



Equality Scheme 2016

North Warwickshire and South
Leicestershire College

Version 1

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Equality Scheme

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Foreword

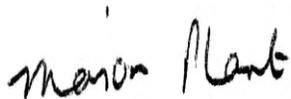
Our College takes its role very seriously and strives to release potential and to transform lives. A significant aspect of our mission is to embrace all stakeholders both within the College and across the diverse community in which we work. In order to achieve this we must sustain and build on our good reputation for fairness, accessibility and trust.

The Equality Duty is fundamental to decision making at all levels of policy, management and operation. This Equality Scheme ensures that we continue to monitor and publish information about how we are doing with respect to protected groups and other factors such as socio-economic influences. The information will be used by staff, managers and the Corporation in general to develop and deliver better services and to continue to show improvement through the way we meet our 'Duty of Equality'.

We will set Equality Objectives that reflect the diversity and changing needs of our communities. We will measure ourselves against these objectives within our formal self-assessment process. By doing this we aim to demonstrate how we:

- eliminate unlawful discrimination, harassment and victimisation;
- advance equality of opportunity;
- foster good relations between all people.

We aim to make full use of the talent and resourcefulness of all of our staff, students and volunteers by valuing their contribution, as well as all our individual differences and perspectives. This will develop understanding, confidence and potential.

A handwritten signature in black ink that reads "Marion Plant". The signature is written in a cursive, flowing style.

Marion Plant OBE - Principal and Chief Executive

The Equality Scheme

The College is committed to promoting Equality, Diversity and Inclusion for all those who help to shape our college community (learners, staff, governors, employers and wider stakeholders within our areas of work and sphere of influence). We believe that all have the right to be valued and respected equally and to be provided with equality of opportunity. This document sets out the key principles for ensuring that an inclusive culture underpins our work and how we aim to create a positive and inclusive ethos with a shared commitment to the advancement of opportunity, to challenging and eliminating stereotyping prejudice and discrimination and by promoting and fostering good relations.

The College is fully committed to actively promoting shared values that include equality, diversity and social inclusion, involving our community and valuing their contribution to the delivery of our work. We will develop our work in this area by actively listening to and involving our stakeholders.

The College has published specific equality objectives which demonstrate our commitment. The objectives set out that we will:

1. advance equality of opportunity between all student groups in education and training and promote inclusion through dynamic governance and leadership;
2. enhance the teaching, learning and assessment environment, ensuring it is safe, supportive and anti-discriminatory and raise aspirations, success and progression opportunities for each individual;
3. promote equality and diversity in order to have a positive impact on the release of the potential of all staff, learners, employers and the community we serve.

The College produces an annual report and plan in order to demonstrate its progress towards the achievement of these objectives. As a public body, North Warwickshire and Hinckley College is subject to the Public Sector Equality duty and legislation which:

- Actively eliminates discrimination, harassment and bullying
- Advances equality of opportunity
- Fosters good relations across the protected characteristics of:
 - Age
 - Gender
 - Race
 - Disability
 - Gender Reassignment
 - Sexual Orientation
 - Religion or Belief
 - Pregnancy and Maternity
 - Marriage and Civil Partnership

As with all that we do, we aim to go beyond legislation expectations to actively promote equality of opportunity and in valuing diversity across all of the services that we provide. We also recognise that as well as the protected characteristics there are additional groups who we would want to include in this work, groups such as young carers, those in or leaving care, ex- offenders and others from disadvantaged backgrounds.

This Equality Scheme applies to all of the people, organisations and communities with which the College works.

1. Core Values

We will promote inclusion, good relationships and positive attitudes by welcoming diversity and recognising, valuing and celebrating the many different contributions and needs of our staff, learners, schools, business partners, employers and the wider community.

Consequently we will:

- Value all employees, students and others for whom the College has responsibility. We will treat students and staff with respect and dignity and seek to provide a positive working, learning and social environment free from discrimination, harassment or victimisation.
- Challenge inequality and prejudice wherever it exists especially for those with a protected characteristic and groups such as young carers, those in or leaving care, ex- offenders and those from those groups where there is traditionally a low participation in education
- We will ensure our education and training promotes British values such mutual tolerance and respect for the faiths and beliefs, cultural, socio-economic and linguistic diversity in our communities whilst embedding and promoting British values of democracy, the rule of law, freedom of the individual and respect.
- Embrace diversity in all aspects, including socio-economic and strive to employ a workforce that reflects, at every level, the community and the students it serves.
- Work with partners to adopt the same commitment to Equality Diversity and Inclusion as we do and ensure that learners across all delivery areas enjoy the same positive experience wherever their place of study
- Ensure that partners adopt the same commitment to equality and diversity as we do to ensure that students across all delivery areas enjoy the same positive experience wherever their place of study.
- Continue to identify new and appropriate partners with whom to collaborate in response to Government and legislative requirements.
- Work closely with our partners to share experiences and best practice.
- Ensure that all current and new employees are informed of our commitment to deliver services that meet the diverse needs of our employees and all our communities and to aim to respect and value differences.
- Deliver diversity awareness training to all staff members with the aim of developing a culture which supports the principles of the Scheme and its public sector equality duties.
- Ensure that all aspects of college policy and activity are sensitive to discriminatory issues and fully exploit opportunities to advance equality and foster good relations
- Involve the full diversity of learners in the development of our equality work
- Embed and integrate EDI throughout all aspects of the learner experience to help prepare learners to live and work as active and responsible members of society and as employees
- Pro-actively uphold all aspects of legislation relating to equality

2. Raising awareness of the scheme

In the initial development of the Scheme in 2011 the College consulted with learners, staff and other stakeholders to develop the range of policies which now underpin the Single Equality Scheme. During the lifetime of the previous scheme we consulted with learners, staff and stakeholders to ensure that the Scheme was fit for purpose, met the needs of the College and its community and to ensure ownership of the Scheme content. All comments and feedback received during these consultations have been incorporated into this Scheme wherever possible. During the operation of this scheme we have reviewed our progress on an annual basis and have adapted the scheme as a result of this continuing process.

We will continue to use a range of methods to consult with our stakeholders in the future development of our Scheme. We will do this through ensuring that learners, staff, employers and wider stakeholders are regularly updated and invited to comment on relevance of the Scheme and to address any potential areas for concern.

We will also continue to ensure that all of our delivery partners are aware of our commitments and expectations in relation to equality, diversity and inclusion.

3. Communication

The College will continue to ensure that all learners, staff, governors, employers, visitors and wider stakeholders are made aware of our Single Equality Scheme and Action Plan through a variety of communication methods. Clear references to the Scheme will be included within learner and staff guidance and handbooks and will appear on the College website.

The Scheme will also be drawn to the attention of learners, staff and governors at induction. College's stakeholders are informed of events, developments and initiatives as they arise and we will continue to develop our methods of publicising the scheme to all stakeholders.

4. College strategic priorities

The College mission is to achieve success through learning.

Our vision is to be an irresistible learning partner to individuals and businesses driving up productivity and growth within North Warwickshire and South Leicestershire.

Our values and behaviours are to

- Continually strive for excellence
- To act with integrity
- To be accountable
- To nurture
- To inspire
- Be entrepreneurial
- Be responsive
- To respect, support and challenge

5. Roles and responsibilities

The Strategic Leadership Team at the College is fully committed to equality, diversity and inclusion and as such provides the strategic direction for the College's Single Equality Scheme.

The Chief Executive and Principal, Governors and the Strategic Leadership Team are responsible for leading on equality, diversity and inclusion across the College. However the whole College community has a duty and responsibility to abide by the key principles contained in this Scheme.

All members of the College Management Team are responsible for ensuring that the staff they manage have a clear vision and shared understanding of what the College is aiming to achieve through its Single Equality Scheme.

The tables below provide details of roles and responsibilities across all College activities:

The Governing Body are responsible for	<ul style="list-style-type: none"> • Ensuring the College complies with the Single Equality Scheme and meets all public sector equality duties • Ensuring the Single Equality Scheme and its procedures are followed • Ensuring membership of the Governing Body reflects the diversity of the communities served by the College
The Chief Executive and Principal and the Strategic Leadership Team are responsible for:	<ul style="list-style-type: none"> • Ensuring the Single Equality Scheme and its procedures are followed • Providing a consistent and high profile lead on all equality, diversity and inclusion matters • Actively promoting equality, diversity and inclusion internally and externally to the College
College Managers are responsible for:	<ul style="list-style-type: none"> • Putting the Scheme and its strategies and procedures into practice across all areas of their responsibility • Ensuring that all staff are aware of their responsibilities, and receive guidance and training in carrying these out in their day to day roles
All staff are responsible for:	<ul style="list-style-type: none"> • Consistently challenging any inappropriate language or behaviour of learners, staff and visitors • Actively promoting equality of opportunity, eliminating discrimination and fostering good relations in all aspects of their daily roles and responsibilities • Actively engaging in training and learning opportunities which support their development of equality and diversity principles • Ensuring that any incidents that contravene the Scheme are reported to their manager or other appropriate members of the college management team

6. Ensuring awareness of our Single Equality Scheme

General actions to ensure success:

- The College's publicity materials present appropriate and positive messages about age, disability, gender identity, gender, race, religion or belief, sexual orientation and cultural diversity
- Learners, staff, governors, visitors and wider stakeholders are aware of the value placed upon equal opportunity and that action will be taken in the event of any breach of the Scheme
- Staff, Managers and governors have access to relevant and appropriate information which assists them in planning, implementing and monitoring actions to carry out their responsibilities under the Scheme.
- Employers are made aware of our Equality Scheme
- Learner recruitment procedures are designed and implemented to eliminate unlawful discrimination
- All learners can access appropriate and relevant support and facilities
- Schemes of work, lesson content and teaching resources demonstrate sensitivity and positive promotion of age, disability, gender identity, gender, race, religion or belief, sexual orientation and cultural diversity issues
- Procurement procedures ensure that suppliers meet the requirements of the scheme
- Recruitment and promotion procedures are designed and implemented to eliminate unlawful discrimination.
- Applicants for employment are drawn from a wide pool with positive action to encourage applications from under-represented groups
- Staff development activities are designed to meet the particular needs and enhance the skills of individuals of all under-represented group

7. Promoting Equality in Teaching and Learning

We aim to ensure all learners and employers are able to fully participate in all aspects of our provision. We gather data for monitoring purposes at application and again upon enrolment which includes details of race, sex, details of any disability or learning difficulty and the relevance of any widening participation category.

Our aim is to ensure that learners with protected characteristics are just as likely to achieve a good qualification in their studies as other learners. We aim to support learners into sustainable careers, including facilitating opportunities for work placements and experience, as appropriate to their programme. When we present candidates for work placement and work experience, we emphasise ability rather than disability to encourage a fair selection decision by the employer. When arranging a work placement, or work experience, for a disabled learner we will, as

appropriate and with the permission of the learner, advise the employer about how to make adjustments based on our experience of working with the learner.

8. Equality in Employment

We aim to ensure equality through the employment cycle, including recruitment, selection, staff development, performance management and grievances. The relevant policies are subject to our Equality Impact Assessment (EIA) process and an EIA will be completed at each review or amendment of the policy. Monitoring data is gathered as part of the recruitment and selection process. All disabled applicants who met the essential criteria for posts are guaranteed an interview. We aim to consider whether there are opportunities for disabled people to work at different grades or parts of the organisation. The organisation has the 'two ticks' quality mark which allows for all those declaring a disability to be guaranteed an interview if they meet the person specification.

The opportunity for improvement is constrained by staff turnover, the overall proportion of disabled people, and the need to avoid positive discrimination. Whilst we may encourage disabled people to apply for management roles and provide more favourable treatment in the selection process to ensure disabled people have an equal opportunity to demonstrate their suitability, selection decisions must be made entirely on competence and merit. The Human Resource function at the College has provided support to managers in attracting under-represented groups and in arranging adjustments for disabled staff.

We will continue to ensure that all current and prospective staff are treated equitably, justly, fairly and without discrimination in their working lives by applying all equalities legislation to our Human Resources practices.

We will continue to screen our policies for equality impact, as appropriate and will take action where necessary. Equality of opportunity is promoted through our recruitment procedures including the use of positive action and the monitoring of retention of staff.

Actions to ensure that individuals are treated equally and fairly. This includes decisions on pay, training, career management and termination of employment.

Staff development schemes will be designed to raise awareness and meet effectively the learning needs of all staff. This includes disadvantaged and under-represented groups with the aim of advancing equality of opportunity for different groups of staff

Both compulsory and non-compulsory equality and diversity training programmes will be provided to support the Single Equality Scheme.

This involves everyone throughout the College (Governors, learners, and all staff). Promoting equality, diversity and inclusion will continue to form a part of induction for all new staff and learners. Training and development activities for all will be publicised and monitored as part of the College's quality review of staff and learners' development.

11. Monitoring and reporting on progress

We will meet the requirements of the Equality Act 2010 through the implementation of this Scheme. This includes complying with the specific duties imposed by regulation which are designed to assist public bodies to meet the general duty. The specific duties relate to:

1. the publication, by 31st January each year, of an annual report illustrating how we meet our public sector equality duty, and the positive impact we have made;
2. the development and publication of one or more equality objectives which demonstrate our priorities in relation to equality and diversity every 3 years;
3. the development and monitoring of a comprehensive annual equality action plan in response to identified priorities and showing how we will achieve the College equality objectives.

We will ensure that through monitoring and reviewing the Action Plan that our Corporation Members, staff, students, partners and all stakeholders (including work placements providers) are aware of, and are actively promoting the Scheme.

We will ensure that action needed for implementation is taken and that our staff, students, partners, and all stakeholders are aware of the value placed on promoting equality of opportunity and diversity and that action is taken in the event of any breach under the Scheme or Equality legislation.

Implementation of this Scheme will be steered by an identified member of the College executive management team. However, delegated staff will undertake the detailed monitoring of processes and procedures.

An Equality and Diversity Strategy Group will meet regularly in order to review progress and assist with the development of specific targets and actions associated with the development of the scheme.

Implementation of the core principles will be targeted at the programme team level where staff and learner awareness of the scheme and procedure is an integral part of the induction process.

We will consult with internal and external bodies. This will be on a regular basis to ensure awareness of interested parties and stakeholders, and to share good practice.

Key stakeholders including staff, students, employers, business partners and community members will be involved in the implementation and review of the action plan.

Relevant equality data relating to students and members of staff will be captured and monitored. This data will inform the development of the action plan and be reported in the annual equality report, (in accordance with Data Protection Act principles and the Data Protection Policy and procedures).

This Scheme will be reviewed every 3 years, or as otherwise directed by the Principal, College policy or legislative changes.

We will collect and analyse data to measure our progress towards the values set out in this Scheme. Monitoring information will be distributed each term to members of the Equality and Diversity Strategy Group for information and planning purposes.

To inform the setting of targets and the measurement of our progress in achieving them, we will collect as a basic minimum and analyse the following information

Learner Information:

- Gender, disability, age and ethnicity profiles
- Applications and success rates for admission to programmes across any groups
- Retention rates across all groups
- Achievement rates across all groups
- Work placements across all groups (Study Programmes)
- Disciplinary action relating to all groups
- Complaints made by learners across all groups
- Assessment appeals by all groups
- Feedback and views by all groups

Staff Information:

- Gender, disability, age and ethnicity profiles of employed staff by grade and type of work
- Applications for employment, appointments, training and promotion
- Selection success rates
- Type of contract (permanent, temporary) by group
- Promotion rates of all groups
- Disciplinary proceedings for all groups
- Volume of staff who benefit or suffer detriment as a result of performance assessment procedures by all groups
- Sickness absence by all groups
- Grievances by all groups
- Satisfaction survey and views by all groups
- Volume of staff who cease employment by group type

The information collected and monitored will be used by the College to inform a number of decisions, namely:

- To decide whether there are differences in the way different groups are treated
- To decide if there are any gaps in recruitment, attainment and success of different groups of learners / staff
- To highlight any unfairness, disadvantage or possible discrimination and take action where appropriate
- Identify areas where specific action could be taken and ensure that it is taken
- Compare data to local and national statistics in order to identify success and areas for improvement

Relevant policies and procedures which are regularly reviewed. The aim is to foster good relations, ensure that anti-bullying objectives incorporate the elimination of unlawful harassment relating to protected characteristics or socio-economic influence, and tackle prejudice against certain groups.

12. Equality Impact Assessment

Equality Impact assessment is a systematic and evidence based process which verifies that the college's policies, procedures and practices are not discriminatory. All new or reviewed policies must go through the process of impact assessment to ensure that we are not discriminating against any particular group, to mitigate the effects where it is

found to be the case, to highlight good practice and to show where we are promoting equality of opportunity.

There is not a legislative requirement to conduct an equality impact assessment but the college considers this to be an important part of ensuring that decision making contains the three aims of the Equality Duty.

Details of how this operates is contained in appendix 5.

13. Further Information

Additional advice, contact details and information in relation to the College can be found on the North Warwickshire and Hinckley College website at: www.nwhc.ac.uk.

Staff and students can also access the College Virtual Learning Environment (Moodle) and the staff extranet. Information is available in differing languages and formats on request.

Should you require any help or further information please contact the College 02476 243000 and you will be put through to the appropriate personnel or go to www.nwhc.ac.uk where you will be able to access the equality and diversity information on the College website.

In addition to the Equality Scheme the College has a set of 'Equality Objectives' and an 'Equality Action Plan' which identifies SMART targets and is determined by qualitative and quantitative analysis of activity and impact in relation to the Equality Scheme.

The North Warwickshire and Hinckley College Equality Scheme is part of the 'Federation Equality Strategy' under development with South Leicestershire College which will ensure that we can advance Equality and Diversity practice and enhance practice for both Colleges.

College Equality Aims and Targets

Aim: To create a positive and inclusive ethos with a shared commitment to the advancement of opportunity, to challenging and the elimination of stereotyping prejudice and discrimination and by promoting and fostering good relations

Equality Objective	Target	By when	Comments
Advance equality of opportunity between all student groups in education and training and promote inclusion through dynamic governance and leadership	Ensure that 16-18 year olds achieve in English and maths to the national benchmark	November 2016	
	Ensure that male learners achieve as well as females	November 2016	
	Ensure that SEND High Needs learners achieve at least as well as non-SEND learners if not better	November 2016	
	Ensure that vulnerable learners such as those who receive bursary achieve at least as well as those who do not	November 2016	
	That learners with dyslexia achieve as well as those who do not	November 2016	
	Reduce any existing achievement gaps between ethnic groups	November 2016	
enhance the teaching, learning and assessment environment, ensuring it is safe, supportive and anti-discriminatory and raise aspirations, success and progression opportunities for each individual;	Improve the College approach to dealing with mental health issues through the introduction of a whole College strategy	End of January 2017 for launch of strategy	
	Develop an inclusion strategy to ensure progression for Foundation learners	End of December 2016	
	70% of lessons contain EDI embedded within the lesson	Throughout the year	
	50% of learning walks identify EDI	Throughout the year	
	Create an annual calendar of EDI events to be circulated prior to teaching staff developing schemes of work for the next year	Circulate June 2016	Completed

	Introduce staff training for all front line staff about British Values and EDI	Complete by December 2016	Two staff are attending a train the trainer event on 2 nd November
promote equality and diversity in order to have a positive impact on the release of the potential of all staff, learners, employers and the community we serve.	Staff recruitment and leavers data is collected and analysed annually	October 2016	
	Collect data to support the improvement of target setting in EDI will be collected at or around enrolment	November 2016.	
	Increase the number of female students taking part in enrichment activities by 5 %	Compare data from 2016 and monitor in 2017 at each meeting	
	Review the provision of student services to part time and work based student to ensure that it reflects need	Review to be complete by end December 2016.	
	95% of staff complete declaration of protected characteristics	December 2016	
	Develop a comprehensive strategy to enhance employability for SEND learners	December 2016	

APPENDIX 1

Protected Characteristics

Characteristics of a person which are protected by the Equality Act 2010

1. **Age**
 - i. A reference to a person of a particular age group.
 - ii. A reference to persons who share a protected characteristic is a reference to persons of the same age group.
 - iii. A reference to an age group is a reference to a group of persons defined by reference to age, whether by reference to a particular age or to a range of ages.
2. **Disability**
 - i. A person has a disability if the person has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.
 - ii. A reference to a disabled person is a reference to a person who has a disability.
 - iii. A reference to persons who share a protected characteristic is a reference to persons who share the same disability.
3. **Gender Reassignment**
 - i. A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex.
 - ii. A reference to a transsexual person is a reference to a person who has the protected characteristic of gender reassignment.
4. **Marriage and Civil Partnership**
 - i. A person has the protected characteristic of marriage and civil partnership if the person is married or is a civil partner.
5. **Pregnancy and Maternity**
 - i. Unfavourable treatment and victimisation of a pregnant woman.
 - ii. Unfavourable treatment and victimisation during maternity.
6. **Race**
 - i. Colour.
 - ii. Nationality.
 - iii. Ethnic or national origins.
 - iv. A reference to persons who share a protected characteristic is a reference to persons of the same racial group.
 - v. A racial group is a group of persons defined by reference to race; and a reference to a person's racial group is a reference to a racial group into which the person falls.
 - vi. The fact that a racial group comprises two or more distinct racial groups does not prevent it from constituting a particular racial group.
7. **Religion or Belief**
 - i. Religion means any religion and a reference to religion includes a reference to a lack of religion.

- ii. Belief means any religious or philosophical belief and a reference to belief includes a reference to a lack of belief.

8. **Sex**

- i. Refers to a man or to a woman.
- ii. A reference to persons who share a protected characteristic is a reference to persons of the same sex.

9. **Sexual Orientation**

- i. Sexual orientation means a person's sexual orientation towards:
 - persons of the same sex,
 - persons of the opposite sex, or
 - persons of either sex.
- ii. In relation to the protected characteristic of sexual orientation a reference to a person who has a particular protected characteristic is a reference to a person who is of a particular sexual orientation.

NB: The above lists groups are protected within the Equality Act, but other groups such as 'looked after children, those leaving care, those with caring responsibilities, ex-offenders and those affected by the impact of socio-economic factors will feature in our efforts to monitor and promote equality.

APPENDIX 2

Definitions

'Activity' means a strategy, policy, procedure, guidance, project or service whether formal or informal, proposed or existing, internal or external to the College.

'Duty' means a mandatory and legal obligation to do something.

'Disclosure' means the giving out of information, either voluntarily or in compliance With legal regulations or workplace rules.

'Equality Impact Assessment' means a review of activities carried out by a public authority to ascertain how they impact on each individual or group with one or more protected characteristics. Based on these results, a public authority may need to redesign its activities to meet the different needs of these individuals or groups.

'Equality and Diversity Impact Measure' (EDIM) means a measure, usually numerical, which describes the progress that has been made in a particular area of College activity in relation to an identified equality and diversity need.

'Protected characteristics' mean the characteristics of a person which are protected by the Equality Act 2010. (Further information about each of the protected characteristics is provided in Appendix 1).

'The Act' mans the Equality Act 2010.

'The Action Plan' means the North Warwickshire and Hinckley College Equality Action Plan.

'The College' means North Warwickshire & Hinckley College.

'The Scheme' means the North Warwickshire and Hinckley College Equality Scheme.

Promoting equality is about creating a fairer society where all can participate and have the opportunity to fulfil their potential and to live as equal citizens in a society free from discrimination, harassment and victimisation.

Diversity is about respecting, valuing and celebrating aspects that make people unique as individuals and the recognition that everyone contributes to society because of those aspects, not in spite of them.

Inclusion ensures that everyone has equal access to a service regardless of influencing factors or identified characteristics.

APPENDIX 3

Related Policies, Procedures and Documents

- Bullying and Harassment Policies.
- Complaints Policy 2011.
- Data Protection Policy.
- All HR Policies and procedures.
- Safeguarding Children and Vulnerable Adults Policies and procedures.
- Managing Allegations against Members of Staff Policy.
- New Supplier Equality and Diversity Process.
- Public Interest Disclosure (Whistleblowing) Policy.
- North Warwickshire and Hinckley College Strategic Plan.
- North Warwickshire and Hinckley College Quality Improvement Plan.
- North Warwickshire and Hinckley College Annual Self-Assessment Report.
- Higher Education Widening Participation Strategy.
- Other policies and documents may be identified from time to time as circumstances change or policies are reviewed and may be added to this list.

APPENDIX 4

Our Commitments to Equalities

Our commitment to age equality:

- Actively tackling age discrimination whether overt, covert or by omission
- Advancing equality of opportunity for people of all ages
- Eliminating discrimination, harassment and victimisation related to age
- Fostering good relations between various age groups
- Eliminating any criterion, provision or practice that disadvantages people of a particular age, unless it can be objectively justified
- Creating a working environment underpinned by fair and equitable practices and procedures in which all members of the community can feel comfortable

Our commitment to gender equality:

- Advancing equality of opportunity and fostering good relations between women and men
- Eliminating unlawful discrimination, harassment and victimisation on the grounds of gender
- Addressing the cause of any gender pay gap
- Assessing the impact of current and proposed policies and practices on gender equalities
- Gathering and using information on how the Colleges policies and practices affect gender quality in the workforce and in the delivery of services to learners and staff

Our commitment to race equality:

- Eliminating unlawful discrimination, harassment and victimisation relating to race, ethnicity, nationality or colour
- Advancing equality of opportunity for people of all races
- Fostering good relations between persons of different racial or ethnic groups or nationalities
- Assessing the impact of policies on learners and staff of different racial groups, ethnic or national origins, colour or nationality
- Ensuring arrangements are in place for the implementation of this Scheme, publishing its contents and the results of its effectiveness

Our commitment to disability equality:

- Eliminating discrimination harassment and victimisation of disabled people that is related to their disability, including treating a person unfairly due to disability related sickness absence
- Advancing equality of opportunity for disabled people
- Fostering good relations
- Promoting positive attitudes towards disabled people
- Encouraging participation by disabled people in public life
- Ensuring all reasonable adjustments are made in accordance with the Equality Act 2010
- Taking steps to take account for a person's disabilities, even where that involves treating disabled persons more favourably than other people

Our commitment to gender reassignment equality:

- Advancing equality of opportunity for transgender people
- Embedding systemic action to eliminate discrimination harassment and victimisation related to gender identity
- Fostering good relations
- Promoting gender identity equality widely and consistently alongside other equality strands
- Working with other institutions, local communities and others to tackle gender discrimination and to encourage and promote best practice

- Ensuring that a person who is undergoing gender reassignment is entitled to use the facilities (including toilets and changing areas) that are appropriate for their own gender identity. The wishes of the person undergoing gender reassignment will be taken into consideration in all cases

Our commitment to sexual orientation equality

- Advancing equality of opportunity for people of sexual orientations
- Fostering good relations
- Eliminating discrimination, harassment and victimisation related to sexual orientation
- Working with other institutions, local communities and other partners to eliminate discrimination based on a person's sexual orientation and to encourage and promote best practice

Our commitment to religion or belief equality

- Actively tackling discrimination regarding religion or belief, whether overt, covert or by omission and promoting equality
- Eliminating discrimination harassment and victimisation related to religion and belief
- Advancing equality of opportunity for people of different religions and beliefs
- Providing a quiet/prayer room facility for use by all faiths and none
- Fostering good relations between groups of different religions, faiths and beliefs
- Eliminating religious harassment (unwanted behaviour based on religion and which includes proselytising i.e. seeking to convert others to a particular religion or sect)
- Working with other institutions, local communities and others to tackle discrimination regarding religion or belief and to encourage and promote good practice

Our commitment to pregnancy and maternity equality:

- Advancing equality of opportunity for women who are pregnant or have given birth in the last 26 weeks or are breast feeding (including a female learner of any age)
- Fostering good relations
- Eliminate discrimination harassment and victimisation related pregnancy and maternity

Our commitment to marriage and civil partnerships equality:

- Treat civil partners in the same way as married people in employment and training. Any benefits provided to married employees will also be offered to civil partners, including flexible working, statutory paternity pay, paternity and adoption leave, health insurance and survivor pensions

Our commitment to opportunity and progression equality:

- Operate an admissions procedure which is based on the ability to succeed and does not involve unduly restrictive conditions or requirements
- Review the information that we provide about our programmes of study to ensure that it is clear, contains relevant facts and is easily understood by all potential learners
- Monitor the composition of the learner body in each curriculum area by gender, ethnicity, age and disability and address identified imbalance and under representation
- Monitor the retention, achievement and success of learners by gender, ethnicity, age and disability and seek to address identified imbalances
- Ensure through our quality and performance improvement procedures that equality of opportunity issues are addressed in the design and delivery of programmes of study
- Seek to make staff more aware of the cultural assumptions, stereotypes and biases which may exist within curriculum materials and assessment methods, and encourage and support them in developing curriculum materials which reflect a wider range of experience and culture

- Review our programmes of study regularly to ensure that the range of opportunities provided reflects the needs of all sections of the community
- Reserve the right to refuse admission to our premises or any of our programmes of study on the grounds of security, safety or breach of the Single Equality Scheme

APPENDIX 5

EQUALITY IMPACT ASSESSMENT TOOL

To be completed and attached to Policy/Guidance/Procedure documents when submitted to the Executive and Governors

An impact assessment is a way of systematically and thoroughly assessing and consulting on the effects a policy/procedure or guidance document may have or is likely to have on people, depending on the characteristics outlined in this document. Impact assessment may include obtaining and analysing data, consulting with people including employees and learners where appropriate. All policies, procedure, business plans & guideline documents must be impact assessed. The following principles explain what is essential in order for the Equality Duty to be fulfilled when making decisions

Staff need to be aware of the requirements of the Equality Duty, which must be complied with before and at the time at the time that the particular policy is under consideration or decision is taken. The decision maker must consider what information they have and what is needed in order to give proper consideration to the Equality Duty. There should be real consideration of the three aims of the equality duty that should form part of the decision making process. We should be able to demonstrate that we have given the proposal serious and rigorous consideration and applied due regard.

1. Initial Screening

Person Responsible for this assessment:

Name:.....

Contact Details:.....

Date of Assessment:

Signed:

Document Assessed:.....

	Yes/No	Detail
1. What is the aim of the document?		
2. Who is affected by the document?		
3. Does the document discriminate (treat less favourably) on the grounds of:		
• Age		
• Race		
• Gender including Transgender		
• Religion, faith or belief		
• Sexual Orientation		
• Disability		
4. What data has been collected to assess this impact?		
5. Does it promote equality and enhance community relations?		
6. Does it influence relations between different groups?		
7. Could some groups be affected differently?		
8. Is there any evidence that some groups are affected differently?		
9. What evidence is already available to us?		
10. Do we need to gather evidence?		
11. Is the impact of the document likely to be negative?		
12. If so can the impact be avoided?		
13. Is it unlawful?		

14.	Can it be justified?		
15.	What alternatives are there to achieving the policy/procedure/guidance without the impact?		
16.	Can we reduce the impact by taking different action?		
17.	What impact, if any, does the policy/procedure or guidelines have on the safeguarding of both our staff and learners?		
18.	Assess the impact & rate this HIGH; MEDIUM OR LOW	H/M/L	

For advice in respect of answering the above questions, contact one of the HR Business Partners or Tracey Forman Group Director Student Experience. If you have identified a potential discriminatory impact of this Policy, Procedure or Guidance document, please refer it to the Equalities task force, together with any suggestions you have as to the action required to avoid/reduce this impact. Please note that if this document affects our service users, consideration needs to be given to consultation with this group.

PROPOSED AMENDMENTS OR ADJUSTMENTS TO MITIGATE IMPACT

Please outlined any proposals or suggestions to reduce any discriminatory impact you have identified:-

Concern	Proposed Action (What outcomes or improvements are needed? What monitoring arrangements are in place? When will this be reviewed?)

Notes following consultation:-

(Indicate groups consulted)

2. Second Assessment:

The Equalities Thematic Group shall consider, where appropriate, all policies; procedures and guidelines documents. It may be appropriate to consult with other groups and advice should be sought where this is indicated.

Person (s) Responsible for this second assessment:

Name:.....

Contact Details:.....

Date of Assessment:

Signed:

GUIDANCE NOTES

CARRYING OUT AN IMPACT ASSESSMENT

1. What is the Equality Impact Assessment Tool?

The purpose of this tool is to improve the work of the college by making sure we do not discriminate, and that where we can we will promote equality at all levels. Completing this tool will ensure that those with responsibility for developing policy, procedure or guidelines take time to consider carefully the likely impact that these may have on those covered by the seven 'equality streams' and to take action where any unjustified negative impact is detected in the development or administration of such policy, procedures or guidelines. By using this tool, the authors of such documents can make every effort to eliminate negative impact and take the opportunity to promote the College's equality and diversity goals.

2. What is meant by 'Impact'?

a. Negative or Adverse Impact

This is an impact that could disadvantage one or more equality groups. This disadvantage may be differential, where the negative impact on one particular group of individuals or equality groups is likely to be greater than another.

Example: Undertaking training in a location with no induction loop facility may have a negative impact on learners or staff with a hearing impairment.

b. Positive Impact

An impact that could have a positive impact on one or more groups or improve equal opportunities and/or relationships between groups. This positive impact may also be differential, where the positive impact on one group/or groups of individuals may be greater than another.

Example: A targeted training programme for black and ethnic minority women would have a positive impact on black and minority ethnic women compared with its impact on white women and all men. It would not necessarily have a negative impact on white woman and all men.

3. When should an equality impact assessment tool be completed?

Initial Screening

An initial screening of the proposed policy, procedure or guidelines should be undertaken by the author(s) of such a document. This should be completed during the review or development of these documents. At this stage you should be assessing obvious negative or positive impact or any gaps in your knowledge about the likely impact. It should be a shortened process which makes use of any previous consultation results, your personal knowledge & experience, research and reports, internal and external specialist advice etc.

Full Screening

If, as part of the initial assessment, it was identified that a negative impact may exist a full screening of the document should take place. This may involve other groups, for example the Equalities or Safeguarding thematic groups, Corporation or the HR department. Any steps taken or suggested actions will need to be identified on the assessment.