review of internal E&amp;D training for current staff.</p> <p>Review of E&amp;D Academic Staff Development following Staff Development Day. Planning sessions to further develop and embed E&amp;D into teaching and learning opportunities.</p> <p>Further planning meeting to agree Peer Observations, sharing good practice and monitoring methodology by Managers</p> <p>Review of E&amp;D Support Services Staff Development following Staff Development Day.</p>	<p>Head of Teaching and Learning Development</p> <p>Vice Principal Learner Services &amp; Community Links</p> <p>Head of Teaching and Learning Development and Vice Principal Learner Services and Community Links</p>	<p>Aug 11- October 2011</p> <p>November 2011</p> <p>Jan2012</p> <p>September /October 2011</p>	<p>Academic staff development activities undertaken throughout August – October 2011</p> <p>Further review of E&amp;D re Academic staff undertaken with Advanced Practitioners on 3<sup>rd</sup> Jan 2012.</p> <p>Support Services Staff - Train the</p>	<p>Achieved October 2011</p> <p>Achieved January 2012</p>

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
			<p>Planning sessions to further develop and embed E&amp;D into process and practice</p> <p>Meetings with each Support Services Manager to identify areas for development re the training on Staff Development Day. Action Plans and timescales agreed</p> <p>Second stage contextualised training sessions to further develop staff skills regarding categorised difference</p>	<p>Vice Principal Learner Services and Community Links</p> <p>Vice Principal Learner Services and Community Links</p>	<p>Dec 2011/ Jan/Feb. 2012</p> <p>Jan-March 2012</p>	<p>Trainer sessions held with Managers for specific session on Staff Development Day on 21<sup>st</sup> October 2011</p> <p>Action Plans agreed with each Support Services Manager</p> <p>Training plans and attendees</p>	Achieved Oct 2011
2) <i>The written commitment to equal opportunity is demonstrated by an appropriate increase in stakeholder mobility and an ability to move from the margins into a mainstream organisational culture which is inclusive and which values difference and diversity.</i>	All internal and external stakeholders feel included in a positive and inclusive College culture	E&D is included in Staff Induction activities however it is limited, is geared to the Colleges statutory responsibilities and sometimes lacks relevance for new staff members. This is reflected within the internal stakeholder survey.	Redesign the staff induction programme to align to the Single Equality Scheme.	Head of Teaching and Learning Development	Aug 11	Program designed and in place fro Sept 2011	Sept 2011
		E&D training is delivered during the student Induction takes place but is not always relevant to the learner population. This is reflected within the Learner Survey.	Redesign the Learner Induction E&D activities to be more interesting and relevant to the learner population	Academic Tutorial and Learner Voice Manager	July 11	Online induction programme Group Tutorials	Sept 11
		E&D activities are incorporated into the Academic Tutorial Programme however these need to be aligned to the Single Equality Scheme and be relevant to the Learner Population	Increase number of group tutorials that focus on E&D (within the boundaries of Entitlement funding)	Academic Tutorial and Learner Voice Manager	July 11	Group Tutorial modules	Sept 11

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
		Initial liD survey has been completed and analysed. Although a little tainted by the recent merger processes, information is now available to steer changes to the College's strategies, policies, protocols and practices.  Second survey agreed with liD due to impact of merger processes and reflection on Level 2 IID Assessment	Fully analyse the liD surveys and identify key actions.  Second liD survey in place to run from December to early January 2012. Analysis of data and comparison with previous survey mid-late January 2012.	Vice Principal Learner Support & Community Links  Head of Learner Services & Vice Principal Learner Support & Community Links	Feb11  Jan 2012	Analysis completed and available for IID assessment period	17.06. 11  Jan 2012
		Although there has been some consultation via the I&D Board, this needs to be expanded to reflect the Single Equality Scheme and include representatives of all protected characteristic groups (based on the Specific Duties of the College).	Design a consultation phase linked to the Single Equality scheme.  Initiate a full consultation exercise aligned to the Single Equality scheme.  Action plan updated to reflect the findings of the Single Equality scheme Consultation	E&D Manager  E&D Manager  Vice Principal Learner Support & Community Links	April 11  April 11  July 2011	Single Equality Scheme consulted on via the Staff and Student C_Space and Bulletins  Single Equality Scheme consulted on via the Staff and Student C_Space and Bulletins	April 2011  April 2011  April 2011
		Review previous (Staff) EDIMs : increase staff from black/minority ethnic groups by <ul style="list-style-type: none"> <li>• 4% increase in curriculum leader posts</li> <li>• 3% increase in management group Posts</li> </ul> In the next two years reduce the turnover of staff from BME Groups by 3% per Calendar year to bring in line with College average	Review EDIMs and as appropriate set up a focus group /electronic focus group as part of the review process  Meeting to take place with VP Learner Support & Community Links, Quality and HR to agree timeline for E&D report for 2010/11 to include review of EDIMs	Human Resources Manager/ Head of Learner Services	Jan 2012  October 2011	Staff HR report completed Jan 2012	

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
			to amend to Key Performance Indicators. Equality Objectives to be published by April 2012 and initial compliance report to be published by 31 <sup>st</sup> January 2012.		Jan 2012 & April 2012		
		Eliminate discrimination related to staff /students and gender reassignment	Investigate the use of birth certificates as a means of identification  Birth certificates to be redesigned without any indication of gender. Official date to be advised	HR Manger/ Head of Learner Services/ Director of Planning and Resources	April 2012  October 2011	The law will need to change to enable us to do this. In the meantime we still need to evidence ID in various formats and to comply with other processes such as CRB application etc.	
3) <i>Leaders have shown a practical commitment towards embracing diversity.</i>	All members of Leadership & Management Group can demonstrate practical application of our commitment to equality and diversity.	The Senior Leadership Team has led on several initiatives to raise awareness of I & D including: <ul style="list-style-type: none"> <li>Principal became an 'Apprentice' and tried her hand at a number of Modern Apprenticeships.</li> <li>Principal Question time and New staff lunch</li> </ul> Support Services Managers trained to provide E&D training for staff on Staff Development Day  Development of embedding E&D into Support Services practices and processes	Develop Leadership and Management Group to embed good practice.  All selected Support Services Managers trained to undertake E&D activities with staff  Managers to evaluate E&D staff development activities and plan for additional	Inclusion & Diversity Group  VP Learning Support & Community Links and Head of Learner Support Services  VP Learning Support & Community	Sep 11/Oct 2011  Sept/Oct 2011	Train the trainers approach to Managers training their own staff related to equality legislation and understanding difference's  Staff	Oct 2011  21.10.11  Achieved

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
			development	Links and Head of Learner Support Services	Nov 2011	Development Programme	Jan 2012
		The Corporation fully agreed the revised Equality & Diversity Policy in December 2010 however this needs to be reviewed to reflect the Equality Act 2010 and the Single Equality Scheme.	Single Equality Scheme to be completed and presented to Corporation for approval and buy in.	Vice Principal Learner Support & Community Links	July 11	Single Equality Scheme ratified by Corporation	11.07.11
			Equality and Diversity Policy revised in line with the Single Equality Scheme.  To be presented at the December Corporation meeting for ratification.	Vice Principal Learner Support & Community Links	August 2011  December 2011	Revised E&D Policy	Achieved August 2011
		Identify barriers to disclosure for staff and students and amend the recruitment, admissions and enrolment processes	Review disclosure processes for disabled staff/learners	Head of Learner Services/HR Manager	July11	Have received CRB process for staff and students with MIS, and have not identified any barriers as yet. Agree to continue to review and HR is looking at alternative electronic application process.	Apr 2012

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
		Individual exam arrangements /alternative assessments are in line with the awarding body regulations	Review procedures for individual exam arrangements	Head of Learner Services/Head of Quality	April 11	Special considerations 2010/11	April 11
		The Leadership & Management Group has received training for Safeguarding including Bullying & Harassment incorporating Equality and Diversity awareness. .	E&D training designed for College's Leadership group aligned to liD and the Single Equality scheme.	Head of Teaching and Learning Development	July 11	In place for Leadership program	Sept 2011
			E&D training for Support Staff Managers provided for them to train staff on October Staff Development Day	VP Learner Services and Community Links /Head of Learner Services	October 2011	Staff Development Programme	October 2011
			E&D Training for Academic staff (incl Leadership & Management Group) planned and provided via Advanced Practitioners. To include awareness re Single Equality Scheme and embedding E&D into lesson plans and activities	Head of Teaching and Learning Development/ VP Learning Support and Community Links	August – October 2011	Staff Development Programme	October 2011
			Review of future training for Academic and Support Services staff following Staff Development Day	Head of Teaching and Learning Development/ VP Learning Support and Community Links	December 2011	Presentation by Advanced Practitioners	Jan 2012
		All the College's policies have undergone full Equality Impact Assessment however there has been a limited cascade to practices and core delivery documentation.	Commitment to review and assess equality and diversity measures in SAR and learning observations.	Head of Quality improvement	March 11	Document available	May 11
		Academy Managers role includes a responsibility for E&D and all job descriptions now include a	All JD's are reviewed for a commitment to E&D.	Human Resources	Dec 2011	All Managers' Role Specs	

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
		commitment to E&D. This needs to be cascaded to all job roles.		Manager		incorporate E & D Statement. RB to review all others.	
		Work in partnership with local authorities to obtain historical information regarding students with statements and support needs related to their disabilities.  Develop system to obtain transitional information from LEA s regarding achievement and academic grades	Develop systems with local authorities to obtain relevant information  Clearer identification required via Single User ID which is not yet available for all College age learners. To be reviewed annually re possible progress	Head of Learner Services/ HR Manager  Vice Principal Learner Support & Community Links/Director of Planning & Resources	Feb 2012  May 12	Transition meetings arranged by the LEA to research systems	Dec 2011 & January 2012
		Ensure relevant access to equipment for learners with difficulties/disabilities	Annually review assistive technology and adaptations to computer equipment and make recommendations	Head of Learner Services	Oct 11	Adaptive technology reviewed regarding meeting the needs of individual learners	Oct 2011
4) <i>Your organisation has shown wholehearted practical commitment to diversity by taking relevant initiatives</i>	Raise staff and student awareness by ensuring all activities and events are advertised and marketed and publicised.	The College has traditionally developed guides and support resources for learners with a disability however there is limited similar resources for staff members.	Develop resources and information booklets for all protected characteristic groups (learners & staff)  Delay in developing booklet due to Learner Services Manager leaving	Equality and Diversity Group  Inclusion and Diversity	July 11  Nov/Dec 11	Booklets available for staff and students	Achieved Dec 2011

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
<i>forward.</i>	To foster an atmosphere where it is acceptable to discuss diversity.		the College in July 2011. Task Group to be reviewed at next I & D Group.  Learner Services manager and user/interest groups developed leaflets for both learners and staff	Group  Inclusion and Diversity Group	January 2012	Completed guides for both staff and students	Achieved Jan 2012
		Some College E&D initiatives have been promoted i.e. Celebrating success, however there needs to be more promotion of case studies aligned to the Single Equality Scheme and the Protected Characteristics groups (Specific Duties).	Gather case studies from staff by email and bulletin campaign.	Head of Marketing	July 11	Stories/Case studies are file for evidence E & D folder in I:/drive. Staff are encouraged to make us aware of all news worthy stories.	On-going
		There have been some positive comments in Inspection reports including the Initial teacher training which stated 'equality & diversity is promoted and cascaded by trainees'	Incorporate a campaign of positive messages within the Marketing Plan	Head of Marketing	May 11	Completed	May 2011
		The Equality and Diversity Group has good representation from Disability groups however some protected characteristics are under-represented. There are limited opportunities to engage with the group in other ways. Improve access to the curriculum for disabled learners	Create staff and student Equality and Diversity forums that can feed into the Equality and Diversity Group.	Equality and Diversity Group	May 11  November 2011	E&D Forums set up and reviewed by E&D Group. Specific feeds to be provided following the training on Staff Development Day	

**Strand 2  
Learning:**

(i) Your organisation develops as a learning organisation which continuously and proactively self assesses. It is able to plan and adapt in order to improve how it manages diversity.

(ii) All are encouraged to improve their own and other people's diversity related awareness, knowledge and skills

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
5) <i>Your organisation is clear about the business or organisational benefits of embracing diversity.</i>	The College can Support its commitment to E&D via a clear Business Case	The College currently has a Business plan which is under pinned by the Strategic Plan and Operational Plan; however the cost benefits of embracing diversity are unclear.	Develop and write a business case that supports the case for developing a commitment to E&D within the College	Head of Learner Services	May 11	Business Plan provided re liID assessment	Achieved Nov 2011
		It should be noted that the College has recognised the organisational benefits of E&D via the establishment of the E&D Managers post, the Learner Services team and its commitment to achieving a variety of kite marks and accreditations.	Consult with the Senior Management Team as incorporating the E&D Business case into the College's Business Plan.	Vice Principal Learner Support & Community Links	Aug 11	To be made as an Agenda Item on SLT C&Q Group in November	
6) <i>Your organisation has successfully conducted effective and proactive stakeholder consultation, and self assessment.</i>	Consultation with all internal and external stakeholders will lead to positive changes within the College	Currently the College undergoes the Self Assessment Review (SAR) process on an annual basis. There is some reference to E&D however this needs to be firmed up with clear service/faculty targets supporting the College's commitment to E&D.	Confirm E&D targets for 2010/11 SAR cycle	All Service and Faculty Heads	March 11	Heads of Faculty and Support Services SARs	October 2011
			Template and format in place to incorporate E&D & Safeguarding into the SAR system for 2010/11 and the development plans for 2011/12.		September 2011		
		Progress review required	November 2011				
		The initial Investors in Diversity surveys have been completed and analysed. Further work is required to consult more widely around the College especially with groups aligned to the Single Equality Scheme.	Investigate and extend surveys and a range of survey options.	Head of Quality Improvement	Sep 11		
			Devise plan for yearly surveys and impact assessments aimed at both internal and external stakeholders.	Head of Quality Improvement	Aug 11		
			Revise actions based on survey results.	Inclusion and Diversity Group	Oct 11		

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
			To be an agenda item on I & D meeting in Nov 2011	I & D Group	Nov 2011	Agenda and minutes E&D meeting.	Dec 2011
			Further survey opportunities re IID negotiated by VP Learning Support and Head of Learner Services. To be implemented in Dec 2011	VP Learning Support and Community Links and Head of Learner Services	Dec 2011 /Jan 2012	Rough data received from liD in Jan 2012	
7) <i>Stakeholder consultation and self assessment have informed the creation of your organisation's liD Action Plan. It has clear aims and objectives, which are understood by key members of staff and stakeholders.</i>	Action plan to be an evolving reflection of the College's commitment to E&D	Learner consultation is in place through a variety of medias including on line forums, destination surveys, feedback questionnaires etc. These forms of consultation are not I & D specific although the media forms do allow for adaptations.	Complete initial Investors in Diversity (liD) Action Plan	Head of Learner Services	March 11	Initial action Plan completed and distributed across IID Strategy Group	April 2011
			Additional liD Survey negotiated which will take place in /Dec 2011	VP Learning Support / Head of Learner Services	Dec 2011 /Jan 2012		
		A Student Council representative is a member of the Inclusion and Diversity Group however the attendance is varied.	Review action plan on a quarterly basis for progress, achievement and adaptation based on survey results.	Inclusion and Diversity Group	Quarterly	I & D Minutes	On-going
		Apprentice for Events and Learner Voice attends all I & D meetings and feeds back to Learners via the Student Council/Student Forums	Review feedback from learners via I & D Group	Inclusion and Diversity Group	Quarterly	I & D Minutes	On-going
			Provide feedback in a 'You said – We did' campaign	Head of Marketing	Quarterly	Link to this is live on the website, posters have been produced and a process for updating has been agreed.	Jan 12
			Incorporate the dissemination of survey results and changes to action plans in to the College's Marketing Plan	Head of Marketing	Quarterly	Survey results, project evaluations and relevant changes are put into the	

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
						Colleges Marketing plan.	
8) Stakeholders are able to adapt to diversity within your organization	All staff members are fully aware of their responsibilities pertaining to E&D.	Training exists for new staff members however it is incorporated within the general induction training and can sometimes be time constrained.	Develop an E&D Training Plan for new and existing staff members	Head of Teaching and Learning Development	Aug 11	New staff training for E&D provided on a monthly basis	Aug 11
			Explore an on-line E&D Training module for all staff members. Training module discounted as far too expensive for current College budget	Head of Teaching and Learning Development	Aug 11	E learning module not ordered due to financial constraints	
		Lesson Observations to include feedback on Equality & Diversity however this is not formalised on the Observation Form	Redesign Observation form to capture E&D practice during lesson observations	Head of Quality Improvement	Feb 11		Jan 11
			Provide training on the identification of appropriate E&D practice within lessons	Advanced Practitioners	March 11	Advanced Practitioners have been running a variety of E&D Lesson Plan Embedding sessions across the Autumn Term and also on October Staff Development Day. Registers taken on all sessions	Aug-Oct 2011
		All learners receive E&D training during the College's Induction period (first term) however it is inconsistent and sometimes not relevant to the learner demographics.	Consult with the Student Councils as the I & D module within the Learner induction could be more relevant and exciting.	Academic Tutorial and Learner Voice Manager	April 11	Online induction programme	Sept 11

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
		I &D is available through the Group Tutorial Schemes of Work and is linked to the ECM agenda and College Calendar	Review and redesign I &D training within the Induction Scheme	Academic Tutorial and Learner Voice Manager	July 11 Sept 2011	Group Tutorial programme	Sept 11
9) Stakeholders show high take-up rate of formal diversity awareness training as well as engagement in informal learning from each other.	All staff incorporate E&D fully into their working patterns	Some College services incorporate E&D into daily practice including the Careers Blueprint, Aimhigher and Improving Choices as it is a project requirement, however these principles still need to be adopted universally.	Careers Blueprint and Aimhigher projects to be evaluated for I &D practice and key messages disseminated to the I &D Group	Careers Manager	July 11	Project discussed at I&D group	June 2011
			Improving Choices to be evaluated and key messages to be disseminated to the I &D Group	Learning Support Manager	March 2012		
			Case Studies to be generated and disseminated both internally and externally.	Head of Marketing	Aug 11	Case Study provided to YPLA by Learner Services in October 2011	Achieved Oct 2011
		There are memberships for external groups and attendance to some external meetings that offer the opportunity to gain informal learning or disseminate some positive College messages, however attendance is often restricted to senior managers and learning is not always shared. Examples of external meetings include: <ul style="list-style-type: none"> <li>Vice Principal Learner Support and Community Link chairs ACER Equality and Diversity meeting</li> <li>Safeguarding and Equality &amp; Diversity Manager attends LSIS Network meetings</li> <li>Representation on Southend Together Equalities Board</li> <li>Representation on Southend Anti-Bullying Steering Group</li> </ul>	A full mapping exercise of all E&D groups externally (community and public service led).  Meeting attendance to be reviewed for appropriateness  Key messages and learning via external meetings to be disseminated within 1 week of attendance	E&D Manager  Vice Principal Learner Support & Community Links  All staff	Aug 11  Aug 11  On going	Meetings Schedules  Team meetings/ agendas. Managers Meetings I &D Meetings Training/ dissemination sessions	August 11  Sept 2011

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
		<p>Mediums do exist internally to provide and cascade informal learning including:</p> <ul style="list-style-type: none"> <li>• The Leadership &amp; Management Briefing</li> <li>• The Staff Briefing</li> <li>• On line forums</li> <li>• Equality &amp; Diversity Group</li> <li>• Safeguarding Board</li> <li>• Student &amp; Staff Forums</li> <li>• Student Poll of the Week</li> <li>• Student Council</li> <li>• Healthy Eating Group</li> </ul>	Review of team meeting structures and incorporation of an I &D learning agenda item	All management staff	On going	<p>Agendas re SLT C&amp;Q Group</p> <p>C&amp;Q Group E&amp;D Group Forums</p>	

### Strand 3

**Developing:** (i) As an organisation, we are becoming more proactive in developing and sustaining the diversity of our workforce.

(ii) Through the provision of support and services, the organisation promotes diversity within.

(iii) Your organisation seeks to influence its wider partners to be positive about diversity

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
10) Our Managers are effective in supporting the development of our stakeholders in relation to diversity.	All Leadership & Management Group fully integrate Equality and Diversity into daily practice.	Monitoring reports are generated annually via HR which include: <ul style="list-style-type: none"> <li>The Staff Profile</li> <li>Grievance and Disciplinary Reports</li> </ul> HR also produces an I & D report which includes the gender pay gap, turnover and promotion activities.	The Staff Profile needs to be reviewed quarterly and action points attached to anomalies.	Human Resources Manager	Quarterly	Report received	Jan 2012
		Staff Grievance and Disciplinary reports are generated quarterly for the Safeguarding board also for monitoring purposes. There are direct references to various types of Bullying and Harassment however this needs to relate more directly to improvements in the workplace.	Grievance/Disciplinary reports need to be analysed for I & D implications and reported to the I & D Group	Human Resources Manager	Quarterly	Report Received	Oct 2011
		Student Bullying & Harassment reports are also submitted to the Safeguarding Board however these are largely quantitative with limited information to help drive the advancement of I & D within the learner population.	Student reports need to contain information relevant to I & D and reported to the I & D Group  Re assessment of E&D Categories re Bullying /Harassment & Disciplinarys to be undertaken at the Safeguarding Board	Head of Learner Services  Vice Principal Learner Services and Community Links	Quarterly  September /November 2011	Minutes  Agendas and Minutes of Safeguarding Board	
		All recruitment (especially since the recent merger) is equality analysed both internally and by the Unions. However this is reported annually and is used as a monitoring tool.	Action plans need to be in place to ensure that any anomalies identified by the equality analysis are rectified.	Human Resources Manager	Jan 2012	Report received	Jan 2012

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
		All Managers receive Interview training and cannot undertake any interviews until completed. This is very legislation driven (Employment Law and Race relations Act) and is not linked directly to improving the understanding of I &D in the workplace.	Training need to be developed to include a full understanding of advancement of I &D within Service areas.	Human Resources Manager	May 2012		
		All staff recruitment and retention activity sits with HR. There are no staff focused E&D targets sitting within the Service/Faculty Self Assessment Reviews (SAR).	Progression and Retention Planning to be established and incorporated with the SAR targets.	All Service and Faculty Heads	April 2012		
		Training logs and staff development plans are kept and analysed and reported to the E&D Group annually. There are no action plans attached to overcome bias.	Action planning to be included in all future training and staff development reports.	Head of Teaching and Learning Development	Sep 11		
		The process for applying for training requires Manager sign off prior to submission to Staff Development therefore there is the potential of a barrier that at present is not being monitored.	Appeals process to be developed and included within the training request process.	Head of Teaching and Learning Development	Sep 11		
		All staff undergoes yearly appraisals however targets and development areas are usual service focused and do not include commitments to E&D improvements.	All staff to have an objective to advance E&D within their areas (individual or group)	All Service and Faculty Heads	March 2012		
11) <i>There is encouragement for stakeholders to speak of new opportunities (commercial and non-commercial) based on their own knowledge of diverse needs</i>	All stakeholders fully understand the College's commitment to E&D and are able to proactively engage in discussion.	Students are consulted via a variety of different mediums however the majority are college led. Students can also access the Student Councils directly or via the Student Reps. They can also use the on line Student Forums which are monitored by staff and referred to relevant departments.	Students to be consulted on the Single Equality Scheme via the established routes.	Academic Tutorial and Learner Voice Manager	June 11	Online Forum	Achieved June 11
		There is a Disability Involvement Group however there is no other sub group within the Student Council to discuss issues specific to E&D. A Student Rep from the Student Councils is nominated to attend the E&D Board however attendance is spasmodic.	Review of the Student Councils and the potential of sub groups representing protected characteristic groups. To include Student Representation on the E&D Board.	Academic Tutorial and Learner Voice Manager	June 11  Bi-Monthly	Attendance by Luke Fisher , Student	Sept 11  March 11

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
			Student rep (Apprentice for Events and Learner Voice) attends E&D & Safeguarding Board	Academic & Tutorial Manager	Quarterly	Council Apprentice  Agenda/Minutes of E&D and Safeguarding meetings	Sept11
		Staff are consulted about their experience of employment during the exit interview however the contents feed HR reports but are not disseminated to appropriate managers for change, training or investigation.	Review of the Exit Interview process in the context of potential change management.	Human Resources Manager	March 2012		
		Comments and suggestions for improvement can be discussed through the team meeting structures however these are not always consistently recorded or acted upon.	Design and disseminate a consistent agenda and meeting record for all team meetings.	Head of Quality improvement	March 11	Template agreed & distributed	March 11
		Staff can also use the Grievance Procedures however this tends to be as a result of a negative experience.  Internal communications are top down via email and staff bulletins. Some staff forums exist however they are not as proactively used as student forums are.	Review of discussion and communication opportunities for staff feeding into and up within the College.  E&D Report provides data and information regarding policies and procedures and staff involvement etc.	Equality and Diversity Group  HR Manager	May 11  Jan 2012	E & D Forums have been publicised on C Space  Report received	June 2011  Jan 2012
12) <i>The physical workspace is appropriately suitable for the needs of stakeholders.</i>	All College premises and work spaces are accessible and fit for use.	Southend Campus was designed and built to be fully accessible. Students and staff with disabilities can negotiate all areas easily and have access to all floors. Full facilities exist to support disabled staff and students including parking, adaptable desks, translation equipment (Braille, large print), communicators etc.  Basildon and Thurrock Campuses are of an older design however lifts and ramps exist to enable disabled learners to access all areas. And all students have access to similar or same facilities and equipment as those with Southend. New builds are currently being considered and these	Incorporate accessibility in all future builds.	Executive Director Planning & Resources	On going  On-going		

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
		will be designed with accessibility in mind.					
		The Disability Involvement Group were consulted on following the build of the Southend campus to ensure fit for use and their involvement will continue in future builds.	Continue consultation with the Disability Involvement Group	Learning Support Manager	Twice per year	Disability Involvement Group minutes	May 11
		Staff work stations are assessed on commencement of employment and yearly thereafter. However staff relocations last year as a result of the merger mean that this is behind schedule at present.	To recommence schedule for Work Station Assessments and incorporate the new DSE requirements.	Head of Health & Safety	Nov 11	Only workstations of staff who have reported a medical problem that may need some additional equipment support are assessed and only at request of HR or the person concerned; not all workstations are assessed. There are no outstanding requests for assessment at this time.	
		Health and Safety risk assessments are completed annually and monitored by the Health and Safety Team. This also reports into the Safeguarding Board. Accident reports are submitted to the E&D Group and are currently analysed against some priority groups but not all.	All reports to be analysed against the new priority characteristic groups.	Head of Health & Safety	April 11	A new database which logs first aid reports will enable the analysing of accident and incident reports into groups. This database is not yet	

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
						available. Module written for Safeguarding Team being tested and will be used with other areas related to the Safeguarding Board.	
		Inclusive Risk Assessments are completed on all Vulnerable students and measures put in place to support as required.	Continue with Inclusive Risk Assessments.	Learner Services/ Head of Health & Safety	September 2011 January 2012	Inclusive risk assessments on-going throughout the year	
		Emergency Evacuation Procedures take account of learners and employees who require assistance in an emergency evacuation. Where relevant a PEEP (Personal Emergency Evacuation Plan) is put in place.	All disabled staff and students who require assistance to evacuate to have a PEEP which is reviewed annually.	Head of Health & Safety Heads of Faculties and Business Development & Heads/Managers of Support Teams	Through the year		
		Work placements for learners are fully assessed by the relevant Faculty for H&S. The employer's premises are visited and the employer's policies reviewed. Where necessary recommendation for improvements are made prior to the workplace commencing.	Continue with Work placement H&S checks.	Heads of Faculties and Business Development	Through the year		
13) The workplace environment and atmosphere sustains a diverse staff team which is increasingly adaptable to diversity.	The College is welcoming and inclusive for all staff and other stakeholders.	All policies and procedures are Equality Impact Assessed as they are updated or re-written. In most cases this is completed by members of the Leadership and management group and is not cascaded to other staff, which leads to limited understanding of the processes and reasons. There are several policies still to be updates and therefore have not been Equality Impact Assessed.	Leadership and Management Group to train their own teams and monitor policies, procedures and practices for compliance and meaningful change.	All Service and Faculty Heads	May 11	Policies and procedures are rewritten and are provided to staff for a timed consultation period. . Following EIA	

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
						policies and procedures are signed off BY the principal and if appropriate go thorough P&R Committee and College Corporation	July 2011 Dec 2011
		Where applicable, Equality Analyses are attached to policies however there is no over arching statement of the College's commitment to E&D included within the policies.	Develop a statement of commitment to Equality and diversity.	Equality and Diversity Board	April 11	Leaflets provided	April 11
		There are a wide range of services, activities and facilities geared to providing health and wellbeing including: <ul style="list-style-type: none"> <li>• Exercise opportunities for students and staff</li> <li>• Gym facilities at Basildon &amp; Thurrock Campuses</li> <li>• Staff team rooms</li> <li>• Counselling via Learner Services or HR</li> <li>• Employer Support Helpline</li> <li>• Gym facilities at Wellstead Gardens</li> </ul>	Actively promote the availability of these services to staff and learners.	Human Resources Manager & Head of Marketing & Head of Learner Services	<del>May 11</del> Feb 2012	Posters , leaflets , staff/student bulletins and Cspace utilised to promote opportunities	December /Jan 2012
		Currently the College is exploring the possibility of creating a Health & Wellbeing Centre.	Continue the development of the Health & Wellbeing Centre.  Health and Wellbeing centre opened at Thurrock Learning Campus in September 2011. 300 student inductions undertaken and up to 50 students using centre hourly between 11.00-13.00 each day.	Vice Principal Learner Support & Community Links	March 11  August/ September 2011	Student registers & induction agreements	September 2011  September 2011

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
			To be reviewed on a quarterly basis		December 2011		
		There are also a variety of policies supporting employees ability to work including: <ul style="list-style-type: none"> <li>• Access to Work funding</li> <li>• Staff Dignity at Work Policy</li> <li>• Special Leave Policy</li> <li>• Bullying and Harassment Policy</li> </ul>					
		Curriculum Planning and timetabling is used to maximize access to courses. However this process needs to be fully Equality Impact Assessed to ensure that the courses and classes are fully inclusive e.g. religious holidays.	Include religious and cultural calendars into the Curriculum and Planning processes	Executive Director Planning & Resources	April 11		
			AoC religious calendar placed on C_Space for staff with guidance for individuals (staff) to apply for annual leave. To be agreed by HoF and HR to ensure that E&D opportunities are actively promoted and adhere to the College's Business case.	VP Learner Support and Community Links	October 2011	Calendar and guidance on staff C_Space	October 2011
			To be incorporated into College Leave Policies and processes	HR Manager	December 2011	Calendar and guidance on staff C_Space	December 2011
14) <i>The organisation makes it clear that it wishes to work, where appropriate, with organisations which can prove</i>	To work positively with partners who can add value to the colleges commitment to Equality & Diversity	The College has traditionally had good relationships with local VCS organisations in the Southend area, especially those who support Disabled people. However there is less involvement at Basildon and Thurrock.	Refresh the list of potential partners within the Southend area to including organisations who represent the Protected Characteristic groups.  Identify and suitably	Vice Principal Learner Support & Community Links	April 11	College's key Stakeholders lists	April 11  April 12

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
<i>that they are positive about diversity or who are also 'Working Towards Investors in Diversity'.</i>			engage partners within the Basildon and Thurrock areas.				
		Currently there is no over arching statement or expectation of Equality & diversity within stakeholder contracts (excepting staff contracts), partnership agreements, tendering opportunities, service level agreements or information associations.	Develop statement of commitment and expectation of Equality and Diversity for inclusion with all partnership documentation	Equality & Diversity Group	July 11	Statement from the Procurement Manager	June 2011

#### Strand 4

##### Improving:

Your organisation adopts or creates a range of self assessment measures to assess development, new opportunities, the extent of culture shift and any improvement in the feeling of 'inner well being' within your organisation

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
<i>15) Your organisation has developed and is using clear information gathering systems to enable it to measure the impact of the work on diversity.</i>	To have both qualitative and quantitative data collection to assess cultural change and measure the impact	Quantitative data is collected via monitoring forms attached to: <ul style="list-style-type: none"> <li>Application &amp; Enrolment data</li> <li>Recruitment data</li> <li>Success and retention data</li> </ul> <p>At present the information collected is driven by the ILR and contractual requirements.</p>	Revise data gathering forms to include all statutory Protected Characteristic groups	MIS	March 11	MIS reports	Jan 2012
		Qualitative information is currently collected through a variety of sources including: <ul style="list-style-type: none"> <li>Equality and Diversity Annual Report</li> <li>Self Assessment Review (SAR)</li> <li>E&amp;D Group/Agenda/Minutes/Actions</li> <li>Feed back forms</li> <li>Student polls</li> <li>Student councils meetings/minutes</li> </ul> <p>However some data gathering is relatively recent and as such impact has yet to be assessed</p>	Review use of feed back methodologies across the college and ensure that there is cross service consistency  Develop impact assessment criteria based on feedback methodologies	Equality and Diversity Group  Equality and Diversity Group	March 12  March 12		
<i>16) New opportunities or</i>	To further develop and explore	The College currently has several links and initiatives which could identify new opportunities	Development of Careers Blueprint	Careers Manager	June 11	Blueprint complete	June 2011

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
<i>markets have been explored.</i>	opportunities that will demonstrate the College commitment to Equality and Diversity	including: <ul style="list-style-type: none"> <li>• Careers Blueprint</li> <li>• LSIS Equality &amp; Diversity Network</li> <li>• ACER Equality &amp; Diversity Network</li> <li>• Local Voluntary Sector Strategic Group</li> <li>• Local Voluntary sector Operational Group</li> <li>• Fresh Start &amp; New Start Course Programme</li> <li>• School Links Programme and Strategy</li> </ul> <p>However there is room for further development of these initiatives and identification of new ones.</p>	Identify and explore opportunities linked to Equality & Diversity and College Strategic Plan  Review non traditional; entry routes and further development of Schools Link Programme  Explore opportunities to use current information to promote cultural change and maintain momentum.	Equality and Diversity Group  Vice Principal Learner Support & Community Links  Head of Marketing	On-going  On-going  On-going		
<i>17) Your organisation has delivered on its clear and evidenced based liD Action Plan.</i>	Achieve liD Standard	Develop the Investors in Diversity Action Plan	Write draft liD Action Plan and consult with the E&D Group  Send Action Plan to Investors in Diversity for agreement  Create portfolio of evidence as actions completed.	Head of Learner Services  Head of Learner Services  Head of Learner Services	March 11  March 11  On-going	Issues related to initial survey skewed data due to Merger. Second survey in Dec/Jan 2012	
<i>18) Your organisation is clear about the benefits of marketing your commitment to diversity</i>	To have a clear Marketing & Communication Strategy To demonstrate the College commitment to the Standard and Equality and Diversity	Currently there are several reports and initiatives supporting the College's commitment to E&D including: <ul style="list-style-type: none"> <li>• 'Working Towards' poster placed around College Campuses.</li> <li>• E &amp; D report including Marketing Evaluation</li> <li>• Strategic Plan</li> <li>• Marketing Plan</li> <li>• Development of Staff and Student Focus Groups</li> </ul>	Written Equality and Diversity statement to include liD logo and aims  To include a designated member of staff from Marketing on the Equality and Diversity Advisory Group and liD sub group	Equality and Diversity Group  Head of Marketing	March 11  March 11	Agendas and minutes	June 2011  March 2011

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
		<ul style="list-style-type: none"> <li>Publications are Equality Analysed</li> </ul>					
		However there is no unifying policy for marketing E&D that cuts across all College activities (internal and external).	<p>Further development of Marketing Plan re E&amp;D aspects linking to the liD Action Plan</p> <p>Evidence of use of branding re liD</p>	<p>Head of Marketing</p> <p>Head of Marketing</p>	<p>On-going</p> <p>May 11</p>		<p>May 11</p>