



SINGLE EQUALITY SCHEME 2009-2012
**(replaces Equality Policy, Race Equality Scheme,
Gender Equality Scheme and Disability Scheme)**

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1. Introduction

- 1.1 Havering College aims to serve the educational needs of the whole community. It is committed to securing equal opportunities and eliminating unfair discrimination in all of its activities. The College values inclusiveness and is proud of its diversity, welcoming the ways in which this diversity enhances the life of the College and the experience of all students, staff and visitors.
- 1.2 This Single Equality Scheme is supported by an action plan which addresses specific areas of equality, as required by statute. These are Race, Disability and Gender. The Scheme will be reviewed, revised and published every three years and made accessible widely throughout the College.
- 1.3 This Policy is monitored through the Equality and Diversity Management Committee as part of the College's Equality and Diversity strategy and is overseen by the Corporation. The College wants to ensure that its overall strategy and its response to Equality and Diversity issues are effective and will take all necessary steps to improve this through regular monitoring and review.

2. Legislative Background and Requirements

- 2.1 There are a number of pieces of legislation which outlaw discrimination and some of these (in respect of equal pay, race and sex discrimination) were enacted in the 1970s. In order to give impetus to the elimination of discrimination the government has amended acts and/or brought new ones into being with very specific requirements for public sector organisations. These require us to work to promote equality and eliminate discrimination in all our activities. Although there are common themes (which are outlined below), the legislation has been passed at different times and there are subtle differences between requirements. All of these commonalities and differences need to be taken into account when we identify how to ensure equality of opportunity.
- 2.2 There are three areas in particular (with respect to Race, Disability and Gender) where we are expected to produce a policy or scheme and a corresponding action plan.
- 2.3 **Race Relations (Amendment) Act (2000) (RR(A)A)**
 - 2.3.1 The original Race Relations Act (1976) outlawed discrimination on the grounds of race, colour, nationality and ethnic or national origins and covers employment, education, and the provision of facilities or services. The RR(A)A amends this legislation and requires us to take a more proactive approach to:
 - eliminate unlawful racial discrimination
 - promote equality of opportunity

- promote good race relations between people of different racial groups

2.3.2 In addition we need to comply with a number of other conditions. We must:

- prepare a written policy on race equality
- assess the impact of our policies on students and staff
- monitor the recruitment and progress of students and staff
- set out arrangements for publishing the results of monitoring

2.4 Disability Discrimination Act (2005) (DDA)

2.4.1 The DDA (2005) amends the Disability Discrimination Act (1995) which laid out the original definition of disability as “a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day to day activities”. The 2005 Act has widened this definition in that it includes some conditions such as cancer from the day of diagnosis and removes the requirement for a mental impairment to be “clinically well recognised”. The Act defines “substantial” as being more than minor or trivial and “normal day to day activities” includes obvious activities but also includes mobility, manual dexterity, lifting, hearing, eyesight, speech, memory and the ability to concentrate, learn, or understand. In general, however, for a condition to be treated as a disability it has to last or be expected to last for twelve months or longer. The Special Educational Needs and Disability Act (2001) (SENDA) specifically covers students and requires us to ensure that disabled students are not discriminated against from admissions to graduation. This includes making reasonable adjustments to enable individual disabled students to study and to provide auxiliary aids and services.

2.4.2 The DDA requires us to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in public life; and
- take steps to take account of disabled persons’ disabilities, even where that involves treating disabled persons more favourably than other persons

2.4.2 In order to achieve the aims above we must produce and publish a Disability Equality Scheme, implement it, report on it, and review and revise it at least once every three years. In doing so, there is a very specific requirement on us to involve disabled people in drawing up the Scheme.

2.5 Gender Equality Duty (2007)

2.5.1 The original Sex Discrimination Act (1975) outlawed discrimination on the grounds of sex, marital status, or gender reassignment and covers employment, education, and the provision of facilities or services. The Equality Act (2006) (which amends the Sex Discrimination Act (1975)) introduced the Gender Equality Duty – requiring us to pay “due regard” to the need to:

- eliminate discrimination and harassment that is unlawful under the Sex Discrimination Act and discrimination which is unlawful under the Equal Pay Act and
- promote equality of opportunity between men and women

2.5.2 In addition we need to comply with a number of other conditions – we must:

- prepare a written scheme on gender equality, including an action plan with gender equality objectives
- formulate the gender equality objectives, considering the need to have objectives to address the causes of any gender pay gap
- gather and use information on how policies and practices affect gender equality
- consult employees, service users and others
- assess the impact of current and proposed policies and practices on gender equality
- implement the actions set out in the written scheme and review progress at least once every three years

2.5.3 The term “sex” is used to describe biological differences between women and men. The term “gender” refers to the wider social roles and relationships which structure men’s and women’s lives. The gender equality duty covers men, women and transgender individuals. Transgenderism or transsexualism is a recognised medical condition where an individual believes he or she was born in a body of the wrong sex.

2.6 Summary of requirements - Race, Disability and Gender legislation

2.6.1 As can be seen from the above outline of the legislation regarding Race, Disability and Gender, there are common themes to the requirements they place on us. These are:

- eliminating unlawful discrimination/harassment
- promoting equality of opportunity
- preparing a written policy or scheme on how we will address the aims above
- assessing the impact of our policies, practices and procedures on different groups and publishing results
- monitoring the recruitment and progress of students and staff and publishing results
- reviewing and revising policies and/or schemes and action plans once every three years

2.6.2 The additional specific requirements for Race, Disability and Gender are summarised in the table below:

Race	Disability	Gender
promote good relations between persons of different racial groups	promote positive attitudes towards disabled persons	consider the need to have objectives to address the causes of any gender pay gap
	encourage participation by disabled persons in public life	
	take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons	

3. Other Legislation

3.1 In addition to the Acts noted above there are other relevant pieces of legislation which impact on our work on equality and diversity.

3.2 Age Discrimination

3.2.1 The Employment Equality (Age) Regulations 2006 outlaw age discrimination against employees (including applicants for jobs) and people applying to be students. We cannot discriminate against someone, therefore, on the grounds of their age in relation to admission, progression and graduation/non-graduation. Similarly, we cannot discriminate against people in relation to recruitment and selection, access to training and development, promotion opportunities, and retirement. Staff are entitled to request to work beyond

their normal retirement date and this request will be considered. Retirement Guidelines which outline the process to be followed are available from the Human Resources intranet page.

3.3 Sexual Orientation

3.3.1 The Employment Equality (Sexual Orientation) Regulations 2003 outlaw discrimination on the grounds of sexual orientation in employment. Sexual orientation is defined as an orientation to the same sex, the opposite sex, or the same and opposite sex. The Equality Act 2006 widened the scope of the Regulations to cover the provision of goods, facilities, services and education. The law also covers discrimination against someone because of a perception about their sexual orientation, even if that perception is not correct. The Civil Partnership Act 2004 gave same-sex couples the same rights as married heterosexual couples.

3.3.2 Legislation recognises both direct and indirect discrimination on the grounds of sexual orientation. A person who is a civil partner in a registered civil partnership of a same-sex couple should not be treated less favourably than a married person in similar circumstances. If a civil partner is treated less favourably, they may be able to bring a claim for sexual orientation discrimination under the Sexual Orientation Regulations or a claim for sex discrimination.

3.3.3 The Regulations outlaw direct discrimination, indirect discrimination, harassment and victimisation on the grounds of sexual orientation. It is also unlawful to discriminate against or harass someone after the working relationship has ended. The definitions of discrimination includes discriminating against someone because of their perceived sexual orientation (even if this turns out not to be the case) or because he/she is friendly with others of particular sexual orientations.

3.3.4 In very limited circumstances it will be lawful for an employer to treat people differently if it is a genuine occupational requirement that the job holder must be of a particular sexual orientation. For example, an organisation advising on and promoting gay rights may be able to show that it is essential to the credibility of its chief executive who will be the public face of the organisation that s/he should be gay. The sexual orientation of the holder of that post may therefore be a genuine occupational requirement. It is very unlikely that any posts at the college would fall into this category but managers should take advice from HR if necessary.

3.4 Religion or Belief

3.4.1 The Employment Equality (Religion or Belief) Regulations 2003 outlaw discrimination on the grounds of a person's religion or belief, in employment. Religion or belief is defined as being "any religion, religious belief, or philosophical belief". In general, three criteria are used to determine a religion:

- a belief in a supreme being

- worship of that supreme being; and
 - a group or following of people who observe the beliefs, values, customs and traditions as set down by that supreme being.
- 3.4.2 However, philosophical beliefs are much less well defined and political beliefs are explicitly excluded from the legislation. The Equality Act 2006 extended the scope of these Regulations to cover the provision for goods, facilities, services and education.
- 3.4.3 The legislation covers discrimination on the grounds of perceived as well as actual religion or belief and the religion or belief of someone with whom the person associates.
- 3.4.4 The Regulations outlaw direct discrimination, indirect discrimination, harassment and victimisation on the grounds of religion or belief. It is also unlawful to discriminate against or harass someone after the working relationship has ended. The definitions of discrimination includes discriminating against someone because of their perceived religion or belief (even if this turns out not to be the case) or because he/she is friendly with others of particular religions or beliefs.
- 3.4.5 In very limited circumstances it will be lawful for an employer to treat people differently if it is a genuine occupational requirement that the job holder must be of a particular religion or belief. For example, some organisations, such as faith schools, have an ethos based on a religion or belief. They may be able to apply a genuine occupational requirement to some of their posts (but possibly not all) and each case would need to be justified. It is very unlikely that any posts at the college would fall into this category but managers should take advice from HR if necessary.

4. Future Equalities Legislation

- 4.1 Equalities legislation has developed over more than 40 years, and the law is set out in many different places, in Acts of Parliament, regulations and orders. The government has acknowledged that everyone who needs to understand discrimination law would benefit from having it in a Single Equality Act which simplifies the law as far as this can be done.
- 4.2 In October 2007 it brought together a number of equality commissions (Disability Rights Commission, Equal Opportunities Commission and the Commission for Racial Equality) into a single commission, the **Equality and Human Rights Commission (EHRC)**.
- 4.3 In addition, it has begun planning for a Single Equality Act which will bring together equality strands in one harmonised, modernised and simplified piece of legislation. It proposes to “replace the race, disability and gender equality duties with a single duty on public authorities to promote race, disability and gender equality” and also to consider “whether a single public sector equality duty should be extended to cover age, sexual orientation, and/or religion or belief”.

5. Purpose of a Single Equality Scheme for Havering College

- 5.1 The College has, in recent years, drawn up a variety of policies, schemes and action plans both in response to legislation and because of its own desire to articulate its Strategy and Vision - these are listed in *Appendix A*.
- 5.2 In identifying how best to progress, this Scheme has been developed to give further momentum to the equality and diversity agenda by reporting on actions to date, and identifying an overarching action plan which will address all equality strands and take us forward for the next three years. As noted above, the ambition is to promote equality and diversity in every area of the College's life.
- 5.3 This Scheme will supersede all the previous individual Equality Schemes.
- 5.4 Consideration has been given as to how the existing action plans and schemes could merge into this Scheme and a report detailing progress on Equality and Diversity in the college will be available from the College's Equality and Diversity webpages.
- 5.5 The Single Equality Action Plan (*Appendix B*) has taken into account progress on the existing action plans, and the College's strategy and vision. The plan has been drawn up in order to try and achieve a holistic approach to equality and diversity at the College, and as such includes actions on all six equality strands (age, disability, gender, race, religion or belief, and sexual orientation). *Appendix C* shows how the Single Equality Action Plan meets the specific legislative requirements for Race, Disability, and Gender, and the more general requirement not to discriminate in the case of Age, Sexual Orientation and Religion or Belief.
- 5.6 The College has consulted on, and involved, staff and student groups on the contents of this Scheme and aims to consult with community groups during 2010 and the Single Equality Action Plan.
- 5.7 Appendix D is the summative review of the previous Gender/Race/Disability action plan.

6. Scope of the Scheme

- 6.1 This Scheme applies to all members of the College community and also affects the various agencies with whom the College operates in partnership.

7. Meeting the Statutory Duties

- 7.1 Overall, the College will meet its general duties by:
 - Gathering and analysing information about Equality and Diversity and using it effectively to inform its action plan.
 - Consulting stakeholders about the likely impact, the effectiveness and the required action identified in the Scheme.

- Carrying out impact assessments on existing and proposed policies and procedures.
- Disseminating this Scheme widely and ensuring that Governors, staff, and students, as well as all other stakeholders, are aware of it, the action needed for its implementation and the value which the College places on it.
- Ensuring that everyone is aware of the action which will be taken if they are in breach of the College's Policies.
- Providing Governors and staff with comprehensive information to enable them to plan, implement and monitor actions to carry out their responsibilities under the Policy
- Ensuring that all marketing and publicity materials present appropriate and positive messages about Equality and Diversity issues.

7.2 Specifically, the College aims to meet its general duties under the Act as follows:

General Duty	Action through...
<p>Elimination of unlawful discrimination</p>	<ol style="list-style-type: none"> 1. Production and dissemination of the College Single Equality Scheme linked to Equality Policies and Anti-Harassment Strategies. 2. Proactive responses to any issues of sexism. 3. Ensuring the effective handling of all harassment issues. 4. Implementation of annual monitoring of performance indicators and diversity impact measures (EDIMs). 5. Follow-up action to address the issues identified through rigorous monitoring.
<p>Promotion of Equality & Diversity</p>	<ol style="list-style-type: none"> 1. Ongoing development of an Equal Opportunities culture within the College. 2. Demonstrating how the College values diversity through consistent avoidance of stereotyping in all

General Duty	Action through...
	<p>areas of College life.</p> <ol style="list-style-type: none"> 3. Establishment of a clear marketing protocol which promotes equal opportunities and challenges stereotyping. 4. Effective, ongoing, staff training which emphasises how equality and diversity issues can be embedded into the curriculum. 5. Effective use of targets and monitoring with action planning. 6. Effective use of positive action measures. 7. Full engagement of students via tutorials in understanding their rights and responsibilities under the College's Single Scheme and related Policies and action plans

7.3 The College will meet its specific duties as follows:

Specific Duty	Action through...
<p>To prepare and publish a Single Equality Scheme showing how it will meet its general and specific duties and setting out its Single equality goals objectives.</p>	<ol style="list-style-type: none"> 1. Publication of a Single Equality Scheme by the due date which meets the specified criteria 2. Implementation of the related action plan. 3. Review and monitoring of progress to achieve Single equality objectives.
<p>In formulating its overall objectives, to consider the need to include objectives to address the causes of any gender pay gap.</p>	<ol style="list-style-type: none"> 1. Implementation of a review of staff pay and pay schemes to identify any potential areas of concern. 2. Implementation of a resulting action to address any identified issues.
<p>To gather and use information on how the College's policies and practices affect equality and diversity in the workforce and in the delivery of</p>	<ol style="list-style-type: none"> 1. Collection and analysis of data on staff and students and assessing the results in the context of this

Specific Duty	Action through...
services.	<p>Scheme.</p> <ol style="list-style-type: none"> 2. Taking appropriate action to address identified issues and to consolidate effective practices.
To consult stakeholders (i.e. employees, service users and others, including trade unions) and take account of relevant information in order to determine its Equality and Diversity objectives.	<ol style="list-style-type: none"> 1. Agreeing a scheme for consulting on Equality & Diversity issues which takes account of the differing needs of men and women and previous levels of representation. 2. Implementation of a consultation process and report on progress.
To assess the impact of its current and proposed policies and practices on equality and diversity.	<ol style="list-style-type: none"> 1. Undertaking regular review of existing policies and assessments in relation to agreed performance indicators and EDIMs to assess their effect. 2. Taking appropriate follow-up action. 3. Consulting appropriately on new and developing policies. 4. Assessing the effect of external developments and policy requirements on different groups.
To implement the actions set out in the Scheme within three years, unless it is unreasonable or impracticable to do so.	<ol style="list-style-type: none"> 1. Adhering to timescales established in this scheme and monitoring rigorously. 2. Making all general information and action plans widely accessible via the intranet and the College website, as well as through traditional means of publication. 3. Ensuring that all publication arrangements do not infringe personal rights under the Data Protection Act 1998.
To report against the Scheme every year and review the Scheme at least every three years.	<ol style="list-style-type: none"> 1. Making formal arrangements for inclusion of all Equal Opportunities information, including formal update of this Scheme, in an annual

Specific Duty	Action through...
	College report. 2. Publishing the Report widely internally and externally.

8. Single Equality Vision

8.1 Statement of Intent

8.2 Havering College recognises the value of sustaining and advancing a safe and welcoming learning environment, strives to treat both employees and learners with respect and dignity, treat them fairly with regard to all assessments, choices and procedures, and to give them encouragement to reach their full potential. The College strives to treat all its learners, staff, governors and visitors fairly and aims to eliminate unjustifiable discrimination on the grounds of gender, race, nationality, ethnic or national origin, political beliefs, religious beliefs or practices, disability, marital status, family circumstances, sexual orientation, spent criminal convictions, age or any other inappropriate ground.

The college also recognises the diversity of its staff, students and stakeholders and aims to celebrate that diversity and value it.

8.3 This Scheme is designed to further articulate the College's commitment to equality and diversity in a coherent and structured manner, accompanied as it is by a set of objectives and priorities detailed in the Action Plan (see *Appendix B*). This action plan also incorporates any actions not completed in the previous action plan.

9. Implementation of the Single Equality Scheme

9.1 To ensure that the Scheme is implemented effectively, the College will:

- Link the Single Equality Scheme to the Strategic Plan and monitor and review it so that changes can be made to improve it.
- Set equality and diversity targets where and if appropriate so that progress can be measured
- Ensure that the Scheme is easily accessible and that all staff and students, and other interested parties, know about it.
- Provide regular information and training for all staff and Governors on the Scheme and on how to put it into practice.
- Ensure that equality and diversity implications of all aspects of the College's work are addressed within each academic area and support teams within the College.

- Monitor, review and assess the effects of the Single Equality Scheme on all other policies.
- Use the results of monitoring and assessment to identify issues and to address them appropriately.

10. The Current Position

10.1 The College Context

The Mission of the College is to provide high quality education and training. Its vision is of a college provided by the community for the benefit of its communities. The College's statement of purpose is "to attract and retain students and ensure they achieve their individual learning goals and thereby raise standards, widen participation, address social exclusion and contribute to economic growth". The College is large (in the top 10% of colleges based on size) and diverse, operating in all 15 subject sector areas (SSAs) of further education (FE). It also has extensive work-based learning (WBL) contracts and is a major provider of Higher Education (HE).

11. Aims and Objectives for 2009-2012

11.1 The **aims** of this Scheme for the period 2009-2012 are:

- To implement and embed this Scheme fully into the culture of the College.
- To ensure ongoing assessment of all College policies and procedures to minimise adverse impact and promote equality and diversity.
- To ensure that the College's pay policies reflect its legal duties.
- To ensure that the College consults widely on Equality and Diversity issues.
- To demonstrate that the College's staff and student profiles reflect its concern to eliminate discrimination and stereotyping.

11.2 The **objectives** of this Scheme for the period 2009-2012 are:

- To establish the Single Equality Scheme fully into the culture of the College
- To ensure Equality Impact Assessments are in place for all existing policies and new policies and procedures going forward
- To establish effective mechanisms to consult with stakeholders on Equality and Diversity issues.
- To agree the framework for collection and analysis of Equality data / information.

- To ensure that College information is accessible to all areas of the public and within the College.
- To publish results of all consultations, assessments and impact measurements.
- To support the Scheme effectively through ongoing comprehensive staff training and development.

12. Roles and Responsibilities

12.1 Governors will work towards ensuring that:

- The membership of the Corporation reflects the diversity of the local community served by the College
- The College's Strategic Plan includes a commitment to equality and diversity
- Equality and Diversity training features as part of the College's Strategic Plan as well as their own training
- They are aware of the Corporation's statutory responsibilities in relation to Equality legislation as an employer and service provider
- They receive and respond to the equality monitoring data / information on students and staff
- The Principal and Senior Management Team take the lead in creating a positive, inclusive ethos that challenges any or inappropriate behaviour on the part of managers, staff or learners

12.2 Managers are responsible for ensuring that:

- They are aware of the College's statutory duties in relation to Equality legislation
- All aspects of College policy and activity are sensitive to Equality issues
- Equality and Diversity monitoring information is collected and analysed
- Appropriate targets are set based upon the analysis of the Equality and Diversity monitoring information
- Teaching observation reports include criteria on Equality and Diversity issues where appropriate
- Internal verification procedures address any issues related to Equality and Diversity where appropriate

- Curriculum areas are required to assess performance in relation to Equality and Diversity issues and take action as appropriate
- The self-assessment process includes reference and analysis of Equality and Diversity measures.
- The procedures for the recruitment and promotion of staff enshrine best practice in Equal Opportunities
- Targets are set on the recruitment and promotion of staff based upon the analysis of Equality and Diversity data / information
- The College's publicity materials present appropriate and positive messages about Equality and Diversity issues
- Student induction programmes and tutorial programmes reflect the College's commitment to promote Equal Opportunities
- Appropriate training and development is provided to support the appreciation and understanding of diversity

12.3 **Staff** are responsible for ensuring that:

- They are aware of the College's statutory duties in relation to Equality legislation
- Their schemes of work, lesson content and teaching resources demonstrate sensitivity to issues of Equality and Diversity
- They challenge inappropriate behaviour by students, work placement providers, outside contractors or other members of staff
- The College and each of its individual staff confront sexism or discrimination whenever they occur

12.4 **Students** are responsible for ensuring that they comply with the College's Policies and behave appropriately towards other students, staff and members of the College community.

12.5 **Agencies** with which the College works in partnership, e.g. Work Placement Providers, are expected to abide by this Scheme and the College will advise them accordingly.

13. **Publicity and Student Recruitment**

13.1 The College will ensure that its commitment to Equality and Diversity is clearly shown through its approach to marketing and publicity. In order to achieve this, specifically it will:

- Ensure that all marketing and publicity material is carefully scrutinised to avoid any discriminatory attitudes in either language or visual imagery.
- Use publicity material which promotes positive images of both genders, particularly ensuring that gender images are not presented in a stereotypical way.
- Use appropriate non-traditional role models within publicity.
- Use imagery in publicity which reflects the full ethnic, gender and social mix of the College population.
- Promote Equality & Diversity within College publications.
- Actively promote equality and diversity
- Offer materials through a variety of media to meet differentiated needs;
- Design and target differentiated materials to address all sections within the community;

13.2 The College will also ensure that its recruitment and admissions policy is non-discriminatory and particularly, it will:

- Run appropriate activities to advertise the College to different sections of the community.
- Ensure that pre-course, objective, entry requirements are clearly stated in publicity and in recruitment interviews.
- Avoid making assumptions about a student's suitability for a programme on factors unrelated to the entry requirements i.e.:- based on features of personal identity.
- Only ask questions in interview or on forms which are necessary and relevant to the student's proposed course of study or admission to College, rather than referring to irrelevant issues.
- Train and support and curriculum staff in information, advice and guidance so that it is tailored to individual student needs.

14. Recruitment and Selection of Staff

14.1 The College aims to provide equality of opportunity for all staff and will ensure that it abides by legislation and its internal policies and procedures.

- Securing and developing a workforce which broadly reflects the local community and the learner profile in which the College operates and to which it is accountable by ensuring that all employment opportunities are

widely advertised within the College community and that all of the human resources, talents and skills available through diversity are tapped;

- Ensuring that every possible step is taken to ensure the fair and equitable treatment of all individuals within the College in employment terms and that decisions on recruitment, selection, training, promotion and career management are based solely on objective and job-related criteria and not on any other personal factors;
- Ensuring that when employment decisions are made about an individual, that decision is made solely on an assessment of the capabilities and suitability of that individual and not on any generalised preconceptions of the characteristics of categories or groups of persons to which that individual may belong;
- Positively encouraging and assisting any disadvantaged groups to achieve a position from which they too can access the College's many opportunities;
- Promoting good practice and acting as a role model in employment practice.

15. Curriculum

15.1 The College has a wide-ranging Curriculum which offers opportunities for all types of study and promotes the widest development of learners. It values equally the needs of all those who learn at the College, whatever type of programme they are following.

15.2 In order to deliver a curriculum, which gives all learners the chance to realise their full potential, the College seeks to:

- Ensure that potentially discriminating factors do not limit opportunities for achieving maximum potential.
- Provide a range of programmes which meet the career aspirations and develop learning styles appropriate to the individual needs of students who study here.
- Provide experiences within the programme, which presents younger students with a wide range of opportunities, both social and vocational, as a preparation for adult life.
- Reflect, as far as the curriculum allows, the diversity of experience of all sections of the college community.
- Recognise the need to adapt teaching and learning styles to accommodate diversity.
- Develop differentiated materials, considering the needs for adapted equipment, facilitating the integration of students with additional needs

and modifying the learning environment to provide inclusive education wherever possible.

- Implement the inclusive learning and widening participation initiatives.

16. Staff Training and Development

- 16.1 Equal access to appropriate staff development will be provided for all staff, in accordance with the College's Staff Development and Training Policy. Staff development courses and materials in College will be free from stereotyping and bias.
- 16.2 There will be mandatory staff training and development to support equality assurance issues and the Single Equality Scheme will be discussed with new staff as part of the College induction programme, as well as featuring in the ongoing Staff Development and Training Programme. This will be used to ensure that all staff understand the key elements of this Scheme and its practical implementation.

17. Publicising the Policy and Progress

- 17.1 The College's commitment to equality and diversity will be highlighted in relevant publicity materials and the Corporation will receive an Annual Report on Equality and Diversity which will include the College's progress on the Single Equality Scheme / action plan and a summary of the results of our monitoring information, where this does not breach individual confidentiality. The College's full Single Equality Scheme and Action Plans will be available in the College Learning Resource Centre, from Reception and on the College's intranet.
- 17.2 Students will be advised of the College's Policy at induction, including the action to be taken by students who suffer discrimination and the action to be taken against perpetrators of such discrimination

18. Monitoring Progress

- 18.1 The College will monitor its progress in achieving the aims of this Scheme in a number of ways. To inform the setting of targets and the measurement of progress in achieving them, information on all groups will be collected and analysed as follows:

For Students:

- Profiles of learners
- Applications, success and failure rates for admission to programmes by group
- Retention rates and achievement rates by group
- Disciplinary action by groups

- Information from student surveys, including % of students who feel that the college has dealt with equal opportunities issues fairly and without discrimination
- % of 16-19 year old students passing courses by - race/gender/disability/age Analysis of national grade achievement by – race/ gender/disability/age
- % of adult students passing courses by - race/ gender/disability/age
- % of students receiving learning support by – race/ gender/disability/age
- Analysis of destination data by – race/ gender/disability/age

For Staff:

- Equality group profiles of employees by grade/salary scales and type of work
- Job application/recruitment rates including internal and external appointments
- Selection success rates
- Types of contract
- Training/Staff development
- Promotion application and success rates
- Disciplinary/capability proceedings
- Grievances
- Issues from staff surveys and exit reviews including % of staff who feel equal opportunities are embedded into the culture of the college

18.2 The responsibility to collate and report on the monitoring of the Single Equality Scheme and associated policies will lie with the Equality and Diversity Management Committee. Results of monitoring will be used to assess the effectiveness of the Single Equality Scheme and to set targets in relevant Strategic Plans/Development Plans.

18.3 It is the responsibility of all line managers to be aware of the monitoring data available for their area/subject and act on it accordingly, including use of the data for self-assessment purposes.

18.4 Publication of the data involved in the monitoring of the Single Equality Scheme will take place annually with appropriate reporting via the College's formal committee structure. In accordance with the College's duty under statute, the information will also be published widely in the College.

19. Complaints

- 19.1 The College will seek to provide a supportive environment for those who make claims of discrimination or harassment. Acts of discrimination (direct or indirect), harassment, victimisation or abuse will be treated as a serious disciplinary offence.
- 19.2 Staff who feel they are being discriminated against on Equality grounds by other members of staff should raise the matter under the Grievance/Harassment Procedure, which will, if the accusation is upheld, be treated as a serious disciplinary offence.
- 19.3 If, in the course of their work, College staff suffer discrimination from members of the public, the College will take appropriate action and provide appropriate support.
- 19.4 Any sexist or discriminatory behaviour directed against staff by students will be dealt with under the Student Disciplinary Procedure.

20. Review, Consultation and Implementation

- 20.1 This policy will be reviewed every three years, in accordance with legislative developments and the need for good practice, by the Equal and Diversity Management Committee which will take account of a wide range of views. The College, working in partnership with Groups across the College, will seek to ensure that all student and staffing policies and procedures are non-discriminatory, and that monitoring and positive action processes are regularly reviewed and monitored.

21. Management Commitment

- 21.1 The College fully supports this Scheme and has taken steps to ensure that the College Management Team is aware of the full impact of this Scheme and all aspects of the College's Equal and Diversity Policies. The Equal and Diversity Management Committee has overall responsibility for oversight of this Scheme.

APPENDIX A

COLLEGE POLICIES, GUIDELINES, SCHEMES AND ACTION PLANS

Age Discrimination Guidance

Flexible Working Policy

Frequently Asked Questions about Sexual Orientation

Harassment Policy for Staff

Leave of Absence Policy

Maternity Policy

Policy on Transgender

Recruitment and Advertisement Guidance

Recruitment Policy

Religion or Belief Policy

Retirement Policy

Sexual Orientation Policy

Single Equality Scheme Action Plan

Single Equality Scheme 2009-2012

Key	Ongoing	Concern	Not started	Progressing	Completed	New action
Traffic light						

1. EQUALITY AND DIVERSITY AWARENESS/FEEDBACK AND CONSULTATION

Action	Reason for Action	Accountability	Timescales	Success measures	Equality strand	Progress
1.1 Raise visibility and awareness of equality and diversity within the College. Promote the Single Equality Scheme and Single Equality Action Plan. Continue to develop E & D to further widen participation (key strategic objective 2D Plan)	Need for College to demonstrate its commitment	Deputy Principal	Ongoing	More visible information about E&D.	ALL	E&D website revamped. E&D Committees / E&D on agenda at all College committees Equality and Diversity newsletter produced.
1.2 Review branding with a view to embedding equality in College literature and all material seen by people outside the College.	Need for outside “audiences” to understand College’s commitment	Deputy Principal	Ongoing	More visibility for E&D issues in College literature.	ALL	All corporate branding and publications are reviewed to ensure E&D is visible and that the College’s commitment is understood. This is an ongoing action.
1.3 Consider introducing a Student Charter	Need for students to be aware of College’s commitment	Academic Registrar Student		Explicit statements included in all the student literature	ALL	.

Single Equality Scheme 2009-2012

Key	Ongoing	Concern	Not started	Progressing	Completed	New action
Traffic light						

Action	Reason for Action	Accountability	Timescales	Success measures	Equality strand	Progress
with explicit commitment statements about E&D.		Services Manager Students Union				
1.4 Consider: monitoring membership of College committees; reviewing appointment processes; awareness raising for PA's; promoting opportunities for involvement in College decision-making for all	Checking for potential inequality; promoting opportunities for all	Academic Registrar		Increased representation from under-represented groups.	ALL	
1.5 Establish a hub online to collect examples of good practice and student/staff stories of experiences	Need to promote inclusion.	Media and Press Officer and E-Marketing Manager	July 2010	Hub populated with more stories and information.		
1.6 Consider establishing other intranet hubs of	Need to promote inclusion	Vice Principal and teacher Coach	Ongoing	Hub populated with resources and stories Teacher Coach	ALL bar disability	

Single Equality Scheme 2009-2012

Key	Ongoing	Concern	Not started	Progressing	Completed	New action
Traffic light						

Action	Reason for Action	Accountability	Timescales	Success measures	Equality strand	Progress
good practice on each of the other equality strands				Intranet updated with new resource section. Ongoing action as need to populate with resources		
1.7 Consider measures to promote equality and celebrate diversity at the College including a number of awareness activities for example International Women's Day, LGBT History Month, Black History Month and the Student-led One World Week	Need to promote E&D and also assess the impact of this work.	Led by Student Services with involvement from other Departments	Ongoing	Activities delivered and awareness raised	ALL	Activities undertaken – ongoing action
1.8 Strengthen links with Havering community groups and Borough Council	Need to consult with and involve outside groups.	Deputy Principal Media Press Officer	Ongoing	Priorities in local area may influence actions at the College.	ALL	
1.9 Strengthen links	Need to consult with	Student	Ongoing	Gathering student	ALL	

Single Equality Scheme 2009-2012

Key	Ongoing	Concern	Not started	Progressing	Completed	New action
Traffic light						

Action	Reason for Action	Accountability	Timescales	Success measures	Equality strand	Progress
with Student Societies	and involve students	Services Manager		views will assist in future development of actions		
1.10 Explore links with London Pride and London LGBT groups	Raise awareness	Student Services & HR		Increased awareness of issues relating to sexual orientation. Info on website.	SO	

Single Equality Scheme 2009-2012

Key	Ongoing	Concern	Not started	Progressing	Completed	New action
Traffic light						

2. FACILITIES/SERVICES

Action	Reason for Action	Accountability	Timescales	Success measures	Equality strand	Progress
2.1 Build E&D into each of the service area Development Plans	Mainstreaming of E&D into activity.	Deputy Principal and Service Managers		Publish Development Plans	ALL	
2.2 Review of procedures for sharing and disseminating support information amongst staff	Enhancing staff disability awareness; maximising student support.	Head of Student Services Manager and HR	Sept 09 – Sept 10	Review complete and new systems in place	Disability	
2.3 Increase disability awareness amongst staff	Need for proactivity, meet legislative requirements	HR/Staff Development	August 2010	Rolling programme of disability awareness sessions	Disability	
2.4 Review of support provision for students with Autism/ Asperger's	Need to meet specific support requirements	Vice Principal	June 2010	Appropriate provision in place to meet academic and social needs	Disability	
2.5 Obtain feedback from students on current facilities/service provision	Feedback will help to advise future developments	Head of Student Services	July 2010	Feedback obtained	ALL Disability	
2.6 Following feedback outline	To ensure provision meets requirements	Head of Student	August 2010	Implementation Plan available	Disability	

Single Equality Scheme 2009-2012

Key	Ongoing	Concern	Not started	Progressing	Completed	New action
Traffic light						

Action	Reason for Action	Accountability	Timescales	Success measures	Equality strand	Progress
proposals for implementation		Services				
2.7 LRC information, publicity and marketing promotes disability	Promote positive attitude towards disabled customers	Head of Learning Resources	April 2010	Positive feedback from Customers on LRC information, publicity and marketing	Disability	
2.8 Continue software and equipment training for LRC Staff	To improve service delivery	LRC	July 09, December 09, March/April 2010	Training sessions completed and more staff able to support users	Disability	
2.9 Improve physical access by providing further automated door access	To improve access	LRC	April 2010	Further automated doors access available	Disability	
2.10 Further develop web pages and guides to support users	User support	LRC	September 2010	Web pages updated. Guides available	Disability	
2.11 Seek funding to ensure that all sites offer Smartboard functionality to users	Ensuring access to all users	ILT	April 2010	Smartboards functionality available to all users	Disability	
2.12 Explore new technologies to	Ensuring access to all users	LRC	April 2010	Positive Customer feedback	Disability	

Single Equality Scheme 2009-2012

Key	Ongoing	Concern	Not started	Progressing	Completed	New action
Traffic light						

Action	Reason for Action	Accountability	Timescales	Success measures	Equality strand	Progress
support users						

Key	Ongoing	Concern	Not started	Progressing	Completed	New action
Traffic light						

3. STUDENT EXPERIENCE

3.1 Teaching and Learning, Curriculum, Assessment

Action	Reason for Action	Accountability	Timescales	Success measures	Equality strand	Progress
3.1.1 Review of E&D in the curriculum.	Ensure E&D presence	Vice Principal and Curriculum Directors		Review completed annually as part of self-assessment process	ALL	
3.1.2 Publication of exams policy to ensure equity of provision for special considerations; review how to improve exam timetables.	Ensure policy meets needs.	Academic Registrar, Departmental Directors, Deputy Director MIS		Policy published.	Disability	
3.1.3 Produce guidelines on consideration of religion in academic activities – scheduling of lectures/exams , requests for prayer time, field trips and course	Ensure activities take religion/belief into account where possible.	Vice Principal, Head of Student Services	Autumn 2010	Guidelines produced.	Religion or belief	

Single Equality Scheme 2009-2012

Key	Ongoing	Concern	Not started	Progressing	Completed	New action
Traffic light						

Action	Reason for Action	Accountability	Timescales	Success measures	Equality strand	Progress
handbooks.						
3.1.4 Develop ways of encouraging participation/inclusiveness in class discussion.	Ensuring all students can participate.	Directors of Academic Departments	Apr 09 – Mar 10	Strategies/tools developed and disseminated.	ALL	Equality and Diversity compulsory tutorials established to provide initial introduction.
3.1.5 Consider appropriate methods for making learning methods more flexible for student parents and part-time students and LLDD learners (see Student Survey 2008-09).	Accessibility of learning methods.	Directors of Academic Departments and Head of e-Learning.	Apr 09 – Mar 10	Methods identified and used.	Gender Disability	Objective stipulated in annual report 2008-2009.
3.1.6 Ensure all feedback from learner survey analysed and acted upon where not the norm	To ensure satisfaction levels of Teaching and Learning are understood and acted upon.	Curriculum Directors	Sept. 09 – July – 10	Satisfaction levels of Black and Chinese learners at college average by 2012	Race	Objective stipulated in annual report 2008-2009.

Single Equality Scheme 2009-2012

Key	Ongoing	Concern	Not started	Progressing	Completed	New action
Traffic light						

Action	Reason for Action	Accountability	Timescales	Success measures	Equality strand	Progress
3.1.7 Male learners under utilising LRC						
3.1.8 Ensure success rates for all BME groups at minimum 71%						
3.1.9 Secure learner voice on Equality and Diversity StAR system.						

Single Equality Scheme 2009-2012

Key	Ongoing	Concern	Not started	Progressing	Completed	New action
Traffic light						

3.2 Support for Students

Action	Reason for Action	Accountability	Timescales	Success measures	Equality strand	Progress
3.2.1 Review feedback mechanisms for students.	Ensure current methods are working well.	Head of Student Services and Teacher Coach	Apr 09 – Mar 10	Review completed.	ALL	
3.2.2 Provide advice on producing materials in appropriate formats (eg prospectuses, enrolment information, learning resources etc). Linked to 3.1.3	As 3.1.3 above.	Deputy Principal	Ongoing	Guidelines produced.	Disability	

Single Equality Scheme 2009-2012

Key	Ongoing	Concern	Not started	Progressing	Completed	New action
Traffic light						

4. STAFF EXPERIENCE

4.1 Recruitment and Selection, induction

Action	Reason for Action	Accountability	Timescales	Success measures	Equality strand	Progress
4.1.1 Undertake to review a sample of vacancies	Ensure legislative requirements being met.	HR Manager	Apr 09 – Mar 10	Review completed.	ALL	
4.1.2 Ensure signed up to the “two ticks” scheme	Explicit commitment to a standard - message to external audience.	HR Manager	Dec 08 – Nov 09	Measures to sign up identified, progress towards meeting requirements.	Disability	
4.1.3 Explore the feasibility of establishing a work preparation scheme for disabled people.	Legal requirement to encourage participation of disabled people in public life.	HR Manager	Ongoing	Measures identified and progress made towards implementation.	Disability	
4.1.4 Identify strategies to publicise the roles to the less represented gender and ethnic groups and break	Promote race and gender equality	HR Manager	April 09 – Mar 10	Measures identified and roles promoted	Gender Race	Objective stipulated in annual report.

Single Equality Scheme 2009-2012

Key	Ongoing	Concern	Not started	Progressing	Completed	New action
Traffic light						

Action	Reason for Action	Accountability	Timescales	Success measures	Equality strand	Progress
down occupational segregation						
4.1.5 Ensure that E&D issues are included in induction processes.	To make clear Havering College's commitment to all new staff	HR	09/10	E&D issues included in induction	ALL	

Single Equality Scheme 2009-2012

Key	Ongoing	Concern	Not started	Progressing	Completed	New action
Traffic light						

4.2 Pay, benefits and reward

Action	Reason for Action	Accountability	Timescales	Success measures	Equality strand	Progress
4.2.1 Consider conducting an Equal Pay Review.	Ensuring fair pay.	Director of HR	Apr 09 – August 2010	Review completed.	Gender Ethnicity	
4.2.2 Evaluate Flexible Working Guidelines (linked to results of Staff Survey).	Ensure flexible working opportunities at the College.	Director of HR	Revised date June 2010	Guidelines evaluated.	Gender	
4.2.3 Consult on and consider the specific needs of staff who work flexibly, including part-time, term-time only staff to identify appropriate support mechanisms.	Ensure options meet needs.	Director of HR		Consultation undertaken. Recommendations made on support needed.	Gender	
4.2.4 Conduct review of variable pay processes	Developing a Reward Strategy	Director of HR	09/10 academic year	Review completed	ALL	

Single Equality Scheme 2009-2012

Key	Ongoing	Concern	Not started	Progressing	Completed	New action
Traffic light						

4.3 Training and development, career progression

Action	Reason for Action	Accountability	Timescales	Success measures	Equality strand	Progress
4.3.1 Increase training opportunities on E&D subjects for all staff To include: - Equality and Diversity in curriculum - Equality Impact Assessments - Equality and Diversity awareness - Specialist / bespoke training e.g. Estates	Increase awareness	SD/HR	Ongoing	More staff participating in training opportunities	ALL	
4.3.2 Training for staff development/HR team in E&D issues.	Team fully trained.	SD/HR	Dec 09 – Nov 10	Staff development/HR team fully trained.	ALL	
4.3.3 Establish Equality Champion for	Ensure support is offered to staff	Deputy Principal, Equality	Revised date Jan 2010	Equality Champion in place	All	Asfa Sohail appointed December 2009

Single Equality Scheme 2009-2012

Key	Ongoing	Concern	Not started	Progressing	Completed	New action
Traffic light						

Action	Reason for Action	Accountability	Timescales	Success measures	Equality strand	Progress
College who will provide information for staff.		Champion				
4.3.4 Review provision for academic staff development, to include embedding equality and diversity; and a possible E&D module on induction programme.	Ensure provision meets requirements		Summer 2010	Provision reviewed. Module developed if appropriate	ALL	
4.3.5 Provide training for security and Estates staff on E&D awareness.	Front line staff understand reqs	Staff Development	Apr 09 – Mar 2010	Sessions developed and rolled out	ALL	
4.3.6 Develop specialist delivery team for LLDD and SpLD	Need to develop skills base	Vice Principal	July 2010	50 LSAs trained in supporting learners with learning difficulties and/or disabilities by July 2010. 9 staff trained for		

Single Equality Scheme 2009-2012

Key	Ongoing	Concern	Not started	Progressing	Completed	New action
Traffic light						

Action	Reason for Action	Accountability	Timescales	Success measures	Equality strand	Progress
				SpLD dyslexia September 2010 5 staff trained to SpLD level 7 by 2012 2 staff trained to support partially sighted and blind learners (level 3) July 2010 1 member of staff to undertake Aspergers Syndrome training 2011 Train 100 staff on supporting hidden disabilities by July 2010		

Single Equality Scheme 2009-2012

Key	Ongoing	Concern	Not started	Progressing	Completed	New action
Traffic light						

4.4 Support for Staff

Action	Reason for Action	Accountability	Timescales	Success measures	Equality strand	Progress
4.4.1 Establish resources on website for disability contacts	Access to information for co-ordinators.	Deputy Principal	Revised dated Dec 09	Resources available.	Disability	
4.4.2 Continually update and add resources to E&D website	Ensure awareness is kept high and resources up to date	Deputy Principal and E-Marketing Manager	Ongoing	Up to date resources available.	ALL	
4.4.3 Consider developing informal support network for staff with disabilities. Advertise the existence of mentoring on E&D website.	Meet needs of staff	Deputy Principal	09/10 academic year	Informal support in place; mentors used where appropriate	Disability	

Single Equality Scheme 2009-2012

Key	Ongoing	Concern	Not started	Progressing	Completed	New action
Traffic light						

5. MISCELLANEOUS

Action	Reason for Action	Accountability	Timescales	Success measures	Equality strand	Progress
5.1 Introduce provision for monitoring of sexual orientation of staff and applicants	To identify needs.	Director HR	08/09 & 09/2010 acad years	Monitoring introduced and reported on.	Sexual Orientation	
5.2 Introduce provision for monitoring of religion or belief for staff and applicants	To identify needs.	Director HR	08/09 & 09/2010 as above	Monitoring introduced and reported on.	Religion or belief	
5.3 Continuation of benchmarking with other institutions including analysis of AOC data to identify potential development areas and utilise areas of good practice	To ensure the College can demonstrate good practice.	Director HR	Ongoing	Benchmarking exercise undertaken.	ALL	HR continue to attend relevant sector-wide meetings to benchmark.
5.4 Academic Quality and Standards Committee to consider including		Academic quality and Standards Committee	09/10 academic year	Review undertaken and changes implemented	ALL	

Single Equality Scheme 2009-2012

Key	Ongoing	Concern	Not started	Progressing	Completed	New action
Traffic light						

Action	Reason for Action	Accountability	Timescales	Success measures	Equality strand	Progress
equality impact assessments in course approvals or reviews.						
5.5 System to ensure new policies requiring committee approval are accompanied by an EIA		Governance support and CMT	08/09	Successful roll out	ALL	
5.6 System in place to ensure Corporation include EIA/E&D on one committee per year		Deputy Principal	09/10	System developed and rolled out	ALL	
5.7 Rollout of Respect and Safeguarding Policy	Meet needs of staff and students	Head of Student Services	Summer Term 2010	Awareness raised relating to policy	ALL	
5.8 Recruit new governors to reflect initially community profile and ultimately learner profile	To achieve a more representative governor profile	Sear Committee / Corporation	2012 community profile 2014 learner profile	To achieve a governing body which reflects the learner profile	ALL	
5.9 Raise awareness of Equality and	Need to promote college ethos	Deputy Principal	July 2010	2 campaigns delivered		Objective stipulated in annual report.

Single Equality Scheme 2009-2012

Key	Ongoing	Concern	Not started	Progressing	Completed	New action
Traffic light						

Action	Reason for Action	Accountability	Timescales	Success measures	Equality strand	Progress
Diversity with employers						

Disability Equality Duty	Where in SES	Gender Equality Duty	Where in SES	Race Equality Duty	Where in SES
Eliminate unlawful discrimination/harassment	7.2	Eliminate unlawful discrimination/harassment	7.2	Eliminate unlawful discrimination/harassment	7.2
Promote equality of opportunity	7.2	Promote equality of opportunity	7.2	Promote equality of opportunity	7.2
Impact assess policies, practices and procedures and publish results	7.3 11.2 18.4	Impact assess policies, practices and procedures and publish results	7.3 11.1 18.4	Impact assess policies, practices and procedures and publish results	7.3 11.1 18.4
Monitor recruitment and progress of students and staff and publish results	12.2 14.1 18.1	Monitor recruitment and progress of students and staff and publish results	12.2 14.1 18.1	Monitor recruitment and progress of students and staff and publish results	12.2 14.1 18.1
Review/revise policies and action plans once every three years	7.3	Review/revise policies and action plans once every three years	7.3	Review/revise policies and action plans once every three years	7.3
Promote positive attitudes towards disabled persons	7.2 12.2	Consider the need to have objectives to address the causes of any gender pay gap	11.1	Promote good relations between persons of different racial groups	7.2 12.2
Encourage participation by disabled persons in public life	14.1				
Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons	14.1 15.1				

September 2009: Summative review of action plan

<u>Objective 2007-2011</u>	<u>Action Required</u>	<u>Detail</u>	<u>Lead</u>	<u>Target date</u>	<u>Update</u>
Establish Gender Equality Scheme fully into the culture of the College	Consult and inform staff about the College's Gender Equality duties and the production of this Scheme	Launch Scheme and related information to all staff and students and invite comments and views about the proposed future developments	EO Management Committee	30 April 2007	Gender Equality Scheme approved at EP&F 28.03.08
	Provide practical advice for staff about the ways in which they can embed gender quality within their curriculum	Ensure that good practice is discussed and disseminated using practical tools e.g. checklists, posters, to support staff in practical implementation of the Scheme	Curriculum Managers/EO Management Committee	Ongoing with 6-monthly review via EO Management Committee	Appointed AP with Equality and Diversity brief November 2007. Research project into Equality and Diversity completed 2007-08. Report delivered to Equality and Diversity Management Committee. Dec 2008

<u>Objective 2007-2011</u>	<u>Action Required</u>	<u>Detail</u>	<u>Lead</u>	<u>Target date</u>	<u>Update</u>
	Take steps to ensure that new developments are inclusive	Review strategies for targeting both genders for new College developments and agree outcomes for action.		Ongoing with 6-monthly review via EO Management Committee	* No specific programmes identified.
	Ensure that students are fully engaged in the Scheme	<ul style="list-style-type: none"> Continue to develop ongoing programme of Diversity activities within Student Services and measure outcomes to assess effectiveness Promote Gender Equality issues and the Scheme within Student induction and Tutorials 	Head of Student Services Head of Student Services	Ongoing with 6-monthly review via EO Management Committee	*Full programmes delivered however evaluation is in some instances limited. This has been included in compulsory tutorial but delivery across departments uneven.
	Ensure that all marketing materials effectively promote the	Continue to review of marketing materials and related	Deputy Principal/Publicity	July 2007	This is done as a standard

<u>Objective 2007-2011</u>	<u>Action Required</u>	<u>Detail</u>	<u>Lead</u>	<u>Target date</u>	<u>Update</u>
	ethos of this Scheme	documents to ensure that they represent gender issues positively and agree future protocols.	Manager		procedure.
	Ensure that Gender Equality issues are examined and reported on as part of the self-assessment process	<ul style="list-style-type: none"> Undertake specific review of data on retention, achievement and progression for students according to gender and agree follow-up action to be taken as part of self-assessment As part of planning cycle, set targets for participation rates for specific gender groups with the aim for increased participation from these groups 	Managers and Curriculum Teams	In accordance with planning cycle	<p>CM completes QSA including addressing of Equality issues. This then feeds in to SSA report and college SAR</p> <p>SAR contains references to comparison of performance between genders.</p>

<u>Objective 2007-2011</u>	<u>Action Required</u>	<u>Detail</u>	<u>Lead</u>	<u>Target date</u>	<u>Update</u>
	Identify aspects of good practice in the curriculum through impact assessments for adoption elsewhere in the curriculum.	Provide support for curriculum teams to develop specific initiatives to promote Gender Equality and provide opportunities for staff to share good practice.		Ongoing with 6-monthly review via EO Management Committee	<p>CMs have identified areas of good practice and the tutors liaise directly with Shauna Guinn to share good practice elsewhere.</p> <p>*Research project was conducted to identify current practice – this needs further development.</p>
To undertake a rigorous review of pay issues to identify key issues and required action	Comprehensive Pay Review and implementation of related action plan	<ul style="list-style-type: none"> Implement a review of staff pay and pay schemes to identify any potential areas of concern, focussing on, particularly pay 	Director of HR	Complete review by April 2008	<p>Review of salary assessments completed and report to Principal.</p> <p>Market Pay</p>

<u>Objective 2007-2011</u>	<u>Action Required</u>	<u>Detail</u>	<u>Lead</u>	<u>Target date</u>	<u>Update</u>
		comparisons between men and women, possible equal pay gaps, including differences between part-time and full-time work, and starting salaries and progression.			Policy introduced and Pay Progression Policy revised.
		<ul style="list-style-type: none"> • Agree resulting action to address any identified issues. • This needs to be programmed in and work has not yet stated. I will need to discuss with David some specific funding for this project. 			
To implement gender impact assessments of all existing policies,	Initiate Impact Assessment Study on	<ul style="list-style-type: none"> • Build on the current work being 	Managers	Ongoing with 6-monthly review via EO	This has been implemented fully by HR

<u>Objective 2007-2011</u>	<u>Action Required</u>	<u>Detail</u>	<u>Lead</u>	<u>Target date</u>	<u>Update</u>
ensuring that policies related to obvious gender issues (harassment, caring responsibilities, maternity/paternity, transsexual workers etc) are addressed as a priority.	College policies	undertaken in the College to review all existing policies to assess the impact on the race & disability issues to include gender		Management Committee	<p>department and staff development.</p> <p>*However it has not been introduced consistently across the college needs to be main-streamed.</p>
		<ul style="list-style-type: none"> • Ensure that all policies are properly documented with review dates and that review includes gender impact assessment data • Employment Policies have been reviewed and had an EIA 			Agreed and completed.

<u>Objective 2007-2011</u>	<u>Action Required</u>	<u>Detail</u>	<u>Lead</u>	<u>Target date</u>	<u>Update</u>
	Impact assess HR policies – especially priority areas- in consultation with recognised trade unions where appropriate, to adopt recognised standards such as EOC standards	<p>Agree key Equality & Diversity performance indicators for employment issues for gender and implement system for appropriate reporting via the HR system</p> <p>Currently undergoing this exercise and will complete within the timescale</p> <p>This has not yet been actioned</p>	Director of HR	December 2007	All HR policies had an EIA by December 2007

<u>Objective 2007-2011</u>	<u>Action Required</u>	<u>Detail</u>	<u>Lead</u>	<u>Target date</u>	<u>Update</u>
To establish effective mechanisms to consult with stakeholders on gender issues	Consider ways of establishing mechanisms and implement agreed way forward	It will be necessary to consider widely how to achieve a differentiated approach to consultation to ensure that people from varied backgrounds are part of the monitoring of policies and practices to promote gender equality and the monitoring of the effect of new policies and practices on different groups. Views from any groups which are established will be communicated to the EO Committee and could be linked with arrangements for other Schemes such as race or disability	Vice-Principal	Oct 2007	*This was not achieved.
	Ensure that effective	Review arrangements	Vice-Principal	Oct 2007	*This was not

<u>Objective 2007-2011</u>	<u>Action Required</u>	<u>Detail</u>	<u>Lead</u>	<u>Target date</u>	<u>Update</u>
	arrangements exist for community consultation	for consultation with community groups and take appropriate follow-up action to secure effective links			achieved.
To agree the framework for collection and analysis of gender information	Review current data collection and information analysis linked with other EO initiatives and establish and implement requirements for this scheme	<ul style="list-style-type: none"> • Undertake a review of available information about gender, focussing on gender differences in service use, balance of women and men in decision-making roles, staff gender profile, harassment issues, return rates from maternity leave, and transsexual issues • Identify gaps in information • Agree future required data collection to 	Vice-Principal/ Director of HR	Dec 2007	HR review/ analysis completed.

Single Equality Scheme 2009-2012

<u>Objective 2007-2011</u>	<u>Action Required</u>	<u>Detail</u>	<u>Lead</u>	<u>Target date</u>	<u>Update</u>
		determine future information requirements			
To publish results of all consultations, assessments and impact measurements	Introduce formal annual reporting via Governors of information about the College's performance against its Gender Equality Action Plan	Consider the various routes for publication e.g. website, annual College report, etc	Vice-Principal	June 2007	Incorporated into the college report on Equality and Diversity published to governors June 2008 and then published on website
To support the Scheme effectively through ongoing comprehensive staff training and development	Promote the importance of Gender awareness and Gender equality training	Mandatory training to be provided as part of the Staff Development programme, but additional ways of promoting and extending this will be considered	Staff Development Manager	Ongoing with 6-monthly review via EO Management Committee	e-learning modules purchased and staff now taking up (2009) learning via these modules. *Department specific "bespoke"

<u>Objective 2007-2011</u>	<u>Action Required</u>	<u>Detail</u>	<u>Lead</u>	<u>Target date</u>	<u>Update</u>
					training not developed, but investigated as part of a research project.
		Gender awareness training to be adapted to the specific needs of departments will be made available and promoted. Advice, support and training for managers on Gender issues			
	Ensure that Governors receive gender awareness training	Ensure Governors receive information at induction and also have access to ongoing training either via Governors' training sessions or through the Staff Development Programme	Clerk to the Corporation/Staff Development Manager	Ongoing with 6-monthly review via EO Management Committee	*Not achieved.

Single Equality Scheme 2009-2012

<u>Objective 2007-2011</u>	<u>Action Required</u>	<u>Detail</u>	<u>Lead</u>	<u>Target date</u>	<u>Update</u>
To ensure that College information is accessible to all areas of the public and within the College	Develop information about the Gender Equality Scheme on college web pages	Review website so that information about gender equality issues is accessible in one location. Include information on sources of help and advice and encourage feedback, on any further improvements needed to meet the needs of particular groups	Vice-Principal	December 2007	*Not achieved.
Embed the Race Equality Scheme fully into the culture of the College	Provide practical advice for staff about the ways in which they can embed race equality within their curriculum	Ensure that good practice is discussed and disseminated using practical tools e.g. checklists, posters, to support staff in practical implementation of the Scheme	Curriculum Managers/EO Management Committee	Ongoing with 6-monthly review via EO Management Committee	<p>CMs have identified areas of good practice and the tutors liaise directly with Shauna Guinn to share good practice elsewhere.</p> <p>All staff have attended or will attend a</p>

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<u>Objective 2007-2011</u>	<u>Action Required</u>	<u>Detail</u>	<u>Lead</u>	<u>Target date</u>	<u>Update</u>
					<p>mandatory training session on Race Equality.</p> <p>Good practice shared at team meetings.</p> <p>Research conducted to analyse/ identify current practice in the curriculum.</p>
	Take steps to ensure that new developments are inclusive	Review strategies for targeting people from a range of ethnic groups for new College developments and agree outcomes for action		Ongoing with 6-monthly review via EO Management Committee	*Not achieved.
	Ensure that students are fully engaged in	<ul style="list-style-type: none"> Continue to develop ongoing 	Head of Student	Ongoing with 6-monthly	Extensive Student

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<u>Objective 2007-2011</u>	<u>Action Required</u>	<u>Detail</u>	<u>Lead</u>	<u>Target date</u>	<u>Update</u>
	the Scheme	programme of Diversity activities within Student Services and measure outcomes to assess effectiveness	Services	review via EO Management Committee	Services programme established.
		<ul style="list-style-type: none"> Continue to promote the Race Equality Scheme within Student induction and Tutorials 			Part of compulsory programme.
	Ensure that all marketing materials effectively promote the ethos of this Scheme	Continue to review of marketing materials and related documents to ensure that they represent all ethnic groups positively and agree future protocols	Deputy Principal/Publicity Manager	July 2007	Part of an ongoing process.
	Ensure that Race Equality issues are examined and reported on as part of the self-assessment	<ul style="list-style-type: none"> Undertake specific review of data on retention, achievement and 	Managers and Curriculum Teams	In accordance with planning cycle	CM completes QSA including addressing of Equality issues. This

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<u>Objective 2007-2011</u>	<u>Action Required</u>	<u>Detail</u>	<u>Lead</u>	<u>Target date</u>	<u>Update</u>
	process	progression for students according to racial background and agree follow-up action to be taken as part of self-assessment			then feeds in to SSA report and college SAR. Section of analysis of success rates in relation to ethnicity.
		<ul style="list-style-type: none"> As part of planning cycle, set targets for participation rates for specific racial groups with the aim for increased participation from these groups 			*This action was not completed.
	Identify aspects of good practice in the curriculum through impact assessments for adoption elsewhere in the curriculum	Provide support for curriculum teams to develop specific initiatives to promote Race Equality and provide opportunities for staff to share good		Ongoing with 6-monthly review via EO Management Committee	CMs have identified areas of good practice and the tutors liaise directly with Shauna Guinn to

<u>Objective 2007-2011</u>	<u>Action Required</u>	<u>Detail</u>	<u>Lead</u>	<u>Target date</u>	<u>Update</u>
		practice			share good practice elsewhere. *Research project represents first stages of identifying college practice.
Continue the review of key functions and policies/procedures to assess impact	Complete Impact Assessment Study	Build on the current work being undertaken in the College to review all existing policies to assess the impact on the race issues	EO Committee / Department Heads	July 2007	Completed in HR and Staff Development. *Not mainstreamed across college.
	Impact assess HR policies in consultation with recognised trade unions where appropriate, to adopt the Race Equality in Employment Standard	Agree key Equality & Diversity performance indicators for employment issues for race and implement system for appropriate reporting via the HR	Director of HR	December 2007	Reporting data monthly at CMT and at regular EP&F meetings

<u>Objective 2007-2011</u>	<u>Action Required</u>	<u>Detail</u>	<u>Lead</u>	<u>Target date</u>	<u>Update</u>
		system			
To ensure that there are effective mechanisms for regular monitoring of existing policies	Carry out ongoing policy reviews	<p>Ensure that all policies are properly documented with review dates and that review includes race impact assessment data</p> <p>Annual review cycle will be in place – each policy will be dated to ensure compliance following Corp adoption</p>	Managers	Ongoing with 6-monthly review via EO Management Committee	*All policies subject to review HR and Staff Development policies have EIA others not as standardised.
To publish results of all consultations, assessments and impact measurements	Introduce formal annual reporting via Governors of information about the College's performance against its Race Equality Action Plan	Consider the various routes for publication e.g. website, annual College report, etc	Vice-Principal	June 2007	<p>First report published to Curriculum Committee October 2007 and on website October 2007.</p> <p>Second report</p>

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<u>Objective 2007-2011</u>	<u>Action Required</u>	<u>Detail</u>	<u>Lead</u>	<u>Target date</u>	<u>Update</u>
					completed Autumn 2008.
To consult and assess on proposed policies and policy changes	Explore interest in the establishment of a Forum for staff and students for future consultation	A Forum will provide a means of ensuring that people from varied backgrounds are part of the monitoring of policies and practices to promote race equality and the monitoring of the effect of new policies and practices on different groups. Views from any such groups will be communicated to the EO Committee	Vice-Principal	July 2007	No progress made.
	Ensure that effective arrangements exist for community consultation	Review arrangements for consultation with community groups and take appropriate follow-up action to secure effective links	Vice-Principal	July 2007	*Not achieved.

<u>Objective 2007-2011</u>	<u>Action Required</u>	<u>Detail</u>	<u>Lead</u>	<u>Target date</u>	<u>Update</u>
To continue comprehensive staff training and development	Continue to promote the importance of Race awareness and Race equality training	<p>Mandatory training provided as part of the Staff Development programme will continue, but additional ways of promoting and extending this will be considered</p> <p>Race awareness training adapted to the specific needs of departments will be made available and promoted</p> <p>Advice, support and training for managers on Race issues</p>	Staff Development Manager	Ongoing with 6-monthly review via EO Management Committee	<p>Extensive Race Equality training delivered.</p> <p>New e-learning module available 2009.</p>
	Ensure that Governors receive race awareness training	Ensure Governors receive information at induction and also have access to ongoing training either via Governors' training sessions or through the Staff Development	Clerk to the Corporation/Staff Development Manager	Ongoing with 6-monthly review via EO Management Committee	Governors received training from Harmony Training at recent residential (October

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<u>Objective 2007-2011</u>	<u>Action Required</u>	<u>Detail</u>	<u>Lead</u>	<u>Target date</u>	<u>Update</u>
		Programme			2007) Governors also receive copy of staff development programme regularly
To ensure that College information is accessible to all areas of the public and within the College	Develop and expand information about the Race Equality Scheme on college web pages, especially activities to promote good race relations	Review website so that information about race equality issues is accessible in one location. Include information on sources of help and advice and encourage feedback, especially from BME staff and students, on any further improvements needed to meet the needs of particular groups	Vice-Principal	December 2007	*Not achieved. New website currently being developed.
Disabled Students	Continued development of student support	Development of services for particular groups. For example, students with mental	Head of Student Services	May 2007	Programme of activities developed

<u>Objective 2007-2011</u>	<u>Action Required</u>	<u>Detail</u>	<u>Lead</u>	<u>Target date</u>	<u>Update</u>
		health difficulties			and delivered.
	Proactively publicise the opportunities for disabled students at the College	Disabled students to be part of supporting initiatives designed to encourage better participation of certain groups (e.g. Deaf students)	Head of Student Services/Learning Support Manager/ Student Union Reps	January 2008	EaST have actively engaged with Romford Deaf Club which has resulted in this group enrolling on IT & email courses. *Needs to be further developed.
	Development of an e-discussion board for disabled students	Encourage students to get involved in Blackboard discussions	Curriculum staff/ Student Union Reps	January 2007	*Not achieved. Student Union has disability officer.
Estates and Facilities	Investigate Fire procedure in relation to disabled staff and students	Visual Fire alarms for Deaf staff and students (pagers and flashing lights)	Director of Estates and Facilities	December 2007	FW to complete.

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<u>Objective 2007-2011</u>	<u>Action Required</u>	<u>Detail</u>	<u>Lead</u>	<u>Target date</u>	<u>Update</u>
	Accessible parking	Monitor use of existing bays and if needed, consider providing more	Director of Estates and Facilities	September 2007	FW to complete.
	Building works	Increase awareness and improve follow-up action to ensure skips, barriers, cars, etc do not block wheelchair access routes	Director of Estates and Facilities	November 2006	FW to complete.
Disabled Staff	Develop a role within HR for the co-ordination of staff disability issues	For all general queries from or regarding disabled staff. To encourage disability disclosure and reduce the number of 'unknown' disability status classifications. To review in consultation with disabled staff, departments and estates any reasonable adjustments the college may need to make to its policies or	Director of HR	June 2007	Leah Hurle, HR Officer is responsible for encouraging disabled staff to seek necessary and appropriate adjustments in the workplace. Article to staff in relation to the disability symbol will be

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<u>Objective 2007-2011</u>	<u>Action Required</u>	<u>Detail</u>	<u>Lead</u>	<u>Target date</u>	<u>Update</u>
		infrastructure to better support disabled staff			distributed with the Staff Handbook no later than January 2008
Staff Development and Training	Promotion of the importance of Disability Awareness and Disability Equality Training	<p>Training offered as part of the Staff Development programme will continue, but additional ways of promoting and extending this will be considered. Disability Awareness training adapted to the specific needs of departments to be made available.</p> <p>Advice, support and training for managers on disability issues including how to put reasonable adjustments into place</p>	Staff Development	July 2007	Events being delivered monthly. E-learning package has been purchased and is available through Blackboard
Consultation and	Publication of information for	More positive representation of	EO Committee/	September	Students with disabilities

<u>Objective 2007-2011</u>	<u>Action Required</u>	<u>Detail</u>	<u>Lead</u>	<u>Target date</u>	<u>Update</u>
Communication	publicity purposes	disabilities	Head of Publicity	2008	represented in publicity.
	Develop and expand information about disability on college web pages, especially procedures relevant to disabled staff	Revise web site so that information for disabled staff and student is accessible in one location. Include information on disclosure of disability, sources of help and advice, the law, disabled job applicants and reasonable adjustments, access to buildings. Encourage	Information Services /Director of HR/ IT	July 2008	*Not achieved. New website under development. DisabledGo proposal sent to SMT in 2007 by Director of HR.
		feedback, especially from disabled staff and students, on any further improvements needed to meet the needs of disabled staff and students.			
	Explore interest in the establishment for a	A Forum will provide a means of ensuring	EO committee/ Director of	December	*Not

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<u>Objective 2007-2011</u>	<u>Action Required</u>	<u>Detail</u>	<u>Lead</u>	<u>Target date</u>	<u>Update</u>
	Forum of staff and students for future consultation	that disabled people are part of the monitoring of policies and practices to promote disability equality and the monitoring of the effect of new policies and practices on disabled people. Views from the Disability Forum will be fed to the EO Committee	HR/Support Services/ Student Union	2007	achieved.
	Review of HR policies to ensure they promote disability equality	Impact assess HR policies in consultation with recognised trade unions where appropriate	Director of HR	January 2008	Equality Impact Ass (EIA) actioned by January 2008
	Consultation with the wider community about the DES	The views of disabled individuals using College services, involvement from local disability groups and organisations of disabled people will be sought to ensure that	Learning Support Service/Threshold Services	July 2007	Questionnaires were sent to a number of organisations but only two responses were

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<u>Objective 2007-2011</u>	<u>Action Required</u>	<u>Detail</u>	<u>Lead</u>	<u>Target date</u>	<u>Update</u>
		DES takes into account the relevant needs of these users or potential users of services			received. A meeting was held with these organisations to gather their feedback. *Not fully achieved.
Equality Initiatives	Equality Action planning to support the DES Action Plan	Encourage more departments to develop specific initiatives promoting disability equality	Department Heads	September 2007	*Not achieved.
	Existing policies and procedures	The first task is to prioritise which policies and practices should be examined, starting with those that are most relevant to disabled people. As the impact	EO committee/ Department Heads	December 2007 – December 2008	*Not achieved.
		assessments will be most usefully carried			

<u>Objective 2007-2011</u>	<u>Action Required</u>	<u>Detail</u>	<u>Lead</u>	<u>Target date</u>	<u>Update</u>
		out by disabled people themselves it is proposed that a forum be central to the process			
	New policies and procedures	Authors of strategies will reflect the College's commitment to promoting equality of opportunity, including disability equality. The likely impact of policies on disabled people will be carried out as appropriate through the Forum	Authors of College strategy documents		HR and Staff Development policies/ strategies reflect this. Other policies less extensively covered.