

SINGLE EQUALITY ACTION PLAN

ANNUAL PROGRESS REPORT

UPDATED JUNE 2009

Registered Scottish Charity No : SC021206

SINGLE EQUALITY ACTION PLAN

As part of the College's statutory responsibilities, Management is required to produce, by 29 June 2009, an Annual Report detailing the progress made towards meeting the actions identified in the first Single Equality Action Plan which was produced in June 2008.

Please note that as this document is the first update of the Single Equality Action Plan certain actions have been removed as these have now been completed or are no longer required. This document formally replaces all existing Equality Action Plans, although copies for comparison purposes are available on request from Human Resources.

The Single Equality Action Plan has been complemented by a Single Equality Scheme, which was published in March 2009. The Single Equality Scheme sets the overall framework for the College's Equality Strategy. Electronic copies of both documents are available from the College website at www.motherwell.co.uk.

As part of our statutory obligations and enhancing good practice this will be next reviewed in June 2010.

Human Resources
26 June 2009

SINGLE EQUALITY ACTION PLAN – SINGLE ANNUAL PROGRESS REPORT

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
1. Learner Recruitment, Admissions and Outcomes	1.1 Review the existing recruitment and admissions policy and procedures.	Monthly	Regular applications reports, curriculum development plans, core skills testing statistics
Progress To Date	Learner recruitment and retention figures continue to be analysed routinely and learners are interviewed as part of the process. Recruitment is now monitored by the Customer Service team who link this data to MIS to ensure that the information gathered is streamlined. In addition, MIS provide a monthly equality report based on the admissions at the College and compare it to the Lanarkshire population.		
Impact Assessment/Policy Review	Departmental ownership of recruitment with closer link to candidates' ability to achieve		
Revised Actions & Timescale	Continue to analyse routinely learner recruitment and retention figures and interview learners. Continue to receive monthly reports from MIS which breakdown equality reports.		
Responsibility	Director (Curriculum and Academic Planning)		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
1. Learner Recruitment, Admissions and Outcomes	1.2 Continue to review application forms for any form of bias and inaccessibility, reporting annually to the Equality and Diversity Strategy Group.	January 2009 & annually	Updated application form Monitor applications to identify range of disabilities.
Progress To Date	<p>The Marketing department revised the application form in line with the College rebrand and has been in use since January 2009. The hardcopy of the application form is DDA compliant. An interactive PDF application form was developed as part of the College rebrand which was implemented in December 2008 and is available on the College website. The interactive PDF application form is fully accessible to all potential applicants.</p> <p>All academic departments continue to use the revised application form and encourage the use of the online application form as this is easier to complete. All application forms continue to be reviewed by Curriculum Leaders to ensure that there are no incidences of discrimination in selection. The Support for Learning department continue to ensure that the application form is accessible to learners who are unable to complete it themselves and provide appropriate support.</p>		
Impact Assessment/Policy Review	Promotional literature easier to understand and use, and accessible to all thereby reducing barriers to entry. Form easier to complete – shorter and fewer details required. Targeted marketing if required.		
Revised Actions & Timescale	Use revised standard College application form and promote use of the interactive PDF online application form. Continue to ensure application form is accessible to all learners.		
Responsibility	Marketing and Promotions Manager/Heads of Department		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
1. Learner Recruitment, Admissions and Outcomes	1.3 Ensure the current marketing plan accounts for the recruitment of disabled learners, male and female learners, including those who identify as transgender and seeks to address under-representation in specific subject areas. Report to the Equality and Diversity Strategy Group annually.	Annually – Report to Equality & Diversity Strategy Group	Marketing Plan produced Initiative and promotional material which encourage wider access to traditionally gendered subjects
Progress To Date	Marketing has produced an International Prospectus. Marketing use appropriate images to promote courses to all potential learners, for example a picture of a female bricklayer has been used in order to promote the area of bricklaying to females, a male dominated subject.		
Impact Assessment/Policy Review	Promotion will target groups of disabled people and make the College promotional activity more accessible. This should increase recruitment from disabled communities. Promotion will also target males and females into non-traditional courses for their gender. This should encourage recruitment which reflects a more equitable gender balance in all courses.		
Revised Actions & Timescale	Continue to address under-representation of certain groups of students in specific subject areas.		
Responsibility	Marketing and Promotions Manager		
PRIORITY CODE	2		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
1. Learner Recruitment, Admissions and Outcomes	1.4 Analysis of potential and actual learner population by subject area.	Ongoing – reporting weekly	Generation of reports on applicants and enrolments by disability, gender and ethnicity.
Progress To Date	Three reports are created by the Information Systems Manager detailing learner admission information, learner enrolment information and compare the College population information with the Lanarkshire population profile. The three reports include age, gender, ethnicity and disability information. The report on learner enrolment information is emailed to Heads of Department, Curriculum Leaders, Information Systems team, Departmental Administrators and the Senior Executive Team on a weekly basis by the Information Systems Manager.		
Impact Assessment/Policy Review	Ongoing monitoring of the population of learners Engaging with Motherwell College by age, gender, disability and ethnicity.		
Revised Actions & Timescale	Information Systems Manager to continue to produce reports on learner admission, learner enrolment and compare the College population with the local population profile including information on age, gender, race and disability.		
Responsibility	Information Systems Manager		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
1. Learner Recruitment, Admissions and Outcomes	1.5 Produce a standard guide in alternative formats explaining our services including support for disabled people, those with additional support needs and people with childcare provision.	Annually	Learner Guide to be produced in electronic format
Progress To Date	Learner services produced a table detailing the alternative formats available for every Learner services document which is reviewed annually.		
Impact Assessment/Policy Review	Support information easier to access.		
Revised Actions & Timescale	Table produced. Continue to review annually.		
Responsibility	Head of Community and Learner Services		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
1. Learner Recruitment, Admissions and Outcomes	1.6 Analyse learner outcomes, comparing the results of minority ethnic learners, disabled learners and by gender and age to the rest of their course groups to ensure there is no inequality in terms of learner achievement.	Ongoing, reporting monthly	Generation of reports on outcomes by disability coding group, ethnic group and gender. Generation of comparison report.
Progress To Date	Information Systems Manager produces a monthly equality report which details learner outcome information. The report examines the student profile to ensure the College are addressing the needs of the Learner population and breaks down the statistics by ethnicity, disability, gender and age.		
Impact Assessment/Policy Review	Monitor achievement of disabled learners, minority ethnic learners and by gender to ensure there is no inequality in this area and to support continuous review of delivery.		
Revised Actions & Timescale	Increase frequency of reporting from monthly to weekly reporting, ensuring all strands of equality are reported on.		
Responsibility	Information Systems Manager		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
1. Learner Recruitment, Admissions and Outcomes	1.7 Analyse learner enrolments, ensuring the College population reflects the local population, to be reported to the Equality Groups and Director (Curriculum and Academic Planning) for action and review.	Ongoing – reporting monthly	Research population statistics for Lanarkshire. Generation of reports on learners by disability, ethnicity and gender. Generation of comparison report.
Progress To Date	Learner enrolment report produced by the Information Systems Manager on a monthly basis which includes age, gender, ethnicity and disability information. Report issued to the Principal, Director (Curriculum & Academic Planning), Equality Action Group and the Equality and Diversity Strategy Group on a monthly basis. Report compares learner enrolments to the Lanarkshire FE population data and the Scottish Funding Council's disability data as there was no comparison data for disability available from the Lanarkshire FE population data. Marketing & Promotions Manager monitors this data in terms of enrolments.		
Impact Assessment/Policy Review	Information on the representation of disabled groups, ethnic minority groups and males and females, in comparison to the local community in order to address areas of under-representation and highlight positive practices.		
Revised Actions & Timescale	Combine this action with 1.4.		
Responsibility	Information Systems Manager/Marketing and Promotions Manager		
PRIORITY CODE	2		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
1. Learner Recruitment, Admissions and Outcomes	1.8 Review all marketing and promotion materials and resources to ensure they are accessible to a diverse community and that the diversity of society is reflected and use of positive role models.	Annually	Revised marketing and promotional materials and College website. Revised application form produced and disseminated to Heads of Department.
Progress To Date	The marketing department review all marketing and promotion materials and resources to ensure accessibility on an ongoing basis and these materials were reviewed as part of the College rebrand which was launched on 1 December 2008. The new College website was also launched as part of the rebrand and is being presented for AAA compliancy. An updated Equality and Diversity section is now available on the College website.		
Impact Assessment/Policy Review	The College's promotion of gender equality is evident through promotional materials. Gender stereotypes are challenged. Promotional literature accessible to a diverse community, reducing barriers to entry for minority ethnic groups. Form easier to complete – shorter and fewer details required. Increased recruitment from minority ethnic communities.		
Revised Actions & Timescale	Continue to review all marketing and promotion materials and resources to ensure accessibility on an ongoing basis.		
Responsibility	Marketing and Promotions Manager		
PRIORITY CODE	2		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
1. Learner Recruitment, Admissions and Outcomes	1.9 Extend statistical analysis on post-course destination to report on equality issues.	Reporting annually	Annual statistics disseminated as appropriate.
Progress To Date	An annual report on post-course destination is produced for HN full-time achievers which includes data on age and gender.		
Impact Assessment/Policy Review	A clearer understanding of the impact of equality issues on career paths and an opportunity to consider any shift in gender balance over time.		
Revised Actions & Timescale	Report to include data on ethnicity and disability. Information Systems Manager to suggest to the Scottish Funding Council that it provides analysis of data by ethnicity and disability in addition to age and gender as it would be in a position to provide an overview and comparisons for FE Colleges.		
Responsibility	Information Systems Manager		
PRIORITY CODE	2		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
1. Learner Recruitment, Admissions and Outcomes	1.10 Monitor and report on customer enquiries by equal opportunities information.	May 2010	Review of statistics to identify any patterns.
Progress To Date	Not completed as Customer Services only record name and address details at enquiry stage. Equal opportunities section included as part of the revised application form.		
Impact Assessment/Policy Review	Ability to clearly identify patterns and target promotional activity if required.		
Revised Actions & Timescale	Revise action as it is not possible to monitor this information at the enquiry stage. Revised action to 'monitor equality information at application stage by May 2010'.		
Responsibility	Information Systems Manager/Marketing & Promotions Manager		
PRIORITY CODE	1		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
1. Learner Recruitment, Admissions and Outcomes	1.11 Encourage and promote access to all subject options by males and females through school-college partnerships.	Annually & ongoing	Males and females have opportunity at World of Work days to sample a variety of vocational areas.
Progress To Date	Continued to offer the LITE (Look Into Technology and Engineering) programme which encourages young females to sample Engineering courses. Education Liaison Manager is currently producing a report from own research addressing how guidance staff can promote gender.		
Impact Assessment/Policy Review	Increased number of males and females progressing to 'non-traditional' programmes of study at the College.		
Revised Actions & Timescale	Continue to offer the LITE programme. As part of the ongoing vocational co-ordinator's agenda discussions are taking place with the local authority in order to arrange an awareness event to encourage males and females to undertake courses which are traditionally, seen to be typically male or female courses such as men into care, women into engineering. This event is due to take place once the College has moved to the new Ravenscraig site. Offer a two day taster programme to encourage young men into care by May 2010.		
Responsibility	Education Liaison Manager		
PRIORITY CODE	2		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
1. Learner Recruitment, Admissions and Outcomes	1.12 An introductory guide to Motherwell College to be produced in alternative formats.	Expected completion March 2010	Complete promotional literature
Progress To Date	All publications are available in alternative formats such as large print, electronic format, audio and braille, as requested. Browse Aloud function is available on College website. College website is DDA compliant.		
Impact Assessment/Policy Review	This item of promotion will target specific groups of disabled people and make the College promotional activity more accessible.		
Revised Actions & Timescale	Change action to 'Ensure all publications are available in alternative formats and that the College website has accessibility functions'.		
Responsibility	Marketing and Promotions Manager		
PRIORITY CODE	2		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
1. Learner Recruitment, Admissions and Outcomes	1.13 Continue to provide mixed gender staff at information sessions, where appropriate and monitor this provision.	As & when information sessions take place	Accessible admissions and information and advice procedures.
Progress To Date	<p>Auto – staff representation at information sessions reflects gender imbalance within departmental staff. Staff from different ethnic groups represent the department at information sessions.</p> <p>Engineering – within the department the majority of lecturing staff are male, however, there are a small number of female lecturing staff and the department attempts to ensure that mixed gender staff are available at information sessions.</p> <p>Beauty, Sport & Performing Arts – restructured department now has a good mix of male and female staff, therefore, are better placed to provide mixed gender staff at information sessions.</p> <p>Computing, IT & Creative Arts – department ensures that there are mixed gender staff at information sessions and can achieve this due to the mix of male and female staff.</p> <p>Hospitality & Professional Cookery – equal split between male and female staff, therefore, mixed gender staff attend information session.</p> <p>Care – as far as reasonably possible the department continue to strive to achieve this.</p> <p>Business – mixed gender staff are provided where possible, however, this can sometimes prove difficult as there are a greater number of females working in the department.</p> <p>SFL – continue to do, where possible.</p>		
Impact Assessment/Policy Review	Potential learners who would otherwise be reluctant to apply to College have access to admissions procedure.		
Revised Actions & Timescale	Continue to provide mixed gender staff at information sessions, where possible.		
Responsibility	Heads of Department		
PRIORITY CODE	1		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
1. Learner Recruitment, Admissions and Outcomes	1.14 Monitor the provision of information and support materials to ensure equal inclusion of minority ethnic groups.	Ongoing monthly review	Appropriate support services developed. Accessible Student Guide produced.
Progress To Date	Carried out on an ongoing basis. Use Plain English on all publications, if possible.		
Impact Assessment/Policy Review	Minority ethnic groups supported to ensure equal inclusion. Support information easier to understand and communicated appropriately. Improved access for minority ethnic students.		
Revised Actions & Timescale	Continue to monitor the provision of information and support materials to ensure equal inclusion of minority ethnic groups.		
Responsibility	Marketing and Promotions Manager		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
2. Learner Guidance and Support Services	2.1 Review materials that record learner guidance and associated services. Ensure incidents involving racism, xenophobia and threats to personal safety are identified and recorded appropriately.	Ongoing review	Reviews records to ensure compliance. Materials amended as appropriate. Analysis of incidents by type and department.
Progress To Date	Materials have been reviewed and amended appropriately.		
Impact Assessment/Policy Review	Incidents of discrimination on grounds of gender, disability and race identified and recorded as appropriate. Any emerging patterns identified allowing targeted action to be taken as necessary.		
Revised Actions & Timescale	Continues to be part of process of ongoing review.		
Responsibility	Head of Community and Learner Services		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
2. Learner Guidance and Support Services	2.2 Report on access to support services of disabled people, ethnic minority groups and by gender. Adapt and review Personal Learning Support Plans (PLSP) as part of an overall assessment.	Annually	Completed report. Revised PLSP format
Progress To Date	PLSP's continue to be reviewed as part of overall process. Head of Community and Learner Services continues to obtain gender information regarding access to support services.		
Impact Assessment/Policy Review	Accessible support service ensured.		
Revised Actions & Timescale	Continue to review PLSP's as part of overall assessment process. Discretionary Fund application forms to be reviewed in order to include an ethnic tick box which will allow Learner services to monitor the number of learners from an ethnic minority group who applied for funding.		
Responsibility	Head of Community and Learner Services		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
2. Learner Guidance and Support Services	2.3 Provide disability and gender aware guidance services and monitor guidance services to ensure accessibility to diverse cultures including international learners.	Completed with ongoing commitment to monitor monthly	Staff guidelines produced Guidance services reflect policy
Progress To Date	Awareness raising sessions were provided to staff and links were made to the guidance policy.		
Impact Assessment/Policy Review	Improved inclusive guidance services Staff awareness raised		
Revised Actions & Timescale	Continue to provide awareness sessions as part of CPD.		
Responsibility	Head of Community and Learner Services		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
2. Learner Guidance and Support Services	2.4 Monitor uptake of careers advice and employability advice and ensure exit guidance is accessible to minority ethnic learners.	Completed with ongoing review	Review records to ensure compliance, identify any patterns and take action as appropriate. Build into Skills Development Scotland SLA.
Progress To Date	Records and current provision continues to be reviewed in conjunction with Skills Development Scotland. Service Level agreement set up with Skills Development Scotland and Job Centre Plus and devised employability programmes.		
Impact Assessment/Policy Review	Improved inclusive Employability and Careers services.		
Revised Actions & Timescale	Continue to review and monitor records in compliance with current guidance from Skills Development Scotland and other relevant agencies.		
Responsibility	Head of Community and Learner Services		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
2. Learner Guidance and Support Services	2.5 Review learner diary and induction process and incorporate specific statements on equality and ensure information is accessible to all learners and reflects College policy.	Annually	Update materials
Progress To Date	Learner services – significant dates and dates of religious festivals have been included in the learner diary. Learner diary and induction programme are updated on an annual basis. Equal opportunities statement is now included in learner diary and reference is made to appropriate College policies which are available on the College website. Learner diary and induction continue to be reviewed annually. Inclusiveness and disability statements have been updated.		
Impact Assessment/Policy Review	Documentation complies with policy and new legislation promoting equality.		
Revised Actions & Timescale	Continue to review and update the Learner diary and induction programme on an annual basis.		
Responsibility	Head of Community and Learner Services		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
2. Learner Guidance and Support Services	2.6 Review information access points including College website and online guidance for learners to ensure accessibility for all learner groups.	July 2009 & Ongoing	Install equipment. Produce materials. Continue to update plasma screen information. Plasma screen updated and Learner services documentation produced in alternative formats and additional foreign languages.
Progress To Date	<p>Information access points have been reviewed and are accessible to all learner groups and the marketing team continue to review all information access points to ensure accessibility on an ongoing basis.</p> <p>The College have entered into a contract with DisabledGo who will assess the new College at Ravenscraig on 28 July 2009.</p> <p>Accessibility training carried out for every relaunch of the College website which occurs twice per year.</p> <p>Web Designer and Developer worked with learners who made use of Learner services in order to obtain feedback on the accessibility and functionality of the College website before the new College website was launched in December 2008.</p> <p>The College website, prospectus and all marketing publications are available in alternative formats and languages.</p>		
Impact Assessment/Policy Review	<p>Improved communication systems which promotes access for all learners, including disabled groups.</p> <p>Recognition of requirement for alternative formats to enable equality of access.</p> <p>Recognition of predominant minority ethnic language in College and further work in progress.</p>		
Revised Actions & Timescale	<p>Continue to review information access points to ensure accessibility for all learner groups.</p> <p>Continue to carry out accessibility training for every relaunch of the College website.</p> <p>DisabledGo to assess the new College at Ravenscraig on 28 July 2009. Move towards a web based system through DisabledGo for disabled learners, staff and visitors who will be accessing the new College.</p> <p>Web Designer and Developer to continue to liaise with the Head of Community and Learner Services regarding appropriate formatting.</p>		
Responsibility	Marketing Manager/Associate Director (Curriculum & Academic Planning)/Head of Community and Learner Services		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
2. Learner Guidance and Support Services	2.7 Information for screen at front entrance to include equality information and contact details.	As required	Equality and Diversity statement and contact information for Equality Action Group.
Progress To Date	When required, information is passed to the Web Designer and Developer. Additional plasma screens will be available at Ravenscraig and Marketing display any slide on these screens, as required.		
Impact Assessment/Policy Review	Communication of the College's vision with regard to equality. Provide a contact point for equality issues.		
Revised Actions & Timescale	Continue to pass relevant information to the Web Designer and Developer when required.		
Responsibility	Marketing and Promotions Manager		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
2. Learner Guidance and Support Services	2.8 Promote awareness of gender equality to learners.	Annually	Get Equipped Week includes a variety of equality themed initiatives and promotions.
Progress To Date	Learner services continue to hold 'Get Equipped' week twice per year in September and January.		
Impact Assessment/Policy Review	New learners are made aware of the College's position on equality and are aware of the support available to them.		
Revised Actions & Timescale	Continue to offer 'Get Equipped' week twice per year.		
Responsibility	Head of Community and Learner Services		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
2. Learner Guidance and Support Services	2.9 In partnership with Skills Development Scotland, challenge gender stereotyping through the promotion of a range of career options to all learners.	Ongoing	Increase in learners pursuing opportunities traditionally not accessed by individuals of their gender.
Progress To Date	Skills Development Scotland have undergone a restructure, however, the College will continue to be part of the service level agreement for 2009.		
Impact Assessment/Policy Review	Career stereotypes challenged and eliminated. Learners feel supported in making non-traditional career choices.		
Revised Actions & Timescale	Continue to challenge gender stereotyping through the promotion of a range of career options to all learners in partnership with Skills Development Scotland.		
Responsibility	Head of Community and Learner Services		
PRIORITY CODE	2		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
2. Learner Guidance and Support Services	2.10 Review learner complaint and disciplinary procedures to ensure no barriers for disabled learners and monitor by ethnicity.	Policy completed August 2008 with regular review	Liaise with Curriculum areas.
Progress To Date	Revised Learner Behaviour Policy was implemented in August 2008.		
Impact Assessment/Policy Review	New procedures reflect policy and new legislation promoting equality.		
Revised Actions & Timescale	Continue to revise and update the Learner Behaviour Policy, as required.		
Responsibility	Head of Community and Learner Services		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
2. Learner Guidance and Support Services	2.11 Review all residential services and audit for accessibility for disabled learners and compliance with the Race Equality Policy to ensure that choices appropriate to a diverse staff and learner body are available and communicated appropriately.	Annually	Accommodation Guide annually updated as required and translation into a range of languages. Audit results available. Residential and food services subject to annual review. Enhancements to service communicated to all staff and learners.
Progress To Date	<p>Accommodation Guide was updated in August 2008 for the academic session 2008/2009 and continues to be available in large font and in a number of languages. The guide continues to be produced in all languages required to accommodate the current student profile of residents and if there was a request to produce the guide in another language then this would be reviewed. The current student profile of residents provides information which informs food services and dietary and religious requirements can then be accommodated.</p> <p>An assessment of learner needs is initially carried out by Learner services and if any need applies to residences this would be referred to the Commercial Development Manager. On occasion, the Learner services team or the Support for Learning team would provide guidance to residence staff on how to deal with specific issues such as medicine.</p> <p>Stewart Hall residency is custom designed for disabled learners. Learner profile is available for every learner in college accommodation.</p> <p>Customer focus groups were carried out in October 2008 for the academic session 2008/2009 and all learners had the opportunity to participate. Students from every department within the College participated. The Commercial Development Manager received the feedback report which was submitted as supplementary information to the catering tender in order to make the catering company aware of student expectations. It was agreed that customer focus groups were more effective than customer questionnaires which were previously used. Two members of staff also formed a sub-group of staff and students who met with the Catering Manager and the Commercial Development Manager regarding the catering tender.</p> <p>The Halls of Residence building at the new Ravenscraig site has three rooms purposely designed for wheelchair users and students with mobility problems and the entire building has been adapted in order to accommodate learners with additional disability needs, for example the cooker in the kitchen can be lowered in order for wheelchair users to cook.</p>		
Impact Assessment/Policy Review	Accommodation Guide currently available in large font available for visually impaired learners. Other versions on request. Residential and food services which are appropriate to the needs of a diverse staff and learner population and which are effectively promoted to all.		
Revised Actions & Timescale	Continue to carry out annual assessments of learner needs and purchase appropriate resources, if required. Continue to revise the Halls of Residence Operational manual annually every August.		
Responsibility	Commercial Development Manager		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
2. Learner Guidance and Support Services	2.12 Review authorised absence procedure to ensure it takes account of disability related issues and meets the religious and cultural needs of a diverse learner population.	Annually	Better staff understanding of how disability can impact on lifestyle and of other races and religions. Revised procedures for requesting authority for absence which include the religious and cultural needs of all students.
Progress To Date	<p>Care – staff continue to be aware of how disability can impact on attendance and take account of religious and cultural needs, if requested. Authorise absences on an individual basis.</p> <p>SFL – continue to operate a system where all absences which are notified in advance are treated as authorised.</p> <p>Auto – follow College wide procedure. Time off for religious festivals and prayer time has been authorised in the past, for example Libyan students were granted authorised time off for their religious festivals and time to pray.</p> <p>Beauty, Sport & Performing Arts – operate class tutor system where learner would approach their class tutor in the first instance and the class tutor would take account of individual circumstances.</p> <p>Computing, IT & Creative Arts – continue to operate a system where learners agree authorised absences with their class tutor and all requests are examined individually taking all requirements, including religious needs, into consideration. The department are reviewing the authorised absence procedure for the next academic session 2009/10 in order to make this process more effective.</p> <p>Engineering – continued to have a standardised authorised absence system in place.</p> <p>Hospitality & Professional Cookery – continue to operate course tutor system where the course tutor is the learner's first point of contact. Course tutors consider absence requests on an individual basis and take account of any disabilities. Learners are encouraged to discuss any issues with their class tutor. Absence requests which are based on religious and cultural needs are taken into consideration.</p> <p>Business – all staff are aware of disability and religious, cultural differences and allow for this.</p>		
Impact Assessment/Policy Review	<p>Learners have more confidence in asking for authorised absences knowing that the reasons for the absences are better understood.</p> <p>Authorised absence procedure meets religious and cultural needs of all students equally.</p>		
Revised Actions & Timescale	All academic departments – continue to encourage learners to discuss absences and any disability issues with their class tutor.		
Responsibility	Heads of Department		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
2. Learner Guidance and Support Services	2.13 Ensure Reflection Area is included in planning for relocation to Ravenscraig.	Completed	
Progress To Date	Reflection Area is now complete at the new campus including facilities for ritual cleansing, where this is required.		
Impact Assessment/Policy Review			
Revised Actions & Timescale	Action completed as Reflection Area facilities are provided at the new College at Ravenscraig.		
Responsibility	Estates Manager		
PRIORITY CODE	Achieved		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
2. Learner Guidance and Support Services	2.14 Continue to provide and monitor accessible multi faith services and contacts, ensuring services are effectively communicated to all learners and staff to raise awareness.	Annually & Ongoing	Contact religious groups. Update student diary.
Progress To Date	Learner Services – Multi faith services and contacts continue to be provided and are highlighted through the ' section of the Learner Diary and posters. Reflection Area has been provided at the new Halls of Residence at the Ravenscraig site. These facilities will be monitored on an ongoing basis. Towels will continue to be changed on a daily basis and if any additional equipment is required the Estates Manager would be contacted.		
Impact Assessment/Policy Review	Improved inclusive multi-faith services.		
Revised Actions & Timescale	Learner Services – continue to provide and promote multi faith services and contacts to all staff and learners. Continue to provide and monitor Reflection Area on a regular basis.		
Responsibility	Head of Community and Learner Services		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
2. Learner Guidance and Support Services	2.15 Monitor Student Discretionary Fund application forms, processes and associated support to ensure accessibility to all learners.	Annually & Ongoing	Results of review reported in line with returns to SAAS and SFEFC.
Progress To Date	Student Discretionary Fund application forms and associated support are monitored to ensure accessibility to all learners and as part of the Scottish Funding Council return which is submitted on an annual basis.		
Impact Assessment/Policy Review	Evidence of understanding of application process. Applications reflect policy.		
Revised Actions & Timescale	Continue to monitor Student Discretionary Fund application forms and associated support to ensure accessibility to all learners.		
Responsibility	Head of Community and Learner Services		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
2. Learner Guidance and Support Services	2.16 Monitor guidance and support materials displayed and supplied to ensure positive role models are reflected.	Ongoing	
Progress To Date	Guidance and support materials continue to be monitored to ensure they reflect positive role models.		
Impact Assessment/Policy Review	Materials displayed are inclusive to all learners/staff in the College and reflect diversity in a positive way.		
Revised Actions & Timescale	Continue to ensure guidance and support materials reflect positive role models.		
Responsibility	Head of Community and Learner Services		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
3. Staff Recruitment, Selection and Retention	3.1 Review methods of recruitment advertising and application form to ensure they provide equality of opportunity.	July 2009	Revision of application form to exclude unnecessary information and support inclusion of details of skills gained from voluntary work, leisure activities and domestic responsibilities. Review of advertising media. Application form available in alternative formats.
Progress To Date	Revised application form introduced which ensures applicants are short listed in relation to skills and experience for the post. HR continue to use EMEC for all externally advertised posts to proactively promote the College support for equality in the community. All Heads of Department and Curriculum Leaders produce their own recruitment adverts and submit to HR department for approval. Continue to prepare and issue equal opportunities statistics on a quarterly basis.		
Impact Assessment/Policy Review	Introduction of new application form ensures applicants are short listed in relation to skills and experience for the post. A wider pool of applicants is attracted. Use of EMEC for all externally advertised posts which proactively promotes the College support for equality in the community.		
Revised Actions & Timescale	Review format of equal opportunities statistics in order to highlight equality issues and themes more easily. Appointment Policy was revised in March 2009 and is being tabled at the next meeting of the Joint Consultative Committee.		
Responsibility	Head of HR Services		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
3. Staff Recruitment, Selection and Retention	3.2 Promote equality of opportunity through training and review of post requirements.	March 2009 & Ongoing	Continual review of post requirements on an individual basis. Review of HR practices and production of HR manual.
Progress To Date	Appointment Policy was revised in March 2009 and is being tabled at the next meeting of the Joint Consultative Committee. Managers received corporate training from employment law solicitors regarding Fixed Term Workers contracts in March 2009 which addressed equal treatment of staff employed on different contracts of employment.		
Impact Assessment/Policy Review	Managers have increased awareness of equality issues including disability and gender. Improved interview technique to support fair selection.		
Revised Actions & Timescale	Emphasise equality of opportunity through revised Appointments Policy.		
Responsibility	Head of HR Services		
PRIORITY CODE	2		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
3. Staff Recruitment, Selection and Retention	3.3 Promote and support a zero tolerance culture	Continuous Review	Increased training in equality and formal committee structure to review progress. Increased advertising to support equality. Regular review of policies and actions in support of a zero tolerance culture.
Progress To Date	Equality and Diversity Strategy Group continues to ensure cross-college involvement of staff in policy review and actions are carried out to promote equality. Equality and diversity training sessions delivered in January 2009 by Wendy Davies from the Organisation and Social Development Consultants. Accessibility awareness sessions were delivered inhouse to all staff between November 2008 and January 2009 by members of the Learner services team.		
Impact Assessment/Policy Review	More staff aware of College ethos and policy to support a zero tolerance culture. Managers have increased awareness of equality issues.		
Revised Actions & Timescale	Continue to set up cross college working groups to review policies and to ensure actions are carried out to promote equality.		
Responsibility	Director (Staff, Learner & Business Services)		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
3. Staff Recruitment, Selection and Retention	3.4 Review recruitment literature	March 2010	Revised recruitment literature.
Progress To Date	Reference to the College's Family Friendly Policies and Procedures and the childcare voucher scheme are now included in the terms and conditions section of all job descriptions.		
Impact Assessment/Policy Review	Potential staff are aware of the support for work/life balance offered by the College.		
Revised Actions & Timescale	Continue to review the terms and conditions section of all job descriptions through the SDCR process and recruitment processes. All job descriptions are also due to be reviewed as part of the job evaluation scheme. All recruitment literature to be reviewed when College moves to the new building at Ravenscraig in order to update brand, address etc.		
Responsibility	Head of HR Services		
PRIORITY CODE	2		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
3. Staff Recruitment, Selection and Retention	3.5 Review Equal Opportunities Monitoring form and data collection process to support confidential disclosure of transgender status.	December 2009	Revised forms and customisation of HR Information System.
Progress To Date	Not yet carried out.		
Impact Assessment/Policy Review	Emergence of a clearer pattern of the staff profile and provision of appropriate support. Staff who identify as transgender feel 'safe' disclosing their status.		
Revised Actions & Timescale	Revision of form and data collection deferred in order to seek appropriate external advice.		
Responsibility	Head of HR Services		
PRIORITY CODE	1		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
3. Staff Recruitment, Selection and Retention	3.6 Review interview arrangements to ensure they support equality of opportunity.	Monitor monthly	Increased flexibility in dates and times offered for interview. Mixed gender interview panels.
Progress To Date	Interview arrangements reviewed on a continual basis. Flexibility in dates and times for interview offered and mixed gender interview panels provided, where possible.		
Impact Assessment/Policy Review	Potential staff do not experience any gender related barriers in relation to attendance at interview.		
Revised Actions & Timescale	Continue to review interview arrangements to ensure they support equality of opportunity. This is managed on an ongoing basis to meet individual requirements.		
Responsibility	Head of HR Services		
PRIORITY CODE	Achieved		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
3. Staff Recruitment, Selection and Retention	3.7 Review data monitoring processes and extend the dissemination of statistics through the Joint Consultative Committee and Human Resources Committee of the Board of Management.	Quarterly review	Statistics reported quarterly to respective committees of the Board of Management.
Progress To Date	Quarterly equal opportunities statistics, CPD week statistics and monthly absence statistics prepared and issued to the Joint Consultative Committee and the Human Resources Committee of the Board of Management for monitoring. This information includes key HR indicators. Constant review of the information provided to these committees and how it should be presented. Wider dissemination of information to provide transparent details in relation to equality issues.		
Impact Assessment/Policy Review	Ability to clearly identify any patterns of multiple discrimination and target action as appropriate.		
Revised Actions & Timescale	Continue to prepare and issue quarterly equal opportunities statistics, CPD week statistics and monthly absence statistics to the Joint Consultative Committee and the Human Resources Committee of the Board of Management for monitoring. Director (Staff, Learner & Business Services) and Head of HR Services currently considering further benchmark statistics which should be issued to the Human Resources Committee of the Board of Management.		
Responsibility	Head of HR Services/ Director (Staff, Learner & Business Services)		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
3. Staff Recruitment, Selection and Retention	3.8 Review Protection of Employment Policy to ensure selection for redundancy criteria are objective.	September 2009	Revised policy.
Progress To Date	Not yet revised the Protection of Employment Policy, however, any criteria for redundancy are objective and discussed at the appropriate Joint Negotiating Committees with trade union and staff representatives.		
Impact Assessment/Policy Review	Redundancy selection is not based on gender.		
Revised Actions & Timescale	Review Protection of Employment Policy by September 2009 as agreed in the policy update schedule. Continue to ensure that any criteria for redundancy is objective and is discussed at the appropriate Joint Negotiating Committees with Trade Union and Staff Representatives.		
Responsibility	Director (Staff, Learner & Business Services)		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
3. Staff Recruitment, Selection and Retention	3.9 Provide a departmental gender profile to managers, if requested.	Monthly & on request	Reports provided monthly to managers.
Progress To Date	Information available if required, however, not included in the monthly staffing return as standard.		
Impact Assessment/Policy Review	Ability to identify patterns of occupational segregation.		
Revised Actions & Timescale	Continue to provide monthly reports to managers, including a departmental gender profile, if requested.		
Responsibility	Director (Staff, Learner & Business Services)		
PRIORITY CODE	2		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
3. Staff Recruitment, Selection and Retention	3.10 Continue to monitor the provision of staff facilities including consideration of the dietary requirements of a diverse staff population.	August 2009 & ongoing	Food services subject to annual review. Enhancements to service communicated effectively to all staff and learners.
Progress To Date	Continue to provide sufficient choice within staff canteen in order to satisfy dietary needs of staff. Increased food choices provided, for example baguettes are now offered which have been popular. A sample menu to be offered at Ravenscraig was included in the catering tender.		
Impact Assessment/Policy Review	Food services which are appropriate to the needs of a diverse staff population and which are effectively promoted to all.		
Revised Actions & Timescale	The menu for the new College at Ravenscraig to be discussed and agreed and an increased variety of food choices to be offered by August 2009. Revised catering staffing structure to be implemented in order to accommodate the service provision at the new College at Ravenscraig.		
Responsibility	Commercial Development Manager		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
3. Staff Recruitment, Selection and Retention	3.11 Monitor clothing and uniform requirements relating to specific roles to ensure appropriateness.	Ongoing	
Progress To Date	Clothing and uniform requirements relating to specific roles is monitored by the Health and Safety Manager on a continual basis. All clothing allocated depends on the risks involved and what is appropriate to protect the individual in a particular environment.		
Impact Assessment/Policy Review			
Revised Actions & Timescale	Continue to monitor clothing and uniform requirements relating to specific roles on a regular basis.		
Responsibility	Health and Safety Manager		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
4. Staff career development and progression	4.1 Review existing Staff Development and Career Review (SDCR) form to incorporate how staff contribute to the promotion of equality in their role and any associated staff development needs are addressed.	Completed and subject to annual review	Revised SDCR form to promote how staff can contribute to promotion of equality.
Progress To Date	SDCR process and form revised again in March 2009 in order to promote how staff can contribute to the promotion of all areas of equality prior to the commencement of SDCR meetings in April 2009. Record made of how staff have contributed to equality issues at SDCR meetings.		
Impact Assessment/Policy Review	Individual staff consciously review job activities to support equality.		
Revised Actions & Timescale	Continue to review SDCR process and form on an annual basis to ensure staff are aware of how they can contribute to the promotion of equality.		
Responsibility	Head of HR Services		
PRIORITY CODE	Achieved – ongoing annual review		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
4. Staff career development and progression	4.2 Promotions to be reviewed and monitored and reported to the Equality and Diversity Strategy Group and Human Resources Committee of the Board of Management.	Quarterly review	Report to be received by the Equality and Diversity Strategy Group and the Human Resources Committee of the Board of Management on a quarterly basis.
Progress To Date	Equal Opportunities statistics continue to be prepared and issued on a quarterly basis to the Equality and Diversity Strategy Group and the HR Committee of the Board of Management. All departments – interview feedback provided to all internal candidates and, if requested, to external candidates.		
Impact Assessment/Policy Review	Assurance that appointment processes are fair and equitable. Opportunity to identify any pattern in relation to equality issues.		
Revised Actions & Timescale	Continue to prepare and issue Equal Opportunities statistics on a quarterly basis to the Equality and Diversity Strategy Group and the HR Committee of the Board of Management.		
Responsibility	Head of HR Services		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
4. Staff career development and progression	4.3 Analysis of internal and external CPD activities to be provided to the Human Resources Committee of the Board of Management.	Academic session 2009/2010 & ongoing	Introduction of revised form for use by all staff and introduction of revised procedure for recording CPD. Analysis of attendance according to disability, ethnicity and gender and details provided to required committee.
Progress To Date	Continuing Professional Development Request Form reviewed to take into consideration any particular support required to undertake any CPD activity, relating to a disability. CPD attendance according to disability recorded on excel spreadsheet log. CPD week attendance statistics continue to be circulated to HR Committee of the Board of Management.		
Impact Assessment/Policy Review	Assurance of CPD supported in relation to needs of post and individual to support equal access to development opportunities. Opportunity to identify any pattern in relation to disability, ethnicity and gender and to address any such emerging pattern accordingly.		
Revised Actions & Timescale	All CPD reporting to be reviewed during next academic session 2009/2010.		
Responsibility	Director (Staff, Learner & Business Services)		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
5. Family Friendly Policies and Procedures for Staff	5.1 Review Family Friendly Policies and Procedures in light of legislative developments and identified good practice.	Ongoing	Revised Family Friendly Policies and Procedures. Supporting documentation and procedural flowcharts. List of useful contacts.
Progress To Date	Family Friendly Policies and Procedures reviewed through a Family Friendly working group which was set up. Revised Family Friendly Policies and Procedures implemented in April 2007 and revised again in September 2008 due to statutory changes.		
Impact Assessment/Policy Review	Policies and Procedures which support greater gender equality and assist all staff to balance their work and family responsibilities effectively.		
Revised Actions & Timescale	Annually review Family Friendly Policies and Procedures.		
Responsibility	Head of HR Services		
PRIORITY CODE	Achieved – ongoing review		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
5. Family Friendly Policies and Procedures for Staff	5.2 Promote awareness of rights under Family Friendly Policies and Procedures.	Ongoing	Delivery of information sessions to all staff via departmental meetings.
Progress To Date	Presentations on the revised Family Friendly Policies and Procedures given at all academic departmental meetings in March 2007. Family Friendly Policies and Procedures available for all staff to access on the staff intranet, referred to in the recruitment literature and discussed at the induction programme.		
Impact Assessment/Policy Review	Increased staff awareness of support available.		
Revised Actions & Timescale	Continue to make Family Friendly Policies and Procedures available to all staff on the staff intranet, make reference to in the recruitment literature and discuss at the induction programme.		
Responsibility	Head of HR Services		
PRIORITY CODE	Achieved – ongoing review		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
5. Family Friendly Policies and Procedures for Staff	5.3 Implement Childcare Voucher Scheme.	Implemented with annual review	Agreement with Sodexo Pass for provision of childcare vouchers. Information session to staff and dissemination of promotional posters and mailshot. Development of HR procedure. Implementation of scheme.
Progress To Date	Childcare voucher scheme in conjunction with Sodexo Pass implemented in July 2007. Childcare voucher scheme information session held in College in May 2007. Childcare voucher scheme promoted through the staff induction programme and posters throughout the College. HR procedure developed prior to implementation of the childcare voucher scheme.		
Impact Assessment/Policy Review	Staff with childcare responsibilities receive support with childcare costs, regardless of gender.		
Revised Actions & Timescale	Continue to offer childcare voucher scheme to all staff and promote the scheme through the staff induction programme and posters throughout the College. Change action to 'Review Childcare Voucher Scheme by June 2010.'		
Responsibility	Head of HR Services		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
5. Family Friendly Policies and Procedures for Staff	5.4 Monitor uptake of family friendly provisions by gender, including return-to-work rates from maternity leave.	Academic session 2009/2010 & ongoing	Review of any emerging patterns.
Progress To Date	Appropriate data collected and recorded in HR system.		
Impact Assessment/Policy Review	Ability to identify any emerging patterns and take appropriate action.		
Revised Actions & Timescale	All HR reporting to be reviewed during next academic session 2009/2010.		
Responsibility	Head of HR Services		
PRIORITY CODE	2		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
5. Family Friendly Policies and Procedures for Staff	5.5 Provide guidance for line managers on management of pregnancy, maternity leave and return to work.	As required	Summary guidance information and sources of further support provided to line managers.
Progress To Date	Guidance for line managers on management of pregnancy, maternity leave and return to work available in the Family Friendly Policies and Procedures. Managers are aware of their responsibilities.		
Impact Assessment/Policy Review	Staff are appropriately supported throughout pregnancy, maternity leave and return to work, including the opportunity to attend an induction on return.		
Revised Actions & Timescale	Continue to provide guidance for line managers on management of pregnancy, maternity leave and return to work in the Family Friendly Policies and Procedures. Continue to ensure Managers are aware of their responsibilities. Human Resources to provide support where necessary.		
Responsibility	Head of HR Services		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
5. Family Friendly Policies and Procedures for Staff	5.6 Review arrangements for keeping in touch with women on maternity leave.	Ongoing	Details of relevant vacancies and CPD opportunities sent to all staff on maternity leave.
Progress To Date	All job vacancies are advertised on the College intranet to which all employees, including those on maternity leave, have access to. Recruitment materials distributed as appropriate.		
Impact Assessment/Policy Review	Staff are kept abreast of College developments during maternity leave and have access to the same opportunities during this time as colleagues at work.		
Revised Actions & Timescale	Continue to advertise all job vacancies on the College intranet and distribute recruitment materials as appropriate.		
Responsibility	Head of HR Services		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
5. Family Friendly Policies and Procedures for Staff	5.7 Support managers in understanding and applying fair and consistent approaches to flexible working.	Ongoing	A fair and consistent approach to flexible working is applied across the College.
Progress To Date	Human Resources support managers in understanding and applying fair and consistent approaches to flexible working.		
Impact Assessment/Policy Review	Staff are able to access opportunities for flexible working, without encountering barriers relating to gender.		
Revised Actions & Timescale	Human Resources to continue to support managers in understanding and applying fair and consistent approaches to flexible working.		
Responsibility	Head of HR Services		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
6. Equal Pay	6.1 Implement the Further Education Development Role Analysis (FEDRA) Scheme in support of commitment to equal pay.	September 2009	Analysis of all College roles.
Progress To Date	Job evaluation completed. Equal pay audit successfully carried out.		
Impact Assessment/Policy Review	Assurances that males and females receive equal pay for equal work or work of equal value.		
Revised Actions & Timescale	Ongoing discussion with FEDRA Implementation Group regarding moving forward with outcomes. Change action to 'application of FEDRA scheme in order to conduct an equal pay audit'.		
Responsibility	Director (Staff, Learner & Business Services)		
PRIORITY CODE	1		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
6. Equal Pay	6.2 Publish an Equal Pay Statement	To be reviewed in September 2010	Equal Pay Statement.
Progress To Date	Equal Pay Statement published in September 2007 and is available on the College website.		
Impact Assessment/Policy Review	Increased awareness of College policy on equal pay.		
Revised Actions & Timescale	Completed Equal Pay Statement. Change action to 'Review Equal Pay Statement in September 2010'.		
Responsibility	Director (Staff, Learner & Business Services)		
PRIORITY CODE	2		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
7. Professional development, training and performance reviews	7.1 Review arrangements for attendance at corporate CPD events to ensure supportive of equality of opportunity.	Ongoing review	Increased flexibility in dates and times offered for CPD events.
Progress To Date	Flexibility in dates and times offered for CPD events.		
Impact Assessment/Policy Review	Increased accessibility of corporate CPD events.		
Revised Actions & Timescale	Continue to review arrangements for attendance at corporate CPD events to ensure supportive of equality of opportunity.		
Responsibility	Head of HR Services		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
7. Professional development, training and performance reviews	7.2 Prepare a training needs analysis as part of the overall Continuous Professional Development strategy and report to the Human Resources Committee of the Board of Management.	Annual Review – June each year	Review of SDCR forms to support CPD in line with College objectives and promotion of equality.
Progress To Date	Training needs analysis prepared annually during the summer months as part of the overall Continuous Professional Development strategy and reported to the Human Resources Committee of the Board of Management. Care department continue to provide Mental Health First Aid training and Certificate in Equality and Diversity to external and internal customers.		
Impact Assessment/Policy Review	Substantial investment in continuous professional development for staff approved on assessment of individual requirements. Continuous Professional Development needs in relation to equality are identified on a regular basis.		
Revised Actions & Timescale	Continue to prepare training needs analysis annually over the summer months in preparation for the new academic year, as part of the overall Continuous Professional Development strategy and report to the Human Resources Committee of the Board of Management. Care department to continue to offer Mental Health First Aid training and Certificate in Equality and Diversity to external and internal customers.		
Responsibility	Director (Staff, Learner & Business Services)/Head of HR Services		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
7. Professional development, training and performance reviews	7.3 Provide evidence of good practice to support equal opportunities.	Ongoing	Dissemination of good practice through groups and training for staff.
Progress To Date	Learner services – learner involvement promoted through the disability interest group. Good practice to support equal opportunities provided through the work of the Equality and Diversity Strategy Group and the Equality Action Group. Continue to run LITE programme (Look Into Technology and Engineering) which encourages young females to sample Engineering courses. Department of Care ran Men into Childcare 50 plus programme in partnership with North Lanarkshire Council.		
Impact Assessment/Policy Review	Increased knowledge for individuals of internal and external developments. Opportunity to adopt further good practice, appropriate to the College context. Attendance at external conferences.		
Revised Actions & Timescale	Continue to provide evidence of good practice to support equal opportunities through the Learning and Teaching Committee and the Associate Assessor Forum. Continue to promote learner involvement through the disability interest group. Continue to provide good practice to support equal opportunities through the work of the Equality and Diversity Strategy Group and the Equality Action Group.		
Responsibility	Head of HR Services		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
7. Professional development, training and performance reviews	7.4 Monitor CPD forms and statistics through the Joint Consultative Committee and the Human Resources Committee of the Board of Management.	Academic session 2009/2010 & ongoing	Review of related documentation and provision of statistics.
Progress To Date	Quarterly equal opportunities statistics, CPD week statistics and monthly absence statistics prepared and issued to the Joint Consultative Committee and the Human Resources Committee of the Board of Management for monitoring. Constant review of the information provided to these committees and how it should be presented.		
Impact Assessment/Policy Review	Assurance of fair and equitable treatment to access and support CPD.		
Revised Actions & Timescale	Continue to prepare and issue quarterly equal opportunities statistics, CPD week statistics and monthly absence statistics to the Joint Consultative Committee and the Human Resources Committee of the Board of Management for monitoring. Director (Staff, Learner & Business Services) and Head of HR Services currently considering further benchmark statistics which should be issued to the Human Resources Committee of the Board of Management. All CPD reporting to be reviewed during next academic session 2009/2010.		
Responsibility	Director (Staff, Learner & Business Services)		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
7. Professional development, training and performance reviews	7.5 Develop use of the Equality and Diversity section of College website and Equality and Diversity noticeboard.	Regular review	Information available through website and noticeboard to support the promotion of equality.
Progress To Date	Equality and Diversity section of the College website and Equality and Diversity noticeboard have been updated in line with the College rebrand in December 2008. Link to equality and diversity pages on the College website is highlighted. Single Equality Scheme and Action Plan are also available on the College website and staff intranet.		
Impact Assessment/Policy Review	Increased awareness of gender equality and provision of relevant information to help staff meet their responsibilities.		
Revised Actions & Timescale	Continue to review the equality and diversity pages of the College website and the equality and diversity noticeboard. Following rebrand of staff intranet and College website the content has to be expanded as the site is developed by Marketing.		
Responsibility	Head of HR Services/Marketing		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
7. Professional development, training and performance reviews	7.6 Review the corporate induction programmes to ensure all staff are aware of their responsibilities in relation to equality and diversity.	January 2010	Revised corporate induction programme.
Progress To Date	Equality and diversity issues are covered as part of the staff corporate induction, both face to face and online.		
Impact Assessment/Policy Review	New staff are aware of the College's policies on equality and are equipped with information to help them meet their responsibilities.		
Revised Actions & Timescale	Review of corporate online staff induction deferred due to other operational priorities. Review of online and face-to-face induction planned for academic session 2009/2010. Target date for completion is January 2010.		
Responsibility	Head of HR Services		
PRIORITY CODE	1		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
7. Professional development, training and performance reviews	7.7 Management development/mentoring training specifically for female staff.		Inhouse workshops and guidelines for good practice.
Progress To Date	Not progressed due to consideration of other CPD requirements.		
Impact Assessment/Policy Review	Enhanced confidence of female staff to apply for promoted posts.		
Revised Actions & Timescale	Initiative to be considered in light of CPD developments to be offered centrally to Scotland's Colleges.		
Responsibility	Director (Staff, Learner & Business Services)		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
7. Professional development, training and performance reviews	7.8 Evaluate the effectiveness of equality and diversity training delivered to staff.	Quarterly review	Evaluative summary of each event prepared and disseminated as appropriate.
Progress To Date	Evaluative summary of each event prepared from the information provided by staff on the CPD evaluation forms.		
Impact Assessment/Policy Review	Increased understanding of impact of training and provision of feedback to inform approach to CPD planning process.		
Revised Actions & Timescale	Continue to prepare an evaluative summary of each event and disseminate as appropriate. Increased use of survey monkey planned to enhance the quality of information gathered from August 2009 with review in March 2010.		
Responsibility	Head of HR Services		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
8. Occupational Health Services	8.1 Support gender equality in health promotion initiatives.	Ongoing	Health promotion initiatives which support all staff.
Progress To Date	Continue to take account of national health campaigns and target genders, for example men's health check campaigns and women's breast awareness campaigns. However, most national health campaigns are unisex. All health campaigns are promoted equally through posters, emails, leaflets and inserts in the College newsletter. Staff are also asked for their ideas regarding what health campaigns they would like promoted.		
Impact Assessment/Policy Review	All staff are supported to improve their health and well-being and identify health-related issues.		
Revised Actions & Timescale	Continue to take account of national health campaigns and target genders.		
Responsibility	Health and Safety Manager/Occupational Health Advisor		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
8. Occupational Health Services	8.2 Monitor and report on health promotion campaigns, including wellcheck, by gender.	Annual & ongoing	Reports provided tri-annually to the Health and Safety Action Group.
Progress To Date	Health promotion campaign statistics, including wellcheck, are broken down by gender and issued to the Health and Safety Action Group on an annual basis. Occupational Health referrals are monitored and reported to the Senior Executive Team, the Health and Safety Action Group and the Human Resources Committee of the Board of Management, however are not broken down by gender as this could identify individuals.		
Impact Assessment/Policy Review	Clear ability to identify any emerging patterns and take action as appropriate.		
Revised Actions & Timescale	Continue to monitor and report on health promotion campaigns, including wellcheck, by gender.		
Responsibility	Occupational Health Advisor		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
9. Learner and Staff Grievances and Complaints	9.1 Provide training to staff on monitoring and identifying any disability, gender or racial equality issues or implications.	Ongoing	On campus training and support for external seminars. Preparation of statistical data, regular analysis and disseminated more widely throughout the College.
Progress To Date	Learner services – contributed to CPD programme and designed CPD provision.		
Impact Assessment/Policy Review	Clear ability to identify emerging patterns.		
Revised Actions & Timescale	Continuous review of CPD requirements and link to CPD plan. Discussion within SDCR to support individual CPD action plans.		
Responsibility	Director (Staff, Learner & Business Services)		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
9. Learner and Staff Grievances and Complaints	9.2 Establish clear guidelines for dealing with incidents of disability, gender and race related harassment in College or on work placement, with clear procedures for referral to guidance.	Ongoing	Preparation of new pro forma and individuals identified to provide support.
Progress To Date	Curriculum – referral system in place. Learner Behaviour Policy was reviewed and implemented in August 2008 and will continually be reviewed in line with the Associate Director’s responsibility for quality. Learner services – continue to monitor incidents of disability discrimination.		
Impact Assessment/Policy Review	Ability to provide informal support and monitoring incidences. Incidents of disability, gender and race related harassment dealt with effectively and efficiently.		
Revised Actions & Timescale	Continue to review and update Learner Behaviour Policy, as required.		
Responsibility	Senior Executive Team		
PRIORITY CODE	1		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
9. Learner and Staff Grievances and Complaints	9.3 Review related policies.	Ongoing	Improved and up to date policies and procedures.
Progress To Date	Ongoing review of all policies in line with action dates identified. Learner Behaviour Policy was reviewed and implemented in August 2008 which involved Heads of Departments and Curriculum Leaders across the college.		
Impact Assessment/Policy Review	Clearer guidance and procedures available for staff and learners.		
Revised Actions & Timescale	Continue to review and update Learner Behaviour Policy and any other related policies, as required.		
Responsibility	Senior Executive Team		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
10. Curriculum, Teaching, Learning and Assessment	10.1 Staff training to identify suitable learning materials to reflect the diversity of our society.	Ongoing	Attendance at training sessions and dedicated time to review curricular materials. Extended development of curriculum to incorporate citizenship for learners.
Progress To Date	<p>CPD plan ensures that training is provided which identifies suitable learning materials to reflect the diversity of our society. Equality and diversity training sessions were delivered in January 2009 by Wendy Davies from the Organisation of Social Development Consultants. Accessibility awareness sessions were delivered inhouse to all staff between November 2008 and January 2009 by members of the Learner services team.</p> <p>The Equality and Diversity Strategy Group and the Equality Action Group also ensure that there is an up-to-date knowledge of all equality and diversity issues throughout the College.</p> <p>E-Learning Technologist continues to ensure materials are available on the College website and are provided in an appropriate way. The diversity of our society is embedded through VLE materials. Suitable learning materials which reflect the diversity of our society are also identified through the curriculum portfolio review process.</p>		
Impact Assessment/Policy Review	Up-to-date knowledge of disability, gender and racial equality and good practice in devising learning materials.		
Revised Actions & Timescale	E-Learning Technologist to continue to review QELTM programme and receive any materials to go through the VLE. Equality and Diversity Strategy Group and the Equality Action Group continue to ensure that there is an up-to-date knowledge of all equality and diversity issues throughout the College.		
Responsibility	Director (Curriculum and Academic Planning)/Head of HR Services		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
10. Curriculum, Teaching, Learning and Assessment	10.2 Devise teaching strategies that take account of the diverse needs of male and female learners, including those who identify as transgender, learners' disabilities and learners' cultural backgrounds and different learning styles.	Ongoing	Teaching methods used are suitable and accessible to all learners and take into account their learning needs and cultural background. Elimination of any unsuitable materials. Guidelines for the use of all staff for the future.
Progress To Date	<p>Auto – receive feedback on teaching and learning materials and liaise with Learner services regarding supportive equipment. Learner services are currently reviewing Automotive Studies teaching and learning materials in order to make them available in alternative formats and make the language more accessible. Lecturers use a variety of teaching materials and formats and use online resources which cater for the individual.</p> <p>SFL – all courses continue to reflect needs of individual learners through curriculum, materials, assessment procedures,</p>		

	<p>additional support and feedback. SFL provide multi-cultural education as part of full time programmes.</p> <p>Engineering – continue to discuss teaching strategies which take account of the diverse needs of learners through course review process and the recently introduced self-evaluation which will inform this process.</p> <p>Beauty, Sport & Performing Arts – continually revise teaching materials as part of evaluation process. Staff currently studying for TQFE feedback to colleagues and issue is addressed at course team meetings. HOD also continues to have input as is Teacher Fellow for TQFE and delivers PDA. HOD provides feedback to TQFE and PDA students and includes equality issues.</p> <p>Computing, IT & Creative Arts – continue to provide access to large print text, signs for deaf learners, windowize, specially adapted equipment for wheelchair users such as raised tables. Staff continue to ensure that disabled learners have resources required to undertake studies and apply for extra exam time for learners, if necessary. Teaching strategies reviewed on a continual basis. Head of Department has highlighted to staff the importance of ensuring all teaching materials take account of the needs of all learners through the SDCR process.</p> <p>Hospitality & Professional Cookery – continue to provide adapted learning materials specifically for disabled learners (eg extended length of SVQ 1 qualification and adapted booklet, simplified format of lessons, adapted materials) and provide necessary resources (eg. adapted menus, stainless steel tables designed for wheelchair users to cook, a raised platform was provided for the reception desk for a student due to their height and a special uniform was ordered). Continue to produce materials in alternative formats and adapt materials, if required. The department have delivered cookery classes to Asian Women’s groups and only female staff could deliver these classes and special assessment procedures are organised for learners from mixed race for the Licensed House Courses. Extra ‘English’ support for international students continues to be organised through the Department of Business and additional one-to-one tuition for international students is arranged through a tutor-support system. Staff support SFL students working at the Coalyard Tearoom (adult learning centre), by adapting teaching and assessment strategies in order to provide tuition over a longer period of time and deals with smaller groups of students.</p> <p>Care- Regularly utilise the material provided by Stonewall Scotland. Evidence to support this is the fact that care ran the course for male’s over 50 and were awarded by North Lanarkshire Council for the success of this course. As a department they continually review their teaching and resource materials in order to develop and expand.</p> <p>Business- ESOL is offered to other departments and staff regularly access central services including alternative formats for coursework.</p>
Impact Assessment/Policy Review	<p>All learners have equal access to the curriculum.</p> <p>Equality incorporated in teaching materials.</p> <p>Guidelines for the production of appropriate materials produced.</p>
Revised Actions & Timescale	<p>HOD to continue to have input as Teacher Fellow.</p> <p>Academic departments to continue to review teaching methods through course review process.</p>
Responsibility	Heads of Department
PRIORITY CODE	3

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
10. Curriculum, Teaching, Learning and Assessment	10.3 Promote disability, gender and racial equality through the development of citizenship within the community.	Ongoing	Teaching methods used are suitable to all learners and take into account their different needs, backgrounds and experiences and aim to promote citizenship. Attendance at training sessions and dedicated time to review curricular materials.
Progress To Date	<p>Auto – The ‘Working with others’ module which promotes citizenship is part of all qualifications delivered and can be certificated for Modern Apprenticeships. Citizenship is also embedded within the vocational qualifications delivered.</p> <p>Engineering – continually reviewed through the course review process and by arranging work placements for staff through the Industrial Fellowship Scheme. This scheme provides a secondment opportunity for staff to be placed in the community for 12 weeks.</p> <p>Beauty, Sport & Performing Arts – citizenship continues to be promoted through the curriculum. Performing Arts continue to deliver ongoing projects in the community including a dance project based in Celtic park who work with young people in the community from ethnic minority groups, in order to promote citizenship.</p> <p>Computing, IT & Creative Arts – continue to promote citizenship within the curriculum and have taken active steps to promote citizenship in all courses. Aim to ensure that learners have life experiences and an understanding of equality issues. Staff have identified ways of increasing student’s awareness of citizenship in the community by involving them in project work and working in the community.</p> <p>Hospitality & Professional Cookery – All teaching materials are continuously updated, adapted and are reviewed in order to comply with cultural requirements. Disabled learners continue to be integrated into classes and the department continues to present positive images of ethnic minority groups and take account of different cultures. Different cuisines are prepared in the area of cookery to take account of learners from different ethnic backgrounds. Hospitality training continues to promote citizenship by way of social interaction and respect for others at external events, training restaurant and industrial visits. Gender equality is promoted in the context of the core skill ‘Working with Others’ as delivered in the Residential Experience. The Coalyard adult learning centre project deals with students with a wide variety of disabilities and this project continues to encourage integration with its’ local community.</p> <p>Care – The department are currently reviewing the citizen programme through the use of survey monkey. Equality and diversity continue to be included within the majority of programmes delivered within taught units or as discrete units. ‘Values and principles’ are taught and embedded across all Care courses.</p>		
Impact Assessment/Policy Review	<p>Better teaching materials all round and guidelines for the production of these.</p> <p>All learners feel that they are treated as equal citizens.</p> <p>Up-to-date knowledge of disability, gender and racial equality and good practice in devising learning materials.</p>		
Revised Actions & Timescale	<p>Continue to promote citizenship within the curriculum and embed disability equality within courses.</p> <p>Continue to review through the course review process.</p>		
Responsibility	Heads of Department		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
10. Curriculum, Teaching, Learning and Assessment	10.4 Review observation of Teaching and Learning practices and the delivery of learning and teaching to support monitoring of the promotion of equality.	Ongoing as part of the course review process	Informal working group established to review self evaluation of teaching and learning
Progress To Date	The evaluation of the Learning and Teaching framework has been updated and a new learning strategy which addresses equality has been introduced through the Learning and Teaching Committee which was approved by SET and the Board of Management. The course review process continues to take account of all equality and diversity strands. The review of self evaluation and teaching continues to be addressed at departmental level through course teams and is discussed and monitored at portfolio review meetings. Individual course teams also evaluate their programmes. Awareness of equality raised as part of Curriculum Leaders forums and through the Learning and Teaching Committee.		
Impact Assessment/Policy Review	Increased awareness of disability and gender equality. Update Course Review Policy to include section on equality and diversity.		
Revised Actions & Timescale	More closely monitor the implementation and embedding of equality aspects in the curriculum.		
Responsibility	Associate Director (Curriculum and Academic Planning)		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
10. Curriculum, Teaching, Learning and Assessment	10.5 Establish a focus group of teaching staff representatives to discuss and facilitate self-evaluation of teaching materials and produce appropriate guidelines for the development of new materials.	Ongoing	Better teaching materials in terms of access for disabled learners, reflecting the diverse needs of men and women, including transsexual people. Replacement of any inaccessible materials. Guidelines for staff use for the future.
Progress To Date	SFL – continue to contribute to Learning and Teaching Committee (LTC) and staff representative feeds back to departmental meetings. Have internally ‘reflective practice procedure’ where all staff contribute good practice examples for discussion at course reviews and departmental meetings. Teaching materials identified as good practice at the Associate Assessors day which are available to other departments, using Inspiration software. Auto – have set up a teaching and learning working group which is chaired by a Lecturer and meet every 6 to 8 weeks in		

	<p>order to discuss issues. Equality and Diversity is included as a standing agenda item at every Curriculum Leader meeting. A Lecturer in Automotive Studies is a member of the College Equality Action Group and feeds back to the team.</p> <p>Engineering – LTC staff representative continues to facilitate issues for Engineering staff such as the provision of promethean boards within subject areas like maths and electrical engineering.</p> <p>Beauty, Sport & Performing Arts – HOD continues to steer Associate Assessors Group who promote the Good Practice Event which normally takes place during CPD week.</p> <p>Computing, IT & Creative Arts – master packs are now all available electronically which makes them easier to update. Master packs continue to be regularly updated and the LTC staff representative leads discussion within department in order to ensure materials are up-to-date and take account of equality and diversity.</p> <p>Hospitality & Professional Cookery – LTC staff representative continues to feed back to the department. Self-evaluation of teaching materials is continually developed and facilitated through discussion at team meetings, course review meetings and portfolio review meetings.</p> <p>Care – All new documents are formatted appropriately whilst in production and staff training is regularly provided by learner services to ensure materials are accessible to all learners. New teaching materials continue to be devised as part of course review. Electronic version of materials available that can be easily adapted based on the assessed needs of learners.</p> <p>Business – HOD is LTC member and feedback is regularly given in discussions and recommendations.</p> <p>Curriculum & Quality – addressed through LTC who produce guidelines for the development of new materials as a standard for the College and ensure teaching staff evaluate teaching materials to meet equality and diversity requirements.</p>
Impact Assessment/Policy Review	Better teaching materials all round and guidelines for the production of these.
Revised Actions & Timescale	<p>CAMD – HOD to continue to steer Associate Assessors Group. Food & Beauty – course team for holistic therapies to focus on teaching materials and assessment strategies for disabled learners in academic session 2008/09.</p> <p>LTC staff representatives to continue to feed back to departmental meetings.</p> <p>Continue to regularly update master packs. Continue to develop teaching materials as part of portfolio and course review. Continue to produce guidelines for the development of new materials as a standard for the College and ensure teaching staff evaluate teaching materials to meet equality and diversity requirements.</p>
Responsibility	Heads of Department
PRIORITY CODE	3

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
10. Curriculum, Teaching, Learning and Assessment	10.6 Review assessment arrangements to ensure equality issues are taken into account.	Annually & Ongoing	Assessment arrangements take into account differing needs.
Progress To Date	External assessment arrangements continue to be made by Associate Director (Curriculum and Academic Planning) together with Learner Services Manager in order to ensure that the appropriate support resources are in place such as scribes, separate rooms and assistive technology. They may also decide to allow additional time or provide additional support during the exam, if necessary. In academic session 2008/2009 98 Students had been supported in their request for special assessments arrangements which had been submitted to the awarding body. This was an increase from the previous academic session, therefore, highlighting that students were more aware of the support available.		
Impact Assessment/Policy Review	Learners are able to undertake assessments without experiencing any barriers.		
Revised Actions & Timescale	Continue to review assessment arrangements to ensure equality issues are taken into account and promote to students the support available.		
Responsibility	Associate Director (Curriculum and Academic Planning)		
PRIORITY CODE	2		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
10. Curriculum, Teaching, Learning and Assessment	10.7 Analyse and consider data in relation to learner progress, achievement, retention and post-course destination by gender, age, ethnicity and disability.	Reporting annually	Review of data at College and departmental levels to identify any patterns.
Progress To Date	<p>Auto – Head Of Department continues to receive information from the Information Systems Manager on a regular basis which is then emailed to the Curriculum Leaders. This information is broken down by gender and any issues are highlighted and discussed. If any issues are relevant they would be passed onto the departmental learning and teaching working group.</p> <p>Computing, IT & Creative Arts – Head of Department continues to receive information from the Information Systems Manager on a weekly basis which includes a breakdown of statistics by gender, age, ethnicity and disability and now also receives recruitment information. Any issues continue to be highlighted to the department. The department now also maintain a database which records details of every student who has been interviewed which can then produce reports.</p> <p>Hospitality & Professional Cookery - Head of Department continues to receive information from the Information Systems Manager on a regular basis which includes a breakdown of statistics by gender, age, ethnicity and disability. Any issues are highlighted to the department.</p> <p>Engineering – Head of Department continues to receive information from the IS Manager on a regular basis which is analysed at course review and any issues are highlighted then addressed at portfolio review for the next academic session.</p> <p>Business- MIS provide regular reports which staff analyse.</p> <p>Three reports created by the Information Systems Manager detailing learner admission information, learner enrolment information and compares the College population information with the Lanarkshire FE population profile. The three reports include age, gender, ethnicity and disability information.</p>		
Impact Assessment/Policy Review	Ability to identify any emerging patterns relating to gender.		
Revised Actions & Timescale	Information Systems Manager to amend post-course destination report to include breakdown by equality information.		
Responsibility	Information Systems Manager/Heads of Department		
PRIORITY CODE	2		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
10. Curriculum, Teaching, Learning and Assessment	10.8 Incorporate departmental progress and further action in relation to equality and diversity into the annual portfolio review process.	Annually	Equality and diversity issues embedded within portfolio review process.
Progress To Date	Departmental progress and action to be taken in relation to equality and diversity is incorporated in the annual portfolio review process as discussions are carried out with departments and an emphasis is placed on addressing individual learning needs.		
Impact Assessment/Policy Review	Equality and diversity issues are an integral part of the annual review and planning process.		
Revised Actions & Timescale	Continue to be part of the annual portfolio review process. Associate Director to amend portfolio review template in order to explicitly record and report on equality.		
Responsibility	Director (Curriculum and Academic Planning)/Associate Director		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
10. Curriculum, Teaching, Learning and Assessment	10.9 Review learner attendance requirements and patterns.	Annually	Portfolio of programmes with attendance requirements and patterns which meet the needs of learners.
Progress To Date	<p>SFL – absence is recorded as authorised if notified and agreed in advance with the Lecturer.</p> <p>Auto – continue to adjust starting and finishing times of learners, if necessary, to allow them flexibility in order to accommodate individual needs such as childcare responsibilities.</p> <p>Beauty, Sport & Performing Arts – continue to adjust starting and finishing times of learners, if necessary, to allow them flexibility in order to accommodate individual needs such as childcare responsibilities, both on-campus and at outreach.</p> <p>Computing, IT & Creative Arts – the department continue to be flexible and accommodate learner attendance requirements, where possible. The Learner must communicate and co-operate with their course tutor in order to agree attendance requirements and patterns. Authorised absence procedure is currently being reviewed for academic session 2009/10.</p> <p>Hospitality & Professional Cookery – starting and finishing times of learners are adjusted, if necessary, to allow them flexibility in order to accommodate individual needs such as childcare responsibilities.</p> <p>Care – this is an ongoing process within the department which is flexible and takes into account of the individuals external responsibilities.</p> <p>Business – continue to be flexible, where possible, and part time attendance on full time courses is available for people who have childcare issues or any other issues which are a time constraint.</p>		
Impact Assessment/Policy Review	Increased participation in learning through removal of barriers affecting particular groups.		
Revised Actions & Timescale	Continue to review learner attendance requirements and patterns on an individual basis.		
Responsibility	Heads of Department		
PRIORITY CODE	2		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
11. Quality Improvement and Assurance	11.1 Review policies and procedures within the Quality Assurance Framework to promote equality.	Academic session 2009/2010	Revised Quality Assurance Framework.
Progress To Date	All policies and procedures within the Quality Assurance Framework are currently being reviewed. The new post of Quality Enhancement Manager was effective from 1 June 2009 which will enhance the review of Lecturing staff teaching materials to ensure they are kept up to date and accessible to all.		
Impact Assessment/Policy Review	Greater staff awareness of equality issues and the impact on learners and staff.		
Revised Actions & Timescale	Revised policies and procedure within the Quality Assurance Framework to be revised and take account of equality by the next academic session 2009/2010.		
Responsibility	Associate Director (Curriculum and Academic Planning)		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
11. Quality Improvement and Assurance	11.2 Embed anti-discriminatory practice within all departments.	Ongoing	Improved learning and teaching practices. Improved support services. Improved knowledge and understanding of discriminatory practices resulting in an enhanced level of service to all learners.
Progress To Date	<p>All staff attend the corporate induction which covers anti-discriminatory practice and equality and diversity issues are discussed through the SDCR process. Human Resources Staff Handbook continues to be issued to all staff at the College corporate induction which addresses anti-discriminatory practice.</p> <p>Auto – all staff attend compulsory information briefing sessions conducted by Human Resources.</p> <p>Hospitality & Professional Cookery – staff have attended equality and diversity training and embedding anti-discriminatory practice is reinforced through the SDCR process. Equality and diversity training in is included in staff induction handbook.</p> <p>Engineering – two induction booklets produced, one for staff and one for students, are currently being produced which outlines guidance and embeds anti-discriminatory behaviour for all staff and students. These booklets will be introduced in August 2009 for the academic session 2009/2010.</p> <p>Computing, IT & Creative Arts – all new staff continue to attend the corporate induction which covers equal opportunities and information is included in the Learner diary and the individual course handbook.</p> <p>Care – departmental handbook has been developed to reflect anti-discriminatory practice which is issued to all new staff and accessible to existing staff.</p> <p>Business – department away day in June 2009 included an anti-sectarianism workshop.</p>		
Impact Assessment/Policy Review	<p>Improved knowledge and understanding of discriminatory practices resulting in an improved level of service to all learners.</p> <p>Anti-discriminatory practice is embedded within all academic departments.</p>		
Revised Actions & Timescale	Ongoing review at College and department level. Continue to issue Human Resources Staff Handbook to all staff at the College corporate induction.		
Responsibility	All staff		
PRIORITY CODE	2		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
11. Quality Improvement and Assurance	11.3 Identify examples of good practice in embedding equality and diversity within the curriculum.	Annually & Ongoing	Improved communication and sharing of good practice across academic departments.
Progress To Date	<p>All academic departments – examples of good practice continue to be identified through the course review process and the Curriculum Leaders Forum. Online international handbook now available to all staff.</p> <p>SFL – all programmes have elements of citizenship including respecting others and service to others. SFL aspire to include more elements of the Curriculum for Excellence</p> <p>Care – ongoing annual event which takes place at CL Forum.</p> <p>Auto and Food & Professional Cookery – examples of good practice in embedding equality and diversity within the curriculum is a formal part of the course review process and is a College activity to disseminate good practice.</p> <p>Engineering – Head of Department has highlighted to Curriculum Leaders at their SDCR's that a key objective for academic session 2009/10 is to identify one area/example of good practice in their curricular area, for example the introduction of onefile to the electrical securities section in the current academic year has allowed the College and employers to access student information.</p> <p>Computing, IT & Creative Arts – Good Practice Showcase event normally takes place as part of CPD week in June each year and the department attends and participates, however, this will not take place in June 2009 due to training for Ravenscraig.</p> <p>Business- ESOL support is provided to other departments. Placement programme is provided 4 times per year to provide employability skills to the unemployed.</p>		
Impact Assessment/Policy Review	<p>Improved staff awareness and enhancements to the wider curriculum.</p> <p>Sharing of good practice encouraging further good practice.</p>		
Revised Actions & Timescale	<p>Continue to identify examples of good practice through the course review process and the Curriculum Leaders Forum.</p> <p>Associate Director will request good practice examples of equality and diversity in the curriculum through the Curriculum Leaders Forum early in the next academic session 2009/2010.</p> <p>Continue to raise awareness of equality and diversity.</p>		
Responsibility	Curriculum Leaders Forum		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
11. Quality Improvement and Assurance	11.4 Review learning and teaching materials to promote equality.	Annually through course review process & as required throughout the year	Course teams to report progress through the course review process.
Progress To Date	<p>SFL – all SFL learners have a disability, therefore it is implicit to review all learning and teaching materials to include the promotion of disability equality. Disability equality is also integrated into other courses and special programs, as appropriate. SFL promote disability awareness across the department, for example learners with visual impairments are aware of the needs of learners with hearing impairments and vice versa. SFL also continue to review learning and teaching materials to include the promotion of racial and gender equality.</p> <p>Food & Professional Cookery – continually reviewed through the curriculum course review process.</p> <p>Care – disability equality continues to be embedded in the majority of teaching materials. New resources purchased on an ongoing basis in order to address diversity issues.</p> <p>Beauty, Sport & Performing Arts – evaluate teaching and learning materials on an ongoing basis.</p> <p>Computing, IT & Creative Arts – continue to evaluate teaching and learning materials on an ongoing basis.</p> <p>Engineering – continually reviewed through the curriculum course review process.</p> <p>Curriculum & Quality – review materials through material development on an ongoing basis and equality is specifically taken into account in the development of e-learning materials. E-Learning Technologist continues to check online materials for accessibility when they are being developed, for example there are design standards which meet disability requirements and with the majority of websites the material has to be WC3 compliant. The E-Learning Technologist also continues to ensure that appropriate language and terminology are used in online materials.</p>		
Impact Assessment/Policy Review	Enhanced learning and teaching materials which reflect the diversity of society, promote positive attitudes and challenge stereotypes.		
Revised Actions & Timescale	Continue to review through the course review materials and ongoing material development.		
Responsibility	Curriculum Leaders Forum/Learning and Teaching Committee		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
11. Quality Improvement and Assurance	11.5 Establish departmental specific gender equality objectives to support local issues.	Annually	Departmental Equality Action Plans.
Progress To Date	<p>Auto – all action points from College action plan are taken to the department. Statistics from Automotive Skills regarding gender are received by the department.</p> <p>Beauty, Sport & Performing Arts – staff continue to facilitate attendance of an Asian’s women’s group at the College Gym throughout June, after the vast majority of male students have finished their course, in response to gender sensitivities. Changing facilities are monitored in order to ensure that both genders are equally accommodated.</p> <p>Hospitality & Professional Cookery – department responds to individual needs, for example it has worked with women’s groups in the community as there was a particular need.</p> <p>Computing, IT & Creative Arts – all action plans from the College action plan continue to be taken to the department and passed to the CL’s and they would then update the HOD on any issues. All staff have the opportunity to be involved in this process.</p> <p>Engineering – continue to run LITE programme (Look Into Technology and Eng) which encourages young females to sample Engineering courses.</p> <p>Care – completed the delivery of ‘Men In Childcare’ programme which has been awarded by NLC.</p> <p>Business – this will be focused on following the College move to Ravenscraig.</p>		
Impact Assessment/Policy Review	Mainstreaming of gender equality issues in all College functions.		
Revised Actions & Timescale	Continue to establish departmental specific gender equality objectives to support local issues.		
Responsibility	Heads of Department/Support Managers		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
12. Learner Work Placements	12.1 Review the suitability of the workplace environment to ensure organisations recognise the College's disability, gender and racial equality ethos.	Ongoing	Better understanding of disability, gender and racial equality by employers. Learners are provided with equality of access to the same experiences as their peers.
Progress To Date	<p>SFL – all staff are trained in IOSH with reference to accessibility. SFL ensure learner work placements reflect College ethos. Auto – risk assessments carried out on all learner work placements in conjunction with the Health and Safety Manager. Engineering - risk assessments continue to be carried out in every work placement and records are held by the Health and Safety Manager and PMU. The department are also examining the workplaces of Modern Apprenticeship students. Beauty, Sport & Performing Arts – Beauty therapy students go on work placements and risk assessments are carried out and the overall suitability of the work placement is assessed prior to students commencing their placement. Computing, IT & Creative Arts – Learner and staff work placements commenced from summer 2008 and risk assessments have been carried out on all work placements and all health and safety issues considered. The majority of staff trained in IOSH and disabled learners have access to adapted equipment and easy access to rooms. Care – risk assessments are carried out for all students on placement prior to them commencing on the placement. Business – risk assessments are regularly carried out and classes are timetabled with reference to people with disabilities.</p>		
Impact Assessment/Policy Review	Satisfied learners with an equal experience to their peers and more enlightened employers.		
Revised Actions & Timescale	Continue to conduct risk assessments on all learner workplace environments.		
Responsibility	Heads of Department		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
12. Learner Work Placements	12.2 Issue a copy of the Single Equality Scheme with other college documentation to employers.	Ongoing	Employers are aware of College policy.
Progress To Date	<p>SFL – copy of the policies are issued to learner work placements and to stakeholders such as social work departments.</p> <p>Care – letters which refer to the Single Equality Scheme continue to be issued at the beginning of each academic year or when the College starts to use the learner workplace, prior to learner work placements being arranged.</p> <p>Auto – make employers of learner work placements aware if a learner had a disability and refer them to the relevant policies.</p> <p>Computing, IT & Creative Arts – commenced work placements from summer 2008 and electronic copies of the equality policies and now the Single Equality Scheme are sent to all work placement providers.</p> <p>Hospitality & Professional Cookery – refer all work placement providers to the Single Equality Scheme available on the College website prior to the learner commencing their work placement.</p> <p>Beauty, Sport & Performing Arts – will include reference to the College website and the Single Equality Scheme in employer's work placement paperwork.</p> <p>Engineering – not applicable to the department as they do not currently send students on learner work placements.</p> <p>Business – this is issued to employers were appropriate.</p>		
Impact Assessment/Policy Review	All areas of equality are highlighted and promoted.		
Revised Actions & Timescale	Issue the employer with a copy of the Single Equality Scheme or refer to where it can be found prior to the learner commencing their work placement.		
Responsibility	Heads of Department		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
12. Learner Work Placements	12.3 Review College policies to ensure procedures are in place to support potential equality related incidents on placement.	Ongoing	Partners and learners aware of processes.
Progress To Date	<p>SFL – all work placements are covered by risk analysis which incorporates disability related issues and learners are supported while on placement by their co-ordinator. SFL continues to monitor learner work placements.</p> <p>Auto – all learner work placements are covered by risk assessments.</p> <p>Beauty, Sport & Performing Arts – staff have an understanding and awareness of issues through various meetings. Risk assessments are carried out on all work placements which take account of general issues as well as health & safety issues.</p> <p>Hospitality & Professional Cookery – continue to carry out risk assessments on all work placements and of individual learners as necessary in conjunction with the workplace which takes into account learners needs and ensures the placement is suitable.</p> <p>Computing, IT & Creative Arts – continue to carry out health and safety audits in order to minimise the opportunity of an incident occurring. Started learner and staff work placements from summer 2008 and continue to carry out risk assessments on all placement premises and maintain good lines of communication by the department with work placement employers.</p> <p>Engineering – not applicable to the department as they do not currently send students on learner work placements.</p> <p>Health and Safety – All policies cover all individuals regardless of their disposition. Risk assessments which are a requirement of the H&S Policy are carried out for everyone on placement and tailored to each individuals needs.</p> <p>Care – risk assessments continue to be carried out, as required.</p> <p>Business – risk assessments are regularly carried out and students and tutors regularly communicate for updates.</p>		
Impact Assessment/Policy Review	Increased awareness of equality and appropriate support mechanisms.		
Revised Actions & Timescale	Continue to conduct risk assessments on all learner workplace environments.		
Responsibility	Health and Safety Manager/Heads of Department		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
12. Learner Work Placements	12.4 Raise awareness of support available to learners on work placements.	Ongoing	Amended request for support form and agreed contact names.
Progress To Date	<p>SFL – individual learners have a proactive tutor and an individual personal learning support plan (PLSP) which identifies an individual's support needs and commits SFL to supporting and providing a level of support. Individuals are referred to other agencies such as Learner services, if required.</p> <p>Auto – awareness of support available to learners is highlighted during induction and throughout the department.</p> <p>Learner services – continue to raise awareness of support available to learners through posters, leaflets, flyers and now on plasma screens.</p> <p>Beauty, Sport & Performing Arts – have class tutor system in place where the class tutor monitors learners who are out on work placements.</p> <p>Computing, IT & Creative Arts – continue to hold weekly timetabled guidance/tutorial sessions where learners can speak to their class tutor on a one to one basis. Learners also continue to be made aware of the support available to them on a regular basis.</p> <p>Hospitality & Professional Cookery – any issues continue to be discussed with the workplace on an individual basis.</p> <p>Engineering – not applicable to the department as they do not currently send learners on work placements.</p> <p>Care – highlighted through learner induction process and issues discussed with learner, if required, during programme of study. If any problems arise they are discussed on an individual basis.</p> <p>Business – Learner services and Key Support Workers are regularly utilised and guidance tutors are appointed for any other issues.</p>		
Impact Assessment/Policy Review	Increased awareness of informal structure to support assessment of learner needs.		
Revised Actions & Timescale	<p>Learner services – continue to review forms of communication.</p> <p>Continue to highlight through the learner induction process.</p>		
Responsibility	Heads of Department and Head of Community and Learner Services		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
13. Inclusive Consultation and Communication	13.1 Provide staff development sessions to increase awareness of equality and the implications of the statutory duties.	December 2009 for staff newsletter & ongoing review	Delivery of training sessions as part of CPD to all staff.
Progress To Date	<p>Department of Care continues to provide Mental Health First Aid training and Certificate in Equality and Diversity throughout the year and as part of CPD week for staff.</p> <p>Equality and diversity training sessions delivered in January 2009 by Wendy Davies from the Organisation of Social Development Consultants. Accessibility awareness sessions were delivered inhouse to all staff between November 2008 and January 2009 by members of the Learner services team.</p> <p>Managers received training from corporate employment law solicitors regarding Fixed Term Workers contracts in March 2009 which addressed equal treatment of staff employed on different contracts of employment.</p>		
Impact Assessment/Policy Review	Increased awareness of equality issues in carrying out duties within job remit.		
Revised Actions & Timescale	Mental Health First Aid course and Certificate in Equality and Diversity continue to be offered and promoted. Staff newsletter to be available on staff intranet and to include learner and staff equal opportunities statistics every six months by December 2009.		
Responsibility	Head of HR Services		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
13. Inclusive Consultation and Communication	13.2 Improve access to information and support for current and potential members of staff and learners who identify as transgender.	Ongoing	Details of support available and sources of information incorporated in staff handbook, learner diary and College website.
Progress To Date	Details of support available and sources of information have been incorporated in staff handbook, learner diary, Single Equality Scheme and College website.		
Impact Assessment/Policy Review	Staff and learners who identify as transgender receive appropriate support and can access support easily and confidentially.		
Revised Actions & Timescale			
Responsibility	Head of Community and Learner Services/Head of HR Services		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
13. Inclusive Consultation and Communication	13.3 Ensure disability and gender equality are considered as part of any policy and procedural review, including those who identify as transgender.	Ongoing	Update of staff handbook and learner diary.
Progress To Date	Included in 1.6 of the College's Strategic and Operational Plan. Annual review of finance policies and procedures takes place in June/July with updates taking effect from August each year.		
Impact Assessment/Policy Review	Increased awareness of promotion of disability and gender equality.		
Revised Actions & Timescale	See Section 2 and 7 above – specific areas highlighted.		
Responsibility	Senior Executive Team		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
13. Inclusive Consultation and Communication	13.4 Post regular disability and gender equality messages on the College Intranet.	Ongoing	The Intranet and College website are available for the communication of equality messages.
Progress To Date	Equality messages are displayed on the College website and intranet as and when required. The Equality and Diversity section of the College website and intranet were introduced as part of the relaunch of the new College brand in December 2008.		
Impact Assessment/Policy Review	Increased awareness of the College's culture of equality and diversity by staff and learners.		
Revised Actions & Timescale	Continue to display equality messages on the College website and intranet, as and when required.		
Responsibility	Marketing and Promotions Manager		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
13. Inclusive Consultation and Communication	13.5 Issue regular updates on the progress of the Equality Action plans to staff, the Curriculum and Quality and Human Resources Committee of the Board of Management.	Ongoing & statistics issued quarterly	Dissemination of information to relevant groups/committees. Strategic and Operational Plans written, executive summary to all staff and entry to website. CL Forum input.
Progress To Date	Equality Action Plans disseminated. Curriculum – discussion at Heads of Department and Support Managers meetings. Quarterly equal opportunities statistics are issued to the Human Resources Committee of the Board of Management.		
Impact Assessment/Policy Review	Improved communication on equality matters and transparency of outstanding issues to be addressed. Recognition of ongoing review of committee structure and review of where information should be circulated in the future. This material will develop an all staff awareness of planning and allow for their input in review within the College calendar.		
Revised Actions & Timescale	Continuous review.		
Responsibility	Equality and Diversity Strategy Group		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
13. Inclusive Consultation and Communication	13.6 Conduct focus groups with disabled learners, male and female learners and minority ethnic learners including representation from the community.	Ongoing & January 2010	Equality Action Group.
Progress To Date	The Marketing team conducted focus groups with learners from all academic departments between October 2008 and February 2009, as part of the perception study. A specific focus group was conducted with students from the Support for Learning department in order to accommodate their needs. The Marketing team are currently working with the Associate Director (Curriculum & Academic Planning) on the Learner Engagement Strategy and Action Plan.		
Impact Assessment/Policy Review	Feedback regarding inclusion of all learners.		
Revised Actions & Timescale	It has been recognised that there was under-representation of White Scottish males, therefore, the focus groups with learners will explore issues affecting this group. These focus groups are due to be conducted in October 2009 in preparation for the new prospectus and other marketing publications being introduced. Marketing also plan to have more conversations with learners in the next academic session in order to obtain their feedback. The Marketing department will continue to work with the Associate Director (Curriculum & Academic Planning) on the Learner Engagement Strategy and Action Plan. A number of new initiatives to be introduced in order to obtain feedback from all stakeholders which will replace focus groups. New initiatives to be rolled out between September 2009 and January 2010.		
Responsibility	Marketing and Promotions Manager		
PRIORITY CODE	2		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
13. Inclusive Consultation and Communication	13.7 Conduct focus groups with stakeholders.	March 2009	Summary report of feedback provided to Equality and Diversity Strategy Group and Equality Action Group.
Progress To Date	Consultation with wide range of stakeholders carried out during the development of the Single Equality Scheme.		
Impact Assessment/Policy Review	The views of all members of the community will be known and addressed.		
Revised Actions & Timescale			
Responsibility	Head of HR Services/Head of Community and Learner Services		
PRIORITY CODE	Achieved		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
13. Inclusive Consultation and Communication	13.8 Conduct an external focus group with disabled members of the community, minority ethnic members of the community and male and female members of the community, including a specific focus group for individuals who identify as transgender.	June 2010	Summary report of feedback provided to the Equality and Diversity Strategy Group and Equality Action Group.
Progress To Date	Focus groups with external stakeholders were not conducted, however, a questionnaire based study with external stakeholders was carried out as part of the College perception study. An external consultant also carried out research with external stakeholders as part of the Single Equality Scheme.		
Impact Assessment/Policy Review	The views of disabled members of the community, minority ethnic members of the community and male, female and transgender members of the community will be known and addressed.		
Revised Actions & Timescale	It was agreed that rather than approaching the community and conducting external focus groups they would be conducted in the College with learners from all academic departments.		
Responsibility	Marketing and Promotions Manager/Head of Community and Learner Services		
PRIORITY CODE	1		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
13. Inclusive Consultation and Communication	13.9 Support continuous dialogue with staff in relation to equality and diversity issues through the biennial staff survey.	Academic session 2009/2010	Analysis of survey outcomes.
Progress To Date	Staff survey carried out in November 2007 and supplemented by focus groups which were conducted in March 2008. The staff survey was analysed in order to identify any potential staff issues.		
Impact Assessment/Policy Review	Mechanism in place for continuous Engagement with staff, taking account of their feedback on equality and diversity issues and informing further action.		
Revised Actions & Timescale	Continue to support continuous dialogue with staff in relation to equality and diversity issues through the staff survey. Next staff survey planned for academic session 2009/2010.		
Responsibility	Head of HR Services		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
13. Inclusive Consultation and Communication	13.10 Review arrangements for team meetings to increase accessibility to all departmental staff.	Annually	Flexible schedule of meetings taking account of different patterns of work.
Progress To Date	<p>SFL – continues to arrange two departmental meetings per month which take place on different days and times of the day in order to ensure equal access for all staff and accommodate staff with family commitments and part time staff.</p> <p>Auto – alter days and times of departmental team meetings to ensure equal access to all departmental members of staff.</p> <p>Engineering – Alter days and times of departmental team meetings to ensure equal access to all staff.</p> <p>Beauty, Sport & Performing Arts – continue to alter days and times of departmental team meetings to ensure equal access to all departmental members of staff.</p> <p>Hospitality & Professional Cookery – continue to change day and time of departmental meetings in order to allow equal access to all staff and are scheduled at times when staff are not teaching to enable all to attend. Course team meetings take place on a more regular basis. Team meetings with Instructors are arranged during their scheduled administrative time to ensure that they are not scheduled to be with clients and are able to attend.</p> <p>Computing, IT & Creative Arts – team meetings are held on certain days of the week to accommodate part-time staff and are held at the same time of time in the same venue in order to make it easier for staff. Departmental meeting dates have been scheduled for academic session 2009/10 and these will be issued in June to allow staff to make arrangements to enable them to attend. Staff unable to attend meetings can access the minutes of the meeting on blackboard. The date of the departmental seminar will be highlighted to staff.</p> <p>Marketing – hold a general Marketing team meeting on a fortnightly basis on a Wednesday morning to ensure that the two members of staff who are employed on a job share can both attend. The Customer Services Supervisor and Reprographics Supervisor attend these meetings in order to feed back to their respective teams. The Marketing & Promotions Manager also now conducts meetings with the Customer Services team on a quarterly basis.</p> <p>Health and Safety – due to the small team meetings are held regularly on an informal basis and there is no need for formal dates and times.</p> <p>Care – scheduled each year in August for the academic year to allow staff to plan. Dates are also recorded in the departmental handbook and issued to the Director (Curriculum & Academic Planning).</p> <p>Business – dates and times are reviewed monthly to ensure meetings are attended by all staff.</p>		
Impact Assessment/Policy Review	All staff, including those with flexible working patterns, have an increased opportunity to attend team meetings.		
Revised Actions & Timescale	Continue to review arrangements for team meetings to ensure accessibility to all departmental staff.		
Responsibility	Heads of Department/Support Managers		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
14. Partnerships and Collaborations, Business and Community Links	14.1 Review existing and new Partnership Agreements to incorporate compliance with the Single Equality Scheme in Business Development proposals, contracts and tenders.	Ongoing	Further development still required to include a rider to all external communications.
Progress To Date	Copies of Equality Schemes are enclosed in all formal Business Development tender documents.		
Impact Assessment/Policy Review	Improved external communications and assurance partners will contribute to the promotion of equality.		
Revised Actions & Timescale	To include copies of the Single Equality Scheme or refer to where the document can be accessed with all Business Development proposals.		
Responsibility	Head – Business and International Development Services		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
14. Partnerships and Collaborations, Business and Community Links	14.2 Induct outsourced staff with the terms of the College's Single Equality Scheme.	Ongoing	Tendering documentation to include section on compliance with College Policy. Contract Managers undertake training and awareness sessions with staff. Updated training records.
Progress To Date	Continue to carry out induction with outsourced staff. ISS hold their own training records for company training. ISS continue to participate in Motherwell College training when appropriate, for example an ISS Security Officer attended the Equality and Diversity awareness session in January 2009. Cleaning contract states that ISS staff must adhere to all Motherwell College policies and procedures. Two training days have been allocated for Aramark staff to attend CPD session in June 2009. Extended current catering contract to continue into new College and will be reviewed after the move.		
Impact Assessment/Policy Review	Annual review of outsourced staff induction materials and training requirements in relation to equality and diversity.		
Revised Actions & Timescale	Continue to provide induction and training for outsourced staff, when appropriate.		
Responsibility	Commercial Development Manager		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
14. Partnerships and Collaborations, Business and Community Links	14.3 Identify the differing priorities and needs of disabled people, males, females, individuals who identify as transgender, black and minority ethnic groups and international learners, within the community and partner organisations and promote participation in learning to all groups.	Ongoing – reporting annually	Creation of international Web information. Effective partnership working with community groups to identify diverse needs to inform tailored learning provision. Cognisance of feedback in developing initiatives to promote wider access to learning.
Progress To Date	Learner services – Continue to identify the differing priorities and needs of learners within the community and partner organisations and promote participation in learning to all groups. Worked on this information as part of Action Plan Plus Employability Programme and have included specific programmes for different genders, for example a new dads programme. Marketing have created an international website which was updated as part of the College rebrand and is reviewed on an ongoing basis.		
Impact Assessment/Policy Review	Increased participation in learning opportunities by black and minority ethnic groups and international learners. Enhanced support for international learners, taking account of cultural differences and requirements. Increased awareness in the community of learning opportunities which support differing needs.		
Revised Actions & Timescale	Identify disabled people within the community. May need to target groups.		
Responsibility	Head of Community and Learner Services/Marketing and Promotions Manager		
PRIORITY CODE	2		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
14. Partnerships and Collaborations, Business and Community Links	14.4 Continue to establish links to other agencies providing services to Black and Minority Ethnic groups to promote good relations with these communities.	Annually & Ongoing	Expansion of vocational and non-vocational ESOL learning opportunities in Lanarkshire through partnership approach.
Progress To Date	Learner services – vocational and non-vocational ESOL learning opportunities in Lanarkshire have been expanded through the partnership approach. The Learner services team engaged with a relocation programme for Congolese refugees in academic session 2008/2009.		
Impact Assessment/Policy Review	Enhanced service delivery to ESOL learners in Lanarkshire.		
Revised Actions & Timescale	Learner services – continue to establish links to other agencies providing services to Black and Minority Ethnic groups in order to promote good relations with these communities. Engage in the relocation programme for Congolese refugees to be offered in academic session 2009/2010.		
Responsibility	Head of Community and Learner Services		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
15. Tendering and Procurement	15.1 Review financial policies and procedures to ensure equality issues are taken into account.	Annually	Gender equality considerations are embedded in financial policies and procedures.
Progress To Date	Annual review of financial policies and procedures takes place in June/July with updates taking effect from August each year. The Financial Controller continues to lead the annual review of financial policies and procedures.		
Impact Assessment/Policy Review	Suppliers must take account of equality issues when supplying the College.		
Revised Actions & Timescale	Continue to annually review financial policies and procedures in June/July with updates taking effect from August each year.		
Responsibility	Director (Finance and Physical Resources)/Financial Controller		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
15. Tendering and Procurement	15.2 Prepare procedure to ensure that purchasing and contracting support the general duty of Disability and Gender Equality and are contract compliant.	Annually	Embedded in purchasing and contracting policies and procedures.
Progress To Date	Statement within tender returns has been extended to include reference to disability equality.		
Impact Assessment/Policy Review	Suppliers and contractors must take account of equality issues when supplying the College. External parties and contractors must be compliant in these areas and, if not, no contract is offered to them. All compliance is checked before a contract is agreed.		
Revised Actions & Timescale	Engineering – HOD to ensure that all tender documents produced by staff support the general duty of disability equality and are contract compliant.		
Responsibility	Director (Finance and Physical Resources)		
PRIORITY CODE	3		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
16. Disciplinary Cases Involving Learners and Staff	16.1 Review regulations for handling complaints procedures in support of equality.	June 2009	Identification of named individuals and further review of policy and supporting documentation.
Progress To Date	Revised Learner Behaviour Policy was implemented in August 2008.		
Impact Assessment/Policy Review	Introduction of forms and access points for individuals. Insertion of contact details as part of revised policy to be published in Learners and Staff Handbooks.		
Revised Actions & Timescale	Learner services – Continue to review Learner Behaviour Policy, as required. Staff Grievance Policy and Procedure scheduled for review in June 2009.		
Responsibility	Head of HR Services/Head of Community and Learner Services		
PRIORITY CODE	1		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
16. Disciplinary Cases Involving Learners and Staff	16.2 Review regulations for handling disciplinary procedures in support of disability, gender and racial equality.	June 2009	Identification of named individuals and further review of policy and supporting documentation.
Progress To Date	Disciplinary policy and procedure for staff reviewed on an ongoing basis. Revised Learner Behaviour Policy was implemented in August 2008.		
Impact Assessment/Policy Review	Introduction of forms and access points for individuals. Insertion of contact details as part of revised policy to be published in Learner and Staff Handbooks.		
Revised Actions & Timescale	Learner services – Continue to review Learner Behaviour Policy, as required. Staff Disciplinary Policy and Procedure scheduled for review in June 2009.		
Responsibility	Head of HR Services/Head of Community and Learner Services		
PRIORITY CODE	1		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
16. Disciplinary Cases Involving Learners and Staff	16.3 Develop processes for monitoring of grievance and disciplinary cases and provide information as appropriate to the relevant Board of Management Committee.	Academic session 2009/2010	Preparation of statistical data for relevant committees.
Progress To Date	Ongoing discussions regarding the content and format of statistics.		
Impact Assessment/Policy Review	Awareness of any emerging patterns in relation to disability, gender and ethnicity.		
Revised Actions & Timescale	All HR reporting to be reviewed during next academic session 2009/2010.		
Responsibility	Head of HR Services		
PRIORITY CODE	1		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
17. Bullying and Harassment	17.1 Review relevant policies and procedures for staff and learners and ensure procedures support the dignity and privacy of individuals who identify as transgender. Identify nominated persons for dealing with complaints and monitoring any patterns to the Senior Executive Team.	Review Annually	Clear procedure for handling complaints and ability to identify potential patterns. Regular reports on number of complaints and outcomes. Revised policies incorporated in updated staff handbook and learner diary.
Progress To Date	Nominated persons for dealing with complaints and monitoring any patterns of bullying and harassment named in relevant policies. Personal Harassment and Bullying Policy and Procedure and Equal Opportunities Policy reviewed and implemented in February 2008. Equal Opportunities Policy refers to Head of HR Services as nominated person for dealing with complaints of bullying and harassment by staff. Revised Learner Behaviour Policy was implemented in August 2008. Information also included as part of the Code of Practice.		
Impact Assessment/Policy Review	Clearer identification of potential equality issues with potential earlier intervention to problems. Clear identification of points of access for individuals. Increased awareness of Colleges' promotion of equality and cultural diversity. Increased awareness of Colleges' zero tolerance of harassment and bullying. Clear procedures in place for dealing with complaints promptly, fairly and consistently.		
Revised Actions & Timescale	Learner services – Continue to review Learner Behaviour Policy, as required. Relevant policies and procedures for staff have been reviewed and will continue to be reviewed on an ongoing basis. Single Equality Scheme published in March 2009.		
Responsibility	Head of HR Services/Head of Community and Learner Services		
PRIORITY CODE	1		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
17. Bullying and Harassment	17.2 Ensure staff have the appropriate skills and awareness to identify bullying and harassment and to act appropriately to prevent it.	Ongoing & review annually	Staff with increased skills and confidence to tackle bullying and harassment.
Progress To Date	Ongoing CPD programme offered in order to support equality and diversity issues. Dissemination of revised policies in order to deal with how complaints can be prevented and how to deal with them.		
Impact Assessment/Policy Review	Action is taken across the College to prevent bullying and harassment and to intervene early where such behaviour is identified. Individuals feel supported in making a complaint in relation to bullying and harassment.		
Revised Actions & Timescale	Continue to offer a CPD programme which supports equality and diversity issues. Continue to disseminate policies which provide guidance on how to prevent complaints and how to deal with them.		
Responsibility	Head of HR Services		
PRIORITY CODE	Achieved – ongoing review		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
17. Bullying and Harassment	17.3 Ensure all learners are aware of the support available to them and the procedures to be followed should they experience bullying or harassment.	Ongoing review annually	Revised section in learner diary and online induction programme.
Progress To Date	Learner services – information regarding the support available and procedures to be followed continue to be included in the Learner Diary under 'Your Complaints' and 'Student Entitlements'. The 'Student Charter' which is also included in the Learner Diary includes an equality statement.		
Impact Assessment/Policy Review	All learners understand the types of behaviour and language which is considered unacceptable. Learners who experience bullying and harassment have the confidence to make a complaint, knowing the procedures which will be followed and support which can be accessed.		
Revised Actions & Timescale	Continue to review and update learner diary and online induction programme on an annual basis.		
Responsibility	Head of Community and Learner Services		
PRIORITY CODE	1		

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
17. Bullying and Harassment	17.4 Provide guidance for line managers to support individuals planning to, undergoing or having undergone gender reassignment.	To be confirmed	Managers understand their responsibilities and have access to appropriate support and guidance.
Progress To Date	Guidance not yet produced.		
Impact Assessment/Policy Review	Individuals planning to undergo, undergoing or having undergone gender reassignment receive appropriate support and do not encounter discrimination or harassment.		
Revised Actions & Timescale	Guidance for line managers to support individuals planning to, undergoing or having undergone gender reassignment to be produced by March 2009 – Deferred pending appropriate external advice.		
Responsibility	Head of HR Services		
PRIORITY CODE	2		