

Ayr College

Combined Single Equality Policy and Equality Action Plan

August 2008

Note: This is a single and over arching Single Equality Scheme which meets legal requirements to have a Race, Gender and Disability Scheme. It also incorporates issues relating to Age, Sexual Orientation and Religion or Belief and the College's Equal Opportunities Policy.

Foreword from the Chairman

I am pleased to introduce Ayr College's first Single Equality Scheme. The Scheme helps us to meet our public duties in response to legislation (the Disability Discrimination Act (2005), Race Relations (Amendment) Act (2000) and Equality Act (2006)) as well as other specific duties we have chosen to implement. It also helps us to demonstrate that equality and diversity is integral to everything we do.

We take our responsibilities in this area seriously. The College will benefit from recognising the diversity of staff, students and other colleagues across the sector and responding to this diversity in the way it does business.

I encourage all colleagues to read the scheme and to ensure that our provision, services and policies meet the needs of all our stakeholders.

Ian Valentine
Chairman

Foreword from the Principal

The College has chosen to develop and implement a Single Equality Scheme which recognises that individuals have multiple equality identities. Thus, the separate strands in which equality and diversity are considered in law – race, gender, disability, sexual orientation, age and religion – converge at an individual level. An individual may experience discrimination on the basis of more than one equality identity.

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

Leadership and engagement at every level in every part of the College are vital to ensure our Single Equality Scheme is a success. We all need to work positively to reinforce the benefits of having a diverse student and staff population that helps to enrich the learning process, the educational opportunities we offer, whilst enhancing our international reputation.

I wholeheartedly support this Single Equality Scheme as a means of ensuring our educational provision, services and policies meet the needs of students, staff and other stakeholders.

Diane Rawlinson
Principal and Chief Executive

Contents	Page
1. Introduction to the Single Equality Scheme and Equality Action Plan	5
2. Ayr College Vision, Values and Principles for Equality	6
3. Legislation	7
3.1 General Duties	7
3.1.1 Race	
3.1.2 Disability	
3.1.3 Gender	
3.2 Specific Duties	7
3.2.1 Race	
3.2.2 Disability	
3.2.3 Gender	
4. Our approach to Creating the Single Equality Scheme	9
4.1 Development of the Scheme and Action Plans	9
5. Responsibility for the Single Equality Scheme	10
5.1 Key Success Factors in ensuring the success of the Single Equality Scheme	10
5.2 Breaches of the Single Equality Scheme	11
5.2.1 Discipline and Grievance procedures	
6. Collecting, Monitoring and Reporting Equalities Data	11
6.1 Overview of the Local Community by Equalities Variables	12
7. Current Strengths of Equality Relevant Procedures at Ayr College	12
8. Assessing the Equality Impact of Ayr College Policies	14
9. Publication	15
10. Close	15
 Appendices	
Appendix 1 – Equalities Terminology and Definitions	17
Appendix 2 – Single Equality Action Plan	18
Appendix 3 – Process for Collecting and Reporting Staff Equalities Data	21
Appendix 4 – Process for Collecting and Reporting Student Equalities Data	22
Appendix 5 – Ethnic Minority Monitoring Categories	23
Appendix 6 – Overview of Ayr College by Equalities Variables	24
Appendix 7 – Ayr College Impact Assessment Schedule	25
Appendix 8 – Equality Impact Assessment Process Map	26

1. Introduction to the Single Equality Scheme and Equality Action Plan

The combined Single Equality Scheme and individual Equality Action Plan set out Ayr College's current equality priorities and the actions we will take to deliver these priorities and meet our legal requirements. The Single Equality Scheme combines the previously separate Race Equality Scheme, Disability Equality Scheme and Gender Equality Scheme and the Equal Opportunities Policy. The Single Equality Scheme builds upon these individual schemes, extending to cover age, sexual orientation and religion/belief. The Single Equality Scheme sets out our overall objectives, principles and commitments to eradicating discrimination and promoting equality of opportunity for all.

The College has chosen an integrated approach to its equality scheme in recognition of the interrelated nature of the equality legislation. This has been recognised with the creation of the Equality and Human Rights Commission¹ and with the Government's plans to amalgamate the equalities legislation into a Single Equality Bill during 2008². The Single Equality Scheme will be reviewed every three years to ensure that it is helping the College to achieve its diversity and equality aims as part of a College wide evaluation process. The Equality Action Plan will be reviewed and updated every year, and the College will produce an annual progress report on race, gender and disability equality.

The aim of the Single Equality Scheme has not only been devised to ensure that no employee, student, job applicant or visitor to the college is discriminated against either directly or indirectly on the grounds of gender, race or disability but also challenges discrimination based on sexual orientation, marital status, age, gender reassignment, religion or belief or *any other irrelevant distinction*.

The College recognises that discrimination is unacceptable and that it is in its best interest to ensure equality of opportunity for the whole workforce and student body. The College is committed to the elimination of unfair discrimination through the adoption of a zero tolerance principle and to the provision of equality for all, in education, training and employment. The Single Equality Scheme applies to all employees, students and College stakeholders.

Ayr College believes that the promotion of true equality of opportunity, embracing of diversity and the treatment of people with due regard and respect for differences requires monitoring, target setting and the development of programmes of positive action achieved through the Single Equality Scheme and its accompanying Equality Action Plan.

Readers of this Single Equality Scheme are directed to Appendix 1 which contains definitions of the equality terms used throughout this scheme for further guidance if

¹ Previously the Commission for Race Equality; Equal Opportunities Commission; Disability Rights Commission

² Government Response to Equality Bill Consultation

http://www.equalities.gov.uk/publications/Government_Response_to_the_consultation.pdf (accessed 29.07.08)

required. This scheme has been prepared in conjunction with the College Equal Opportunities Committee after consultation with staff, students and external community organisations please refer to section 4 for further details.

2. Ayr College Vision, Values and Principles for Equality

The Single Equality Scheme and Equality Action Plan, written in conjunction with students and staff, provide the framework and context for Ayr College's commitment to:

- Actively encourage the involvement of current and prospective students and staff in policy development and decision making to remove barriers to access, achievement and progression in relation to people from all equalities strands
- Valuing the diversity and differences of everyone who works and studies at Ayr College, and using this diversity to enrich the learning and work experience for all
- Meeting individual needs in ways that make people feel valued and respected in order that they can fulfil their potential
- Strive to provide an outstanding learning experience for every student irrespective of disability, race, gender, age, sexual orientation, religion or belief
- Training employees so they are aware of and have the skills to take positive action in removing barriers placed in the way of people from any equality grouping
- Continuing the process of inclusive learning and creating an environment free from discrimination, harassment or victimisation and combating discrimination in all forms
- Actively promoting multicultural awareness, disability awareness and gender equality awareness
- Actively promoting race, disability and gender equality of opportunity for current and prospective College students and staff
- Create a culture where both learners and employees feel able to declare their disability, ethnicity, gender, age, religion, belief or sexual orientation
- Making reasonable adjustments for people from equalities groups to allow them to perform to their best
- Ensuring the curriculum, teaching materials and other resources reflect and respect a wide range of cultures and people.
- Having as a guiding principle "*The Social Model of Disability*", in that the College believes that having a disability is a social issue and that impairment causes an individual to be disadvantaged because of the social, attitudinal and environmental barriers that the individual faces. Our efforts will be focused on removing these barriers.

3. Legislation

The Single Equality Scheme is developed primarily to set out the College's commitment to diversity and equality but also to address the college's legal responsibility and statutory duties introduced by the following pieces of UK Legislation;

- The Equality Act 2006
- The Disability Discrimination Act 2005
- The Race Relations (Amendment) Act 2000

To comply with the above legislation, as a scheduled public organisation, Ayr College has committed to the following General and Specific Duties in place for race, disability and gender in order to plan, deliver and evaluate action to eliminate discrimination and promote equality.

3.1 The General Duties require that all Further Education Institutions give due regard to the need to;

3.1.1 General Duties for Race Equality;

- Eliminate unlawful racial discrimination
- Promote equality of opportunity, and
- Promote good relations between persons of different racial groups.

3.1.2 General Duties for Disability Equality;

- Promote equality of opportunity between disabled people and other people
- Eliminate unlawful discrimination
- Eliminate harassment of disabled people that is related to their disability
- Promote positive attitudes towards disabled people
- Take steps to meet disabled people's needs

3.1.3 General Duties for Gender Equality;

- Eliminate unlawful discrimination and harassment (including in relation to gender reassignment)
- Promote equality of opportunity between men and women

3.2 The Specific Duties are designed to help organisations achieve their general duties for race, disability and gender.

3.2.1 Specific Duties for Race Equality

- Publish a race equality scheme
- The scheme should set out the arrangements for:
 - Assessing and consulting on the likely impact of its proposed policies on the promotion of race equality
 - Monitoring its policies for any adverse impact on the promotion of race equality

- Publishing the results of such assessments and consultation
- Ensuring public access to information and services that it provides
- Training staff in connection with the general and specific duties, and
- Reviewing the scheme every three years

3.2.2 Specific Duties for Disability Equality

- Publish a disability equality scheme
- The scheme should set out the arrangements for:
 - Involving disabled people in the development of the scheme
 - Carrying out impact assessments
 - Making arrangements for gathering relevant information
 - Developing an action plan
 - Implementing the action plan within three years
 - Publishing a progress report

3.2.3 Specific Duties for Gender Equality

- Publish a gender equality scheme
- The scheme should set out the arrangements for:
 - Gathering information on how policies and practices affects gender equality in the workforce
 - Consulting employees, service users, trade unions and other stakeholders
 - Assessing the different impact of policies and practices on both sexes and use this information to inform their work
 - Identifying priorities and set gender equality objectives
 - Considering the need to include objectives to address the cause of any gender pay gap
 - Planning and take action to achieve gender equality objectives
 - Preparing an annual report
 - Reporting on progress every three years

This Single Equality Scheme also considers the following pieces of legislation:

- The Employment Equality (Religion or Belief) Regulations 2003
- The Employment Equality (Sexual Orientation) Regulations 2003
- The Employment Equality (Age) Regulations 2006
- The Human Rights Act 1998

The above legislation protects people from being discriminated against on the grounds of their religion or belief, sexual orientation, age or any other irrelevant distinction.

4. Our Approach to Creating the Single Equality Scheme

The College acknowledges that as an organisation it may still reflect patterns of inequality that are widespread in society at large. The College recognises that the creation of a truly inclusive community, where diversity is positively valued and unlawful discrimination in all its forms is eliminated, will entail considerable and ongoing work, and require a wide ranging action plan which actively engages all sections of the community, including both staff and students.

While equality legislation applies to all functions and activities of the College, the legislation regarding race, gender and disability has particular pertinence to those areas of activity that directly affect staff and students. The main priorities of the Single Equality Scheme and Equality Action Plan therefore relate to:

Students

- Applications, access, admission, enrolment and retention
- The curriculum, teaching, learning, work experience and work placements
- Progress, assessment and attainment

Staff

- Recruitment, induction, retention
- Contracts and conditions of service
- Training, development, performance appraisal and career path

Students and Staff

- Advertising and marketing
- Guidance, support, welfare, security, services and facilities
- Consultation and communication
- Personal development, including responsible citizenship
- Bullying and harassment policies
- Grievance, complaints and disciplinary policies

4.1 Development of the Scheme and Action Plan

The Equal Opportunities Committee³ and the three equality Sub Groups⁴ (Race and Religion Sub Group, Disability Sub Group, Gender/Age/LGBT Sub Group) provide focused forums for consultation on each equality area to support the creation and implementation of the College's Single Equality Scheme and Equality Action Plan. This has been a formal mechanism for engaging male and female staff and students, disabled staff and students, ethnic minority groups and external stakeholders in the development of the three separate action plans for gender, race and disability.

³ The Equal Opportunities Committee is made up of staff and students and meet on a monthly basis

⁴ The 3 Sub Groups are made up of staff, students and external groups and meet on a monthly basis

Equality and diversity posters were, and still are, prominently displayed throughout the college inviting people to become involved in the work of the Equal Opportunities Committee and supporting Sub Groups to ensure a representative body of students, staff and external groups influence and involvement in producing the Equality Action Plans. Continuous consultation has been undertaken through these groups in order to produce the Single Equality Scheme and Equality Action Plan which deal with the current and relevant equalities issues facing the college.

The Equality Action Plan contain the specific equality objectives and priorities for Ayr College this year, possible outcomes of key tasks, details of the staff responsible for the action and a timescale in which the tasks should be completed. The College has general commitments to race, gender and disability which are described in our values section; for specific details of how these will be achieved and challenges that will be overcome please see the attached action plan.

5. Responsibility for the Single Equality Scheme and Action Plan

The Ayr College Board of Management recognises the benefits of a diverse staff and student body and its contribution to social and economic growth of the College and the communities it serves. It is the responsibility of the Board to ensure that the College fulfils its legal responsibility.

However, the implementation of the scheme is a shared responsibility amongst all staff employed by the College. This is because the responsibility for delivering the equality agenda extends to everyone in the College, including management, those with an explicit remit for diversity, and individual staff.

5.1 Key Factors in ensuring the success of the Single Equality Scheme

- **Leadership** - from the top, building the duties into strategic planning, provides a consistent message to staff and stakeholders
- **Mainstreaming** - to include the general and specific duties in high-level functions – business planning, budget allocation, annual reporting and organisational development
- **Accountability** - Senior management team having strategic responsibility for ensuring the duties are implemented
- **Expertise/Training** - staff with a particular responsibility to equalities have received training on equality and the general and specific duties. The College is introducing a compulsory e-learning module on equalities to ensure that all of the staff have some understanding of equality and the duties.
- **Systems and Procedures** - for collecting and analysing data by equality strand (monitoring).

5.2 Breaches of the Single Equality Scheme

Ayr College endeavours to create an environment for staff and students that is both supportive and free from any form of discrimination, harassment and/or bullying. Ayr College considers it the duty of all staff and students to contribute towards the creation of this environment, through although not exclusively, adherence to the College's Dignity at Work Policy. This latter policy clearly stipulates for both staff and students behaviours that constitute harassment and bullying and the actions that will be taken when a breach of policy occurs.

5.2.1 Discipline & Grievance Procedures

Please refer to the College policies on Discipline and Grievance for staff and students for full understanding of the complete procedures

- Direct discrimination will be treated as a disciplinary offence and will be dealt with under the college disciplinary procedures.
- The College endeavours to deal effectively with all complaints, however particular care will be taken to deal effectively with all complaints of discrimination, victimisation or harassment.
- Staff complaints will normally be addressed according to the appropriate College policy which may include the Dignity at Work Policy and the Grievance Policy. It is recognised however that employees often find it difficult to approach their immediate supervisors in cases involving discrimination or harassment. The first point of contact in incidents of this nature may therefore alternatively be the Human Resources Manager.
- Students should follow the 'Student Complaints Policy' which contains the processes for making informal and formal complaints to the college and details of how to contact the Ombudsman should the student be unsatisfied with the outcome of their complaint after appeal.

6. Collecting, Monitoring & Reporting Equalities Data

The Single Equality Scheme and Equality Action Plan require that the College collects comprehensive equality information and has a systematic process for monitoring equalities data. Information collected will inform amendments to the Single Equality Scheme and Equality Action Plan. The information will also inform amendments to relevant policies and procedures, such as those related to staff recruitment, equality impact assessments and to future strategy.

Data on staff recruitment and selection, and student admissions and attainment and retention of disabled and ethnic minority students and people are already informing reviews of the College's staff recruitment and widening participation policies. The

College recognises that assessing the impact of its policies necessitates that as a minimum the processes for collecting staff⁵ and student data⁶ should be followed. In addition to this, analysis of the results of any staff/student satisfaction surveys should be considered in terms of all equalities strands. Through the equality impact assessment process the College are gathering information on how policies and practices affect gender equality in the workforce and the delivery of services.

The equalities data will be reported in an annual report. If evidence is found which suggests that the Single Equality Scheme is ineffective, this will be investigated and appropriate action taken.

6.1 Overview of the Local Community by Equalities Variables

Ayr College is located in Ayrshire, on the West Coast of Scotland. The 2001 census is currently the most comprehensive survey of the local population with regards to understanding the composition of the local population by equalities strands.

The 2001 census found that the gender split in South Ayrshire was 52% female to 48% male. In 2001, 21% of people were living 'with a long-term limiting illness', 79% were living 'without a long-term limiting illness'. With regards to race, 99.32% of people were 'White' and 0.68% from the 'BME' category.⁷

The above information can be used as a benchmark when looking at equalities in the College. **Appendix 8** is a summary of the most recent equalities data for the college, for a more in-depth look at the College's equalities data please refer to the most recent annual reports for gender, race and disability.

7. Current Strengths of Equality Relevant Functions at Ayr College

Previous Action Plans have helped to inform the current equality procedures which operate within Ayr College. Future Action Plans will feature the changes that the College will implement to further strengthen the College's equality and diversity vision and aims.

Current strengths include:

Staff Recruitment, Training, Development and Career Progression

- Advertising vacancies externally (where appropriate) to encourage applications from a more diverse group of applicants
- Applicants and potential applicants for posts are made aware of the fact that the College is an Equal Opportunities employer by a statement to that effect in all recruitment advertisements

⁵ Appendix 3 – Process for Collecting and Reporting Staff Equalities Data

⁶ Appendix 4 – Process for Collecting and Reporting Student Equalities Data

⁷ See Appendix 5 – Ethnic Monitoring Categories

- Double tick on advertisements to encourage applications from disabled people
- All applicants who apply for jobs will receive fair treatment and will be considered solely on their ability to do the job
- Application forms do not contain any information which might disadvantage individuals during the selection process, equal opportunities monitoring form kept separate by human resources
- Training recruiting managers in the selection process to ensure that employees making selection decisions will not discriminate when making appointments
- The College will take positive steps to ensure that equalities groups are afforded, through training, equal opportunities for promotion and career development.
- To ensure that in the event of an employee becoming disabled and unable to satisfactorily perform the role for which engaged, options such as re-allocation of duties, re-allocation of working hours, alternative work location, modification of procedures, provision of support, and retraining/redeployment will be fully explored
- Equality and diversity training is available to all staff and included in staff induction programmes
- The College have published an Equal Pay policy
- Equal representation of males/females at senior management level

Student Enrolment

- The application, selection and admissions process and procedures all conform to current equalities legislation. They are reviewed regularly to ensure they are transparent, fair and non-discriminatory
- Positive action may be employed to increase the numbers of under-represented minority ethnic groups to reflect their level of representation in the wider community
- Reasonable adjustments are made to courses to ensure any disabled applicants can access the course
- Taster courses introduced for secondary school age pupils to encourage subject choice in non-traditional curriculum areas

Welfare & Support

- Specialised staff are available to assist applicants with completing application forms, including for financial assistance, and to sensitively establish any learning support a potential student may require to ensure she/he will not be disadvantaged in any way if her/his application is successful
- Such support may include EFL tuition, and/or assistance for disabled students, such as loop systems for deaf applicants and students in interview rooms and classrooms, special provision for dyslexics and audio resources for deaf students
- College access and other facilities are above the standards required under the Disability Discrimination Act
- The College buildings in which disabled people work are adapted as necessary for access and egress, particularly in relation to fire safety and other

emergencies. Attention is also paid to such matters as toilet facilities, car parking etc

- Any adaptations which affect other staff or students, whether disabled or not, will only be introduced after due consultation with those staff and students

Learning and Teaching

- All public and private sector organisations and bodies offering students work experience or work placements will be requested for written confirmation of their adherence to this equality scheme
- A robust system of quality assurance monitors all curriculum areas for all equalities

Guidance & Support

- During induction students receive information on the various support and guidance services and facilities available to them and how to access these services and facilities which include the Student's Association, catering facilities, and nursery and leisure facilities
- A multi-cultural room is available for prayer or meditation
- Special dietary requirements, including for religious or cultural reasons are catered for
- Students are directed to the College equalities policies at induction
- An occupational health nurse is available free of charge to staff and students

8. Assessing the Equality Impact of College Policies

Ayr College seeks to ensure that its policies are inclusive and that current and prospective students and staff from a diversity of backgrounds are equally satisfied with the College and have confidence in its commitment to promote equality and good relations between different groups. To this end, the College will regularly impact assess policies⁸ to evaluate their impact, or likely impact, on students and staff from the six equality strands.

Assessing the equality impact of policies will be achieved through an inclusive and interactive process of Equality Impact Assessments which will include consultation with relevant internal stakeholders and external community equality groups. The process map for conducting the Ayr College Equality Impact Assessment Process is attached as Appendix 8, this identifies when and where consultation takes place.

The College have designed their Equality Impact Assessment process to include age, sexual orientation and religion or belief as well as race, gender and disability. This multi-strand impact assessment process will not detract from the legislative requirements to assess the impact of policies on ethnic minority groups, disabled people

⁸ Appendix 7 – Current Schedule of Policies being impact assessed

or gender issues. The well-developed impact assessment process ensures that all equalities groups are consulted with.

There is training in place for everyone involved with impact assessments which is on-going and delivered at the start of the academic year. The impact assessments will be conducted by the policy owners and involve extensive consultation with the Equal Opportunities Committee and the three equality Sub Groups.

The impact assessment process also links to policy development for new policies, every new policy must have been impact assessed prior to implementation.

If an adverse impact is found, the policy will be amended and begin the impact assessment process again. The monitoring data will be gathered on a regular basis to see if the amendment to the policy has changed the outcomes for equalities groups.

The results of the impact assessments will be available on the intranet for anyone within the college who wishes to see them.

9. Publication

The College recognises that for the Single Equality Scheme to be effective it must be on everyone's radar. This Single Equality Scheme and the Equality Action Plan will be published on the College's website and the intranet where it can be accessed by existing and prospective students and employees.

The College will ensure that annual monitoring reports and statistics are communicated to relevant internal and external stakeholders, including managers, staff and students. This will also be the case for equality impact assessments.

10. Conclusion

The College is committed to this combined Single Equality Scheme and the Equality Action Plan, to tackle all facets of inequality and discrimination, to create genuine equality of opportunity and promote good relations between people from all different groups. In realising these commitments, the College expresses its opposition to all forms of discrimination and its intention to take positive action in promoting equality and justice.

Ayr College is committed to putting its Single Equality Scheme into practice, and to meeting the requirements of the legislation. It recognises that these are challenging objectives, and that their achievement will require strong leadership, training of staff at all levels, consultation with internal and external communities together with regular assessment of action and progress.

The Scheme will be reviewed every three years, with an interim review if appropriate in light of changes to Legislation or priorities identified consequent to Equality Impact Assessment(s) being undertaken; and the Equality Action Plan will be updated annually.

Appendix 1 – Equalities Terminology and Definitions

Zero Tolerance

This refers to a principle whereby behaviour, attitudes and language which may be deemed to be offensive, derogatory or discriminatory is not overlooked but challenged - with the aim of effecting change or redress.

Direct Discrimination

This occurs when a person is treated less favourably than someone else for reason of their gender, race, ethnic origin, disability, age, sexual orientation or religion or belief.

Indirect Discrimination

This occurs where a provision, criterion or practice is applied equally to everyone but the provision, criterion or practice puts or would put members of one group at a particular disadvantage and is not a justifiable means of achieving a legitimate aim.

Harassment

This refers to unwelcome comments (written or spoken) or physical conduct. This can be based on gender, race, ethnic origin, disability, religion and or sexual orientation. It violates a person's dignity and/or creates an intimidating, hostile, degrading, humiliating and/or offensive environment for them.

Victimisation

This occurs when someone is treated less favourably because of their involvement in a discrimination complaint.

Positive Action

This refers to a variety of measures designed to counteract the effects of discrimination and encourage members of under-represented groups to take advantage of opportunities. Unlike positive discrimination, which is unlawful in the UK, positive action is lawful. For example, the encouragement of applications from particular groups that are under-represented in particular areas of work would be positive action.

Due Regard

Means that authorities should give due weight to the need to promote race, disability or gender equality in proportion to its relevance

Double Tick

'Double Tick' refers to the symbol given by Jobcentre Plus to employers based in Great Britain who have agreed to take action to meet commitments in relation to the selection, employment, retention, training and career development of disabled employees.

Equalities Strands/Groups

The term 'equalities strands' is often used to describe the six equality areas recognised by law: race, gender, disability, age, sexual orientation and religion or belief.

Disabled Person

A person with a physical or mental impairment which has a substantial long-term adverse effect on his/her ability to carry out normal day to day activities

Appendix 2 – Single Equality Action Plan 2008/09

Ayr College
Equality and Diversity Single Action Plan
2008/2009

This single action plan should be read in conjunction with the College Single Equality Policy and the overview of staff and students at Ayr College by Equality Variables for the academic session 2007/8 which helped to shape this action plan.

Key Task	Responsibility	Time Scale
1. Leadership		
1.1 Publish Ayr College Single Equality Scheme and Action Plan	Director of Student Services	Nov 08
1.2 Disseminate and update SMT on the progress of the Equal Opportunities Committee	Director of Student Services	4 times per year
1.3 Annual Equalities report submitted to the Board of Management	Principal	Jan 09
1.4 Curriculum Directors to report on Equalities action plan implementation	Curriculum Directors	May 09
2. Curriculum, Quality, Teaching and Learning		
2.1 Continue to embed and monitor Equality and Diversity prospective across the curriculum	Curriculum Managers	On going
2.2 Incorporate specific action targets on equalities in operational plans	All Managers	May 09
2.3 Evaluation of student satisfaction regarding all equalities analysed to inform actions	Quality Manager	April 09
2.4 Improve retention and achievement rates for specific groups identified in statistical data	Curriculum Managers	June 09
2.5 Continue with student Focus groups to assess equality related issues	Curriculum Managers/ Curriculum Leaders	June 09
2.6 Continue to monitor all learning and teaching materials for appropriate Equality materials	Quality Manager	On going
2.7 Ensure an awareness of all policies in equalities is embedded in induction training to students throughout the year	Equal Opportunities Group	Jun 09
2.8 Monitor rates of withdrawal in relation to all equalities	Curriculum Managers/Curriculum Directors/MIS Manager	Jun 09
2.9 Raise awareness of the importance of the declaration of disability amongst minority groups to enable support	PLDWs/International Officer	Jun 09
3. Marketing		
3.1 Continue to raise awareness of Equality and Diversity in all publications	Marketing Manager	On going
3.2 Develop programmes of recruitment activities targeted at minority and underrepresented groups identified in statistical data	Marketing Manager	April 09
3.3 Target marketing for areas where women or men, disabled, ethnic minorities are underrepresented e.g. construction, engineering, care	Marketing Manager	April 09
3.4 Proactively circulate posters and leaflets on equalities issues throughout the year	Marketing Manager	On going

4. HR		
4.1 Continue to collect and monitor workforce information for all equalities	Director of HR	Annually
4.2 Produce and implement an action plan to identify equality issues e.g. gender split, disability disclosure, BME and ageing work force	Director of HR	April 09
4.3 Monitor staff induction and ensure all new staff undertake equality and diversity training within 6 months of taking up the post	Director of HR	On going
5. Data Collection		
5.1 Capture equality data for all staff applicants, existing employees and exit data	Director of HR	Annually
5.2 Capture equality data relating to all students applications, admissions, retention and achievement	Manager of MIS/ Director of Student Services	Annually
5.3 Capture and analyse equality data relating to staff and students regarding complaints, grievance and disciplinary processes	Director of HR/ Director of Student Services	Annually
5.4 Reduce the number of unknown ethnic origin by encouraging completion	Director of HR/ Director of Student Services	Annually
5.5 Improve disclosure of disability by encouragement and training	Director of HR/ Director of Student Services	Annually
5.6 Capture data on CPD participation and promotion opportunities	Staff Development Officer	Annually
6. Community		
6.1 Continue to seek the involvement of individual community groups in the Equality and Diversity of the College	Equal Opportunity Committee	On going
6.2 Promote recruitment through school liaison targeting female, male and ethnic minorities to non traditional courses	School Liaison Officer	April/May
6.3 Continue to develop relationships and partnerships with the 3 Local Authorities, 2 Colleges and organisations in Ayrshire to promote and celebrate equality events	Equal Opportunity Committee	On going
6.4 Develop a yearly equality events diary to involve the community, staff and students	Equal Opportunity Committee	Jan 09
7. Training		
7.1 Continue staff development training in Equality legislation, promotion and awareness raising	Staff Development Officer	On going
7.2 Train all staff responsible for policy development in Impact assessment	Staff Development Officer	On going
8. Impact Assessments		
8.1 Continue to Impact assess all policies according to the schedule (see appendix 7)	Director of HR/ Director of Student Services	On going

Appendix 3 – HR Process for Collecting and Reporting Staff Equalities Data

Equal Opportunities Monitoring Forms are included with each recruitment application pack. Information provided by job applicants enable HR to monitor and review the recruitment and selection process by equalities strands (gender, ethnic origin, age and disability).

The equal opportunities information available for existing employees is maintained on the computerised HR system. Data verification exercises take place on a regular basis, ensuring that employees have the opportunity to keep their personal data up-to-date and accurate.

Employee Equality & Diversity Report

Human Resources will produce an annual Employee Equality & Diversity Report. This should be published at the end of each academic year and submitted to the Chair of the Equal Opportunities Committee. Review and analysis of the report will help to inform future Annual Equality Reports and Action Plans. The Employee Equality & Diversity Report will include the following statistical information:

1. Recruitment & Selection
 - Monitoring Forms Received by Ethnicity/Gender/Disability/Age
 - Applicants Interviewed by Ethnicity/Gender/Disability/Age
 - Successful Applicants by Ethnicity/Gender/Disability/Age
2. % of Staff in each Age Category
3. % Gender Split by Directorate
4. Staff Grievances by Ethnicity/Gender/Disability/Age
5. Staff Leavers by Ethnicity/Gender/Disability/Age
6. Pay Grades by Gender
7. Management/Supervisory Posts by Gender
8. Average Hourly Rate by Gender

Appendix 4 – Process for Collecting and Reporting Student Equalities Data

Student enrolment data for each academic year is available from the M.I.S Officer. This information has been collected from the students to be passed to the Scottish Funding Council.

It is the responsibility of the Chair of the Equal Opportunities Committee to request the following data from the M.I.S Officer who should return the information within 28 working days of the request.

The following comparative data should be provided at least once a year for the annual Equality and Diversity Report.

Equality & Diversity Annual Report

Breakdown of the **number and percentage** of all students by:

- Gender
- Race
- Disability as Declared vs. No known disability
- Disability by type
- Age Group

Cross referencing between equalities variables should be collected and analysed:

- Gender & Race
- Disability & Gender
- Race & Disability
- Age & Gender
- Age & Race
- Age & Type of Disability

Further cross-referencing of equalities data with other variables should be provided:

- Mode of study (FT/PT) by Gender/Race/Disability
- Withdrawals by Gender/Race/Disability/Age
- Directorate of study by Gender/Race/Disability

This data has been used in the report 'Overview of Staff & Students at Ayr College by Equalities Variables for Academic Session 2007/08'. The layout of this report should be used as a template when producing future reports.

Appendix 5 – Ethnic Minority Monitoring Categories

Code	Description 1	Description 2	Description 3
10	Scottish	White	White
11	English		
12	Welsh		
13	Irish		
14	Any other White background		
15	Any Mixed Background	Mixed	BME
16	Indian	Asian, Asian Scottish or Asian British	
17	Pakistani		
18	Bangladeshi		
19	Chinese		
20	Any Other Asian Background		
21	Caribbean	Black, Black Scottish or Black British	
22	African		
23	Any Other Black Background		
24	Any Other Background	Other Ethnic background	
98	Information Refused		Unknown
99	Information not known		

Appendix 6 – Overview of Ayr College Staff & Students by Equalities Variables 07/08

1. Gender

Gender	2001 Census – S. Ayrshire		Students - 2007/08		Staff - 2007/08	
	Number	%	Number	%	Number	%
Female	58694	52%	3311	48%	279	63%
Male	53403	48%	3602	52%	163	37%
Total	112097	100.00%	6913	100.00%	442	100.00%

2. Disability

Disability	2001 Census – (SA)		2007/08 Students	
	Number	%	Number	%
Without a long-term limiting illness	88349	79%	5333	77%
With a long-term limiting illness	23748	21%	1462	21%
Unknown/refused	0	0%	118	2%
Total	112097	100.00%	6913	100.00%

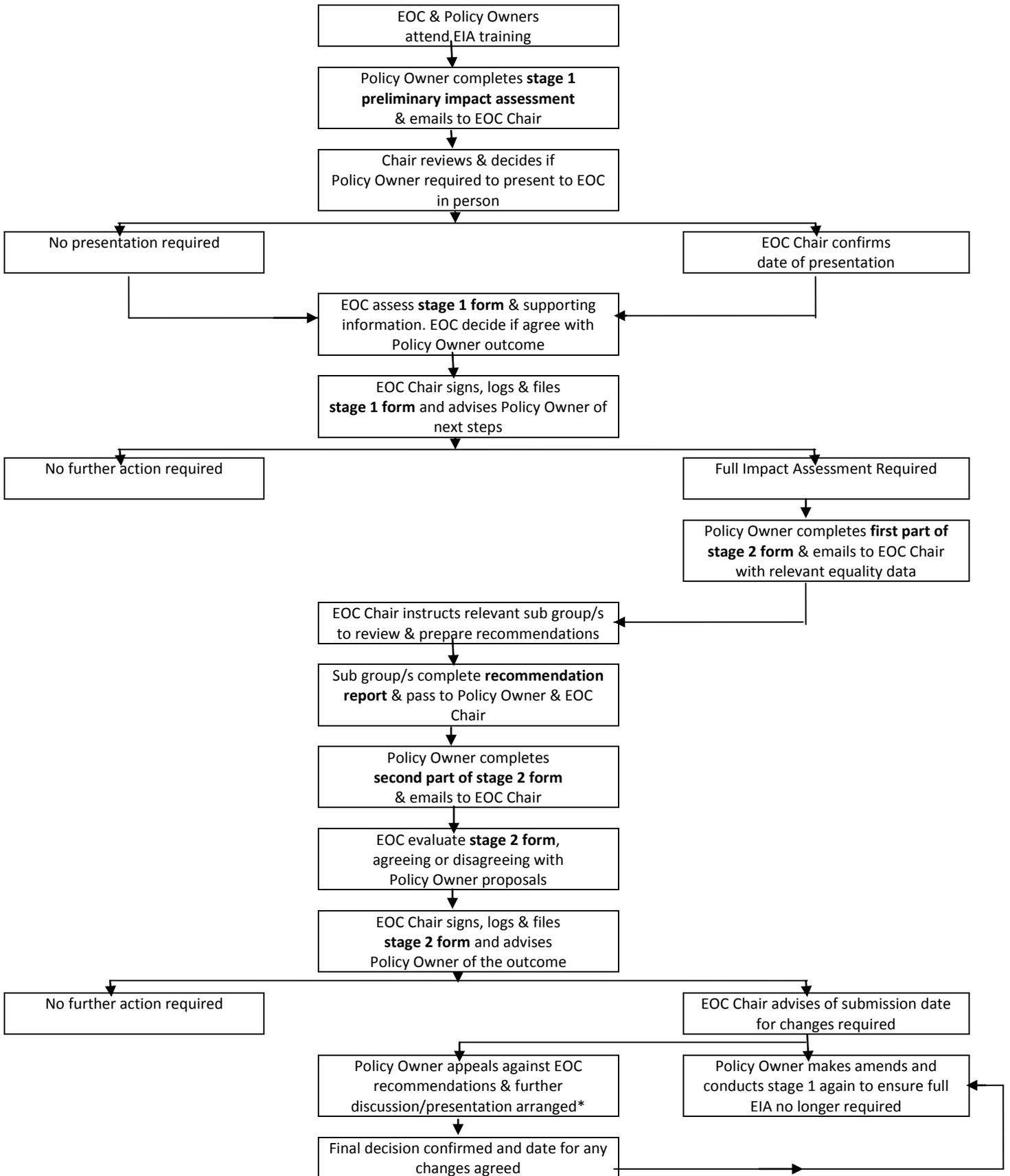
3. Race

Ethnic Group	% S. Ayrshire 2001	% Students 2007/08	% Staff 2007/08
White	99.32%	97.83%	38.69%
BME	0.68%	1.89%	0.45%
Unknown	0.00%	0.27%	60.86%
Total	100.00%	100.00%	100.00%

Appendix 7 – Current Schedule of Policies being Impact Assessed

Policy	Priority for Preliminary Assessment	Stage 1 to be completed by:	Stage 1 Completed on:	Full EIA required?	Date Full EIA Required by?	Full EIA Approved on:	Date Amended Policy due by:	Next EIA to be carried out?
Student Services								
Harassment and Bullying Policy (Students)	Low	Dec-08						
Acceptable Use Policy	Med	Jan-09						
Access to College info Policy	Low	May-09						
Freedom of Information policy	Low	Sep-09						
Data Protection (Students)	Low	Sep-09						
Software Licenses Policy	Low	Dec-09						
Academic Appeals Procedures	Low	Oct-09						
Assessment Procedures	Low	Oct-09						
Recognition and Procedures Agreement	low	Feb-10						
Disciplinary Policy (Students)	High	Nov-07	01/11/2007	No				01/11/2010
Complaints Policy (Students)	high	Jan-08	30/01/2008	No				30/01/2011
Human Resources								
Staff Development Policy	Med	Dec-08						
Retirement Policy	Med	Dec-08						
Attendance Policy	High	Jan-09						
Redundancy Policy	Med	Feb-09						
Maternity, Paternity & Adoption policy	Low	Mar-09						
Child Protection Policy	Low	May-09						
Disclosure Scotland Policy	low	Aug-09						
Data Protection Policy	Low	Sep-09						
Lecturer's Salary Assessment Procedures	Low	Jan-10						
Disciplinary Policy (staff)	High	Oct-07	24/10/2007	No				24/10/2010
Grievance Policy	High	Nov-07	12/11/2007	No				12/11/2010
Recruitment and Selection Policy	High	Dec-07	07/12/2007	No				07/12/2010
Flexible Working Policy	High	Feb-08	13/02/2008	No				13/02/2011
Dignity at Work	High	Mar-08	20/03/2008	No				20/03/2011
Whistleblowing	High	May-08	14/05/2008	No				14/05/2011
Alcohol and Drugs Misuse Policy	High	Dec-07	06/12/2007	No				06/12/2011
Finance								
Financial Regulations	Low	Nov-09						
Value for Money (VFM) Strategy	Low	Nov-09						
Allowance Rates Procedures	Low	Feb-10						
Health & Safety								
Risk Management Policy	Low	Aug-09						
Minibus Policy & Guidelines	Low	Dec-08						
Sale/Disposal of Plant & Equipment	Med	Jan-10						
Fire Emergency Procedures	Med	Mar-10						
Trips Visits and Excursions	Med	Apr-08	28/04/2008	Yes			Sep-08	
Health and Safety Policy	Low	Mar-08	06/03/2008	No				06/03/2011
ICT								
Copyright Licensing Agency Scheme	Low	Dec-09						

Appendix 8: Equality Impact Assessment – Process Map



*Where agreement cannot be reached the final decision rests with the Principal.