

**December 2009
Single Equality Scheme
+ Action Plan**

Single Equality Scheme and Equality Action Plan

Mission Statement

South East Derbyshire College mission statement is 'to deliver high quality education and training to inspire achievement of skills for tomorrow, today'.

Foreword from the Principal

We believe that equality of opportunity is central to achieving our mission and is at the heart of our values and underpins the successes of all our learners. South East Derbyshire College believes that it is essential that all members of the college community feel valued and feel able to fulfil their potential in both learning and at work.

The legislation in this area places responsibilities upon the college and its staff to promote equality. There are a number of additional specific duties which we must implement. This Single Equality Scheme and its associated action plan are intended to ensure that we meet these duties, in one cohesive document.

Overall, we aim to be an inclusive organisation which regards equal opportunities and the celebration of diversity as key facets of our values, mission and strategic planning. We are committed to responding pro-actively to the requirements and demands of all equal opportunities legislation.

The Single Equality Scheme helps to demonstrate that equality and diversity are at the heart of what we do.

South East Derbyshire College is a general further education college based in Ilkeston and Heanor which offers a broad range of programmes funded by the Learning and Skills Council. Provision spans the spectrum from pre-entry/entry level to professional qualifications. Students can progress from milestones to Entry Level 3 and level 1 or 2 through to level 4 within the College.

The College celebrates and values the diversity brought to its workforce by individuals, and believes that the College will benefit from employing a diverse workforce at all levels of responsibility, and across all areas of work, thus hoping to provide role models for all learners in whatever area of the curriculum they are interested in. The College will treat all employees with respect and dignity, and seek to provide a positive working environment free from discrimination, harassment or victimisation.

The College will seek not only to eliminate discrimination, but also to create a working environment based on good relations between identified groups. To this end, the College undertakes to provide diverse, non-stereotypical images of individuals in any material which it produces for learners and staff. The aim is to create a positive inclusive ethos where issues of discrimination and stereotyping can be discussed openly, with a shared commitment to challenging and preventing any form of discrimination, to respecting diversity and difference, and to encouraging good relations between people.

Our Single Equality Scheme is intended to set out how the College, both as an employer and as a learning organisation, will work towards the elimination of all forms of discrimination whether overt or covert.

Introduction

This is South East Derbyshire College's Single Equality Scheme, developed to set out our commitment to diversity and equality and to address the statutory duties introduced by UK legislation;

The scheme is intended to meet our duty to produce a Race Equality Scheme, a Disability Equality Scheme and a Gender Equality Scheme using the common ground in each to create a consistent approach. It is based on the principle that we will take a proactive approach to promote equality in all its aspects.

Race Relations Act 1976 and Race Relations (Amendment) Act 2000

Race Relations Act 1976 makes it unlawful to discriminate against any person on the grounds of colour, race, nationality or ethnic or national origins. The RRAA introduces a general duty to:

- eliminate unlawful racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial groups

In addition, further education colleges are subject to a number of specific duties. In particular, colleges are required to:

- prepare and maintain a written statement of their race equality policy for promoting race equality and have arrangements in place for meeting their duties
- assess the impact of their policies (including the race equality policy) on students and staff from different racial groups
- monitor by racial group student admission and progress, staff recruitment and career progress
- include in their written race equality policy arrangements for publishing the race equality policy and the results of assessments and monitoring

Disability Discrimination Acts 1995, 2005 and Special Educational Needs and Disability Act 2001

Disability is defined as: a physical or mental impairment which has substantial and long term adverse effect on a person's ability to carry out normal day-to-day activities.

Disability does not just mean physical or sensory impairment but includes chronic illnesses e.g. cancer, diabetes and conditions relating to mental health, learning difficulties and disabilities including hidden disabilities. Long term means lasting longer than 12 months or life if this is expected to be shorter than 12 months.

Under the DDA 2005, public authorities are required to have due regard to the need to:

- Promote equality of opportunity between disabled people and other people;
- Eliminate discrimination that is unlawful under the Act;
- Eliminate harassment of disabled people that is related to their disabilities;
- Promote positive attitudes towards disabled people;
- Encourage participation by disabled people in public life;
- Take steps to take account of disabled people's disabilities, even where that involves treating disabled people more favorably than others.

The 2005 Act requires that we meet the following specific duties which set out a framework to assist authorities in planning, delivering and evaluating action to meet the general duty and to report on these activities. The specific duties are to:

- Produce a Disability Equality Scheme and equality action plan;
- Involve disabled people in the development of the DES and equality action plan;
- Explain the method of assessing the impact of policies upon disabled people;
- Explain how we will gather information on staff and student recruitment and progression;
- Explain how we will publish the results of steps taken to achieve our plans within the DES and equality action plan on an annual basis;
- Ensure we carry out the steps set out in our equality action plan (unless it is unreasonable or impracticable for us to do so);
- Fully review the DES every three years.

Equality Act 2006

The Equality Act 2006 introduces a new positive duty for public authorities to promote gender equality. Under the new duty, and through all relevant functions, public authorities are required to have due regard to the need to;

- Eliminate discrimination and harassment that is unlawful under the Sex Discrimination Act and discrimination that is unlawful under the Equal Pay Act;
- Promote equality of opportunity between men and women.

In addition the legislation introduces specific duties to assist public authorities in meeting this duty which require that we

- Produce and publish an equality scheme identifying their gender equality goals and action to meet them, in consultation with employers and stakeholders
- Monitor and review progress
- Review the scheme every three years
- Develop, publish and regularly review an equal pay policy, including measures to address promotion, development and occupational segregation

- Conduct and publish gender impact assessments of all legislation and major policy developments, and publish their criteria for conducting such impact assessments

Other Legislation

We acknowledge that diversity and equality mean more than the promotion of race, disability and gender equality. We therefore regard the following legislation as relevant to our SES:

- Employment Equality (Age) Regulations 2006
- Sex Discrimination (Gender Reassignment) Regulations 1999
- Employment Equality (Sexual Orientation) Regulations 2003
- Gender Recognition Act 2004
- Equalities Act 2007 (Goods & services for LGB people)
- Employment Equality (Religion or Belief) Regulations 2003
- Human Rights Act 1998
- Work and Families Act 2004

These laws do not have positive duties to promote equality associated with them but they do apply to employment and the provision of education. We will therefore ensure that through our functions, policies and employment practices, we are not discriminating on any of these grounds.

Vision

Our Single Equality Scheme (SES) is informed by our mission and values, and the strategy sets out our vision of how we plan to achieve this. The College believes that all forms of prejudice and discrimination are unacceptable. In recognition of the fact that they can take a variety of forms, depending on the group against whom they are directed, the College Equality Policy will embody the issues specific to discrimination on the grounds of:

- Disability
- Gender
- Race
- Religion
- Sexual orientation
- Transgender
- Age

The Aims of our SES are:

- The College will meet its legal responsibilities and demonstrate its commitment to the spirit of the legislation rather than the letter of the law within the resources constraints within which it operates.
- The College will promote Diversity and Equality of opportunity in every aspect of our operation and further develop a fully inclusive culture in which people can learn and work without barriers
- The College will work towards the elimination of any barriers to the recruitment of learners and staff
- The College will raise the awareness of staff, students and stakeholders of the issues associated with equality and diversity and its commitment to providing a learning environment free from discrimination, harassment and victimisation
- The College will ensure that all activity associated with its main business of teaching and learning are non- and anti-discriminatory wherever possible and that the curriculum meets the different needs of our learners
- The College will work towards ensuring that all its facilities and resources are accessible.

Why have a Single Equality Scheme?

We have a Single Equality Scheme to ensure we are compliant with all Equality Duties and we believe very strongly that South East Derbyshire College must be a fully inclusive organisation which does not tolerate discrimination in any form and are committed to making on-going improvements to ensure that this can be demonstrated. The Single Equality Scheme is an additional opportunity to promote Diversity.

The College will:

- Publish the Single Equality Scheme (SES)
- In preparing the SES:
 - Consult employees, learners and others (including trade unions)
 - Take into account any information it has gathered or considers relevant
 - Consider the need to have objectives to address any discrimination
- Ensure that the SES sets out the actions the College intends to take to:
 - Gather information on the effect of its policies and practices all E&D strands
 - Use the information to review the implementation of SES objectives
 - Assess the impact of its current and future policies and practices on Equality and Diversity
 - Consult relevant employees, learners and others (including trade unions)
 - Ensure implementation of the SES objectives.

- Implement the SES and the actions for gathering and using information within three years of publication, unless it is unreasonable or impractical to do so
- Review and revise the SES at least every three years
- Report annually on progress

Where are we now?

The College currently has a range of policies associated with Equal Opportunities, and an Equality and Diversity Committee where staff can raise the issues that concern them and which manages and develops the College's response to Equality and Diversity legislation. In seeking to be inclusive this group regularly invites all levels of staff and learners to participate in discussion and decision making.

To fully understand the current situation and to identify any trends, information regarding learners and staff is gathered by the College and a full report is produced on an annual basis. This includes information analysed at curriculum level and discussed with relevant managers and targets for team development are identified. These targets are included in annual self assessment reports. Formal reporting against the targets is then required as part of the college's quality monitoring process.

The College confirms that monitoring data collated from staff and students is anonymous and treated in confidence. However, the College recognises that some learners and employees may still be unwilling to identify themselves due to concerns of privacy. The College will not place any obligation on staff or students to provide monitoring data; however, the College will inform staff and students of the importance of such data for the purpose of further improving equality of opportunity. No information will be published that will enable an individual member of staff to be identified. The results of the analysis and objectives will be published annually in an action plan.

Whilst the College has a good record of attracting and supporting learners with a disability it has been based on addressing the specific limitations which the disability presents (a medical model). The DED offers another perspective (a social model) where attitudes, systems and practices which create barriers to participation are examined and challenged. Adopting this model will assist in the College's commitment to eliminating all forms of discrimination and create an inclusive environment for all who learn and work in the organisation

Although the ratio of staff and students within the college from diverse racial groups is above the local norms, we would like to increase this further, by actively promoting race equality through all policies and procedures and in the curriculum. Our Race Equality Policy states that any member of staff or student who is found to be in breach of the Race Equality Policy will be deemed to be in breach of their contract and will be dealt with accordingly. In addition we ask that organisations with whom we have contracts or partnership agreements also comply through the tender process.

Key areas for action (learners)

We will ensure that:

- all departments understand the current situation and trends and know their contribution to the overarching College targets and in some cases set targets if appropriate
- all marketing and recruitment practices positively promote the SES and address any identified inequalities
- all students are introduced to the College mission associated with equal opportunities during induction
- all business and support functions routinely collect E&D information for reporting, monitoring and quality assurance purposes. This to include race, age, gender and disability as appropriate
- the college actively encourage any activity or project that promotes diversity
- all procedures that deal with discrimination and harassment are effectively managed
- those responsible for managing teaching and learning facilitate the promotion, understanding and development of equal opportunities and cultural cohesion in all learning experiences and environments throughout the learning journey
- we provide appropriate and wherever possible anticipatory levels of support to break down any barriers to learning
- all learners are provided with a range of opportunities to be involved in the development of our policies and communicate their complaints and ideas
- equality and diversity awareness is a mandatory part of all staff induction

Key areas for action (staff)

Data Collection: In the setting of objectives for the SES and the measurement of progress towards achieving them, the College will collect and analyse the following information about age, ethnicity, gender, race and disability:

- by grade / salary scale, hours and type of work (e.g. management, teaching, support)
- Job application and selection success rates
- Type of contract (permanent, temporary agency)
- Rates of requests for flexible working
- Training / staff development
- Promotion
- The profile of those with dependants and caring responsibilities and return rates from maternity leave, and the roles to which they return, where appropriate
- Grievances, disciplinary and capability proceedings
- Satisfaction surveys and exit interviews

Recruitment and Selection: The College will not discriminate on any grounds in the way it recruits and selects staff.

Career Development and Occupational Segregation: All employees shall have equal rights to training, promotion and other aspects of career development. The College will assess the impact of its policies and practices on the career development opportunities of individuals in all E&D strands. The College will analyse monitoring data to assess whether there may be any discrimination or adverse impact in terms of recruitment into senior positions and/or in promotion and will consider opportunities or initiatives such as women-only training or coaching in management to take positive action to address any existing inequalities.

The College recognises that stereotypes can be limiting to women and men, to individuals with disabilities and individual from different ethnic or racial backgrounds who may feel constrained to behave in ways, and work in areas traditionally considered appropriate. These constraints can lead to occupational segregation between roles, which limit opportunities. Encouragement and support will be given to staff who try to step outside the constraints of stereotypes in any area of the College's work.

In recognition of the constraints of occupational segregation and in acceptance of the importance of role models for students, the College will also consider the need to take positive action, where monitoring highlights an imbalance, For example to increase numbers of women teaching staff in male-dominated areas and vice-versa.

Harassment: Harassment on any grounds are viewed by the College as a very serious offence, which if proven may in certain circumstances lead to the dismissal of a member of staff or, if an employee is harassed by a student, the student disciplinary policy should be followed. The College will take steps to determine the effectiveness of the Harassment Policy and improve it where necessary, by monitoring the number of complaints received and the outcomes, and by reviewing the procedures periodically.

Dismissal: The College will ensure that there is no discrimination in relation to dismissal of staff. For example, should a redundancy situation occur, it will ensure that gender, age, disability or race is not a factor in the selection of those to be made redundant.

Ensuring Equality Between Women and Men: The College recognises that, despite the Equal Pay Act 1970, a pay gap still exists in general between women and men. The College recognises its obligation to gather information to determine whether a gender pay gap exists in the College, and if a gap is found the College will seek to identify the causes of that gap. The College recognises that women are underrepresented in management jobs in society generally, which may be a contributory factor to overall gaps in pay. Where barriers to equal pay are identified, the College will give serious consideration to setting objectives for their removal during the prioritisation process for the SES objectives.

The College recognises that a disproportionate number of its part-time workers are women, for reasons related to the greater burden of caring responsibilities that they bear. The College therefore accepts that any unequal treatment of part-time workers is likely to have more adverse impact on women than on men. The College will consider the need to provide gender equality training for all staff and students, in order to foster a learning and work environment free from the limitations of traditional views of gender roles and opportunities.

Provision for those with Dependants: The College will ensure that all women's maternity rights are met, as are parents' rights to parental leave Details relating to compassionate, paternity, fertility treatment and dependants leave are set out in the Dependants' Leave Policy. The College will provide support for staff returning after a break caused by caring responsibilities, and will treat sympathetically requests to job share or to move to part-time employment for a specified period. The College will also assess the impact of caring responsibilities on both women and men, and will consider whether any steps are needed to address any relevant issues identified.

The College recognises that staff are at times likely to have special issues in relation to childcare and the care of other dependants, and while this is likely to impact disproportionately on women, men too are sometimes affected. The College will make every effort to meet the needs of staff with such responsibilities and to ensure genuine equality of access for all affected staff, for example by adopting a flexible approach to producing timetables and work plans in order to take into account the caring responsibilities of staff.

Staff Training: The college will ensure that staff induction, training and development is fully accessible to all its staff and takes account of the need to fully embed the principles of E&D in all its activity

Monitoring and Evaluating the Scheme

Equality Impact Assessments

Equality impact assessment are a systematic way of determining whether a policy or approach that we have already introduced or intend to introduce, affects all groups of people equally or whether it may potentially have a differential negative impact on one or more particular groups.

In addition to the requirement to be legally compliant, is important that equality impact assessment should be seen as a positive process which encourages inclusiveness, avoids equality issues before they happen and demonstrates to the community, funding bodies and inspectorate that equality is central to our business practices.

The purpose of impact assessments are:

- To remove any unfairness and disadvantage in the way that College services are provided
- To ensure that equality issues are mainstreamed from the start, and relevant issues of concern are highlighted.
- To engage with key stakeholders and utilise their knowledge, insight and experience to inform decisions
- To comply with legal duties

Impact Assessments are directed and managed by the Equality and Diversity Committee and are undertaken in a 2 staged approach. A general screening will identify whether the policy or procedure is a high risk and indicates whether a full assessment should be undertaken as a priority.

All new policies must be screened as an integral part of the policy development process and the outcomes of the screening recorded in the appropriate section of the policy tracking documentation. The originator(s) or 'owner(s)' of the policy are responsible for the conducting of the screening, with support from the Head of Student Services or Operational Quality Manager. Screening must be conducted by 2 or more people and, where appropriate, must have stakeholder representation. If during screening a full impact assessment is indicated, the new policy or policy under review will be referred to Equality and Diversity Committee for this to be arranged

Full impact assessments may include some or all of the following:

- Demographic data and other statistics
- Available research findings
- Comparisons between related policies
- Survey data
- Equality monitoring data
- Results of questionnaires and/or focus groups

The outcomes of impact assessments will be recorded on the Minutes of the Equality and Diversity Committee which reports to the Q&S committee of the Governing body and reported on an annual basis to the full corporation.

The College will also regularly monitor the effects of its policies and practices in the following ways:

Equality and Diversity Impact Measures

Each year the College analyses all of its retention, achievement and success data against all appropriate equality and diversity indicators. This analysis is discussed with CMT, and progress against targets set is reported to the College Executive and Governors.

Equality and Diversity Committee

The group has representation from students, academic and business areas and meets on a monthly basis reporting to Academic Board, to the College Executive and the Quality and Standards Committee of the Governing Body. It is responsible for the prioritisation, development and monitoring of actively associated with and related to equality and diversity legislation. The Head of Student Services reports to SMT on a termly basis on Equality and Diversity issues

Performance Monitoring Review

Senior Managers meet on a regular basis with Area of Learning Managers to discuss financial, business, and staffing issues. Action plans are required from managers wherever issues arise from these Performance Monitoring Reviews.

Human Resources

The Human Resources Manager reports to the SMT and the Corporation on a termly basis. This report includes information on the breakdown of equality and diversity indicators, associated targets and response to relevant legislation.

Questionnaires and Focus Groups

The views and feedback from all stakeholders is sought regularly through surveys and focus groups.

Putting the Scheme into Practice

Governors are responsible for ensuring that:

- All are given an equal opportunity to be members of the Corporation, and in the event of significant under-representation of any group, the Corporation will consider what steps can properly be taken to address that under-representation

- The College's strategic plan includes a commitment to equality and diversity
- Equality and Diversity training features as part of the College's 3 year Development Plan
- They are aware of the Corporation's responsibilities in relation to legislation as an employer and service provider
- They receive and respond to the monitoring information on staff, impact assessments and the SES objectives.
- They seek to ensure that they are properly trained in their duties under this legislation
- The objectives identified in the SES are implemented.

Managers are responsible for ensuring that:

- The College Principal and Senior and Middle Management Team are responsible for taking the lead in creating a positive, inclusive ethos that challenges stereotypical or discriminatory attitudes and behaviour on the part of managers, staff or learners
- They are aware of the College's statutory duties in relation to legislation
- All aspects of the College's policies and activities are sensitive to E&D issues
- Monitoring information is collected and analysed and impact assessments are carried out as required
- The procedures for the recruitment and promotion of staff enshrine best practice in equal opportunities
- Targets are set in the recruitment and promotion of staff based upon the analysis of monitoring information
- The College's publicity materials present appropriate positive and non-stereotypical messages about the E&D strands.
- Staff induction programmes reflect the College's commitment to promote equality of opportunity
- Appropriate training and development is provided to support the appreciation and understanding of diversity.

Staff are responsible for ensuring that:

- They are aware of the College's statutory duties in relation to legislation
- They keep up to date with legislation and take up training and learning opportunities

- Schemes of work, lesson content and teaching resources demonstrate sensitivity to issues of equality and diversity
- Quality assurance mechanisms (Course Reviews, feedback questionnaires, Self Assessment Reports etc) include reference to Equality and Diversity related issues wherever
- They challenge prejudiced and discriminatory attitudes and behaviour by learners, work placement providers, outside contractors or other members of staff, whether witting or unwitting, whenever it occurs, if practicable.
- Learners are fully involved in all aspects of decision making and the evaluation of practice, policies and procedures

Students are responsible for ensuring that:

- They are aware of the College policies and procedures associated with Equality and Diversity
- They support staff in challenging and reporting discriminatory language and behaviour
- They behave in ways that do not discriminate against other students, staff or visitors in any way
- They participate in activity that celebrates and promotes equality and diversity

Contractors and Service Providers

- They follow policies as outlined in contracts and agreements
- They report any concerns to their main college contact

Publicising the College's Policy and Progress

- Our commitment to Equality and Diversity will be highlighted in all documents available to the public and all our stakeholders, through the website and other appropriate medias, including staff and student induction, training and the full range of marketing activity
- A summary of the results of our monitoring information will be included in our annual report and annual financial statements and appropriate college publications where this does not breach individual confidentiality.

Complaints

Acts of discrimination (direct or indirect), harassment, victimisation or abuse will be treated as a serious disciplinary offence. The College will seek to provide a supportive environment for staff and students who make claims of discrimination or harassment through the appropriate procedure.

Single Equality Scheme Strategy

Elements of this policy will be included in the College Development Plan and response to Every Child Matters. In addition to evaluating this plan through the Equality and Diversity Management Group, it will be a fundamental part of all SAR processes. This strategy covers all Equality and Diversity strands as identified by legislation and as stated in our vision.

Aims	Objectives
<p>The College will meet its legal responsibilities and demonstrate its commitment to the spirit of the legislation rather than the letter of the law within the resource constraints in which it operates.</p>	<p>The College will:</p> <p>Demonstrate commitment to Equal and Diversity at the highest level by investing responsibility for its SES with the Principal and Chair of Governors.</p> <p>Demonstrate commitment to Equality and Diversity through stakeholder involvement in the review and development of policies, procedures and working practices</p> <p>Ensure all business planning takes into account the impact on all E&D strands and takes action to ensure learning opportunities provided benefit all groups in the learning community</p> <p>Take positive action to effectively challenge and manage any potential or actual discrimination, harassment and victimisation that is brought to its attention</p> <p>Through this SES, to set targets and monitor and review the achievement of those targets regularly.</p> <p>Ensure that all impact assessments are planned and managed as required</p>
<p>The College will promote Diversity and Equality of opportunity and further develop a fully inclusive culture in which people can learn and work without barriers</p>	<p>The College will:</p> <p>Ensure that all marketing and recruitment material and practices actively promote Diversity and Equality of Opportunity</p> <p>Actively engage with its community and its partners to learn about the needs and experiences of staff and learners and potential learners and staff to ensure that its policies and practices do not inadvertently discriminate against or disadvantage any identified group of individuals</p>

<p>The College will work towards the elimination of any barriers to the recruitment of learners and staff</p>	<p>The College will:</p> <p>Monitor all recruitment activity and analyse the data collected to ensure that all recruitment practices contribute to the overall aims associated with this plan.</p> <p>Routinely impact assess any new policy, procedure and/or practice and ensure that existing policies etc are scrutinised in a planned programme of assessments</p> <p>Ensure that a wide range of methods and media are used to increase the accessibility of information for all members of its community.</p> <p>Actively engage with its community to identify needs and consider adaptations to recruitment methodology</p> <p>Respond to the identification of any barrier positively and sensitively within the boundaries of the resources available</p>
<p>The College will raise the awareness of staff, students and stakeholders of the issues associated with equality and diversity and its commitment to providing a learning environment free from discrimination, harassment and victimisation</p>	<p>The College will</p> <p>Ensure that activity during induction for both staff and students includes information about policies and procedures in this area and promotes the College position on zero tolerance of any kind of discrimination or harassment</p> <p>Ensure that all Training and CPD plans include the requirement to attend agreed programmes in these areas</p> <p>Develop opportunities and activities that will raise awareness, promote diversity and social cohesion and challenge stereotyping</p> <p>Ensure that all stakeholders have the opportunity to be involved in the development of policies and procedures</p>
<p>The College will ensure that all activity associated with its main business of teaching and learning are non- and anti-discriminatory wherever possible and that the curriculum meets the different needs of our learners</p>	<p>The College will</p> <p>Ensure that all staff and learners are made aware of the Colleges policies and procedures in this area.</p> <p>Ensure that there are appropriate levels of personal and learning support to breakdown barriers to learning</p> <p>Ensure that principles of E&D are embedded at all stages of the planning and delivery of</p>

	<p>learning including 1:1 and Group Tutorials</p> <p>Ensure that all activity and plans are cross referenced to ECM outcomes</p> <p>Ensure that all forms of quality assurance and management include analysis against the equality criteria</p>
The College will work towards ensuring that all its facilities and resources are accessible.	<p>The College will:</p> <p>Work towards ensuring that all physical structures including buildings, rooming are accessible</p> <p>Ensure that all other structural elements of the curriculum e.g. timetables facilitate accessibility</p> <p>Provide sufficient resources to manage its obligations associated with the Single Equality Scheme.</p> <p>Ensure that all allocations of budgets and financial controls facilitate access and are not discriminatory</p>



Single Equality Scheme Action Plan 2009-10

Aims/Duties	Action	Outcome	Success	Evaluation	Action	Monitor	CRAG Rating	Due Date
1. To eliminate unlawful discrimination, and promote positive action in policies procedures and college activities	A. To create a schedule for screening of policies and procedures for Impact Assessments and to ensure that major changes to college delivery is Equality Impact Assessed.	Impact assessments are completed for Key Policies and due regard to Equality issues is taken at college meetings.	30% of policies are screened in each year of this action plan and minutes of meetings reflect Equality focus.	Through the Equality and Diversity Committee	JCB	TH	G	Mar 10
	Ensure that students are	The Learner voice is taken	Student attendance	EIA reports	SS	TH	G	Mar 10

	involved wherever possible	into account whenever possible	at Screening and Impact assessments					
	B. Ensure that contact is made with external agencies and stakeholder groups	Invitations to participate in EIAs are given Additional information sharing is facilitated	External relationships are strengthened	Through the Equality and Diversity Committee	Student Service Staff	TH	A	Jul 10
<i>Comments 2nd December. Schedule of Impact assessments have been constructed and progress through the screenings is up to date. Forward plan may be interrupted if the merger with Derby College goes ahead. A total of 6 screenings with learner involvement have been undertaken to date. Contact with external agencies has commenced with the full screening of the Marketing policy.</i>								
2. To ensure we promote Equality and Diversity	A. To publish key documents on the website	The Equality and Diversity Policy, the equality schemes, impact assessment and Annual Calendar of E&D events are available on the website	We have undertaken our duties with regard to this area of legislation	Through the Equality and Diversity Committee	TH	CJ	G	Dec09
	B. Involve learners in creating accessible versions of the Equality statement	A further range of accessible documents are readily available			RH	TH	C	Jul 09
	C. Manage a small fund for E&D activity	Increase in organised activity on E&D themes	Raised awareness of E&D issues amongst students and staff	Through the Equality and Diversity Committee	TH	CJ	G	Jun 10
<i>Comments</i> <i>A. Key documents revised and published and on the Website</i> <i>C. Fund agreed with SMT and announced to CMT.</i>								
3. To raise the achievement of male and BME students	Course Teams will analyse their achievement data and put in place actions to address gender and/or ethnicity issues	Course Teams will recognise issues and take positive action as appropriate to improve the achievement of male/BME students.	Steps will be taken where appropriate to address any gaps in achievement	Through Equality and Diversity Committee	SS	CJ	G	Dec09

	E&D consultant will be asked to follow up leavers from the college to identify any issues	Report to identify any action the college can take to improve the SRs for these learners	Steps will be taken where appropriate to address any gaps in achievement	Through the SAR and Business review processes	Consultant	TH	G	Dec09
<p><i>Comments</i> E&D consultant has met with each AoLM to assist with the analysis of data and the construction of action to address any issues. Output from these meeting to be included in business planning activity and where possible SAR and QIP. Research into the success rates of BME learners has commenced and has found no identifiable themes. Report from this activity will be published by the end of December 2009</p>								
4. To eliminate unlawful discrimination when recruiting and selecting employees	Implement impact assessment findings	Actions arising from impact assessments eliminate unlawful discrimination	No complaints of unlawful discrimination are received	Through HR/QU records of complaints	JB	CG	A	Jun 10
<p><i>Comments</i> Impact assessment screening to be completed as soon as possible</p>								
5. To improve understanding of EO data	There will be a schedule of staff training on data and data analysis	Staff training events will be arranged	Analysis of EO data in the SAR report will produce effective action plans	Through Equal Opportunities Committee	CG	CJ	C	Jul 09
<p><i>Comments</i> E&D consultant has completed meeting with each AoLM</p>								
6. To improve mechanisms for staff and student feedback	A. To create an electronic feedback and suggestions facility on the website	Staff and students will communicate with the management teams and feedback can be sought	Consultation, surveys and impact assessments can be done on line	Through Equal Opps Committee and Through CMT	TH	CJ	G	Jun-10
	B. To further develop the E&D committee to allow better communication across the whole college	Staff groups feedback to college management effectively	Staff feedback shows improved satisfaction levels.	SMT	JB	PF	A	Sep10
	C. To further support the Student Council to allow better communication across the whole college	Student groups feedback to college management effectively	Student satisfaction surveys show improved satisfaction levels	Through the Equality and Diversity committee	KMo	TH	G	Jun 09

	D. To create a programme of focus to enable students to feedback	Student groups feedback to college management effectively	Increased input into the decision making in the college	Through the Equality and Diversity committee	KMo	TH	G	Jan 10
<p><i>Comments</i></p> <p>A. Help@sedc.ac.uk has been created and its existence been informed to students through the 'Safeguarding' leaflet. Further work needs to be done to measure its effectiveness</p> <p>B. An evaluation exercise needs to be undertaken to measure the effectiveness of the committee</p> <p>C. The Student Council meets regularly and its feedback is responded to efficiently</p> <p>D. A programme of Focus groups has been started. A forward programme needs to be constructed for next term</p>								
7. Staff and students with complex needs will be effectively supported through enrolment/admissions /induction/ /progression process	A. To set up a cross college admission and review panel for At risk learners	The needs of staff and students with complex needs will be met effectively	Retention of staff achieves benchmark levels and retention and achievement of these learners matches whole college achievements levels	Equal Opportunities Committee	TH	CJ	G	Jan-10
	B. To undertake a Disability Survey of staff and ensure procedures to respond to staff needs are supportive				F&GP	JB	R	?
<p><i>Comments</i></p> <p>A. Further work to improve the access and support available for learners with complex needs has commenced. New procedures, risk assessments and relocated support assistants have been piloted and have been introduced across the college from Sep 2009</p> <p>B. Disability has not yet been conducted. Negotiations with Derby College have commenced</p>								
8. To establish a programme of staff and governors training	A. To create a programme which ensures that all staff meet a baseline level of knowledge and continue to develop EO awareness on appropriate themes	Equality and Diversity training is arranged and staff are required to attend at least one session per year that is included in the college programme and flagged as E&D	Staff evaluation of the training is positive	Equal Opportunities Committee	JCB	CJ	G	Jan10
	B. To deliver specific training for governors	Appropriate staff attend training	The Governors meet the requirements of the SES	Equal Opportunities Committee	TH	CJ	C	Jul-09
	To ensure that more staff are made aware of issues associated with E&D	Design and distribute an interactive booklet with a IT questionnaire	Percentage of staff achieving college certificate	Equal Opportunities Committee	TH	CJ	A	Jun 10
<p><i>Comments</i></p> <p>A. JCB to report to the next meeting on staff attendance at E&D flagged training sessions.</p> <p>B. Training booklet expected to be launched January 2010</p>								

9. Development of data monitoring and assessing of statistics relating to staff	To create a process for collating and analysing staff equal ops data	Information is available in a form that supports analysis and enables positive action Use of external and internal benchmarking data when available	Valid and reliable actions plans are developed	Equal Opportunities Committee	JB	CJ	A	Jun-09
<i>Comments</i> <i>Statistics reviewed at both F&GP Committee and the E&D Committee. EDIM data suggests that staff are not disclosing disability. See 7B for information about disability survey</i>								
10. To provide an appropriate structure to effectively deal with any form of harassment	To ensure that all safeguarding procedures are fully implemented	All staff and governors are trained in the college policy and procedures	100% of staff are trained in a two year rolling programme	Equal Opportunities committee	TH	CJ	G	Jun10
<i>Comments</i> <i>Governors training planned for their next training day. 88% of staff have been trained thus far.</i>								

Additional Information

1. Equality Statements
2. EDIMs inc targets
3. Impact Assessment
 - a. Screening
 - b. Full assessments