EQUALITY DIVERSITY STRATEGY

CONTENTS

Introduction

Gathering Information

1. The gathering of information will help the College to meet a number of specific duties, including:

    1.1. Developing our equality objectives

    1.2. Assessing whether we need a pay objective

    1.3. Developing our equality scheme

    1.4. Undertaking impact assessments

    1.5. Carrying out consultation

    1.6. Reporting on progress each year

    1.7. Reviewing the scheme every three years

2. The College collects equal opportunities data at enrolment for students and as part of the recruitment process for employees and verifies the information held in respect of employees as part of an annual data verification process. We will check to see what information we already hold and identify gaps where we will need to collect information in order to identify any discrimination in our policies, functions or employment.

3. Under the specific duties the College is required to consider the need to have objectives to address the causes of any gender pay gap and the information we hold on employees will be analysed to see if there is a significant difference in the average pay of men and women.

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Equality Analysis[1]

Impact assessments of all existing policies, procedures and practices will carried out by the responsible manager and monitored by the Equality and Diversity Committee and will inform the development and review of the action plan. The Committee will identify those policies, procedures and practices which are likely to have the greatest impact and therefore take priority in this process.

The initial assessment of any new or revised policy, procedure or practice will be carried out by the appropriate manager. The Equality and Diversity Committee will then carry out a full assessment and identify who is responsible for implementing any actions identified as being necessary to render the policy, procedure or practice gender neutral.

The overall process of impact assessment will be:

1. Identify all policies, procedures and practices which may have a different impact on social groups

2. Determine the priorities

3. Gather information and evidence

4. Assess the likely impact

5. Implement the required changes

6. Put monitoring arrangements in place

7. Publish the results

See forms for impact assessments in Appendices

Actively Engaging Our Stakeholders

The College recognises the importance of involving stakeholders and taking account of any relevant information when identifying appropriate equality objectives and to this end will consult through a working group with a representative sample of employees, learners, trade unions, and others who have an interest in the way the College carries out its functions.

The consultation process will aim to:

1. Build a better picture of the most important E&D issues that exist

2. Gather evidence to use in determining priorities and the impact assessment process

3. Receive feedback on our equality objectives

4. Improve ownership of those objectives

5. Build a useful baseline for use in monitoring

The outcome of consultations will be fed back to the College's Equality and Diversity Committee which will make the final decision on the objectives to be achieved.

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[1] See Appendix for Impact Assessment forms

TEN STEPS TO TACKLING DISCRIMINATION AND PROMOTING EQUALITY

1. An explicit and well-publicised commitment to tackle discrimination.

2. Specific policy, procedure and action against bullying and harassment

3. Tangible action to increase the visibility of people with protected characteristics

4. A senior manager to lead on developing Equality and Diversity

5. Training for all staff and learners on equality and diversity including legislation and standards of behaviour.

6. Information on equality and diversity in staff and student induction.

7. Involvement of staff unions and the Student Council in the promotion of equality.

8. Clear procedures for raising concerns about issues relating to protected characteristics

9. Use of data on student involvement and performance to drive institutional improvement programmes

10. Target setting and monitoring to ensure that strategies are making an impact.

Publishing Information

1. **To the public:**

    1.1. Our commitment to equality and diversity and arrangements will be stated in our prospectuses, website and promoted at Open Days

    1.2. Publicity materials will give key contacts and relevant College services

    1.3. A summary of the results of our monitoring information will be included in the College Self Assessment Report and on the website (updated annually)

2. **To learners:**

    2.1. Summaries of our commitment to equal opportunities and positive images of under-represented groups and people in non-traditional roles will be displayed in public areas of the College.

    2.2. Copies of the policy will be available in the libraries (reference), via the College intranet, and from Student Information Advice and Guidance.

    2.3. The summary policy and key services and contact information will be published in the student and staff handbooks (up-dated August)

3. To staff:

3.1. All staff will receive a summary of the policy in the Staff Handbook and will have access to it on the Intranet. at http://owl.kcc.ac.uk/   and http://www.kcc.ac.uk/info/policies.php

3.2. Induction and staff development will highlight the College's commitment to providing relevant services and support, promoting respect and equality of opportunity for all staff and learners.

3.3. It will also detail action to be taken by learners who suffer discrimination (student handbook) and the action to be taken against any perpetrators of discrimination (staff handbook and HR policies).

Review and consultation

This policy will be reviewed annually by the Equality and Diversity Committee. As part of the review the views of students and key partners from external organisations will be taken into account. Any recommendations for substantial changes to the policy will be agreed by College management, the unions and passed to the Governing Body for approval.

The College Self Assessment Report and Quality Improvement Action Plan will report on Equality and Diversity.

1. Individual Responsibilities for Annual Review

1.1. Documents and website

Topic	By Whom	When
Student Handbook	Quality Manager	July
Staff Handbook	Human Resources Manager	July
Publicity	Marketing Manager	Termly – ongoing
Website	Marketing Manager (content) IT Manager (accessibility)	Yearly - ongoing
Student recruitment and selection forms	Learner Services Manager	September
Staff application forms, documentation, procedures etc.	Human Resources Manager	August

1.2. Performance data and reports

Self assessment report	Vice Principal, Curriculum and Quality to Governors	December
Staff profile	Human Resources report to Governors EDIM report in SAR	Termly PIs
Student profile	Student Information Manager reports for SAR	Oct
Retention, Achievement and Success monitoring of students	MIS report to managers and Governors	Oct and Feb
Student feedback/surveys	Quality manager report in SAR	Dec
Complaints report (students and members of the public)	Learner Services Manager Annual report to Exec and Governors	March
Staff grievances in relation to equalities discrimination	Human Resources Manager	March

1.3. Equalities Monitoring

To inform the setting of targets and the measurements of our progress in achieving them, we will collect and analyse the following information by age, gender, ethnicity and disability [2]

For learners:
- Ethnic profile of learners
- Retention rates
- Achievement rates
- Complaints by learners
- Satisfaction surveys

For employees:

o Ethnic profiles of employees by grade and type of work

o Job application rates

o Selection success rates

o Training application rates

o Feedback on training events

o Promotion application and success rates

o Grievances

o Evaluation of induction and appraisal

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[2] We will note college success rate data by faith or sexual orientation

Equality & Diversity - Action plan 2014 – 2015

Priorities:

- Policy reviews within the new Equalities framework
- Staff development to ensure all staff have E&D training
- Review of impact on the learner experience
- Focus on differential achievement and action at course level
- Action on support for all characteristics where identified
- Greater involvement by students in E&D policy and committee matters

Objectives	Review October 2014	By Whom
➢ Curriculum better meets the needs of students with behavioural difficulties and lower abilities	Continue training in 2014 – ongoing CPD calendar	Quality Manager
➢ There is consistent and timely completion of PEEPs in College	Ongoing - October 2014, PD sent out updated reminder on intranet to staff	Tutors/ PD/NG
➢ Staff training on Health & Safety, equality and diversity and safeguarding is delivered to all staff through a variety of methods including e-learning (2014)	All staff to complete E&D – and H&S training online training modules	Quality Manager/HR
➢ Relevant in-class support provided by qualified SSAs (Sept 14)	Ongoing	Study Support Manager PD
➢ Continuing improvement to raise success rates for learners with disabilities and learning difficulties: to 75% for 16-19 and 75% for 19+ by July 2015	Review and put strategies in place in October 2014 – to monitor SEN groups success rate and action to close gaps–	Curriculum/PD/SS team
➢ Revised job application form and guidance notes results in increased declaration of disability and ethnicity by staff	ongoing	HR
➢ Management are briefed about disability and reasonable adjustments for staff	ongoing	HR / CPD – Quality Manager
➢ The achievements of all learners including minority groups with disabilities are all regularly celebrated across the College (ongoing)	plans to have publicised and celebrate whole college end of year achievements for 2015 and on-going enrichments	ALL Managers/ HSE/ MKT
➢ Improve communication Internally/externally to raise awareness of differences	Ongoing – Marketing to support E&D awareness and general communication, more use of moodle	ALL /Marketing
➢ To identify any achievement gaps of concerns with different characteristics in 13-14 success rates and have a plan of action to support findings	Review half termly progress reports for timely identification of learner groups under	ALL Curriculum & Quality MGT, Learner Services

➢ All students have induction that includes Equality and Diversity and promotes social cohesion – curriculum to embed E&D in teaching and learning	performing On-going – In lesson observations	Quality Manager /PM's HR and Tutors
➢ Awareness of gender reassignment for support and recognition for staff and learners in their acquired gender	Agree reasonable adjustments if required	HR /Managers
➢ Every student should have a Library induction, to ensure they are aware of support and any accessibility equipment available to support study skills and learning	Tutorial group sessions to include library awareness as part of their induction	Library Team Leader
Updated October 2014		

APPENDICES

Single Equality Scheme:
Impact Assessment Initial Screening Template

Name of Policy/ Procedure: Name of policy holder:

Initial screening for evidence of impact on grounds of	Race	Disability	Gender	Age	Religion	Sexual orientation	Trans-Gender /Reassignment	Marriage/ civil Partnership	Pregnancy/ Maternity/ Paternity
Negative impact									
Positive impact									
Missed opportunity									

Judgement on need for full impact assessment (please circle):   High   Low   Revised Policy   New Policy

In what ways does this policy or procedure succeed in the following, and what more can be done?	Details of finding and (except where otherwise stated) indicating which of the following are affected: Race, disability, gender, age, religion, sexual orientation, transgender or other (please specify)	Recommendations
Promote equality of opportunity		
Eliminate discrimination		
Eliminate harassment		

Promote good relations between persons in different racial groups	Race duty:	
Promote positive attitudes towards disabled people	Disability duty:	
Encourage disabled people to participate in public life	Disability duty:	
Takes steps to meet the needs of disabled people, even if this requires more favourable treatment	Disability duty:	
Addresses the causes of the gender gap	Gender duty:	

In what ways have you involved other people in this impact assessment process – and in particular how have you involved disabled people?	Those involved:	Other issues raised:

Any other comments you wish to make about this policy/ procedure (e.g. is it up to date? Is it still required? Does it comply with all relevant legislation? Does it comply with internal procedures?)

Name: Position:

Signature: Date:

Date for review:……………………….. person responsible …………. ……………………………………….

Gathering and using evidence	
What evidence is already available to help inform the impact assessment process? Consider data, reports and involvement of people in the following social groups:- • Disability • Black and minority ethnic • Asylum Seekers and Refugees • Gender • Lesbian, Gay, Bisexual, • Transgender • Older/Young People • Religion or belief • Marriage & civil Partnership • Pregnancy /Maternity/ Paternity	
Is further information required? Would gathering such information be a proportionate response to the policy, procedure, plan or practice, in terms of its importance?	
If yes to the above question, where and how can the information be obtained?	

Which relevant experts of equality groups have been approached to explore these issues? (Please give dates and details of contact)	
How have you gained the views of these experts/groups (e.g. letter, meetings, interviews, forums, workshops?	

NB. It is important that collection of evidence for one group of people does not stall the process. It may be necessary to undertake actions without all the evidence and complete the process when all evidence is available

Outcomes of the Equality Impact Assessment

Category	Groups	Opportunities to eliminate or reduce disadvantage or discrimination for a particular group	Opportunities to further promote equality of opportunity
Race	Asian or Asian British		
	Black or Black British		
	Chinese and other people		
	People of mixed race		
	White people		

	Asylum seekers and refugees		
Religion and Belief	All		
Disability	Physical or sensory impairments		
	Learning difficulties		
	Mental Health difficulties or people on the autistic spectrum		
	Long term health conditions		
Gender	Women		
	Men		
Age	Older people		
	Younger People		
Sexual Orientation	Lesbians, gay men and bisexuals		
Marriage/Civil Partnership			
Pregnancy/ Maternity/ Paternity	Policy to support staff and students in these categories		
Trans-gender /Reassignment	Trans gender/sexual		

Publish results

This part of the process is about accountability and making sure results are made plain to the public.

You should publish summaries of your impact assessment reports annually, distribute them widely and make more detailed reports available to those who ask for them. They can be included on the website on the equality and diversity page, linked to the Corporate Policy Framework and issued to equality groups.

The kinds of information you should consider publishing are:

- A description of the policy

- A summary of the results of the assessment

- The impact of the policy on equality and diversity

- How you intend to review the policy in the light of your assessment

- A statement of what you plan to do next

Please note you must ensure that the report is published in a format that is accessible, taking into account needs of particular groups.

Q:\Policies+Procedures\Impact Assessment