

COLEG MORGANNWG
SINGLE EQUALITY SCHEME

Produced by **Head of Learner Services**

Approved by **Equal Opportunities group** **17.01.11** **Minute No: 166**

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Principal's Foreword

I am delighted to introduce the first Single Equalities Scheme for Coleg Morgannwg. The Scheme is testimony to our commitment to develop as an inclusive organisation which not only meets all of our legal obligations but also seeks to establish itself as a leader in its field in terms of equality and diversity.

Respect for and support for others sits at the core of our mission and values. We are committed to playing a positive role in our community, to bringing out the best in each other and, most of all, to developing people through learning. In bringing these values to life in everything we do, we will be recognising and celebrating diversity and difference, encouraging aspiration and ambition amongst all our stakeholders: staff, learners, employers and the wider community.

The goals and targets set out in this Scheme are challenging. We are convinced that, through our example, we can create a college in which everyone can be proud to work and learn. We will monitor our progress towards meeting those targets by listening to our learners and staff, through our self-assessment processes and through community cohesion activities. We welcome feedback, comments and suggestions about the content of the Scheme and about how we can improve as an organisation.

Judith Evans
Principal

(1) Introduction

1.1 Mission, Vision and Values

Mission

Together we provide a high quality and vibrant learning environment to meet the needs and ambitions of learners, employers and the wider community.

Vision

Realising potential - shaping futures

The College's Core Values

- **Learner focused:** places the interest of the learner at the heart of the organisation by promoting learning, providing excellent teaching, support and progression opportunities to all
- **Investing in people:** Recognising contribution, developing people within a healthy and supportive working environment
- **Continuous Improvement:** Strives for excellence in all that it does by raising aspirations, challenging behaviour, setting standards and sharing good practice
- **Partnership & Collaboration:** Actively seek and promote partnerships to add value to college activities
- **Positive Organisational Ethos & Culture:** Promote positive professional relationships with staff and learners by investing in resources; encouraging and promoting consultation and involvement in decision making

Our Single Equality Scheme is designed to reflect our College mission and strategy and to demonstrate how we will meet our commitment to equality and diversity for all.

The scheme contains six areas of focus: gender/trans, race, disability, age, religion or belief and sexual orientation. Over several years the College has made good progress in moving forward from an Equal Opportunities Policy approach to a Diversity strategy incorporating all aspects of Equality. This progress is now being carried forward in the Single Equality Scheme demonstrating our continued commitment to promoting equality in all these areas. The Single Equality Scheme is produced in response to the Equality Act 2010, and the establishment of the Commission for Equality & Human Rights in October 2007, and has been developed with the involvement of the College's Equality & Diversity Group. Our Single Equality Scheme is an overall strategy, demonstrating how we will promote equality in all areas of our

work. It is an evolving document that will be formally reviewed annually. It includes a one year Action Plan.

Over the next three years we aim to be able to demonstrate that we have complied with all equality legislation and improved equality of opportunity for our learners, staff and service users.

Our scheme provides guidance on how we will meet our equality duty, how we will handle any cases of harassment and unlawful discrimination, how policies, procedures and plans will be monitored for adverse impact (Equality and Diversity Impact Assessment Measures), how the overall practice and outcomes of our college will be monitored and how action will be planned and delivered to address any concerns that are identified.

This document (Single Equality Scheme: Coleg Morgannwg) provides the framework and context to demonstrate our commitment to:

- ensuring that each Service Area of the College uses robust Diversity Impact Assessment Measures through the Self Assessment/Quality Improvement processes to promote equality and diversity and the College's Single Equality Scheme
- proactively promoting equality of opportunity for current as well as prospective learners and staff
- removing barriers to access, achievement and progression

The Single Equality Scheme will be effective from March 2011 and will incorporate the College's existing schemes on Race, Gender and Disability and will incorporate policy and plans for addressing issues relating to Age, Religion and Belief and Sexual Orientation.

The proposed outcomes from the Single Equality Scheme are – A College where people of different backgrounds come together in harmony and mutual respect. Where positive action is taken, where appropriate, to overcome long term disadvantage. Where achievement and progress is based upon endeavour not prejudice.

1.2 Promoting the Single Equality Scheme

With regard to staff, in promoting the College's Single Equality Scheme, Coleg Morgannwg undertakes to:-

- address the causes of, and solutions to, of any discrimination on the grounds of disability, race, gender/trans, age, religion or belief or sexual orientation.
- ensure that all new policies and procedures are fully analysed and assessed for impact in order to incorporate the different needs of individuals
- ensure that all existing policies and procedures are impact assessed over a three year period, and again upon review of the policy/procedure.
- improve opportunities for part time staff to attend training sessions.
- increase the awareness of work life balance and dignity at work policies and the associated available guidance.

- develop codes of conduct by which our behaviour can be judged.

With regard to learners, in promoting the College's Single Equality Scheme, Coleg Morgannwg undertakes to:-

- recognise the central role of the curriculum in challenging and addressing discriminatory practices and discrimination.
- monitor admissions procedures progress towards achieving Equality and Diversity Impact Measures (EDIMS)
- include curriculum impact assessment as part of the annual self assessment processes.
- provide a safe and supportive learning environment for all learners.
- develop codes of conduct by which behaviour can be judged.

The Single Equality Scheme will be available to all staff on the College Extranet and will be promoted through the College electronic newsletter. A further document will be produced for the learner audience, for prospective learners and other interested parties. Our Scheme will be published on the College website.

Reports on issues related to the scheme will also be made:

- To governors
- To staff at full staff meetings and training days
- To new staff induction sessions
- To learners through Student Parliament meetings
- To the Curriculum and Quality Board.

In promoting the Single Equality Scheme, Coleg Morgannwg seeks

- To develop an ethos which respects and values all people irrespective of their gender/trans, race, religion or belief, disability, age or sexual orientation;
- To eliminate all forms of discrimination based on gender, trans, race, religion or belief, disability, age or sexual orientation in all areas of the curriculum, in recruitment, selection and induction processes and procedures;
- To engage in positive action to encourage the development of a more diverse workforce and learner representation;
- To communicate the Single Equality Scheme to learners, staff, governors and all other stakeholders including visitors to the College;
- To ensure that any external organisations with which it works are made aware of, and encouraged and supported to adhere to the Equality & Diversity commitments of the College. We will work closely with other College stakeholders to seek their support and commitment to the Single Equality Scheme.
- To ensure that all College stakeholders understand and have full access to the Scheme and know their rights and responsibilities under this scheme;
- To monitor, review and report on the effectiveness of the Scheme to Governors;
- To review regularly all College policies and procedures, using impact assessment measures

- To ensure that all learners, staff and Governors understand their responsibilities and accountabilities for promoting equality of opportunity;
- To encourage all learners, staff and governors to understand their responsibilities and accountabilities for promoting harmony, understanding and cohesion between our minorities.

Raising awareness through, training, induction and development

We will raise awareness of diversity issues as encapsulated within the Single Equality Scheme by providing staff training and development as well as providing diversity induction sessions for all new learners and staff. We will provide learning opportunities and awareness events, where appropriate, in order to facilitate the effective working of our Single Equality Scheme. A calendar of events celebrating all aspects of diversity will be developed by the Equality & Diversity group annually.

Complaints

We will review our complaints and disciplinary procedures for dealing with direct and indirect discrimination under the Single Equality Scheme. We take all complaints seriously and will gather data on complaints received relating to any aspect of discrimination covered by the Single Equality Scheme. We will continue to monitor action and report progress on dealing with complaints from stakeholders to the Equality & Diversity Group and to Curriculum and Quality Committee. As such ensuring that we continue to provide a supportive environment for those who make a complaint on grounds of discrimination or harassment.

(2) Background and Context

2.1 Legal Responsibilities

At Cole Morgannwg, we have a legal duty to:

- Work towards the elimination of discrimination
- Promote equality regardless of gender/trans, race, disability, sexual orientation, age, religion & belief.

Three main pieces of legislation are essential to the College's Single Equality Scheme. They are

- Section 71 (1) of the Race Relations Act 1976 (as amended by the Race Relations Act 2000, Regulations 2003)
- The Disability Discrimination Act 2005 and
- The Equality Act 2006

In addition, the College also acknowledges its responsibility to the wider dimensions of equality and diversity and the following regulations are also relevant.

- Employment Equality (Religion and Belief) Regulations 2003
- Employment Equality (Sexual Orientation) Regulations 2003
- Employment Equality (Age) Regulations 2006

The current New Single Equality Act aims to simplify the law on discrimination and address multiple discrimination.

These regulations do not impose a positive duty to promote equality but they do apply to employment and to the provision of further and higher education. We will work hard to ensure that our policies and practices do not discriminate on any of these grounds.

2.2 Legislative Background

Our Single Equality scheme is created in order to meet the requirements of recent Equality Legislation (Equality Act 2006, Gender Equality Duty 2007) but there are also requirements that we adhere to under the following previous legislation:

- Equality Act 2010
- Age Discrimination Act 2006
- Disability Equality Duty 2005
- Gender Recognition Act 2004
- Civil Partnership Act 2004
- Special Educational Needs and Disability Act 2001
- Race Relations Amendment Act 2000, 2003
- Gender Reassignment Regulations 1999
- Human Rights Act 1998
- Disability Discrimination Act 1995
- Race Relations Act 1976
- Sex Discrimination Act 1975
- Equal Pay Act 1970
- Sexual Orientation Regulations 2003

The College has the following specific duties to:

- Issue a written statement of our policy for promoting equality
- Put in place arrangements for implementing our policy;
- Assess the impact of our policies on learners and staff;
- Monitor the admission and progress of our learners and the career progression of our staff;
- Include in our statement how we will publicise the process;
- Publish annually the results of our reviews through a report to our Governors.

(3) The College as an Employer

This Scheme not only covers our responsibilities as an education provider but as one of the largest employers within the local area. We aim to recruit, retain and develop high quality staff. The College will be the employer of first choice for the local community and beyond. We currently hold the Investors in People Standard and the Healthy College Silver Award as an external validation of our commitment to staff training, development and wellbeing.

We will only achieve the vision of the College if we embrace equality of opportunity and promote diversity and difference within our staff group. It is this diversity and difference that will foster creativity and enable the College to meet its overarching vision and strategic priorities. Specifically in relation to our role as an employer we will:

- review our jobs regularly and remove any requirements that are unnecessary and may exclude or disadvantage certain groups.
- advertise our vacancies widely to attract a diversity of applicant.
- work proactively to address issues of under representation within our staff group.
- encourage the development and progression of all staff to ensure that they actively contribute to the College's success.
- ensure that our pay and reward processes are fair and transparent and address any issues that may exist in relation to equal pay issues.
- to provide managers with training to ensure that they manage staff fairly and treat staff with dignity.
- to support managers in the implementation of equalities legislation.

The College is committed to working in partnership and consultation with the recognised Trade Unions and will consult with Trade Unions regarding the content and practical implementation of this Scheme.

(4) Single Equality Scheme Components

4.1 Disability

Under the Special Education Needs and Disability Act 2001, it is unlawful to discriminate against disabled learners or prospective learners by treating them less favourably. The Disability Discrimination Act (DDA) 2005 sets out the general duty and provides that Coleg Morgannwg in carrying out its duties give due regard to the need to: eliminate discrimination that is unlawful under this Act; eliminate harassment of disabled persons that is related to their disabilities; promote equality of opportunity between disabled persons and other persons; take steps to take account of disabled persons' disabilities.

The College welcomes learners and staff with a disability or impairment, and aims to enable inclusion in all aspects of college life. All reasonable adjustments are made to ensure disabled learners and staff, are not treated less favourably for any reason connected to their disability. Learners and staff are given opportunities and are supported to disclose any disability, or change of circumstance in a supportive

environment, respecting confidentiality at all times. The College will encourage and support learners and staff to challenge discrimination.

Under current legislation the College has a Disability Scheme which was based upon significant levels of consultation with both internal and external stakeholders together with activity by consultants to ensure the maximum access by all learners and staff to learning/teaching/business facilities and resources.

The Scheme is detailed and has an action plan with is monitored and reviewed by the Equality & Diversity Group and implemented locally by the service teams of the College.

In addition the annual Self Assessment processes of the College include specific references to Equality and Diversity review based upon feedback and data. This leads to a Quality Improvement Plan for each Service Area. The scheme, along with all aspects of Diversity and Equality, are reported on annually to Governors and the report is published on the College website.

4.2 Race

The Race Relations Act 1976 (Amendments 2000 & 2003) makes it unlawful to discriminate against a person on racial grounds, which means on the grounds of race, colour, nationality including citizenship, ethnic or national origin. The College has a General duty to: eliminate unlawful racial discrimination, promote equality of opportunity and promote good relations between persons of different racial groups. The College will continue to celebrate cultural diversity at staff development events and activities aimed at learners and other College stakeholders.

Under current legislation the College has a Race Equality Policy/Scheme and overarching Action Plan. The policy is reviewed every two years and the Action Plan annually.

The scheme is detailed and has an action plan with is monitored and reviewed by the Equality & Diversity Group and implemented locally by the service teams of the College.

In addition the annual Self Assessment processes of the college include specific references to Equality and Diversity review based upon feedback and data. This leads to a Quality Improvement Plan for each Service Area. The scheme, along with all aspects of Diversity and Equality, are reported on annually to Governors and the report is published on the College website.

4.3 Gender

The Sex Discrimination Act (Amendment of Legislation Regulations 2008) and the Equality Act 2006 set out the general equality duty to eliminate unlawful discrimination and harassment. The College has a duty to promote equality of opportunity between men and women and will give due regard to eliminating unlawful discrimination and harassment on the grounds of gender, as well as promoting equality

of opportunity between men and women, with respect to both our employees and in the provision of our services.

The College is fully committed to eliminating gender inequality, promoting gender equality under the Equality Act 2010 and to promoting equality between women and men. We recognise that there are gender differences in people's life chances, the services they access, the types of jobs they do and how well people, as learners, achieve in education.

For staff we will identify and address the causes of any gender pay gap. All new policies and procedures will be fully analysed and impact assessed to incorporate the different needs of men and women. We will seek to improve opportunities for part time staff to attend training sessions and to engage fully as part of the College community. We will continue to increase the awareness of work life balance and dignity at work policies and guidance available. Training will be provided for all staff on issues relating to gender equality.

For learners we will recognise the central role of the curriculum in challenging and addressing stereotypes and gender discrimination. The curriculum will be impact assessed as part of the annual self assessment processes. We will provide a safe and supportive learning environment for all learners regardless of gender or transgender.

The Gender Equality Scheme will be available to all staff on the College Extranet. A further document will be produced for the learner audience, for prospective learners and other interested parties.

Reports on issues related to the scheme will also be made to governors, to staff at full staff meetings and INSET days, to new staff at induction sessions, and to learners through Student Parliament meetings and at the Learner Conference

4.4 Trans

Also included in the Gender Equality Duty (GED) there is a general duty for FE institutions to be proactive in promoting equality between trans people and non-trans people of any gender. The College is fully committed to ensuring equality and a right to privacy to people applying for or in receipt of a Gender Recognition Certificate.

The College will work:

- towards ensuring policies and schemes refer specifically to equality for trans men and women
- develop actions to tackle discrimination and harassment and promote equality for trans workers and learners
- build trans equality into induction and training for staff
- consult with members of the trans community/trans staff and learners on the review of the gender equality scheme.

4.5 Age

From 2006, the Employment Equality (Age) Regulations came into force, making it unlawful to discriminate against staff (or those that are in receipt of services) on the grounds of an individual's age. The regulations include all aspects of employment from recruitment, terms and conditions of employment, promotion, training, benefits or dismissal (amongst others) and also cover other areas of public service activity. The College complies with these regulations and will ensure that a person is not treated less favourably on the grounds of their age. We will pay attention to our provision, policies or practices to ensure that any individual of a particular age is not put at a particular disadvantage.

Age discrimination prevents people of all ages from realising their full potential. Age equality can help the College deliver better services to all its learners, staff other stakeholders. Unless there is age restrictions placed upon the intended course in terms of any other prevailing legislation, e.g. government policy on age specific funding or entry to types of employment, this information will not form any part of the selection process. We will monitor recruitment, retention and achievement of learners by age and will work towards addressing under-representation that exists.

The College will encourage and support learners and staff to challenge age discrimination wherever it is found.

4.6 Religion & Belief

In December 2003, the Employment Equality (Religion or Belief) regulations were introduced, making it unlawful to discriminate against workers on the grounds of their religion, philosophical or similar belief. The College will work to ensure that a person is not treated less favourably on the grounds of their religion or belief. This includes learners, staff and other College stakeholders.

We will treat harassment or victimisation on the grounds of a person's religion or belief as unlawful. The regulations extend to all aspects of employment from recruitment, terms and conditions of employment, promotion, training, benefits or dismissal (amongst others). We will pay attention to our provision, policies or practices to ensure that a person of a certain religion or belief is not put at a particular disadvantage. We will take account of dietary requirements, where appropriate, respect requests from for religious festivals and observance. We will also ensure respect and sensitivity for dress codes where applicable. The College makes every effort to welcome learners and staff regardless of their religion or belief and encourages the positive contributions that all groups bring to the College.

4.7 Sexual Orientation

The College will undertake to fulfil all its legal duties established by the Employment Equality (Sexual Orientation) regulations 2003 which prohibited discrimination on the grounds of a person's sexuality.

We will work to ensure that learners and staff and other stakeholders are not treated less favourably on the grounds of their sexual orientation. The College makes every

effort to welcome learners and staff regardless of sexual orientation and encourages and values the diversity brought by learners, staff and other stakeholders regardless of their sexual orientation. We will treat harassment or victimisation on the grounds of a person's sexual orientation as unlawful. We will work towards creating a positive working and learning environment with a shared commitment to challenging and preventing stereotyping and will encourage good working relations between heterosexuals, lesbian, gay, bisexual, trans gendered people within the College. We will recognise and respect the sexuality of all individuals and will respect the maintenance of confidentiality where requested. We will take steps to encourage disclosure in a supportive environment.

(5) Impact Assessment & Monitoring

5.1 Diversity Impact Assessment Measures

Carrying out impact assessments

An important element to developing the Single Equality Scheme is the use of effective Equality and Diversity Impact Assessment Measures. Cole Morgannwg's Executive Office has a step by step guide on implementing Diversity Impact Assessments which will be used as a model of good practice across the College.

The College has a clearly stated procedure on Impact Assessment to ensure that it complies with all existing and new equality and diversity legislation as well as promoting all strands contained in the Single Equality Scheme. The College has a staged programme of impact assessing all of its existing policies and procedures. All new policies and procedures are screened as they are produced. Screening will identify which of these we need to take to wider consultation as they may have the potential to have a negative impact. All College policies and procedures will undergo impact assessment in a rolling three year programme. The assessment will be based on a clear view of the main aims and procedures of the policy together with as much information as possible about the different groups the policy is likely to affect. Individuals are affected by college policy differently according to their gender, racial group or disability for example in terms of access to a service, or the ability to take advantage of proposed opportunities.

In addition the learner data is used at course level as an impact measure in order to assess what impact our service delivery is having on recruitment, retention, attendance and achievement. These come under the broad heading of Equality and Diversity Impact Measures (EDIMs) which are set each year and reported back to Governors etc. Currently EDIMs concentrate on:-

- Disability
- Ethnicity
- Gender
- Age

The College has developed action plans to address the Equality and Diversity Impact Measures for 2010/11

- (i) Improve achievement of learners from ethnic minorities by 1%.

- (ii) Maintain the achievement of learners with a disability.
- (iii) Improve the achievement of male learners.
- (iv) Continue to improve access to and use of diversity monitoring data.

(6) General Duties

There is a general legal duty placed upon the College to eliminate unlawful discrimination and harassment, to promote equality of opportunity, to encourage good relations and positive attitude between all groups and to take positive action where appropriate. The College will achieve this through the following actions:

Eliminate unlawful discrimination	<ul style="list-style-type: none"> • Through College policies and procedures
Promote equality of opportunity	<ul style="list-style-type: none"> • Through College policies and procedures • INSET day activities and CPD • Diversity Celebration Events • Tutorial arrangements • Good practice sessions in Equality & Diversity group
Encourage good relations and positive attitude between all groups	<ul style="list-style-type: none"> • Community Cohesion Strategy • Tutorials • Group Activity • Staff Development activity
Eliminate harassment	<ul style="list-style-type: none"> • College Values • Campaigns • Tutorials • Disciplinary Process • Bullying & Harassment Policy
Take positive action where appropriate	<ul style="list-style-type: none"> • Support groups • Learner Support • INSET activities • Promotions

(7) Specific Duties

There are a number of specific duties relating to existing legislation which we have applied to all seven components of our Single Equality Scheme.

They are intended to eliminate unlawful discrimination, promote equality of opportunity and to monitor and assess the impact of activities upon learners, staff and other shareholders.

Prepare and monitor specific policies	All policies related directly and indirectly to the SES are reviewed regularly and are re-submitted to either the College SMT and/or the Corporation for approval. These are accompanied by reviewed/revised action plans.
Assess the impact of existing and proposed relevant policies and procedures on learners and staff.	Policy impact assessments are made at the time of all policy reviews and action plans created/updated as appropriate. The Impact Assessment programme is monitored by the Equality & Diversity Group.
Monitor the achievement and progress of learners.	The College is developing Equality and Diversity Impact measurement targets at a College level. All learner data is reviewed at course level and impact assessed leading to local and aggregated action plans. All of the above is monitored and reported through the College SAR (Self Assessment Report) and QIP (Quality Improvement Plan) through senior management to the Corporation.
Monitor the arrangements for the appointment and progression of staff	Human Resources (HR) monitor and track all recruitment and upgrading of staff activity. HR produce an annual report to the Corporation outlining data relating to age, gender, ethnicity and disability together with plans for addressing issues affecting any pertinent minority group.
Consult staff, learners and shareholders from minority groups	The College has many mechanisms for consulting with learners and staff including staff and learner conferences, use of questionnaires and, from time to time, external agencies to make independent assessments using College stakeholders feedback for their evidence base.
<p>Outcome A College where people from different minorities can come together in work and learning. Where action is taken where appropriate, to overcome long term disadvantages, where achievement and progress is based upon endeavour not prejudice.</p>	

(8) Implementing the Scheme

The scheme will be implemented through a programme of phased activity associated with each aspect of the College's business. There will be launch activities designed to ensure that the scheme is communicated to staff, learners and stakeholders such as community groups, parents and employers. Implementation will be supported by a programme of Continuous Professional Development Activity and regular communication. It will be communicated to learners through induction and tutorial activities.

The scheme will be approved and monitored by Senior Managers and the Corporate Board of the College to whom an annual report on activity and progress towards achieving targets and objectives will be submitted. The scheme will be incorporated into the College Self Assessment processes, Objectives and Strategic Development Plan. This will ensure its proper consideration at appropriate stages in the college planning and review cycle and will promote activity at all levels throughout the College Service Teams.

Impact Assessments, EDIMs and use of data will all contribute to Quality Improvement Schemes and plans. This activity will be overseen by the Equality & Diversity Group.

APPENDICES

- A. College Stakeholders – Communication**
- B. Single Equality Action Plan**

College Stakeholders

Stakeholders	How Communicated with
Staff	♦ CPD
Learners	♦ Learner Conference ♦ Tutorials
Potential Learners	♦ Website ♦ Initial Advice & Guidance ♦ Interviews
Parents	♦ Parent Evenings ♦ Leaflets ♦ Interviews ♦ E-ILP
Employers	♦ Employer Forums ♦ Advisory Offers ♦ Business Development Executives
Disability Groups	♦ Meetings
Other Service Providers	♦ Joint Meetings through ♦ Community Cohesion ♦ College / School meetings
Funders	♦ Formal Meetings
Race Groups	♦ VALREC
Gender/Trans Groups	♦ To be developed ♦ LGBT Association
Age Groups	♦ Dealt with through learners
Religion and Belief Groups	♦ To be developed ♦ Regional FBFE
Sexual Orientation Groups	♦ To be developed ♦ Student Union ♦ LGBT Association

**Coleg Morgannwg Single Equality Action Plan
April 2011 – April 2014**

1. To ensure that College Policies and Practices meet legislative requirements, are inclusive and are regularly reviewed						
Item No	Action	Impact	By Whom	By When	Monitoring	Progress check
1.1	Governors to approve the College's Single Equality Scheme and Action Plan and Equality and Diversity Policy	College equality schemes in relation to Race, Gender and Disability are brought together in one place to ensure more systematic and effective monitoring. College fulfils its duties in relation to legislative requirements.	Govs on Equality and Diversity (E&D) group	July 2011	E&D meeting minutes refer	
1.2	Governors and SMT to monitor the impact and progress of the College's Single Equality Action Plan	The SES Action Plan is regularly reviewed and targets and outcomes are Reported annually. Governors can ensure that appropriate mechanisms are put into place by college managers to tackle any areas of concern.	Govs on E&D Group	On termly basis at E&D Group meetings	E&D group to review progress at termly meetings and report back to full Governing Body Annual monitoring report to full Governing Body in autumn 2011, 2012 and 2013.	This will be included as a standing Agenda item on E&D Group meetings
1.3	To carry out Impact Assessments of college policies and procedures	There is a systematic process in place to check whether each policy and procedure does have (or could potentially have) a differential impact on staff or learners across any of the seven equality strands	E&D Group	As policies are drafted	Clerk to Governing Body reports to Governing Body	Impact Assessments have been carried out since training delivered in autumn 2007
1.4	To ensure that mechanisms are in place to encourage staff and learners to comment on the development and implementation of College policies, procedures and plans by using staff and learner focus groups for consultation and communication purposes	This will ensure that college management takes account of the views of relevant service users to identify any potential barriers and improve access and support.	E&D Group	Learner focus groups to be set up by Nov 2011. Staff focus group forum to be set up on VLE by end Sept 2011	Feedback from focus groups reported to E&D Group at termly meeting and forwarded to Learner Exec.	
1.5	To keep staff and Governors aware of key developments in equality and diversity through	Staff and Governors are aware of relevant policies and procedures and	E&D Group Head of HR	As legislation changes and	E&D Group to receive feedback on developments	

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	briefing sessions, or training programmes	their own roles and responsibilities in relation to these.	Head of Learner Services	policies drafted	and progress from HR and HSS. E&D minutes	
1.6	To review terms and conditions of employment to ensure that they are compliant with equalities legislation, including gender issues. To promote flexible working arrangements to enable staff to balance family responsibilities.	The college has a duty to eliminate unlawful discrimination between the sexes and promote equality of opportunity. To ensure that managers are able to respond in a sympathetic and appropriate way to requests for flexible Working	Head of HR	July 2010 and ongoing	HR Report to Leadership Team and Governors. Number of flexible working arrangements agreed for staff	
1.7	To ensure that policies for learners are reviewed to ensure that they promote best practice and are compliant with equality legislation	The college has a duty to eliminate unlawful discrimination and promote equality of opportunity for all learners.	Head of Learner Services	Revised at least annually and as legislation changes and policies drafted	Policies are appraised at appropriate committee and impact assessed.	
1.8	To ensure that during any tendering process we will seek reassurance about the organisation's record in respect of equality legislation and include this as a factor in the tendering process	This additional information will help college management to assess the values of each organisation as part of the decision making process	Dep Principal	April 12	Report to the Finance Committee of Governing Body	

2. To ensure that comprehensive data monitoring supports review and improvement in equality and diversity

Item No	Action	Impact	By Whom	By When	Monitoring	Progress check
2.1	To ensure that data is collected on the enrolment, retention, achievement and progress of learners by disability, race, gender and age. and take appropriate actions to address issues where identified	The accurate collection of data and timely analysis of data enables managers to measure, track and address concerns about potential discrimination and to review the curriculum offer and support structure to meet emerging needs or address worrying trends.	Data Management Manager (MIS) Head of Learner Services	Data collected ongoing	Info reported to E&D Group and Govs.	
2.2	To collect data on disciplinary actions and outcomes against learners and complaints by learners to identify any patterns/issues	To ensure that policies and procedures are applied fairly and consistently to all learners. To identify any areas of potential discrimination and to focus positive action initiatives and anti – discrimination activities where necessary.	Head of Learner Services	October 11 and then termly	Termly report provided to E&D Group	
2.3	To collect statistics on entry for learners with Disabilities/Additional Learning Support needs.	Following diagnostic assessment, results are communicated swiftly to enable appropriate support plans to be put in place plans to maximise learner achievement	Campus Director Services for People and Sport	Sept 11 Jan 12	Learners progress is monitored by LSA and Lecturer through use of ALS – ISP, SSAR, QIP	
2.4	Data is collected on the effectiveness of services for different groups of learners and this information is regularly reviewed to identify any improvements that can be made	Following surveys results are communicated to enable appropriate support plans to be put in place plans to maximise improvements to service and reported on at Learner Exec.	VP Planning	Annually	Assessment via College SARs and actions included in QIP	
2.5	To carry out an annual analysis and comparison of CPD activity, promotion and retention of staff, and applications/recruitment of job applicants by race and ethnic background, gender and disability to identify areas for action and to contribute to annual monitoring reports	To ensure that senior college management and Governors are fully informed of any trends or emerging issues and enables the college to focus on positive action initiatives and anti discrimination activities where necessary.	Head HR	October 11 and then annually	Annual HR report on E&D produced for E&D Group and Governors	
2.6	To collect data on staff involved in disciplinary, capability or grievance proceedings to identify any	To ensure that policies and procedures are applied fairly and consistently to all	Head of HR	October 11 and termly	Info reported to E&D Group and Govs	

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	patterns/issues	staff. To identify any areas of potential discrimination and to focus positive action initiatives and anti – discrimination activities where necessary.		thereafter		
2.7	To review the staff Exit Questionnaire	To ensure that it provides sufficient information to enable us to identify any E&D issues that may contribute to a member of staff’s decision to leave their employment with the College	Head of HR	Dec 11	To be developed through the HR Policy Development Group	

3. To actively promote Equality and Diversity						
Item No	Action	Impact	By Whom	By When	Monitoring	Progress check
3.1	To provide further opportunities for new staff to disclose a disability (as applicable) if they have not done so during the application process.	Since the disclosure rate is low for the college, we wish to increase this to ensure that our employment practices can be monitored for any adverse impact.	HR Manager	Termly, during induction	Disclosure rate to increase to at least 10% from 2% (National rate of disabled staff in employment in population is 18.6%)	
3.2	To revise and develop our staff recruitment literature to highlight our commitment to E&D.	By providing more information to applicants about our status as a ‘Two Ticks’ employer,	Head of HR/HR manager	By end October 11	Report to HR Policy Development Group	
3.3	To promote equalities issues through staff and learner inductions and learner tutorials	The staff induction programme makes clear the college’s position on equality and diversity. Learners are clear about what measures the college will take to counteract all forms of bullying and harassment	Head of HR. Head of Learner Services	October 11	Use of induction checklist Report to E&D Group and Quality and Performance Group	
3.4	To continue to maintain our status as a ‘two ticks’ employer.	This enables us to work with the Disability Advisor at the local Job Centre Plus and demonstrates our commitment to employing staff with a disability if they have the right skills which we need.	Head of HR	July 2011	HR Report to leadership Team and Governors	
3.5	To continue our accreditation as an ‘Investor in People’ employer	This demonstrates our commitment to invest in all of our staff	Head of HR	July 2011	Successful Inspection in 2010 and report to Governing CAM audit of course Files /resources.	
3.6	To ensure that all teaching and training materials, including schemes of work and resources, are regularly reviewed to ensure they are consistent with good practice in promoting E&D issues	This will ensure that teaching materials are checked to remove bias or offensive material	VP Planning All Curriculum Directors	Annually		

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3.7	To assess if there are any barriers to staff in terms of access to training and development	To ensure that all our staff have equal access to training and support provided regardless of gender, race or disability	Head of HR	Statistics reviewed annually in autumn term	Annual Staff Development and Training report to Leadership Team and Governors	
3.8	To ensure that marketing and promotion material reflects the College's diverse population and promotes positive attitudes towards all groups of staff and learners.	Prospectuses and publicity materials contain appropriate and positive images	VP Learner Services	Ongoing	Marketing Strategy User feedback SSAR/QIP	
3.9	To ensure that Marketing events are targeted and organised to engage with a diverse community	Marketing activities encourage participation from groups currently under-represented in some areas of study	VP Learner Services	Ongoing		

4. Access and support provided for our learners and staff

Item No	Action	Impact	By Whom	By When	Monitoring	Progress check
4.1	To ensure that learner support teams provide equitable services across curriculum areas	Support provided is inclusive to ensure all learners are able to fulfil potential.	LLD Manager	Ongoing	Observations, Quality Improvement Procedures SSAR/QIP	
4.2	To ensure that systems are in place for learners with disabilities and other ALS needs to be included safely in educational visits and other trips and appropriate risk assessment is carried out.	Activities accessible to all learners	Curr Directors Asst Directors LLD Manager	Ongoing	H & S procedures SSAR/QIP	
4.3	To ensure that learner services, including information, advice and welfare services are fully accessible to those with disabilities or impairments, those who have barriers to access such as childcare responsibilities and those who are speakers of other Languages	Support is accessible to all learners	LDD Manager Head Learner Services	Ongoing	Audit of College Resources Learner Support Funds SSAR/QIP	
4.4	To ensure that marketing materials are accessible in a range of formats	Information is accessible to all learners	VP Learner Services	Ongoing		
4.5	To ensure that Premises and Property plans supports the College's commitment to equality and diversity	Staff and learners are consulted on any new build plans and strategies are in place to ensure DDA compliance in any building or refurbishment plans	Head of Facilities and Estates	As projects are developed		
4.6	To ensure that staff who become disabled whilst in employment are fully supported and timely reasonable adjustments are implemented where appropriate	To ensure that valued staff have the opportunity to continue to work and the college can benefit from the experience and expertise.	HR Team and College managers	Ongoing	HR Report to Leadership Team and Governors	
4.7	To ensure that absence relating to disability is treated appropriately; to develop a Disability Leave Scheme.	This will make clear the difference between normal sickness absence and that relating to disability and enable	Head of HR / Equality and Diversity	June 2011	Proposals to go to Leadership Team and then Governing Body	

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	managers to treat each condition appropriately	Group		
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