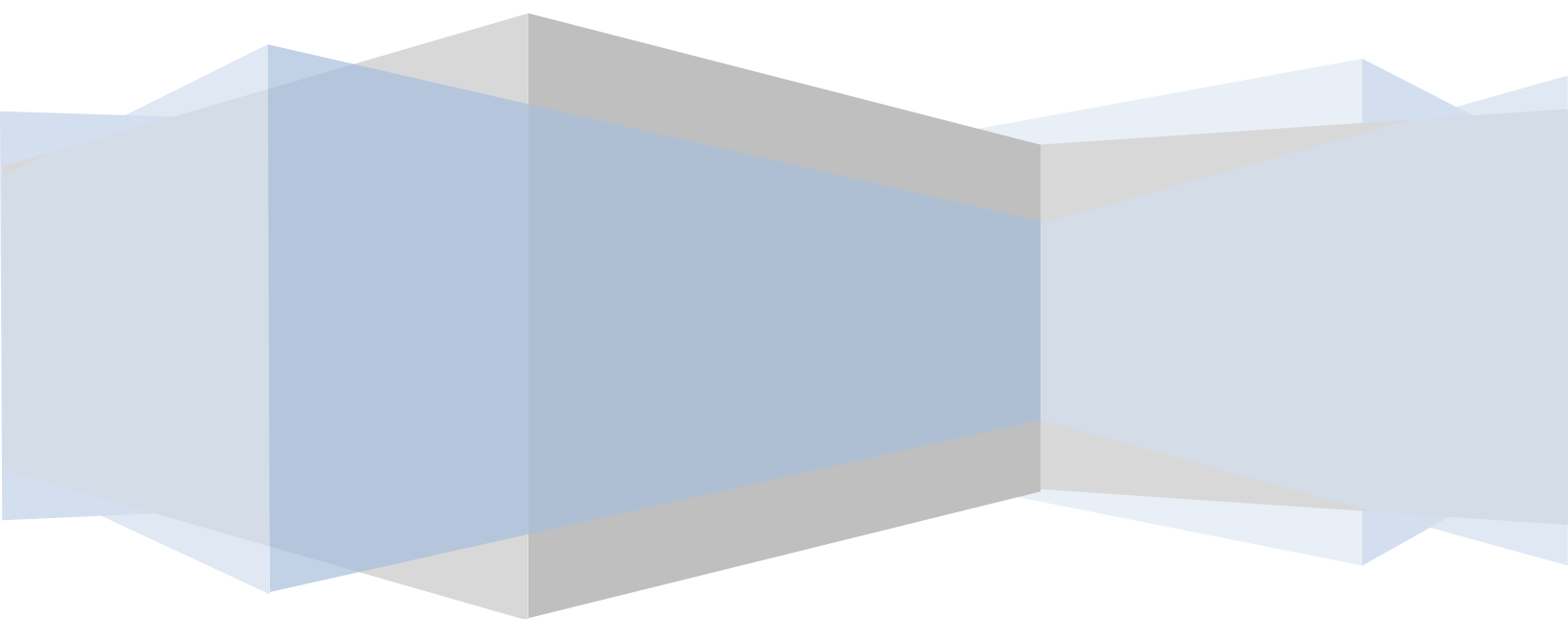


New College Durham

Single Equality Scheme 2011-2014



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New College Durham Single Equality Scheme


Foreword

In developing our Single Equality Scheme we have built on the established practices and firm foundations of our previous Race, Gender and Disabilities Equality Schemes and are equally ambitious in what we are setting out to achieve.

Our Scheme outlines the way the College will discharge its obligations to advance equality in all its forms. We are keen that, in addition to ensuring compliance with our legal duties and applying good practice, we will continue to celebrate the achievements of all of our students, staff and community partners. By involving the College and local community that are affected by, or interested in, what we do, we have ensured that we have a scheme which embeds equality within our values and vision of the college.

New College Durham draws its staff and students from a wide range of backgrounds. Our educational provision, services and partnerships provide opportunities for people with an equally wide range of abilities and aspirations. Against that background, our commitment is demonstrated through our equality scheme which focuses on the key areas of our service delivery, employment practices and our working practices to meet the needs of students, staff and other stakeholders.

We value the contribution made by every individual and I would encourage you to read our Scheme in detail and if you have any suggestions or comments please let us have your views so we can respond and take these into consideration.



John Widdowson
Principal and Chief Executive

Overview of Scheme

Our first three-year Single Equality Scheme sets out how we intend to meet our legal requirements to promote equality in the areas of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The scheme describes how the College sets out to fulfill its moral, social and legal obligations to put equality at the heart of everything we do. Covering the period 2011 to 2014 the scheme is closely linked to our strategic objectives and vision and values.

The Scheme includes our current equality objectives and the action plan to support these objectives which will be subject to ongoing review in the light of legislative changes, regional and local priorities and are therefore subject to change.

Data analysis produced for our first scheme is based on information provided for the years 2007/8 to 2009/10 and this will be updated on an annual basis. The data and analysis is presented separately for staff and students to recognise the differences in requirements for both groups and to make comparisons more pertinent and relevant within these groups to inform the action plan(s).

We view the move to a Single Equality Scheme as extremely positive and believe it will achieve better overall communication with learners, customers, staff, employers, partners and communities. We recognise that consultation and involvement is fundamental to the success of our Scheme and we are committed to ensure that the principles of consultation and involvement are embedded in our actions within the Scheme.

This Scheme now replaces our Equal Opportunity Policies and Race Equality Policies for both staff and students and should be considered in context with other College Policies and Procedures.

College Background

New College Durham is one of the leading colleges of further and higher education in the North East. We have developed processes/systems and publicised our commitment to promoting equality and creating a college environment that welcomes, values and builds on diversity and difference. We offer courses and programmes of study across a wide range of vocational areas and are the largest provider of vocational higher education in County Durham. The College delivers Higher Education courses to over 1000 Full Time Equivalent (FTE) students in the region, nationally and internationally.

The Colleges catchment area covers 46 disadvantaged wards and the unemployment rate across County Durham is 1.7% above the national rate. New College Durham delivers a range of training and employability programmes both on a sub-regional and regional level. Various programmes have been developed to enhance the opportunities of learners in becoming volunteers in regional events and activities leading up to the 2012 Olympic Games, which will support them into employment.

The Communities Fund initiative is a £1 million project aimed at assisting 282 unemployed clients to develop sustainable employment for the most disadvantaged residents of the Ragworth and Hardwick estates in the Stockton area. This will reduce the levels of worklessness and inactivity in the most deprived areas and increase skill levels by complementing the key elements of the Regional Employability Framework model.

We are in the top 10% of colleges nationally for our further education performance and success rates, plus our student achievements and retention rates are among the best in the country. Our support for learners is outstanding with 94% of students who join courses at the College completing their studies.

We are a Skills Funding Agency (SFA) Finance Category A College, with a turnover of over 30 million pounds. We currently employ 500 full-time equivalent staff and been awarded Investors in People for our business improvement and performance five times.

In our recent Ofsted inspection (June 2009), we obtained five Grade 1 (outstanding) judgements in the areas of:-

- Effectiveness of Provision
- Capacity to Improve
- Achievement and Standards
- Quality of Provision
- Leadership and Management

This outstanding performance also resulted in the College receiving recognition of its excellence and innovation by being awarded the prestigious 'Beacon College' status by the Learning and Skills Improvement Service (LSIS) in March 2010.

Introduction

This Scheme has initially been devised to assist the College in meeting our legal obligations/duties as set out in the Equality Act 2010. The Equality Act harmonises and replaces all previous anti-discrimination legislation to ensure a consistent approach when complying with the law. However, we aspire to make the document more organic and rather than simply discharging our legal obligations, we would wish our Scheme to be the framework to formulate and action discernible change to our approach to potentially discriminatory issues.

Our scheme covers the same groups that were protected under old equality legislation and are now defined as “protected characteristics”. These are listed as:-

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and Maternity
- Race
- Religion or belief
- Sex
- Sexual Orientation

Detailed information on these characteristics and forms of discrimination can be found at Annex A.

Our Scheme will support the College’s mission statement “*to provide first class learning and training for individuals, business and the community*” and ensure that we develop strategies and practices across the College to recognise and respond to the needs of our students, employers, our communities and our staff.

The introduction of our Single Equality Scheme is a natural extension of the work that has been done through the Equality Impact Assessments and Equality and Diversity Training, which all staff have undertaken.

With the introduction of the new Equality Act, we see this as an opportunity to further strive to:

- a) *eliminate all types of discrimination, harassment, victimisation and any other conduct prohibited under the Equality Act;*
- b) *advance equality of opportunity;*
- c) *foster good relations*

and the Single Equality Scheme will set out our plans, and strategies to achieve this goal.

Consultation and Involvement

We view the move to a Single Equality Scheme as extremely positive and believe it will achieve better overall communication with learners, customers, staff, employers, partners and communities. We recognise that consultation and involvement is fundamental to the success of our Scheme and we are committed to ensure that the principles of consultation and involvement are embedded in our actions within the Scheme.

We make a public commitment to involve all people but with a specific focus on the full range of protected characteristics in the further development of our Scheme and in the review of our progress. We recognise that staff, learners and customers are well placed to tell us how we can improve our approach. We also welcome views from external organisations and the general public. If you wish to make a contribution our contact details can be found at page 30 of this Scheme.

Involvement will continue through the following mechanisms:-

- Staff and student surveys and forums
- Equality and Diversity Steering Group
- Trade Union Joint Consultative Committee
- Learner Voice
- Community Partnerships (e.g. Women's Bridge Project, Waddington Street Centre, Durham Race Equality Council, Equality North East etc)
- Feedback from interested parties
- Sharing best practice with other employers notably in the Education Sector.

College's Vision and Values

New College Durham is committed to policies and practices based on the principles of equality and diversity for its learners, customers and employees.

This commitment is a key focus of the College's Vision and Values:

Vision

To be recognised as a leading provider of Further and Higher Education, contributing to the social and economic well being of the region and enabling individuals to fulfil their potential through learning, achievement and progression.

Values

As an employer and a learning organisation, we will: -

- celebrate achievement in learning of all kinds;
- act fairly, openly and transparently;
- achieve and maintain the highest standards in everything that we do;
- fulfil our commitment to equal opportunities and the rights of others.

Equality and Diversity Vision

For our College to be a place where learning and working exists in an environment that **advances** equality of opportunity, **celebrates** diversity and allows everyone to achieve to their fullest potential. The College is opposed to any form of discrimination and we will ensure that our practices are **legal** and **accessible** and **fair** to all learners, service users and employees.

Equality and Diversity Values

To fulfil our commitment to equality of opportunities and respecting the rights of others we will: -

- Drive the agenda at the highest level
- Embed equality and diversity within all our practices
- Advance equality and diversity and tackle all forms of discrimination
- Celebrate diversity and difference
- Seek to educate staff, students and the community to both foster good relations and also to recognise the considerable benefits of a diverse community

Equality and Diversity Aims

The College will aim to:

- a) continue to develop and raise awareness of equal opportunities across all aspects of the organisation and to work towards staff and students demonstrating confidence in, and commitment to, equality and diversity
- b) develop and share good practice in embedding the principles of Equality and Diversity across all aspects of the organisation;
- c) work with learners, staff and external agencies to address the barriers faced by particular groups of people and to allow full participation in the promotion of Equality and Diversity;
- d) monitor, measure and evaluate the impact of Equality and Diversity policies, provision and action plans.

Equality Objectives

New College Durham recognises that in order to meet our mission we need to have clear equality objectives and priorities to help us on our continuous journey to strive for the very best.

Our objectives are underpinned with detailed data analysis from various sources including, student and staff monitoring data, equality impact assessments, learner voice, outcomes from complaints and allegations of discrimination and harassment, local and national research and our development plans.

We are committed to checking on a regular basis with key stakeholders that these are the right equality objectives with the right priorities. We have attempted to make our equality objectives specific, relevant and outcome focused with measurable indicators against which our progress can be checked. We welcome your views on whether we have achieved this aspiration. For the duration of the three year scheme these objectives will be reviewed annually in light of legislative changes, regional and local priorities and are therefore subject to change. For details of these objectives please refer to Annex B.

Roles and Responsibilities – Single Equality Scheme

All individuals at New College Durham have a responsibility for the successful operation of this scheme. This includes staff, learners, customers, governors and stakeholders.

Where adherence to this scheme falls below what is expected, individuals are encouraged to be vigilant and report instances and concerns. We commit to investigate all concerns and take action as appropriate.

Our scheme recognises that a number of individuals/College groups have additional responsibilities to ensure the effective development, promotion, implementation and monitoring the adherence and observation of the principles of this Scheme.

Key Responsibilities:-

The Corporation are responsible for monitoring and evaluating the effectiveness of his Scheme. Governors are aware of the Corporation's legal responsibilities relating to the Equality Act and regularly review the College's progress against the Equality and Diversity Action Plan. The College Strategic Plan includes a commitment to equality and diversity.

The Senior Executive Group are responsible for ensuring that all staff are aware of their responsibility under the new duty and that all staff embrace the organisational vision for equality.

The Equality Steering Group is responsible for setting the Scheme and monitoring its implementation. This group has representation from staff and students as well as external members.

The Director of HR & Facilities will ensure compliance with equality legislation ensure the formal monitoring and review of this Scheme, and ensure progress in meeting the equality objectives.

Individual College Managers are responsible for ensuring that support is provided to staff, learners, and customers within their area and for each individual to be aware of their responsibilities and the College's expectation of them under the Scheme. The Human Resources department will provide advice and guidance to managers on employment matters.

All students and staff are responsible for ensuring that they do not discriminate against or harass others in the College. Students and staff also have a duty to promote equality in the College. This means actively discouraging or condemning any discriminatory behaviour or harassment towards students, staff or visitors to the College. Teaching staff should be aware that these demands also include: tutorial and pastoral support, class visits and work placements, assessment of learning, student forum groups, production and use of learning resources and materials and curriculum design. Staff and students have a duty to report to College staff/managers any incidents which involve harassment or discriminatory behaviour.

Working in Partnership

In addition to the requirements of the New Equality Act, our Single Equality Scheme has been developed taking into consideration the requirements of our stakeholders and sector body organisations, to establish a template to communicate clearly our expectations and ensure equal opportunity in all aspects of our provision.

The College contracts with various funding agencies including Skills Funding Agency (SFA), Young Peoples Learning Agency (YPLA), Higher Education Funding Council (HEFCE) and the NHS. We ensure that as a minimum we meet their equality criteria but strive to go beyond this.

We have shaped our approach to reflect and comply with the guidance provided by Ofsted in the Common Inspection Framework and we are keen to demonstrate how effective we are in promoting equality and diversity, tackling discrimination and narrowing any achievement gaps between different groups of learners in order to maximise their potential.

The College welcomes guidance from external bodies and we will amend our Scheme to comply. We specifically highlight the guidance of Ofsted, Quality Assurance Agency for Higher Education (QAA), Investors in People etc.

Progress and Current Position

New College Durham continues to demonstrate a sustained commitment to promote equality. We note the acknowledgement of these efforts in the Ofsted Report in July 2009, with Inspectors grading New College Durham as ‘*Outstanding*’ with Equal Opportunities graded as “*good*”. Although these grades are a useful recognition, what is perhaps more important is the commentary of the Inspectors supporting the grades which states:-

“Promotion of equality of opportunity is good and permeates throughout the College.”

“The College works hard to promote a cohesive community based on respect, shared values and a celebration of diversity.”

“Difference is celebrated and respect for others is promoted as paramount. The culture of the College is very supportive and staff and learners are valued as individuals.”

We have a strong foundation for which the College can look to build upon and a key element of our response to equality and diversity is this Scheme and its ongoing development, implementation and monitoring.

1. Equality for Learners

Introduction

We seek to offer courses and programmes of study across a wide range of vocational areas and are the largest provider of vocational higher education in County Durham. The College's catchment area covers 46 disadvantaged wards and the unemployment rate across County Durham is 1.7% above the national rate.

The total number of students enrolling to all courses both FE and HE in 2009/10 was **7642** and this represents 16,190 enrolments.

The College has established a system to ensure the effective monitoring of data for all students at enrolment and this currently includes details of age, gender, disability, learning difficulty and ethnicity against the number of enrolments.

From 2010/11 our data analysis will focus on actual student numbers rather than the number of enrolments. We have determined to extend the student monitoring criteria to include religion and sexual orientation from 2011/12. We welcome individuals' views regarding any further extension of the student monitoring methodology.

We continue to monitor the withdrawals, cancellations and uptake of enrichment activities to assess whether there are significant differences or concerns for students with any of the protected characteristics, and we will seek to refine our monitoring mechanisms to reflect best practice.

When we look at the student data we are able to draw observations in relation to:

- Gender
- Ethnicity
- Disability
- Learning Difficulty
- Age

Gender – Key Observations

Analysis of student gender illustrates a split of 60.18 % female and 39.82% male and this ratio has been consistent for New College Durham students for the last three years.

The average gender split for the population of Durham is 51% female and 49% male, so we represent more females in our entire college population but this could be accounted for by the ages of our students as 74.5% of the enrolments were to learners aged 16-18 and 55.4% of these learners were female and 44.6% male.

However, this gender split masks to some extent gender stereotyping in particular areas of teaching.

Table 1 School Gender Profile

School	% 2007/8		% 2008/9		% 2009/10	
	Female	Male	Female	Male	Female	Male
Business Management and IT	64.89	35.11	66.13	33.87	66.30	33.70
Creative Industries	75.99	24.01	75.77	24.23	74.08	25.92
Sport Tourism and Public Services	46.02	53.98	48.79	51.21	43.64	56.36
Professional Education	73.48	26.52	75.15	24.85	78.47	21.53
Sixth Form	64.26	35.74	64.93	35.07	63.09	36.91
Early Years and Social Care	91.05	8.95	91.12	8.88	90.42	9.58
Technology	7.75	92.25	4.74	95.26	4.40	95.60
Work Based Learning	17.51	82.49	25.00	75.00	N/A	N/A
Adult	67.54	32.46	72.04	27.96	66.82	33.18
Learning Support and Skills for Life	31.90	68.10	63.45	36.55	65.59	34.41
Franchise	33.10	66.90	63.67	36.33	97.88	2.12

The gender split in the School of Technology in 2009/10 was 95.6% male and 4.4% female. The trend shows the percentage of female learners has reduced over the three years. In the School of Early Years and Health there is also a marked gender split as a result of the traditional nature of the provision with male learners increasing only slightly in 2009/10.

Areas for Improvement

Gender imbalances in student groups exist in certain schools and the College will seek to challenge these gender stereotypes through targeted marketing of courses to under-represented groups and the development of the targeted widening inclusion agenda. Improved monitoring of gender at course level within schools will be included in the quality reviews. The College has undertaken positive action in respect of targeting females in local schools to attend taster sessions on plumbing and brickwork programmes and this will be reviewed at school level to assess impact.

Ethnicity – Key Observations

Our data illustrates that 90.55% of the student population report their ethnicity as “White British” and this has been a consistent pattern over the last three years. Despite this high proportion of “White British” the College population remains more diverse than the general population of County Durham with the 2001 Census reporting 95.4% of the regional population as “White British”.

Analysis by schools shows uniform ethnicity patterns with the exception of the Schools of Learning Support and Skills for Life, Adult and Business Management and IT. This is explained to some extent by the nature of provision within the schools; ESOL providing courses for students whose first language is not English and BMIT provides International Students with business qualifications. However, the School of Learning Support and Skills for Life has a particularly high number of students declaring their ethnicity as “unknown” at 11.14% and also “White Other” at 10.40%. Table 2 shows the comparisons of the 3 aforementioned schools.

Table 2 Schools Ethnicity Profile

School of Business Management and IT						
	2007/8		2008/9		2009/10	
Any other	12	0.73%	5	0.28%	9	0.51%
Asian/Asian British - any other	6	0.36%	5	0.28%	2	0.11%
Asian/Asian British- Bangladeshi	3	0.18%	4	0.22%	3	0.17%
Asian/Asian British - Indian	3	0.18%	6	0.33%	5	0.29%
Asian/Asian British - Pakistani	5	0.30%	5	0.28%	7	0.40%
Black/Black British - African	9	0.55%	3	0.17%	5	0.29%
Black/Black British - Other Black		0.00%	1	0.06%	1	0.06%
Black/Black British - Carribean	1	0.06%		0.00%	1	0.06%
Chinese	4	0.24%	4	0.22%	3	0.17%
Mixed - Other	9	0.55%	6	0.33%	8	0.46%
Mixed - White & Asian	3	0.18%	4	0.22%	1	0.06%
Mixed - White & Black African	5	0.30%	2	0.11%	4	0.23%
Mixed - White & Black Carribean	2	0.12%	3	0.17%	1	0.06%
Unknown	43	2.61%	35	1.94%	90	5.15%
White - other	279	16.92%	266	14.77%	244	13.96%
White - British	1265	76.71%	1452	80.62%	1364	78.03%
Total Student Numbers	1649		1801		1748	

School of Learning Support and Skills for Life						
	2007/08	-	2008/09	-	2009/10	-
Any other	13	3.29%	9	2.28%	17	4.21%
Asian/Asian British - any other	11	2.78%	30	7.61%	16	3.96%
Asian/Asian British- Bangladeshi	3	0.76%	5	1.27%	2	0.50%
Asian/Asian British - Indian		0.00%		0.00%		0.00%
Asian/Asian British - Pakistani		0.00%	1	0.25%		0.00%
Black/Black British - African	1	0.25%		0.00%	1	0.25%
Black/Black British - Other Black		0.00%		0.00%	2	0.50%
Black/Black British - Caribbean	1	0.25%		0.00%		0.00%
Chinese	5	1.27%	12	3.05%	12	2.97%
Mixed - Other		0.00%	1	0.25%	3	0.74%
Mixed - White & Asian	1	0.25%	1	0.25%		0.00%
Mixed - White & Black African		0.00%		0.00%		0.00%
Mixed - White & Black Caribbean		0.00%		0.00%		0.00%
Unknown	6	1.52%	13	3.30%	45	11.14%
White - other	47	11.90%	54	13.71%	42	10.40%
White - British	307	77.72%	268	68.02%	264	65.35%
Total Student Numbers	395		394		404	

School of Adult Learners						
	2007/08	-	2008/09	-	2009/10	-
Any other	9	1.24%	2	0.30%	2	0.31%
Asian/Asian British - any other	10	1.38%	12	1.82%	3	0.46%
Asian/Asian British- Bangladeshi		0.00%		0.00%		0.00%
Asian/Asian British - Indian	2	0.28%	4	0.61%	2	0.31%
Asian/Asian British - Pakistani	2	0.28%	1	0.15%		0.00%
Black/Black British - African	2	0.28%	2	0.30%		0.00%
Black/Black British - Other Black	1	0.14%		0.00%		0.00%
Black/Black British - Caribbean		0.00%	1	0.15%		0.00%
Chinese	4	0.55%	5	0.76%	1	0.15%
Mixed - Other	3	0.41%		0.00%	1	0.15%
Mixed - White & Asian	2	0.28%		0.00%	1	0.15%
Mixed - White & Black African		0.00%	1	0.15%		0.00%
Mixed - White & Black Caribbean		0.00%		0.00%		0.00%
Unknown	16	2.21%	36	5.47%	22	3.40%
White - other	32	4.42%	22	3.34%	16	2.47%
White - British	641	88.54%	572	86.93%	600	92.59%
Total Student Numbers	724		658		648	

Areas for Improvement

Although the vast majority of students declare their ethnicity, further analysis reveals that 2.29% of students declared their ethnic origin as “unknown” in 2009/10 and this is an overall increase of 1.05% of “unknowns” since 2007/8. However, as reported earlier, an unusually high proportion of “unknowns” for 2009/10 are recorded in the School of Learning Support and Skills for Life and this one school has skewed the

data. The College will at enrolment ensure that students in this school are more appropriately supported with disclosure of their ethnicity.

The College will further seek to improve the percentage of ethnic minority students across all provision by marketing of courses to under-represented groups as appropriate as part of the development of the targeted widening inclusion agenda.

Disability – Key Observations

The analysis of data in 2009/10 illustrated that 8.44% of the student population described themselves as having a disability - Table 3.

Table 3 College Disability Profile

College Wide	2007/08		2008/09		2009/10	
Able Bodied	5826	70.60%	7449	86.23%	6630	87.52%
Disabled	538	6.52%	632	7.32%	639	8.44%
Unknown/Prefer not to say	1888	22.88%	558	6.46%	306	4.04%
Total Student Numbers	8252		8639		7575	

Over the previous three years the number of students reporting their disability status as “unknown/prefer not to say” has reduced from 22.8% to 4.04%. We believe that this increase in declaration is due to a combination of factors, including training for enrolment staff, raising awareness of teaching staff in the importance of disclosure at enrolment, induction and tutorials and students feeling that the environment is a safe and secure one for such disclosure.

Learning Difficulty – Key Observations

Within the College 6.07% of student population in 2009/10 declared that they had a learning difficulty. Further analysis of these declarations illustrates that of the learning difficulty categories, dyslexia was the most prevalent at 48.91% as detailed in Table 4.

Learning Difficulty	2007/8		2008/9		2009/10	
Autistic spectrum disorder	0	0.00%	8	1.60%	12	2.61%
dyscalculia	3	0.71%	5	1.02%	7	1.56%
dyslexia	188	44.24%	241	49.08%	225	50.22%
Moderate	141	33.18%	145	29.53%	133	29.69%
multiple	22	5.18%	14	2.85%	15	3.35%
other	43	10.12%	59	12.02%	42	9.38%
other specific	22	5.18%	26	5.30%	22	4.91%
Severe	6	1.41%	1	0.20%	4	0.89%
Total Student Numbers	425		499		460	

We provide a wide range of support to enable learners to access the curriculum, stay on course and achieve their aims. We have a team of highly qualified staff including

lecturers and support staff with specialisms in a range of support areas such as dyslexia, Aspergers Syndrome, mental health and sensory including Teacher of the Deaf and Communication Support Workers.

Examples of support provided are specialist assessment, personal counselling, study support for literacy and numeracy, examination arrangements, specialist resources/ equipment and in class learning support assistants.

Area for Improvement

The College utilises a database (Spirals) which specifically records the learning support provided to students. The College would wish to refine the current information transfer to better demonstrate how the additional learning support given to disabled learners has supported their achievements.

In relation to students reporting the disability status as “unknown/prefer not to say” further analysis in the schools where the percentages are high will be conducted to see if there is anything to further mitigate this.

Age – Key Observations

In the last three years there has been a steady growth in the percentage of students aged between 16 – 24, which is our mainstream provision. This has risen from 48.93% in 2007/8 to 53.7% in 2009/1. All other age groups have a fairly even spread with the smallest number of students at 60+. The College attracts funding from many sources and the four main funding streams are the Young Peoples Learning Agency (YPLA), Skills Funding Agency (SFA), Higher Education Funding Council (HEFCE) and Other (which includes external funding from various sources including the NHS). The following table represents the breakdown by age of our student population against funding criteria for 2009/10.

Age Ranges	Numbers of students	YPLA	SFA	HEFCE	Other
Under 14	5		-	-	0.1%
14 - 15	273	0.3%	-		3.3%
16 - 18	2724	33.8%		0.8%	1.0%
19 - 24	1375	0.2%	6.9%	7.5%	3.5%
25 - 29	627	-	3.1%	2.7%	2.4%
30 - 34	482	-	2.7%	1.6%	2.0%
35 - 39	544	-	2.6%	2.3%	2.2%
40 - 44	547	-	2.6%	2.0%	2.5%
45 - 49	420	-	2.1%	1.1%	2.3%
50 – 60	478	-	2.4%	1.0%	2.9%
60+	164	-	1.0%	0.1%	1.1%
	7639	34.3%	23.4%	18.9%	23.1%

2. Equality for Staff

To support the development and monitoring of our equality objectives we have gathered information from a number of sources including equality monitoring data, equality impact assessments, benchmarking against national/regional norms, as well as consultation with staff through feedback portals and staff surveys.

Currently we collate monitoring data on race, gender and disability. We are committed to extending our workforce monitoring to include religion or belief and sexual orientation.

In 2009/10 the College employed 588 staff on substantive/fixed term employments. New College Durham also manages an internal agency which is used to provide cover for specialist subject areas and also short-term absence cover. The number of staff engaged on agency contracts can vary greatly on a month by month basis, thus have not been included in this initial Scheme but it is our intention to seek to monitor and integrate this data by 2014, as part of the mainstream staff monitoring process.

The College recognises that processes need to be implemented to allow for the monitoring of such staff and will be detailed in our equality action plan.

Gender – Key Observations

In 2009/10 the College attracted a slightly higher percentage of male applicants for posts at the College (see table below) with 51.45% of all applications being from males. However, of those applicants successfully appointed, only 34.69% were male applicants.

Gender	Staff (%)	Applications (%)	Appointees (%)
Male	36.22	51.45	34.69
Female	63.78	48.55	65.31

Of all successful appointees 65.31% were female, which clearly results in the College continuing to display a workforce gender profile with a high proportion of female employees (63.78% of the total workforce). When this is contrasted to national norms it illustrates that the College employs a slightly higher percentage of females than the national average.

FE College Workforce Data for England – Gender Composition, 2008-2009

Gender	Percentage (%)
Male	37.5
Female	63.5

The College employs a higher percentage of female staff than the percentage of females in the regional population, as found in the County Durham Census data (2001). As at 2001 49% of the County Durham population was male, and 51% was female. We do not envisage any actions to seek to bring our Gender bias back to one more reflective of the County Durham Census.

These global percentages mask to some extent considerable gender imbalances in respect of different departments/schools within the college, for example:-

- 40% of the Corporation are female;
- 10% of the College Senior Executive Group is female;
- 90% of admin staff are female;
- 91% of Facilities staff (which includes Estates and Security) are male;
- 82% of all staff within the School of Technology are male;
- 100% of lecturing staff in Hair and Beauty are female;

The gender profile of the College, by School/Department is detailed below:

Curriculum Gender Profile:

School/Centre	Male (%)	Female (%)
Adult Learning	10	90
Business, Management & IT	44.68	55.32
Creative Industries	29.55	70.45
Learning Support	19.23	80.77
Sixth Form Centre	35.48	64.52
Early Years, Health & Social Care	14.81	85.19
Sport, Tourism & Public Services	67.74	32.26
Technology	82.76	17.24
Key Skills	25	75

Support Gender Profile:

Department	Male (%)	Female (%)
Student Support Services	19.05	80.95
Admin	9.68	90.32
Business Development	20	80
Marketing	30	70
Curriculum Central	52.63	47.37
Curriculum Information Services	16.67	83.33
HR & Nursery	9.38	90.62
Facilities	91.30	8.70
Finance, CPU & Managed Services	37.5	62.5
Aim Higher	44.44	55.56
ICT	75	25

Areas for improvement

- Gender imbalances exist in certain departments of the College. The College needs to develop a greater understanding of the gender split between different forms of work and develop strategies to encourage women and men into areas where they are under-represented.
- The Search Committee of the Corporation is actively looking at ways to attract a broad base of applicants from all backgrounds. The introduction of a monitoring methodology will give the Committee data to inform their recruitment process.
- The College is aware of our duty to undertake an Equal Pay review to see if there are any disparities in the pay received by both men and women for equal work.

Flexible Working Trends – Key Observations

The analysis of workforce data illustrates:

- 64% of the College workforce are employed on a full-time basis;
- 35% of the College workforce are employed on part-time contracts, of this 81% are females. The majority of these contracts are structured to support cover commitments.

The College has in place a range of policies that support flexible working and provides our staff with the work-life balance they require. The following policies are currently in operation as well as informal requests from staff to vary their contractual hours/work patterns:-

- Flexible Working Policy
- Job Share Policy
- Special Leave Policy

Areas for Improvement

- The College actively promotes flexible working procedures, as well as job share arrangements. However we need to ensure that male staff are aware of the flexible working options and have access to these policies the same as female staff.
- The College will seek to monitor all flexible working requests made, against the particular protected characteristics

Disability – Key Observations

The analysis of workforce data for 2009/10 (as shown in the table below) suggests that:

- 2.45% of the workforce describe themselves as having a disability, compared to 19% of the population as a whole;
- 5.96% of applicants have chosen not to declare their status when making an application

Description	Staff (%)	Applications (%)	Appointees (%)
Able Bodied	93.62	93.71	94.05
Disabled	2.45	0.33	2.04
Unknown/Prefer not to say	3.93	5.96	3.91

When comparing our data against both national and FE workforce data, the College appears to be slightly lower in terms of employing staff with a disability.

FE Workforce Data for England – Disability Composition, 2008-2009

Disability	Percentage (%)
Yes	2.9
No	87.6
Prefer not to say	0.5
<i>Not known/not provided</i>	9.0

However the College has successfully integrated staff with a long-term illness back into the work-place on a number of occasions during the period under analysis. A number of individuals with conditions that qualified under the Disability Discrimination Act have chosen not to utilise such classification. Therefore, the data supplied is somewhat distorted and under represents the true disability profile of the College.

The College is committed to creating a supportive and accessible working environment. We have a range of support mechanisms (occupational health and counselling) available to all staff, which contributes to our high retention, including staff who have been diagnosed with a disability.

The College has made a public commitment to improve employment opportunities for people with disabilities, and have adopted the Employment Departments “*two-ticks symbol*” which highlights that we are Positive About Disabled People. In terms of recruitment and selection, this means that we will guarantee an interview to all applicants who declare themselves as having a disability, and who meet the essential short-listing criteria.

We will further continue to work in partnership with external agencies to support staff with disabilities, including Access to Work and Disability North.

Areas for Improvement

- We need to continue to consult staff with disabilities to identify areas for improvement and to develop appropriate actions to support our disabled people
- The College needs to promote further the “Two Ticks Symbol” both internally and externally
- Explore with staff, notably those returning from prolonged illness, for any reluctance to change status from “*able-bodied*” to “*disabled*”.

Age – Key Observations

The analysis of workforce data suggests that:

- Almost 1/3 of the College Workforce falls within the 45-54 age range (as detailed in the table below)
- 93% of the College’s Corporation are aged 45 and above. There is only one member under the age of 25.

Age Ranges	Staff (%)	Applications (%)	Appointees (%)
Under 25	4.59	6.24	6.12
25 to 29	9.69	13.36	12.24
30 to 34	9.01	13.36	8.16
35 to 39	8.50	10.02	14.29
40 to 44	13.61	12.47	24.5
45 to 49	16.33	15.37	14.29
50 to 54	15.82	11.36	16.33
55 to 59	12.24	10.02	4.08
60+	10.20	7.80	0

The age profile illustrates an ageing workforce. It is important to ensure that appropriate mechanisms are established in respect of succession planning to meet the organisational workforce need. The College is expecting that the upper age ranges for both our workforces and our applications are likely to increase, with the removal in April 2011 of the “automatic” retirement age of 65. The consensus is that employers will see more over 65’s actively seeking work and those that are currently employed seeking to remain in employment. The College does however have an established track record of seeking to support individuals to continue working beyond retirement age through flexible retirement arrangements.

There is however a degree of synergy when comparing the age profile of the College with the national data, with the vast majority of employees falling in the age range of 40 to 54.

FE Workforce Data for England - Age Composition, 2008-2009

Age Range	Percentage (%)
Under 25	6.5
25 to 29	8.5
30 to 34	9.0
35 to 39	11.3
40 to 44	14.2
45 to 49	14.9
50 to 54	13.5
55 to 59	12.1
60 and over	9.8
<i>Not known/not provided</i>	0.2

Areas for Improvement

- The Search Committee of the Corporation is actively looking at ways to attract a broad base of applicants from all backgrounds. The introduction of a monitoring methodology will give the Committee data to inform their recruitment process.

Ethnicity – Key Observations

The analysis of workforce data suggests that;

- 95% of the workforce define themselves as “White British”

The composition of applicants, appointees and the College workforce by ethnic origin is illustrated in the table below.

Ethnicity	Staff	Applications	Appointees
Any other	0.17	0.67	0
Asian/Asian British – Bangladeshi	0	0.22	0
Asian/Asian British – Pakistani	0	0.45	0
Asian/Asian British – any other	0.68	0.22	2.04
Black/Black British – African	0	0.67	0
Black/Black British - Carribean	0.17	0	0
Chinese	0	0.45	0
Mixed - White & Asian	0	0	0
Mixed - White & Black African	0.17	0	0
Mixed - White & Black Carribean	0.17	0	0
Unknown	1.70	7.13	6.12
White - other	1.19	4.23	0
White - British	95.75	85.96	91.84

The College predominantly attracts applications from individuals whose ethnic origin is in accordance with the Equality & Human Rights Commission classification of “White British”. The total number of applicants of “White British” ethnicity was 386 (85.97% of all applicants), 45 of which were successful applicants (91.84 % of all successful applicants). The staff profile illustrates that 559 individuals (95.72% of the total workforce) are classified as “White British”.

The Census data of County Durham (taken 2001) illustrates that the College ethnic workforce is reflective of the local community, with 95.4 % of the population of County Durham reporting their ethnic origins as “White British”. The vast majority of our recruitment is made from within the Region, thus is not a surprise that the composition of the workforce is reflective of the local community.

Detailed ethnic Breakdown for staff in further education, 2008-2009 from LLUK

Broad Ethnic Group	Detailed Ethnic Group	%
Asian	Asian or Asian British - Bangladeshi	0.3%
	Asian or Asian British – Indian	1.7%
	Asian or Asian British – Pakistani	0.8%
	Asian or Asian British – any other	0.6 %
Black	Black or Black British – African	1.0%
	Black or Black British – Caribbean	1.5%
	Black or Black British – any other	0.4%
Chinese	Chinese	0.3%
	Any other	1.0%
Mixed	Mixed – White and Asian	0.2%
	Mixed – White and Black African	0.1%
	Mixed – White and Black Caribbean	0.2%
	Mixed – any other	0.3%
White – British	White – British	81.5%
White – other	White – Irish	0.8%
	White – other European	0.3%
	White – any other	2.8%
Prefer not to say	Prefer not to say	1.1%
Not known/not provided	Not known/not provided	5.0%

National data supplied by Lifelong Learning UK illustrates that we are not reflective of England in terms of the ethnic composition of our workforce. To address this, the College has looked at using alternative forms of media, to advertise the College’s vacancies and to attract candidates from a diverse background, however, attempts to recruit in specialist publications, e.g. Network for Black Professionals, have proved to be very unsuccessful, and thus we look to recruit within the Region for most posts.

Areas for Improvement

- To look at alternative media forms to address the imbalance that exists

General Observations

- The College has in place robust Recruitment and Selection procedures in which we are committed to a fair, efficient and effective recruitment

process. The College aims to ensure that the most suitable and “best candidates” are selected for appointment. The College offers regular training to staff that have responsibilities for recruitment and selection to ensure that staff are competent in applying legislation and best practice in such situations.

No Employment Tribunal or Equality and Human Right Commission (EHRC) complaints have been raised on the basis of discriminatory practices. We believe that staff training and strong HR advice has been a positive factor in this.

The College recognises that data monitoring is important in the development of our equality objectives and also to ensure that equality of opportunity is promoted in all areas of employment.

Areas for Improvement

The College will seek to ensure that data is monitored across all aspects of the employment cycle including:

- access to training opportunities
- grievances, disciplinary action and decisions made;
- harassment and discrimination complaints;
- employees leaving the College, broken down by:-

- Dismissals;
- Resignations
- Redundancies;
- Retirements;
- End of Contracts (eg Fixed Term Contracts);
- Departures on grounds of Ill Health

3. Impact Assessments

The College has an established equality impact assessment (EIA) process that helps us to review the effectiveness of our policies and procedures and the way we carry out our functions. Importantly it allows us to assess these processes to ensure they do what they are intended to do and for everybody in the College. Carrying out an EIA involves systematically assessing the likely (or actual) effects of policies on people in respect of race, gender, age, religion or belief, disability, sexual orientation. This included looking for opportunities to promote equality that have previously been missed or could be better used, as well as negative or adverse impacts that can be removed or mitigated, where possible.

As part of the impact assessment process, senior managers have embedded the College's responses/actions in respect of equality through the College's self assessment and quality improvement processes. This work has extended into assessment of regular quality reviews for all areas of the College.

Our policies have been subject to EIA however we will develop these further to cover all the protected characteristics. Involvement in the EIA process has been achieved in part through liaison and discussion with staff, learners and/or representatives of people with a protected characteristic. We welcome representation on EIA issues from any interested party.

Our action plan describes the process for developing our Impact Assessment Process and associated procedures including incorporating evidence from impact assessments into our planning and the setting of equality objectives. This will further be strengthened through the active involvement of people with a protected characteristic to give the widest possible opportunity for feedback.

4. Leadership and Management

The College's commitment to equality and diversity is driven at the highest level with Governors and the Senior Executive Group who are committed to supporting and driving developments in equality. The Principal chairs the Equality and Diversity Steering Group and Governors are aware of the Corporation's legal responsibilities relating to the Equality Act and regularly review the College's progress against the Equality Objectives. Governors receive and respond to the monitoring information on staff and learners. The College Strategic Plan includes a commitment to equality and diversity.

As an employer, the Corporation is committed to ensuring that the procedures for recruitment, training and promotion of staff demonstrate the best practice in terms of equality and diversity. Members of the Senior Executive Group are committed to creating a positive, inclusive ethos in the College. They take a lead in challenging discriminatory behaviour on the part of the managers, staff or learners and take responsibility for ensuring that all aspects of College policy and activity are sensitive to equality issues.

The Senior Executive Group have taken the responsibility for ensuring that all staff are aware of their responsibility under the new duty and that all staff embrace the organisational vision for equality. This will also include discussions with external contracted services such as transport, cleaning and catering services.

Strong strategic direction from senior leaders and governors contributes very effectively to the outstanding success rates and quality of our provision. A culture of mutual respect is promoted very successfully and communication effectively ensures that staff at all levels are well informed and aware of their responsibilities in relation to equality.

5. Staff Training and Development

The College recognises that one of the key factors in ensuring that our Scheme is a success is underpinned by the need to educate, train and raise awareness of our Scheme and Action Plans. We will seek to undertake this by a number of mechanisms, building on the ongoing initiatives within the College.

The College ensures the effective promotion of diverse training and development methods to engage staff in all areas of equality training. Staff training in the requirements of equality legislation has been mandatory for all staff and has been integrated within the staff induction for new employees. Formal equality and diversity training is delivered on staff development days covering amongst other things; New Equality Act, Disability Awareness, Impact Assessment, Community Cohesion, Embedding Equality and Diversity in the Curriculum, Mental Health Awareness, Recruitment and Selection training.

However, we recognise that the formal training is not enough; we need to ensure that the principles and goals of equality and diversity are embedded in our day-to-day lives so that it is not seen as “something extra” or “something we have to try”. The principles of equality and diversity should be natural to all of us and hence we look to supplement the formal training, with sets of goals, values, role models and mechanisms to make it second nature to us.

For new staff and governors attendance at induction training is mandatory which covers equality and diversity within the college and regular updates are provided in briefing sessions, via the equality and diversity intranet page and through the Equality Newsletter – Equality Street.

The College has driven and promoted the concepts of Equality and Diversity introducing the following yearly themes at the annual staff conferences.

2008 – 2009 Year of Diversity and Difference

2009 – 2010 Year of Health and Well-being

2010 – 2011 Year of Global Citizenship

All policies via equality impact assessments seek to promote and support Equality and Diversity, in addition the Lifelong Learning Policy adds to these goals by

supporting a culture which encourages everyone to engage in appropriate and relevant staff development activities which contribute to the achievement of college strategic aims and objectives. The Lifelong Learning Policy adopts the principles of equality and diversity for all staff in relation to the opportunities for development, accessibility and support given.

6. Accessibility of Buildings and Facilities

The College operates in a building with first class facilities for staff and students. The College strives to ensure that its buildings and facilities are fully compliant with all current building regulations including all those aspects relating to access and facilities for disabled people.

To assist in this goal the College works in partnership with DisabledGo, to help disabled people access our impressive campus facilities and excellent education opportunities. Disability organisations and disabled people will be consulted in the planning of all new builds and major refurbishment work as well as individuals/organisations with a vested interest in the operation of the College.

We are keen to extend such consultation to others, so would encourage any individual or organisation with suggestions on the building to contact John Graydon, Head of Facilities on 0191 375 4931.

The College annually conducts access audits with disabled staff and students to inform our future planning and development needs.

7. Procurement and Contracting

We believe that it is essential that people and organisations we contract with to work on our behalf, aspire to our vision and values. We require all partners/subcontractors to engage with and agree to abide by our equality and diversity obligations, including our relevant policies and procedures and practices.

Where a service is contracted out to a third party, (i.e. Aramark) the College recognises its responsibility for carrying out its obligations as detailed in this scheme in relation to that service. However, central to any contracting out arrangements will be a clear commitment to our Scheme and its goals and its requirements form part of the performance management process in relation to the delivery of any contracted out service.

Monitoring of the Scheme

The success of this Scheme depends on the degree of commitment of all staff, learners, customers, governors and stakeholders of New College Durham. The effectiveness of the Scheme can only be judged by using feedback on how the Scheme operates.

The effectiveness of this Scheme will be monitored through:-

- an annual report presented to Corporation
- Implementation of our Equality and Diversity Objectives/Action Plans
- All feedback provided

We recognise that feedback will include both qualitative and quantitative analysis and we will ensure that both are considered on a regular basis by key stakeholders, eg. Corporation, Equality and Diversity Steering Group, SEG and published widely on the internet.

We will publish our Scheme and associated monitoring data widely through the range of College communication methods, including the College website and intranet, posters, leaflets and in other accessible formats. We will consider any enquiries requesting the Scheme in an alternative format. We will encourage feedback on this scheme and will take account of all comments as part of our regular updating of the Scheme.

Complaints/Feedback

The College strives to create a working and learning environment that promotes dignity and respect for all. Where standards fall below the Colleges high expectations or any complaint or concerns regarding unfair treatment under the Single Equality Scheme will be fully investigated and appropriate action taken.

We recognise that many concerns/issues can be resolved by informal discussions or simply by providing clarity, thus we would encourage individuals to contact us informally in the first instance to discuss any issues. However if your concerns are such that you feel that you would prefer a more formal consideration then further information on the following policies/procedures are available on the College intranet site:-

- Grievance Procedure
- Complaints Procedure
- Prevention of Harassment, Bullying and Victimisation in the Workplace
- Policy Prevention of Bullying Policy for Learners
- Procedures for Dealing with Bullying Incidents or Concerns

Contact Us

We would like your feedback and suggestions on our Scheme and will take account of all comments as part of our review of this document.

Please contact:

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Glossary of Terms

Age: This refers to a person having a particular age (for example, 32 year-olds) or being within an age group (for example, 18-30 year-olds).

Belief: see **Religion and belief**

Civil partnership: Legal recognition of a same-sex couple's relationship. Civil partners must be treated the same as married couples on a range of legal matters.

Direct discrimination: This refers to less favourable treatment because of a person's protected characteristic.

Disability: A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Equality Act 2010: This brings together the majority of existing equality legislation into one place so that it is easier to use. It also strengthens the legislation in some areas. It sets out the protected characteristics that are protected by the law and the behaviour that is unlawful.

Equality information: The information that you have (or that you will collect) about people with protected characteristics that will help you to show compliance with the equality duty. This will include the findings of engagement with protected groups and others and the effect of your policies on protected groups. It includes both qualitative and quantitative information, as well as evidence of analysis you have undertaken.

Equality objectives: A requirement to prepare, set and publish objectives is one of the specific duties set out under the equality duty.

Fostering good relations: The Equality Act 2010 states that having due regard to the need to fostering good relations involves having due regard, in particular, to the need to tackle prejudice and promote understanding between people who share a protected characteristic and those who do not.

Gender: refers to the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women. "Male" and "female" are sex categories, while "masculine" and "feminine" are gender categories.

Gender reassignment: This is the process of transitioning from one sex to another. See also trans, transgender, transsexual.

General duty: The requirement to show due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.; advance equality of opportunity between people who share a protected

characteristic and those who do not; and to foster good relations between people who share a protected characteristic and those who do not.

Harassment: Unwanted conduct related to a protected characteristic that has the purpose or effect of violating a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment. It may also involve unwanted conduct of a sexual nature or be related to gender reassignment or sex.

Indirect discrimination: This is when a provision, criterion or practice is applied in a way that creates disproportionate disadvantage for a person with a protected characteristic as compared to those who do not share that characteristic, and is not a proportionate means of achieving a legitimate aim.

Marriage: A union between a man and a woman.

Maternity: The period after giving birth. It is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, including as a result of breastfeeding.

Positive action: Lawful actions that seeks to overcome or minimise disadvantages that people who share a protected characteristic have experienced, or to meet their different needs (for example, providing mentoring to encourage staff from under-represented groups to apply for promotion).

Pregnancy: The condition of being pregnant.

Protected characteristics: The equality duty covers the following characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These are also referred to as protected groups. The duty also covers marriage and civil partnerships, but not for all aspects of the duty.

Public authority: The general equality duty applies to public authorities. For this purpose, a public authority is a body that is named (listed) or described in Schedule 19 of the Equality Act. It also applies to other organisations who exercise public functions. This includes private bodies or voluntary organisations which are carrying out public functions on behalf of a public authority.

Race: This is the protected characteristic of race. It refers to a group of people defined by their colour, nationality (including citizenship), ethnic or national origins.

Reasonable adjustment: Public authorities making adjustments to the way in which they carry out their functions so that disabled people are not disadvantaged by the way in which those functions are carried out. This is with regard to policies, practices or procedures, premises, and the provision of auxiliary aids or services.

Religion or belief: Religion means any religion, including a reference to a lack of religion. **Belief** includes religious and philosophical beliefs including lack of belief (for example, Atheism). Generally, a belief should affect your life choices or the way you live for it to be included.

Sex: Someone being a man or a woman. "**Sex**" refers to the biological and physiological characteristics that define men and women.

Sexual orientation: This is whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

Stakeholders: People with an interest in a subject or an issue who are likely to be affected by any decision relating to it and/or have responsibilities relating to it.

Statutory Code of Practice: A document which offers practical guidance on the law, has been approved by parliament and is admissible as evidence in a Court of law.

Trans: The terms 'trans people' and 'transgender people' are both often used as umbrella terms for people whose gender identity and/or gender expression differs from their birth sex, including transsexual people (those who propose to undergo, are undergoing or have undergone a process of gender reassignment to live permanently in their acquired gender), transvestite/cross-dressing people (those who wear clothing traditionally associated with the other gender either occasionally or more regularly), androgyne/polygender people (those who have non-binary gender identities and do not identify as male or female), and others who define as gender variant.

Transgender: An umbrella term for people whose gender identity and/or gender expression differs from their birth sex. They may or may not seek to undergo gender reassignment hormonal treatment/surgery. Often used interchangeably with trans.

Transsexual: A person who intends to undergo, is undergoing or has undergone gender reassignment (which may or may not involve hormone therapy or surgery). Transsexual people feel the deep conviction to present themselves in the appearance of the opposite sex. They may change their name and identity to live in the preferred gender. Some take hormones and have cosmetic treatments to alter their appearance and physical characteristics. Some undergo surgery to change their bodies to approximate more closely to their preferred gender. Transsexual people have the protected characteristic of gender reassignment under the Equality Act 2010. Under the Act, gender reassignment is a personal process rather than a medical one and it does not require someone to undergo medical treatment in order to be protected.

Victimisation: Subjecting a person to a detriment because they have made a complaint of discrimination, or are thought to have done so; or because they have supported someone else who has made a complaint of discrimination. Victimisation is unlawful under the Equality Act 2010.

Single Equality Scheme Key Objectives 2011 - 2014

Annex B

Area for Improvement	Key Objective	Timescale	Responsibility
Challenge gender stereotypes of student groups on identified courses	<p>Implementation of a monitoring system at course level within Schools which will be included in the quality reviews.</p> <p>Undertake targeted marketing to under-represented groups and the development of the targeted widening inclusion agenda.</p>	2011-12	<p>Deputy Principal & Chief Executive</p> <p>Heads of School</p> <p>Head of Quality</p> <p>Marketing Department</p>
Improve the percentage of student declaration of “ <i>unknown</i> ” ethnic origin in the School of Foundation Studies and Learner Support	Provide support to enable students to disclose their ethnic origin	2011-12	<p>Director of Curriculum & Quality</p> <p>Head of Foundation Studies & Learner Support</p> <p>Head of Business Intelligence</p>
To better demonstrate how additional learning and support given to disabled learners has supported their achievements	Improve the recording of additional support offered to students, through the effective utilisation of MIS systems	2011-12	<p>Director of Curriculum & Quality</p> <p>Head of Business Intelligence</p>
To improve the recording of data to allow for effective monitoring across all aspects of the employment cycle	<p>To establish and effectively monitor</p> <ul style="list-style-type: none"> • access to training opportunities; • grievances and disciplines; • leavers; 	2011-13	Director of HR & Facilities

We welcome feedback and suggestions on these objectives. Please see Page 30 for contact details.

Single Equality Scheme Key Objectives 2011 - 2014

Annex B

	<ul style="list-style-type: none"> harassment, discrimination, complaints and ET's. 		
Challenge gender and age imbalances that exist within certain job roles/areas	<p>To introduce a monitoring methodology for Corporation to provide data to inform/refine recruitment process</p> <p>To develop recruitment literature and practices which seeks to challenge traditional gender role stereotypes</p>	2011 -12	<p>Corporation Secretary</p> <p>Director of HR & Facilities</p>
To improve data monitoring of staff accessing flexible working arrangements	<p>Educate staff in the opportunities available for balancing work and life commitments to allow greater flexibility in their work options.</p> <p>Provide opportunities for effective employment practices for individuals to undertake non-traditional work patterns and support.</p>	2011-12	Director of HR & Facilities
To consult with staff where support/reasonable adjustments have been implemented and to assess the impact	Analyse the effectiveness of reasonable adjustments to ensure the continued employment of individuals in designated roles.	2011-12	Director of HR & Facilities
Increase the percentage of applicants declaring their disability status from "unknown/prefer not to say" when making an application for employment	Improved promotion of the "Two Ticks Symbol" throughout our recruitment methods	2011-12	Director of HR & Facilities

We welcome feedback and suggestions on these objectives. Please see Page 30 for contact details.