



Single Equality Scheme 2009–2012

To obtain a copy of the document in an alternative format (for example, large print, Braille or audio) or in a language of your choice, please contact:

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Foreword

As the main provider of education and training in the regions, Petroc has an important role to play in building strong and confident communities that are cohesive, built on a culture of respect, integrity and humanity.

We believe that quality of provision and equality of opportunity are the warp and weft that make up the tapestry of everything we do and intend to do in the future.

This Single Equality Scheme sets out how we intend to deliver the statutory duties for Race, Disability and Gender equality as well as seeking to address the broader equality agenda to ensure that our commitments to the inclusivity agenda are met.

In order to deliver a 'world-class' education and training that meets the needs and aspirations of our communities, we recognise that people are increasingly diverse and define themselves by more than a single characteristic. This is why we have taken the decision to produce a Single Equality Scheme - one that increasingly supports our inclusivity agenda and enhances our ability to address crossing cutting themes between each equality strand.

The Action Plans illustrate how our commitment to equality will be realised. These Action Plans have incorporated all of the outstanding commitments and achievements from our original Race, Disability and Gender Equality Policies and Schemes.

We believe that this Scheme will be instrumental for allowing us to inculcate a culture of openness and accommodation of all, and rather than seeing it as a standard for uniform agreement, it will further promote mutual respect and understanding.

We recognise that this Scheme is a working document which will respond to the changes and needs of the time. We therefore welcome any comments and suggestions related to the Scheme or of your experience at Petroc which will further enable us to improve our performance in reaching our vision for Equality.

David Dodd

Principal

Chapter 1

INTRODUCTION

Petroc is a highly successful and expanding institution delivering further and higher education to a broad geographical community in one of the most attractive areas of England.

On 1st August 2008, North Devon College merged with East Devon College, based in Tiverton, to create a £35 million institution serving nearly 1500 square miles of rural Devon.

Petroc is central to the economic, social and cultural needs of North, East and Mid Devon, and Torridge and its surrounding communities and has an exciting vision for the future. Petroc prides itself on its forward thinking, enthusiastic and diverse staff that make the College a vibrant and friendly place that is both flexible and supportive for all.

Over 20,000 student enrolments take place each year with ages ranging from 14 to 80+ years. With a staff headcount of approximately 1150 employees, the College is one of the largest employers within its geographical area and plays an important part in the local economy.

Between them, both colleges deliver significant provision across all Learning and Skills Council programme areas (except agriculture) in a wide range of academic, vocational, work based, recreational and Higher Education (in collaboration with the University of Plymouth) subjects. The College also has provision for NEET under the E2E programme for young learners.

Our students come from all parts of North, East and Mid Devon and Torridge areas, North East Cornwall and, through distance learning, areas beyond. Strong links are maintained with all schools and community colleges through 14-16 activity, post 16 opportunities as well as other institutions so as to ensure comprehensive provision for both young people and adults in the area.

In recent years, the delivery of education and training for employers has expanded very rapidly making the College one of the largest providers in the South West of England.

In November 2006, The Office for Standards in Education (OFSTED) recognised the achievements of North Devon College and placed it as one of the best in the country by grading the College as 'Outstanding' or Grade 1 in all of the five areas in which it was assessed.

LOCATION

The College's direct provision is delivered mainly from the Sticklepath site in Barnstaple and Bolham Road site in Tiverton. However, the College has a number of leased off-site premises which are used for other specialist purposes in Barnstaple, Exmouth, Honiton, Holsworthy and Bude areas. The College premises have been developed in six phases (1952, 1963, 1970, 1974, 2002 and most recently in 2004).

AS AN EQUAL OPPORTUNITIES EMPLOYER

We are passionate about equality and diversity because it helps us to create a learning and working culture that everyone enjoys being a part of. People are respected and valued for who they are. We are a community where we can belong and participate.

Equality and diversity is at the heart of everything we do and what we represent. To this end, the purpose of this Scheme is to provide equality and fairness for all and eliminate all forms of discrimination on the grounds of age, disability, gender, race, sexual orientation, all faiths and none, transgender status/ identity and social or economic background.

We recognise the benefits of having a diverse community of staff and we will continue to establish our reputation as an equal opportunities employer.

All employees will be treated fairly and with respect. Selection for employment, promotion, training or any other benefit will be on the basis of aptitude and ability. All employees will be supported and encouraged to develop their full potential, and the talents and resources of our workforce will be fully utilised to maximise the efficiency of the organisation.

OUR COMMITMENT

- To create an environment in which individual diversity and the contributions of all our staff are recognised and valued
- Every employee is entitled to a work culture that promotes dignity and respect for all. No form of intimidation, bullying or harassment will be tolerated
- Training, development and progression opportunities are available to all staff
- Equality is good management practice and makes sound business sense
- This Scheme and our commitment to it is fully endorsed by the Corporation's Board of Governors and Senior Management Team

OUR VISION

'To be an outstanding College at the centre of an outstanding community'

OUR MISSION

'To drive forward educational, economic and cultural success by continually raising the aspirations, knowledge and skills of individuals, communities and businesses.'

OUR VALUES

We recognise that in realising our aspirations it is imperative that the manner in which we go about our business is reflected in our own values.

Our Overall Strategic Goals:

- Achieve recognition as outstanding
- Meet the needs of people in our communities
- Encourage everyone to be a learner for life
- Raise the aspirations of our communities
- encourage and support entrepreneurial spirit in our region

Strategic principles:

- Be everywhere and anywhere;
- Have a broad view of learning, without compromising standards and quality;
- Work within a framework of robust and effective business planning

The values and principles that guide the College are intrinsic to the delivery of a world-class education and training for our diverse communities. We also recognise that the range of stakeholders we rely upon to support the realisation of our objectives are equally diverse.

RESPONSIBILITY AND ACCOUNTABILITY

The Governing Body designates the Director for Learners as having overall responsibility for Equality, Diversity and Inclusion.

The Assistant Director for the Directorate for Learners is responsible for ensuring that the Scheme is put into action throughout the College. The Assistant Director will oversee the annual reporting arrangements and the EDI monitoring reports covering both students and staff.

The Equality, Diversity and Inclusion Coordinator is the designated person responsible for providing professional advice and guidance on EDI issues, monitoring the operation of EDI related policies, devising and managing EDI initiatives and projects, and providing regular reports to the Corporation.

Actions that are allocated to the relevant Directors/ Heads of School across the Corporation will be responsible for carrying these out and reporting on progress.

THE EQUALITY, DIVERSITY AND INCLUSION (EDI) COMMITTEE

The EDI Committee will manage, oversee and assume responsibility for the implementation of the Scheme. The Team will monitor and review its effectiveness and propose developments for future schemes.

A member from Senior Management will head the Implementation Team. This working group will be formed with cross college representatives, students and trades union members.

The Team will be instrumental in promoting and embedding the principles of equality throughout the organisation. It will actively seek to raise the profile and importance of issues relating to equalities for students, staff and the community.

TRAINING

We provide mandatory EDI Training for all new staff as part of their induction programme. The training is prepared and delivered by the EDI Coordinator and is evaluated.

A new suite of bespoke training programmes will be developed addressing specific equality topics, and delivered to target audiences, for instance, Equality Impact Assessment Training for all Directors and Managers.

DISCRIMINATION AND NON-COMPLIANCE

The College regards incidents of discrimination and harassment very seriously and as possible grounds for disciplinary action.

It is the responsibility of all employees and learners to uphold our commitment to equality and diversity.

All members of staff are required to become familiar with and understand the contents of this Scheme and other related policies.

The College endeavours to provide an environment which is safe and supportive. Where problems relating to the operation of this Scheme occur, staff and students are advised to contact the EDI Coordinator for further advice and guidance.

If a public authority does not comply with a General Duty, then a person or a group of people with an interest in the matter, or the EHRC, can ask the High Court for a Judicial Review.

If a public authority does not comply with a Specific Duty, the EHRC can serve a compliance notice and subsequently apply to the county court for an order requiring compliance. If the court makes an order, the authority may be in contempt of court if it does not obey it.

THE ACTION PLANS

This Scheme incorporates all the equality strands and their associated Action Plans covering the academic years from September 2009 to September 2012.

The Action Plans are based upon three key areas that provide the framework for detailing the objectives that the College will set and the actions it will be taking over the next three years.

In summary, the key themes and objectives are:

- Promoting equality of opportunity
- Eliminating discrimination and related harassment
- Encouraging participation in college life

Our Action Plans have been informed by:

- What the stakeholders have communicated through consultations and involvement
- The Corporation's objectives, priorities and targets
- The legal requirements for each of the respective equality strands

The Action Plans will be consulted upon and updated annually to record developments and achievements.

REVIEWING AND REPORTING ON THE SINGLE EQUALITY SCHEME AND ACTION PLANS

To meet its legal obligation, the Single Equality Scheme will be reported on annually and reviewed every three years.

The annual report will summarise the actions taken to implement the Scheme and will include a review of progress to date and refinement of the objectives as appropriate.

To achieve a more coherent approach across the strands, we will align the annual reporting for Race, Disability and Gender at the end of every calendar year in December.

The three year review will include an assessment of progress to date and a detailed consideration of whether the objectives and impact assessment process are effective and appropriate.

Effectiveness and progress will be evidenced by including information gathered, the results of impact assessments and any feedback from stakeholders on the efficacy of the first three year scheme.

This Scheme now supersedes previous schemes and/ or policies and the reviewing and reporting will be as follows:

	Introduced	Reporting		Reviewing
Single Equality Scheme	2009	2010	2011	2012

PUBLISHING THE SCHEME

The Scheme and all related documentation such as action plans, reviews, annual reports and impact assessment results will be made available in print and online.

At least one hard copy of a particular document will be kept at the Guidance Centre.

The Scheme and its related documentation can be made accessible upon request.

If you would like a copy in an alternative language or format such as Braille, audio CD or cassette, easy Read or large print, please visit our website or contact the Guidance Centre.

Inclusive Equality Action Plan – All Strands

LEADING SUSTAINABLE EDI EXCELLENCE

OBJECTIVES (What are we going to do?)	ACTION (How will we do it?)	RESPONSIBLE (Who will do it?)	TIME SCALE (When will we do it?)	OUTCOMES & OUTPUTS (What do we want to achieve?)
<p>Establish one unified, strategic Equality Scheme across the whole organisation</p>	<p>Prepare a draft Scheme</p> <p>Carry out extensive consultations and involvement across all Equality strands with students, staff and external individuals/ groups</p> <p>Develop, publish and promote the Corporation’s Single Equality Scheme</p> <p>Prepare ‘Easy Read’ version of Scheme</p>	<p>Directorate for Learners</p>	<p>2009</p>	<p>Efforts and improvements are made to: Embed Principles of Equality throughout the organisation</p> <p>Meet Legal obligations in relation to our Equality Duties</p>
<p>Gain support and commitment from all stakeholders</p>	<p>Communicate introduction of new Scheme to staff and promote through existing staff meeting structures</p> <p>Communicate introduction of new Scheme to students and promote through existing structures Use appropriate media, e.g. E-mail all students</p>	<p>Directorate for Learners</p>	<p>Spring 2010</p>	<p>Efforts and improvements are made to: Raise awareness of the Scheme</p> <p>Gain commitment and support</p>

<p>Develop and support mechanisms to implement the Scheme</p>	<p>Prepare Terms of Reference for establishing new EDI Committee</p> <p>Establish new EDI Committee with cross college representation</p> <p>Progress Reviews overseen by EDI Committee</p> <p>Progress Reports presented to EDI Committee before being published using a variety of media</p> <p>Annual Reviews prepared to demonstrate progress achieved in implementing the SES</p> <p>Recommendations from EDI Committee to be incorporated into subsequent Action Plans</p>	<p>Directorate for Learners EDI Committee</p>	<p>2009 – 2012</p>	<p>Efforts and improvements are made to: Communicate progress in reviewing and implementing the Scheme</p> <p>Widen representation to ensure Scheme is implemented and Equality Duties are met</p> <p>Updated the SES and keep it relevant</p>
<p>Secure and promote the College's commitment to EDI</p>	<p>Governors, Principalship and SMT to publically endorse and visibly support our commitment to EDI</p>	<p>Principalship Governors SMT Directorate for Learners EDI Committee</p>	<p>Spring 2010</p>	<p>Efforts and improvements are made to: Demonstrate visible and public commitment from Leadership</p>

MANAGING EQUALITY AND DIVERSITY

OBJECTIVES (What are we going to do?)	ACTION (How will we do it?)	RESPONSIBLE (Who will do it?)	TIME SCALE (When will we do it?)	OUTCOMES & OUTPUTS (What do we want to achieve?)
Establish and maximise equality monitoring systems to meet Equality Duties across Employment and Service Delivery	Produce 'Monitoring' Guidance Disseminate and implement Guidance	Directorate for Learners Human Resources CIS	Spring 2010	Efforts and improvements are made to: Systemise Monitoring for Equality Meet Legal duties Capture accurate information
Improve the response to the requirement to collect monitoring data	Coordinate information campaign as to why we monitor for Equality	Directorate for Learners	Summer 2010	Efforts and improvements are made to: Respond to requests for Equality Monitoring Enhance understanding and improve corporation to provide equality information for monitoring
Produce accurate EDI profile of staff	Prepare and carry out EDI Staff Survey Consider extending the Monitoring data to include all Equality strands Update all Monitoring staff data Disseminate Monitoring information to staff Take appropriate action identified from staff monitoring	Directorate for Learners Human Resources CIS	Winter 2010	Efforts and improvements are made to: Achieve accurate, up-to-date EDI profile of staff Use intelligence to improve equality of service delivery and employment Consider the impact on Equality groups Use Data for Impact Assessments Prepare for monitoring upcoming wider equality strands

CREATING AN ANTI-DISCRIMINATORY ORGANISATION

<p>OBJECTIVES (What are we going to do?)</p>	<p>ACTION (How will we do it?)</p>	<p>RESPONSIBLE (Who will do it?)</p>	<p>TIME SCALE (When will we do it?)</p>	<p>OUTCOMES & OUTPUTS (What do we want to achieve?)</p>
<p>Ensure strategic and operational processes do not discriminate, but positively promote equality across all of the equality strands</p>	<p>Prioritise policies, procedures and plans for Impact Assessment through mapping exercise</p> <p>Establish an Impact Assessment mechanism and structure</p> <p>Deliver rolling Impact Assessment within agreed timelines</p> <p>Impact Assessments process will involve:</p> <ul style="list-style-type: none"> • Initial Screening of policy, etc • Full Impact Assessment • Consideration of relevant data • Consultation • Identifying and mitigating any adverse impact • Identifying and promoting any positive impact • Publishing Impact Assessment Report 	<p>Directorate for Learners EDI Committee EqIA Sub Groups</p>	<p>2010 – 2012</p>	<p>Efforts and improvements are made to: Minimise or eliminate adverse/ negative impacts</p> <p>Maximise and promote positive impacts</p> <p>Meet Statutory Specific Duties</p>

<p>Mainstream anti-discriminatory practice across the organisation</p>	<p>Prepare and deliver Impact Assessment training to all relevant staff</p> <p>Organise and coordinate Equality Impact Assessment (EqIA) Sub- Groups</p>	<p>Directorate for Learners Human Resources EDI Committee</p>	<p>Spring 2010</p>	<p>Efforts and improvements are made to: Train all relevant staff</p> <p>Incorporated EqIA training as an essential requirement for all Management/ Team Leader positions</p> <p>Establish EqIA Sub- Groups who report back to the EDI Committee</p>
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Chapter 2

OUR EQUALITY DUTIES

We believe that our Single Equality Scheme represents more than meeting our statutory duties or requirements to comply with anti-discrimination law. It seeks to embrace the essence of the current Equality Duties with the spirit and objectives of the Human Rights Legislation - aiming to support our work towards the elimination of unlawful discrimination; promoting positive relationships between diverse people; and increasing the involvement of people to shape the decisions that affect them.

At present, there are three equality duties covering race, disability and gender equality. They are:

- The Race Equality Duty
- The Disability Equality Duty
- The Gender Equality Duty

The Race, Disability and Gender equality duties have driven improvements in the delivery of public services. The duties have, and are, continuing to support the public sector to consider the way that public services and policy are delivered for disabled people, men and women and black and minority ethnic (BME) communities.

The Equality Duties apply to all public authorities. This includes local authorities, government departments, police and fire authorities, inspectorates and regulatory bodies, and education providers of which we are part of.

We are proud to introduce and incorporate into this Scheme our commitment and associated Action Plans for:

- Age Equality
- Sexual Orientation Equality
- All Faith and None Equality

Even though these three strands do not impose a duty on us to promote equality we believe we should apply the same high standards and expectations across all the areas of equality.

THE STRUCTURE OF THE EQUALITY DUTIES

The Equality Duties are made up of two elements: the General Duties and the Specific Duties. The General Duties apply to all public authorities, and secure general principles concerning the elimination of unlawful discrimination and the promotion of equality and positive relationships.

To supplement the General Duties, certain named public authorities are required to go further and meet Specific Duties. The Specific Duties focus on the arrangements and processes of how public authorities implement their plans for delivery.

We have set out our intentions to consolidate the six equality strands into one Single Equality Scheme. This is to join up and simplify the delivery of the organisation's approach to inclusiveness.

In going forward, we recognise that although the duties have similarities, they have some distinct differences which we intend to reflect in our Scheme.

THE GENERAL DUTIES

The General Duties for equality focus on broad objectives that underpin everything we do as an employer, an education provider and an investor in community development. We appreciate that we are unable to deliver the General Duties alone. Therefore, to maximise our contribution to achieving the General Duties, we will continue to work with our stakeholders towards a consensus approach to the delivery of these General Duties.

In addition to the General Duties, the College is legally required to comply with Specific Duties. These focus on the arrangements and process through which a public authority will achieve equality outcomes. As outlined above, we intend to rationalise our approach to equality into a single scheme. But we also wish to ensure that subtle differences between the requirements in respect of race, disability and gender schemes are fully reflected in the Scheme.

THE SPECIFIC DUTIES

The Specific Duties set out a framework to assist public bodies like ourselves in planning, delivering and evaluating action to meet the General Duties and to report on these activities.

We will ensure that our approach to the Single Equality Scheme builds upon these factors that are common to all of the Specific Duty areas. The Scheme will set out how we will consult with the appropriate stakeholders; monitor and evaluate our performance; and assess the impact of our policies and practices on equality, together with setting out how we intend to report our progress to both internal and external partners.

Similarly, we will ensure that we take action to meet requirements particular to each of the three strands. For example, we will ensure that we involve disabled people in issues that affect them; we will take action to address pay inequalities where they are apparent; and provide appropriate training to our employees to support the delivery of a culturally competent service to all members of our communities.

Chapter 3

MONITORING FOR EQUALITY

Equality monitoring is the process of gathering and analysing data on the equality strands.

The equality strands are:

- Age
- Disability
- Gender – including Transgender status and identity
- Race and Ethnicity
- Faith/ Non Faith
- Sexual Orientation

Equality monitoring can include some or all of these equality strands.

WHY MONITORING IS IMPORTANT

Monitoring is essential in establishing how well an organisation is doing on inclusion and equality, and also in identifying any inequality or discriminatory trends. Monitoring underpins inspection, self assessment reviews, impact assessments, action plans, schemes and strategies. Monitoring information is useful for:

- Highlighting differences in take -up and success between learners
- Tracking recruitment and progression of staff
- Identifying reasons for the differences
- Identifying remedial action
- Reviewing the impact of policies and procedures
- Setting targets
- Making a case for Positive Action
- Supporting evaluation

MONITORING AND REPORTING STRATEGY

Although we have a statutory duty to monitor, gathering information (qualitative and quantitative) is a useful exercise for measuring performance and gauging effectiveness. Analysis of the information collected can suggest how and where we can make further improvements.

To meet our duties on gathering information and monitoring, the College operates systems of data collection which also allows us to cross-reference and disaggregate the information by age, disability, gender and race/ ethnicity. Some of our monitoring systems are already in place, while others need to be introduced or developed further.

Monitoring can:

- Highlight possible adverse impact on some groups
- Investigate their underlying causes
- Remove any unfairness or disadvantage

Monitoring will take place through a variety of systems including, our existing information gathering and progress reviews, Equality Impact Assessments, consultations, compliments, complaints, surveys and annual reports.

Monitoring is much more than data collection; it is an on-going process of information gathering, analysis, asking questions, investigating and making the necessary changes. Therefore, statistical data on students and staff will be collected and analysed and equality action plans will be drawn up to address, and eventually eliminate any barriers or failures raised as a result of the monitoring activity.

We will also be monitoring the effects of the actions we will be instigating to assess if improvements are being realised.

We appreciate that quantitative monitoring is likely to be difficult in relation to sexual orientation and to transsexual identity/ status because of privacy concerns. To address this issue, and to ultimately promote a wider understanding of the advantages of monitoring, we will inform our stakeholders why the information is being collected and make it clear what it will be used for, assuring genuine confidentiality and anonymity at all times.

Chapter 4

CONSULTATION AND INVOLVEMENT

Involvement is crucial for being able to identify and prioritise equality initiatives effectively. By working in partnership with all our stakeholders, we will be in a stronger position to produce action-focused Equality Schemes.

We will seek the support of local statutory and voluntary partners in our approaches to involvement as well as establishing purposeful involvement with the regional Equality and Human Rights Commission and trades union representatives.

Staff and Student Equality Groups will help to oversee our progress against our equality priorities and support our commitment to continual improvement. In addition, we will have regular engagement with stakeholder groups and develop consultative groups to oversee policy development.

We recognise that involvement means more than asking people their opinions. It is a more active process whereby stakeholders have visible influence in the development and revision of the Schemes. We don't want involvement to be tokenistic; we want it to lead to action and change.

OUR COMMITMENT

We are committed to and actively encourage stakeholder participation in the development of policies and practices that affect them. The process of consultation and involvement in shaping our Inclusive Equality Scheme has served to embed the 'Learner Voice' across all the Equality strands as well as engendering a sense of ownership towards the new Scheme.

Our biggest challenge now is ensuring that everyone across all the campuses take advantage of the 'Learner and Staff Voice' opportunities so that we can make a positive difference to their experience of Equality, Diversity and Inclusion. Every effort will be made to reach out to people to enable them to have their say and widen the 'opportunity sample' presented to all.

BACKGROUND

There has been a wide consultation and engagement exercise with all the relevant stakeholders in the development of this Scheme.

The consultation and involvement campaigns ran under the catchy slogan '*Talk To Mo*' - a user-friendly concept that came directly from the students.

A number of pre-meetings were arranged with students and staff to sound out the preferred methods of consultations and involvement. Exercising sensitivity for LGB consultations, considering accessibility for disability involvement and setting up an account on FaceBook were just a few recommendations that came across during the pre-meetings.

As it stands, there is only a requirement to consult under the Race and Gender provisions in the preparation of their respective Action Plans, and no such requisite currently exists for Age, Faith/ Non Faith and Sexual Orientation. However, we were passionate about establishing best practice across the board so we decided to extend the 'involvement duty' which is only an obligation under the Disability Duty to all the other Equality strands as well.

WHAT WE DID

A task-focused EDI Team for the Single Equality Scheme was set up to provide direction, recommendations and act as a scrutiny panel to ensure transparency and accountability during the process. This EDI Team was made up of students, staff from various areas of the college and Trades Unions Representatives.

All mediums for promoting the stakeholder involvement opportunities were widely and consistently exploited:

- College Magazine
- Staff e-Bulletins
- Internet
- Global e-mails
- Posters
- Plasma screens
- A roll-up stand with 'Talk To Mo' caption displayed around various popular areas of the college – another initiative that came from students

A comprehensive programme of opportunities for involvement was tendered to maximise full stakeholder participation for all the equality strands:

- One-To-One Interviews: both structured and unstructured, focusing on one or more of the equality strands
- 'Staff Voice' Consultations: staff-teams took part in a consultation activity that covered all the equality strands
- 'Learner Voice' Conferences: students were invited to take part on one or more of the equality strands
- Suggestion Box: an idea which came from staff to ensure that people could have their say with complete anonymity
- Student Association: acting as a point of contact for student comments
- Questionnaires

All the information was then disaggregated into their respective strand. The responses, feedback and comments were subsequently considered for inclusion into the Action Plans, the main task here being that these action plan objectives are proven to be legally compatible between and across the strands.

This is not the end of the process. Over the lifetime of this Scheme, we will use it as a basis from which to develop more ways to involve and include people in the development and effectiveness of its content.

The consultation and involvement process has allowed us to gather information and increase understanding about the experiences of our stakeholders in respect of all the equality strands and to develop an informed, meaningful and effective Scheme.

INVOLVING PEOPLE WITH DISABILITIES

We welcome the 'involvement duty' enshrined in the Disability Equality Duty which requires us to involve disabled people in producing the Disability Equality Scheme including the 'Action Plan'. People with disabilities are 'experts by experience'. This means that experiencing what it is like to access and take part in learning with a disability – physical or mental, allows the learners to provide insights and make judgements that will help us all to understand how to widen participation and develop inclusive learning opportunities.

In addition to all the above involvement opportunities that were made available the following methods were used to consult and gather information from stakeholders with disabilities:

- 'Learner Voice' Conferences – Focus on Disability
- Home visits
- Consulting with external disability support agencies/ organisations and their service users
- 'Equality Walkabouts' led by staff allowed students with disabilities to reflect and record their experiences of barriers or difficulties around the campus
- Involving the specialists/ professional staff who work with learners with disabilities or mental health issues in consultations
- An innovative involvement activity was devised around which the consultations were facilitated during tutorials and meeting time for students with disabilities and/ or on supported learning programmes

HOW WE WILL CONTINUE TO INVOLVE PEOPLE WITH DISABILITIES

The EDI Team for the Single Equality Team currently has membership of people with disabilities. We will work to expand its membership to include the diversity of disability in the eventual SES Implementation Team.

Gathering information is an on-going process hence, we will continue to proceed on building a regime of sustained involvement with all our stakeholders who have a disability and actively seek to consider the full diversity of disabled people in terms of the type of impairment and barriers people experience, as well as other equality issues such as ethnicity, age, gender, sexual orientation and faith/ non faith.

Under declaration of disability status remains a big challenge. It is also a cardinal priority. We will make positive and effective progress to improve our data relating to students and staff. Increasing disclosure of disability involves institutional culture change, which is a long term objective. We will develop a programme of training and other forms of awareness-raising which will assist with this culture change.

The inclusion of people with disabilities within the EDI Impact Assessment Team will go a long way in ensuring a long-term, sustained relationship with our students and staff. This EDI Team will consider the effects of our policies and practices on the educational opportunities and achievements of disabled learners and working practices of our staff.

'Respect-Ability' - Disability support groups will be set up to provide advocacy and support for students and staff, raise the profile and achievements of learners with learning difficulties and/ or disabilities, and campaign for a better deal all round.

We will exert our efforts to increase the visibility, participation and representation of disabled people within our college community which we recognise is essential for nurturing social cohesion.

A system will be developed to consult with parents and carers of learners with learning difficulties and/ or disabilities. This will enable us to gather evidence about the extent to which our services more generally meet the needs of students with learning difficulties and/ or disabilities and their carers.

We are not complacent about our involvement work. We are determined to reach a wider range of people by identifying relevant organisations to contact and so develop our future consultation and involvement strategy.

We recognise that people will differ in disability and impairment, therefore will continue to ask our stakeholders as to their preferred method of involvement and communication and so stay aligned to the requirements of the new cohorts each year.

All policy and planning will incorporate the Social Model of disability until it is truly embedded within our college culture. By endorsing the Social Model we want to send out a clear message that disability is an organisational issue and we will work collectively to create inclusive and accessible working and learning environments.

Chapter 5

EQUALITY IMPACT ASSESSMENTS

One of the key ways of embedding equality into policies and procedures is to systematically undertake impact assessments. Their importance has been recognised in the law where we are expected to have 'due regard' under the General Duties and demonstrate the 'arrangements for carrying out impact assessments' under the Specific Duties. 'Due regard' comprises of two elements: proportionality and relevance. In all our decisions and functions, we are expected to give due weight to the need to promote equality in proportion to its relevance. Proportionality requires greater consideration to be given to equality in relation to functions and policies that have the most effect on the public, learners, or on the employees.

The purpose of an Equality Impact Assessment (EIA) is to improve our work by making sure it does not discriminate and that, where possible, it promotes equality. It is a way to make sure individuals and teams think carefully about the likely impact of their work on equality target groups and take action to improve policies, services, strategies, procedures and functions. It involves anticipating the consequences of policies and projects on the target groups and making sure that, as far as possible, any negative consequences are eliminated or minimised and opportunities for promoting equality are maximised. Completing the EIA is similar to a risk assessment as it involves predicting and assessing the implications of a policy, service, strategy, procedure or function on a wide range of people with different needs and expectations.

Each main strategy and function will be assessed as being of high, medium or low priority. We will follow the statutory guidance by considering the following four steps to meet the general duty:

- Identify which functions and policies are relevant to the duty or, in other words, have the most affect on diverse groups
- Put the functions in priority order, based on how relevant they are to the equality strands
- Assess whether the way these 'relevant' functions and policies are being carried out meets the criteria within the General Duties
- Consider whether any changes need to be made to meet the duties, and make the changes

THE MEANING OF 'IMPACT'

We will look at two possible impacts in its assessment:

- A negative or adverse impact:

This is an impact that could disadvantage one or more equality groups. This disadvantage may be differential, where the negative impact on one particular group of individuals or one equality group is likely to be greater than on another. The Equality Impact Assessment provides an opportunity to assess this and consider how the negative impact can either be removed or minimised.

- A positive impact:

This is an impact that could have a positive impact on one or more equality target groups, or improve equal opportunities and/or relationships between groups. This positive impact may be differential, where the positive impact on one particular group of individuals or one equality group is likely to be greater than on another.

WHEN AN EQUALITY IMPACT ASSESSMENT SHOULD BE CARRIED OUT

An equality impact assessment should be carried out when:

- Developing a new policy, service, strategy, procedure or function
- Reviewing existing policies, procedures, or functions
- A policy, procedure, function or strategy has been identified as requiring an EIA

All Directors and managers are responsible for incorporating equalities into their policies, procedures, functions or strategies, and for assessing the impact. This should be a continuous cycle, starting at the very beginning of the process. If there is any doubt as to whether a policy, strategy or function requires initial screening, managers should contact the Equality, Diversity and Inclusion Coordinator.

To meet our legal requirements under the General Equality Duties and to broaden these out to include all the equality areas, we will, where appropriate, carry out Impact Assessments to cover all the six equality strands.

The Equality Impact Assessment consists of two parts:

- The Initial Screening process
- The more thorough Full Assessment if the initial screening has identified an adverse/negative impact

INITIAL SCREENING

This part of the Equality Impact Assessment should be completed during the development or review state before approval for the policy, service, strategy, procedure or function. Once initial screening has been completed, a Full Assessment is only required if:

- Any equality group has been identified as being disadvantaged or negatively impacted by the policy/ strategy/ project
- The impact has been assessed as of high significance
- The impact was not intentional and/or illegal, i.e. discriminatory under anti-discrimination legislation

Impact Assessments should not be carried out in isolation, but with the support and advice of others. Effective consultation with stakeholders is a key ingredient in conducting Equality Impact Assessments. At the preliminary screening stage, it should become obvious whether there is a negative or positive impact or gaps in knowledge about likely impacts. It should be a relatively short process which makes use of previous consultation results, personal knowledge and experience, research and reports, internet searches, internal and external specialist advice, staff with previous experience of similar strategies or projects etc. If there is a lack of data or information concerning a particular area, this should not be a reason to stop the process. If the likely impact on a particular group is unknown, then action needs to be taken to acquire this information.

FULL IMPACT ASSESSMENT

This part provides an opportunity to assess the evidence for a possible negative impact. It ensures that research and consultation with the equality target groups has been carried out and leads to an improvement plan aiming to minimise the negative impact and, where possible, maximise the positive impact.

Consultation will involve engaging with representatives from equality groups who are likely to be affected by the policy, strategy or project. This could include engaging with staff and student networks or trade unions, other public bodies or voluntary and community groups. We will try to ensure that sufficient time and resources are dedicated to the consultation process to encourage full participation, particularly by those we have traditionally failed to reach.

IMPACT ASSESSMENT OBJECTIVES

An EDI Team for Impact Assessment will be set up to undertake and report on the assessments. Membership will include staff, students, Trades Union Representatives and designated staff from the department or section being impact assessed. The Team will oversee the co-ordination of the process, develop internal guidance and ensure that action plans are drawn up and implemented.

Support will be available to our Management Teams in understanding the importance of EqIA in achieving good policy and procedure outcomes. Training will be provided to all new and existing Directors and Managers, and to those staff undertaking the impact assessments.

An Impact Assessment Toolkit will be prepared as a practical guide along with the necessary forms for a Screening or Full EqIA.

A detailed list of policies and functions that are relevant to the General Duties and the new equality areas will be produced and categorised by priority.

As well as impact assessing new policies and practices as they are developed, we have a 'back catalogue' of existing policies and activities that will need to be assessed. To address this issue, a schedule for carrying out the Impact Assessments over the period of the Scheme will be created and staff and stakeholders will be involved in the process.

The results of the consultations, monitoring and the Impact Assessments will be published in print and online under two catalogues: Screening and Full Impact Assessments.

Chapter 6

RACE EQUALITY SCHEME

The Race Relations (Amendment) Act 2000 places a positive General Duty on public authorities, including colleges. Under that duty, in carrying out all relevant functions, processes, policies and procedures within the organisation, we are required to take into account the need to actively promote race equality

The General Duties:

- Eliminate unlawful discrimination
- Promote equality of opportunity
- Promote good relations between people from different ethnic groups

We also have to meet the following Specific Duties:

- Prepare a written statement of our policy for promoting Race Equality
- Assess the impact of policies, including the Race Equality Scheme, on students and staff of different racial groups
- Monitor, by reference to their impact on such students and staff, the admission and progress of students and the recruitment and career progress of staff
- Make clear how we will make public our findings
- Publish annually the results of our monitoring and impact assessments

Specific Duties underpin the fulfilment of the General Duty. These provide a framework for measuring progress on equality of opportunity and ensure monitoring information is collected to inform improvements in areas such as:

- Participation, completion and success rates
- Drop-out rates
- Teaching and learning
- Quality assurance
- Staff recruitment, selection, support and career progression
- Partnerships and community links
- Procurement and outsourcing

Under the legislation, discrimination is unlawful on racial grounds, which means any of the following grounds:

- Race – e.g. Jewish, Arab, Sikh
- Colour – e.g. black, white, yellow skin tint
- Nationality – e.g. a citizen of the UK, Germany, France, Australia
- Ethnic Origin – e.g. Romany Gypsy
- National Origin – e.g. English, Scottish, Irish, Welsh; a Greek Cypriot is Cypriot by nationality but Greek by national origin; a Vietnamese citizen who becomes a UK citizen is Vietnamese by national origin

EMPLOYMENT DUTIES

In addition to the Equality Duties, the College also has, under the Acts and regulations, specific employment duties.

Our employment duty is to monitor, by reference to racial groups, the numbers of:

- staff in post/ workforce composition
- Applicants for employment, training and promotion
- Staff who benefit or suffer detriment as a result of appraisal and assessment procedures for minority ethnic groups
- Staff involved in grievance and disciplinary procedures
- Ethnic minority staff who leave the College's employment (exit interviews)

Both the General and Specific Duties require the College to adopt a proactive approach to mainstreaming race equality into all its decisions and activities.

Single Equality Scheme Action Plan – Race

PROMOTING EQUALITY OF OPPORTUNITY AND GOOD RACE RELATIONS

OBJECTIVES (What are we going to do?)	ACTION (How will we do it?)	RESPONSIBLE (Who will do it?)	TIME SCALE (When will we do it?)	OUTCOMES & OUTPUTS (What do we want to achieve?)
<p>Work toward a system of continuous improvement to ensure best practice in relation to delivery of Race equality in Employment and service delivery</p>	<p>Impact Assess all relevant policies and procedures</p> <p>Implement and monitor changes</p>	<p>Directorate for Learners Human Resources EDI Committee EqIA Sub Groups</p>	<p>2009 – 2012</p>	<p>Efforts and improvements are made to: Assess, review and report on all new/ existing policies in relation to their impact on Race equality</p>
<p>Increase greater awareness of Race equality</p>	<p>Induction Training to continue to include reference to RRA</p> <p>Develop and deliver more advanced staff training on Race Equality awareness, possibly even specific to role</p> <p>Ensure references to Race are inclusive of the diversity between Gypsy and Travellers communities</p>	<p>Directorate for Learners</p>	<p>Spring 2011</p>	<p>Efforts and improvements are made to: Deliver effective training, involving stakeholders across the organisation through a variety of methods</p> <p>Establish productive links with the Gypsy and Traveller community</p>
<p>Promote better communication to enhance Race Equality</p>	<p>Adopt clear policies and guidelines regarding students who speak English as a second/ additional language</p> <p>Work towards achieving the 'Crystal Mark' standard accreditation</p>	<p>SMT Directorate for Learners and Quality Directorate for Curriculum and Innovation</p>	<p>Summer 2010</p>	<p>Efforts and improvements are made to: Ensure information is clear and accessible to people who speak English as a second/ additional language</p> <p>Achieve 'Crystal Mark' standard</p>

CREATING AN ANTI-DISCRIMINATORY ORGANISATION

OBJECTIVES (What are we going to do?)	ACTION (How will we do it?)	RESPONSIBLE (Who will do it?)	TIME SCALE (When will we do it?)	OUTCOMES & OUTPUTS (What do we want to achieve?)
<p>Establish systems to report, record and respond to Racist incidents</p>	<p>Prepare, publish and implement a Racist Incidents Policy and Procedure</p> <p>Monitor Policy and Procedure</p>	<p>Directorate for Learners CIS</p>	<p>Winter 2009</p>	<p>Efforts and improvements are made to: Have a system for reporting and recording Racist Incidents to meet our Statutory Duty</p> <p>Introduce Policy and Procedure to eliminate racial discrimination</p>
<p>Increase the recruitment and retention of a diverse workforce</p>	<p>Continue objective recruitment and selection and explore ways of increasing the diversity of the workforce, e.g. Positive Action</p> <p>Monitor and report on diversity of people who have been involved in:</p> <ul style="list-style-type: none"> • applications • recruitment and selection • grievances • disciplinary • training • promotion • appraisals • exit interviews 	<p>Human Resources Directorate for Learners</p>	<p>Summer 2010</p>	<p>Efforts and improvements are made to: Consider and use lawful measures to increase diversity of workforce</p> <p>Meet Statutory Employment Duties to monitor and report</p>

Chapter 7

DISABILITY EQUALITY SCHEME

The College recognises the barriers faced by disabled people in accessing and achieving opportunities in education. It comes as no surprise then that disabled people are the most under-represented student group in Further and Higher Education in England.

Our ambition is to create an accessible, flexible and supportive environment for our staff and students with disabilities, which reflects the Government's aim that 'disabled people should have full opportunities and choices to improve their quality of life and be respected and included as equal members of society'.

The legislation provides protection against unlawful discrimination because a person is disabled, or for a reason which relates to a disabled person's disability.

The Disability Discrimination Act defines disability as:

'A physical or mental impairment, which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.'

'Long-term' means effects which have lasted for at least 12 months, or are likely to last for 12 months or more.

'Day-to-day activities' are normal activities carried out by most people on a regular basis, and the impairment must result in an 'adverse effect' on one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- The ability to lift, carry or move everyday objects
- Speech, hearing, or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of the risk of physical danger

THE DUTIES

The Disability Discrimination Act (DDA) 2005 places new duties on all public authorities:

The General Duties	The Specific Duties
<ul style="list-style-type: none">• Eliminate discrimination that is unlawful under the Disability Discrimination Act• Eliminate harassment of disabled people that is related to their disability• Promote equality of opportunity between disabled people and other people• Promote positive attitudes towards disabled people• Encourage participation by disabled people in public life• Take steps to take account of disability, even where that involves treating disabled people more favourably	<ul style="list-style-type: none">• Draw up and publish a Disability Equality Scheme, which disabled people must have been actively involved in developing• Include in the Scheme a statement of how disabled people have been involved in its development, an Action Plan, methods of Impact Assessment and methods of information gathering• Take the steps set out in the Action Plan within 3 years of the Scheme being published• Monitor progress, publish a progress report and review every 3 years• Report annually

A distinct element of this Duty is the permission to treat people with disabilities 'more favourably' when taking account of their disability, something not yet permitted in any of the other equality strands.

It is important to think about the effect of a disability 'without treatment.' The Act states that any treatment or correction should not be taken into account, including medical treatment or the use of prosthesis or other aids, e.g. a hearing aid. The only aids which are taken into account and are exempt from the Act are glasses or contact lenses.

THE 'SOCIAL MODEL' OF DISABILITY

We value and advocate the 'Social Model' of disability as being essential to the successful implementation of the duties imposed by the legislation.

The Social Model identifies that:

'The disadvantage and social exclusion experienced by many disabled people is not the inevitable result of their impairments or medical conditions, but rather stems from attitudinal and environmental barriers.'

Unlike the 'Medical Model' which places the responsibility for the inability to participate as the inevitable result of their impairment or medical condition, the Social Model explains discrimination against disabled people as the result of environmental design, social organisation and attitudes. It is these factors which 'disable' the individual and restrict their access and inclusion. We also recognise that in society in general, barriers and discrimination against disabled people can be compounded because of other factors such as age, gender, ethnic origin, and sexual orientation. We will aim to ensure that environmental, attitudinal and organisational factors within our control are free from unfair discrimination, and that disabled people are able to participate fully as staff and students of the colleges.

We will achieve these aims by working to adopt and promote the principles of inclusive design and inclusive services wherever possible in terms of designing, managing and monitoring our built environment and service delivery. In addition, we will work with the social model as the basis for development activities to improve the access to and success of disabled people at the College.

This principle provides the basis for the achievement of the duty to positively promote equality of opportunity for disabled people.

Single Equality Scheme Action Plan – Disability

PROMOTING EQUALITY OF OPPORTUNITY

OBJECTIVES (What are we going to do?)	ACTION (How will we do it?)	RESPONSIBLE (Who will do it?)	TIME SCALE (When will we do it?)	OUTCOMES & OUTPUTS (What do we want to achieve?)
Work towards a system of continuous improvement to ensure best practice in relation to delivery of Disability equality in Employment and service delivery	Impact Assess all relevant policies and procedures Implement and monitor changes	Directorate for Learners Human Resources EDI Committee EqIA Sub Groups	2010 – 2013	Efforts and improvements are made to: Assess, review and report on all new/ existing policies in relation to their impact on Disability equality
Enhance and support understanding of disability equality	Develop and deliver training on 'Reasonable Adjustment' Produce and disseminate 'Reasonable Adjustment' Guidance for Managers	Directorate for Learners	Spring 2011	Efforts and improvements are made to: Increase confidence and competence in Managers in considering 'Reasonable Adjustments' for their staff Achieve effective management and retention of staff with disabilities
Enhance the support provided to staff with disabilities	Gather and analyse evidence on existing disabled staff with a staff survey to inform action Introduce and monitor processes for implementing reasonable adjustments for staff with disabilities	Directorate for Learners Human Resources CIS	Winter 2010	Efforts and improvements are made to: Gain clear, accurate data about staff with disabilities to inform policy and management Equip staff with disabilities with necessary reasonable adjustments to be able to work effectively

Promote equality for hidden disabilities	<p>Prepare and deliver training to raise awareness of hidden disabilities</p> <p>Prepare, publish and promote 'Guidance' on hidden disabilities</p>	<p>Directorate for Learners Student Support Stepping Stones</p>	Summer 2011	<p>Efforts and improvements are made to: Raise awareness of hidden disabilities and to take into consideration for students and staff</p>
Promote confidence in disclosing disabilities	<p>Review procedures for disclosing and responding to disability</p> <p>Provide staff training to use information and internal processes available, e.g. DIF</p>	<p>Directorate for Learners Senior Tutors Disability Coordinator Disability Forum</p>	Winter 2010	<p>Efforts and improvements are made to: Produce clearer form – clearer guidance</p> <p>Respond to need</p> <p>Improve communication within organisation</p> <p>Increase staff competency in using internal processes</p>
Improve standards and gain recognition in relation to Disability equality	<p>Work towards achieving the 'Two Ticks' Positive About Disability standard accreditation</p>	<p>Human Resources Directorate for Learners and Quality Directorate for Curriculum and Innovation</p>	December 2009	<p>Efforts and improvements are made to: Achieve 'Two Ticks' Positive About Disability standard accreditation</p>

ACCESS TO ESTATES, SERVICES AND INFORMATION

OBJECTIVES (What are we going to do?)	ACTION (How will we do it?)	RESPONSIBLE (Who will do it?)	TIME SCALE (When will we do it?)	OUTCOMES & OUTPUTS (What do we want to achieve?)
<p>Undertake reasonable adjustments to ensure buildings and estates are accessible</p>	<p>Undertake DDA Access Audits / review all sites and campuses</p> <p>Action and monitor recommendations from Access Audits</p> <p>Review and improve existing signage</p> <p>Produce new map of College taking into account accessibility</p> <p>Create on-line accessibility profiles of all campuses with words, pictures and symbols with access rating information</p> <p>Accessibility information to be updated annually and to include access improvements</p>	<p>Facilities Directorate for Learners Disability Forum</p>	<p>Summer 2010</p>	<p>Efforts and improvements are made to: Ensure all works meet and enhance disability access</p> <p>Improve access to estates and facilities</p> <p>Improve signage around college</p> <p>Produce College map with accessibility information</p> <p>Include Accessibility information on college website to all students, staff and visitors</p> <p>Consider and report on Access issues when purchasing Leasehold property</p>

<p>Ensure equality of access to equipment and facilities</p>	<p>Review equipment, resources and facilities (e.g. mobile loops, technological aids, appropriate cutlery, furniture in Food Hall)</p> <p>Develop plan for meeting resource needs</p> <p>Ensure adequate equipment and resources are in place across all campuses</p>	<p>Facilities Directorate for Learners Disability Forum</p>	<p>Summer 2010</p>	<p>Efforts and improvements are made to: Put resources in place to support communication and access to services and information</p>
<p>Increase awareness and uptake of disability support available</p>	<p>Collate and document information in relation to all internal and external specialist services, facilities and equipment available for students and staff with disabilities</p> <p>Produce appropriate media resources for promoting and disseminating this information to students and staff</p> <p>Monitor uptake of services, facilities and equipment</p>	<p>Directorate for Learners Human Resources</p>	<p>Summer 2010</p>	<p>Efforts and improvements are made to: Produce Publication of all support available to students and staff in one documented resource</p> <p>Increase awareness and uptake of support available</p>

ENCOURAGING PARTICIPATION IN COLLEGE LIFE

OBJECTIVES (What are we going to do?)	ACTION (How will we do it?)	RESPONSIBLE (Who will do it?)	TIME SCALE (When will we do it?)	OUTCOMES & OUTPUTS (What do we want to achieve?)
Empower and involve people with disabilities	Set up 'Disability Forum' with representation from students and staff Organise at least one Disability Forum meeting per term Encourage involvement of people with diverse disabilities	Directorate for Learners and Quality	Summer 2010	Efforts and improvements are made to: Meet Statutory 'Involvement Duty' by involving people with disabilities Use Disability Forum to impact assess policies and procedures Set up Disability Forum that advises and advocates on specific issues for disability groups
Enhance the experience of disabled learners of Student Service provision	Set up forum for students with disabilities Identify Student Service to be assessed Prepare survey methods with students Collate information and prepare Action Plan from student feedback Propose recommendations to the Student Service surveyed by students with disabilities	Directorate for Learners and Quality	Summer 2010	Efforts and improvements are made to: Involve students with learning difficulties and/ or disabilities secured Providing better Student Services to disabled learners

Consider support for all learners with learning difficulties and/ or disabilities	Review and report on provision of escorts/ support for learners with disabilities Implement and monitor recommendations	Directorate for Learners and Quality	Spring 2010	Efforts and improvements are made to: Consider Escorts/ support provision for learners
Respond to specific provision for learners with disabilities	Explore setting up a Café/ Servery in J Block to provide a safe environment for gaining work experience	SMT Facilities Directorate for Learners and Quality	Spring 2010	Efforts and improvements are made to: Provide appropriate resources and work experience to Students with learning difficulties and/ or disabilities
Increase capacity to support people with disabilities	Consider and explore option for the appointment of a Disability Officer	Human Resources Directorate for Learners	Autumn 2010	Efforts and improvements are made to: Consider and explore options for appointment of Disability Officer

Chapter 8

GENDER EQUALITY SCHEME

The Sex Discrimination Act 1975 made direct and indirect discrimination on the grounds of sex, including victimisation and harassment, illegal for the first time.

The Equality Act 2006 amends the Sex Discrimination Act (SDA) 1975 and is intended to address the gender inequalities many people still continue to face. The Equality Act applies to men and women, as well as addressing the particular needs of transsexual people.

Discrimination is unlawful on the grounds:

- Of a person's sex, e.g. male or female
- That a person is married or is a civil partner
- Of a person's 'gender reassignment status'
- Of pregnancy or maternity leave
- Harassment and sexual harassment

GENDER REASSIGNMENT

The Sex Discrimination Act (SDA) was amended by the Sex Discrimination (Gender Reassignment) Regulations 1999 which protects the person who:

- intends to undergo gender reassignment
- is undergoing gender reassignment
- or has completed gender reassignment

The legislation protects transsexual people from discrimination and harassment on the grounds of gender re-assignment in employment and vocational training.

Gender re-assignment is defined as '*a process which is undertaken under medical supervision for the purposes of re-assigning a person's sex by changing physiological or other characteristics of sex, and includes any part of such a process.*'

The scope of legal protection was further extended in the Sex Discrimination Act through the implementation of the Goods and Services Directive 2007.

The College will respect the confidentiality of employees or students who fall with the definition of gender reassignment and provide a supportive environment throughout the transition stages to protect them from less favourable treatment because of their gender status or identity.

THE DUTIES

The Equality Act 2006 which created the Gender Equality Duty places new duties on all public authorities:

The General Duties	The Specific Duties
<ul style="list-style-type: none">• Eliminate unlawful discrimination and harassment• Promote equality of opportunity between men and women	<ul style="list-style-type: none">• Draw up and publish a Gender Equality Scheme setting out our Gender Equality objectives• Consider the need to include objectives to address the cause of any Gender pay gap• Gather and use information on how our policies and practices affect Gender Equality• Consult stakeholders (employees, service users and others, including Trade Unions) and take account of relevant information in order to determine our Gender Equality objectives• Assess the impact of our current and proposed policies and practices on Gender Equality• Implement the actions set out in its Scheme within 3 years• Monitor progress, publish annual reports and review every 3 years

Fundamentally, the Duty is more than equal treatment. It is about promoting and taking action to bring about gender equality. It involves looking at gender equality issues for men, women and transgendered people and understanding the reasons why inequality exists and how to overcome them. It is about promoting equality and creating effective and gender-sensitive services for all stakeholders.

EQUAL PAY

An important part of meeting the requirements of the Gender Equality Duty is the implementation of the equal pay principles.

We support the principles of equality and value a diverse workforce. These principles therefore apply to all staff groups: male and female staff; staff from diverse racial groups; and staff with or without disabilities. College staff should receive equal pay for the same or broadly similar work, for work rated as equivalent and for work of equal value.

We will carry out and report on our Equal Pay Audit. The purpose of the Equal Pay Audit is to ensure equal pay for work of equal value for all our staff. Current legislation, including the Equal Pay Act 1970 and Employment Act 2002 specifically relates to comparisons between male and female workers.

There are three main aims of the Equal Pay Audit:

- To compare the pay of men and women undertaking equal work
- To investigate the causes of any gender pay gaps
- Take action to close those gaps which are based purely on the grounds of gender

In addition to gender, we will work towards making the same comparisons for ethnicity, disability and age in subsequent Equal Pay Audits.

WORK- LIFE BALANCE AND FAMILY- FRIENDLY POLICIES

The Work and Families Act 2006 came into force in April 2007 and its provisions take effect in relation to employees whose expected week of childbirth or expected date of adoption is on or after 1st April 2007.

Changes to the right to request flexible working for carers came into effect from 6th April 2007.

The overall intention of the new Work and Families legislation is to improve work-life balance and enable parents to be the primary carers of their young children. It covers maternity leave and pay; paternity leave and pay; adoption leave and pay; and flexible working requests.

We will review, impact assess and report on our work and families policies and procedures, including adoption and take the necessary action to implement changes for promoting gender equality.

BREAKING DOWN GENDER STEREOTYPES

We recognise that many students and staff face potential barriers in their attempt to develop their career paths including low confidence and lack of opportunities. However, discriminatory attitudes which perpetuate gender stereotyping are probably the most damaging and detrimental to an individual's life-chances.

Whilst gender issues affect both men and women, in practice, women are more likely to be targets of discrimination in the workplace, typified by lower rates of pay and fewer opportunities for promotion and progression, though it should be noted that gender stereotyping and work-life balance issues affect everyone.

We will address these inequalities by challenging gender stereotypes and promoting gender equality in the curriculum, student recruitment and careers guidance. We will also run gender-specific events and make gender-related information widely available.

We want to continue working towards providing quality services which are accessible to all.

Single Equality Scheme Action Plan – Gender

PROMOTING EQUALITY OF OPPORTUNITY

OBJECTIVES (What are we going to do?)	ACTION (How will we do it?)	RESPONSIBLE (Who will do it?)	TIME SCALE (When will we do it?)	OUTCOMES & OUTPUTS (What do we want to achieve?)
<p>Work towards a system of continuous improvement to ensure best practice in relation to delivery of Gender equality in Employment and service delivery</p>	<p>Impact Assess all relevant policies and procedures</p> <p>Implement and monitor changes</p>	<p>Directorate for Learners Human Resources EDI Committee EqIA Sub Groups</p>	<p>2010 – 2013</p>	<p>Efforts and improvements are made to: Assess, Review and report on all new/ existing policies in relation to their impact on Gender equality</p>
<p>Introduce and implement family-friendly policies and procedures</p>	<p>Review and update guidance and procedures on legal entitlements regarding pregnancy, maternity and paternity rights for managers and staff</p> <p>Assess experiences of women and men returning from maternity and paternity leave and address any negative experiences</p> <p>Coordinate staff survey to determine numbers of staff who have caring responsibilities</p> <p>Include question on 'caring responsibility' in all relevant staff monitoring processes</p>	<p>Directorate for Learners Human Resources College Nurse CIS</p>	<p>Summer 2011</p>	<p>Efforts and improvements are made to: Improve Maternity and Paternity procedures and experiences</p> <p>Introduce Family-friendly policies and procedures that support people with caring responsibilities</p>

	Introduce and monitor policies accordingly			
Promote equality of opportunity for staff as Adoptive Parents	Prepare, publish and implement a staff Adoption Policy for opposite and same sex families Monitor policy and procedures	SMT Directorate for Learners Human Resources EDI Committee	Summer 2010	Efforts and improvements are made to: Introduce and implement Adoption Policy
Promote Transgender equality	Introduce policy and protocols for addressing and promoting Transgender equality Produce 'Guidance' on appropriate language Prepare and deliver staff training Consider introducing Unisex washrooms	SMT Directorate for Learners EDI Committee	Spring 2010	Efforts and improvements are made to: Address and promote Transgender equality Raise awareness of Transgender equality Achieve a more sensitive and responsive attitude towards Transgender issues Consider and allocate Unisex washrooms
Break down gender stereotypes in education and training	Explore and identify methods and opportunities for promoting atypical courses across genders Organise 14-16 Taster Days focusing on atypical areas	Directorate for Curriculum and Innovation Directorate for Learners Marketing EDI Committee	Summer 2010	Efforts and improvements are made to: Promote atypical courses Increase uptake of non-traditional gender vocations

CREATING AN ANTI-DISCRIMINATORY ORGANISATION

OBJECTIVES (What are we going to do?)	ACTION (How will we do it?)	RESPONSIBLE (Who will do it?)	TIME SCALE (When will we do it?)	OUTCOMES & OUTPUTS (What do we want to achieve?)
<p>Improve Gender equality outcomes for men, women and transgendered people</p>	<p>Publish annual gender monitoring information covering all key aspects of employment including:</p> <ul style="list-style-type: none"> • Overall numbers by grade and full/ part time positions • Recruitment and promotion • Development and training • Grievance and discipline • Exits <p>Publish finding on Intranet providing information on outcomes of employment policies for women and men</p> <p>Use report to inform decisions on priority gender equality objectives</p>	<p>Directorate for Learners Human Resources EDI Committee CIS</p>	<p>Winter 2010</p>	<p>Efforts and improvements are made to: Promote, report and publish Annual Gender monitoring</p> <p>Use Information to improve Gender equality outcomes for all</p>

<p>Ensure pay structures do not indirectly discriminate on grounds of Gender</p>	<p>Coordinate Profile Pay Audit based on the EOC's 5 step model</p> <p>Monitor starting salary by gender</p> <p>Take appropriate action to redress any unjustified pay imbalances</p> <p>Review annually</p>	<p>Directorate for Learners Human Resources EDI Committee</p>	<p>Summer 2011</p>	<p>Efforts and improvements are made to:</p> <p>Establish Pay structures that do not discriminate on grounds of Gender</p> <p>Rectify or justify Pay imbalances to meet Statutory Gender Equality Duty</p>
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Chapter 9

EQUALITY OF AGE

The Employment Equality (Age) regulations 2006 make discrimination unlawful on grounds of a person's age, which includes apparent age where direct discrimination is concerned or a person's age group, where indirect discrimination is involved.

The Regulations make it unlawful to discriminate against employees and job applicants on the grounds of their age.

The Regulations currently cover matters relating to employment and training and does not include Goods and Services as yet.

The Regulations makes age discrimination unlawful in all aspects of employment. The Regulations mean:

- No age criteria is allowed in recruitment, promotion and training
- No mandatory retirement age before 65
- No upper age limits on unfair dismissal claims
- No age criteria in selection for redundancy
- No age criteria allowed in pay and benefits
- A new process for managing retirement including the duty to consider requests from staff to work beyond normal retirement age
- Occupational pension schemes are exempt

If an employee or job applicant feels that they have been treated differently or discriminated against on the basis of their age, then the burden of proof can be placed with us to demonstrate that we did not discriminate.

RETIREMENT

The regulations set a default retirement age of 65 for both men and women and this will be reviewed in 2013.

We have a default retirement age of 65 although employees have the right to request to continue working beyond their retirement date and we have a duty to consider their request.

UNFAIR DISMISSAL, REDUNDANCY AND STATUTORY SICK PAY

The regulations have removed the age limit for unfair dismissal, statutory redundancy payments and statutory sick pay. It will continue to be lawful for the amount of redundancy payment to be calculated using the employee's age, length of service and weekly pay. It will also be legal to make enhanced payments.

Single Equality Scheme Action Plan – Age

OBJECTIVES (What are we going to do?)	ACTION (How will we do it?)	RESPONSIBLE (Who will do it?)	TIME SCALE (When will we do it?)	OUTCOMES & OUTPUTS (What do we want to achieve/ have achieved?)
<p>Work towards a system of continuous improvement to ensure best practice in relation to delivery of Employment Regulations for Age</p>	<p>Introduce relevant Age equality policies</p> <p>Impact Assess all relevant policies in relation to Age equality</p>	<p>Directorate for Learners Human Resources EDI Committee EqIA Sub Groups</p>	<p>2010 – 2013</p>	<p>Efforts and improvements are made to: Introduce, review and implement Age equality policies</p> <p>Assess, review and report on all new/ existing policies in relation to their impact on Age equality</p>
<p>Promote Age equality and challenge ageism</p>	<p>Ensure cross section of diverse age groups are represented in the various committees and forums (Inclusion Policy)</p> <p>Investigate perceptions of ageism</p> <p>Introduce mentoring schemes that promote age equality between old and young staff</p>	<p>Directorate for Learners Managers Chairs of Committees and Forums</p> <p>Directorate for Learners Human Resources</p>	<p>Summer 2010</p>	<p>Efforts and improvements are made to: Enhance experience of age equality</p> <p>Achieve inclusion and representation of age diversity in Committees and Forums</p> <p>Promote Positive attitudes towards age</p> <p>Consider promoting Age equality in mentoring schemes for staff</p>

<p>Promote age diversity in education</p>	<p>Select and promote relevant case studies of people over-50 in the workplace achieving qualifications</p> <p>Increase awareness of funding for 19+ students:</p> <ul style="list-style-type: none"> • Improved and updated information on website • Relevant information in the Guidance Centres <p>Devise 'Planning Retirement' course and promote recreational courses to all ages</p>	<p>Marketing</p> <p>Marketing and Directorate for Employers</p> <p>HE Marketing Guidance Centres</p> <p>Marketing Community Learning Coordinator</p>	<p>Summer 2010</p>	<p>Efforts and improvements are made to:</p> <p>Include more over-50's enrolling on courses</p> <p>Promote Case studies in publications</p> <p>Increase awareness of funding for 19+ students</p> <p>Improve access to information regarding funding through marketing materials and Guidance Centres</p> <p>Increase numbers of enrolments across all ages</p>
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Chapter 10

EQUALITY OF ALL FAITHS, BELIEFS AND NONE

There is still widespread indifference and ignorance towards religion, which can lead to discrimination and hate crime. Religious discrimination has become more prominent by the rise in Islamophobia, particularly since the 11th September 2001 and 7th July 2005 bombings. Anti-Semitism is also on the increase.

There tends to be a lot of misunderstanding between religion and culture. They are usually taken to mean the same thing.

There is also a perceived overlap between race and religion:

- Some Black and Minority and Ethnic communities have used or use religion to express their identity
- Some aspects of religious discrimination are covered by the Race Relations Amendments Act 2000 as Jews and Sikhs are considered in law to be ethnic groups. Other religions are not covered under this Act

The Employment Equality (Religion or Belief) Regulations 2003 makes discrimination, victimisation or harassment unlawful on the grounds of religion, religious belief or similar philosophical belief. This protection was widened under the Equality Act 2006 to cover lack of belief as well. In addition, the Human Rights Act 1998 upholds freedom of thought, conscience and religion and the manifestation of religion and belief.

Religion or belief is not explicitly defined in the Regulations. Factors to consider are whether there is collective worship, a clear belief system and a profound belief affecting way of life and view of the world.

It is unlawful (subject to certain exemptions) to discriminate on the grounds of religion, belief or no belief in the following areas:

- Employment
- The provision of goods, facilities and services,
- The disposal and management of premises,
- Education
- The exercise of public functions

People can suffer harassment and hate crime because of their religion, beliefs or lack of beliefs.

Religious Harassment can take many forms. There are generally two types of religious discrimination:

- Coercion to participate or not participate in religious activities
- A hostile environment, for example a lack of sensitivity to people's religion or belief or no belief

We recognise that people may be discriminated against because of their religion, belief or no belief and we uphold and respect the rights of our employees, students and members of the community to practise their religion, belief or non belief without fear from discrimination or harassment.

Single Equality Scheme Action Plan – All Faiths, Beliefs and None

OBJECTIVES (What are we going to do?)	ACTION (How will we do it?)	RESPONSIBLE (Who will do it?)	TIME SCALE (When will we do it?)	OUTCOMES & OUTPUTS (What do we want to achieve?)
Work towards a system of continuous improvement to ensure best practice in relation to delivery of equality for All Faiths, Beliefs and None in Employment and service delivery	Impact Assess all relevant policies and procedures Implement and monitor changes	Directorate for Learners Human Resources EDI Committee EqIA Sub Groups	2010 – 2013	Efforts and improvements are made to: Assess, review and report on all new/ existing policies in relation to their impact on All Faiths, Beliefs and None equality
Raise awareness and understanding of All Faiths, Beliefs and None	Support inclusion of Faiths/ Non Faiths in the tutorial system by delivering training on the new Spiritual, Moral, Social and Cultural (SMSC) Guidance Prepare and deliver CPD staff training	Directorate for Learners Senior Tutors	Autumn 2010	Efforts and improvements are made to: Include All Faiths, Beliefs and None in Tutorial programmes Increase staff competency to deal with Faith/ Non Faith issues Improve customer service delivery
Promote 'Faith/ Non Faith – Friendly' policies	Explore and consider policy for accommodating staff/ student absence for religious festivals and holiday entitlement Review and ensure inclusion of All Faiths and None in the Respect Policy	SMT Directorate for Learners EDI Committee Respect Coordinator	Winter 2010	Efforts and improvements are made to: Explore, consider and implement Faith/ Non Faith issues, if any Review Respect Policy to include All Faiths and None
Develop culturally/ religiously appropriate catering provision	Review catering provision and explore opportunities to extend culturally/ religiously appropriate catering provision	SMT Facilities Directorate for Learners EDI Committee	Spring 2010	Efforts and improvements are made to: Increase in the availability of appropriate catering provisions to meet the religious requirements of students and staff

Promote inclusive Faith/ Non Faith spaces	Review current policies and provision in respect of rooming Further develop provision and information on Faith/ Non Faith spaces	Facilities Directorate for Learners	Winter 2010	Efforts and improvements are made to: Review current policies and practices Increase the development and use of inclusive Faith/ Non Faith spaces
Increase capacity to support Faith/ Non Faith provision and culture	Set up and organise the All Faiths and None Network (AFANN) for students and staff	EDI Coordinator	Summer 2010	Efforts and improvements are made to: Establish and promote inter faith relationships and a culture of respect

Chapter 11

EQUALITY OF SEXUAL ORIENTATION

The Employment Equality (Sexual Orientation) Regulations 2003 makes discrimination against employees and job applicants, victimisation or harassment unlawful on the grounds of sexual orientation or perceived sexual orientation.

The Equality Act 2006 also makes provision for regulations to address discrimination in the provision of goods and services on the grounds of sexuality. These regulations came into force on 30th April 2007.

Discrimination is unlawful on the grounds of a sexual orientation towards:

- Persons of the same sex – lesbian and gay men
- Persons of the same sex and of the opposite sex – bisexual
- Persons of the opposite sex – heterosexual

It is unlawful (subject to certain exemptions) to discriminate on the grounds of sexual orientation in the following areas:

- Employment
- The provision of goods, facilities and services,
- The disposal and management of premises,
- Education
- The exercise of public functions

At present, the Census does not collect data relating to peoples sexuality. However, on some research carried out it is estimated that approximately 6% of Great Britain's population are lesbian, gay men and bisexual people.

CIVIL PARTNERSHIPS

The Civil Partnership Act 2004 came into force on 5 December 2005 allowing two non-related adults of the same sex to register a civil partnership, which has many of the same rights and responsibilities as marriage.

Figures show that 15,672 civil partnerships were formed in the UK between December 2005 and the end of September 2006, only 9 months after the Civil Partnership Act came into force.

Single Equality Scheme Action Plan – Sexual Orientation

OBJECTIVES (What are we going to do?)	ACTION (How will we do it?)	RESPONSIBLE (Who will do it?)	TIME SCALE (When will we do it?)	OUTCOMES & OUTPUTS (What do we want to achieve?)
Work towards a system of continuous improvement to ensure best practice in relation to delivery of Sexual Orientation equality in Employment and service delivery	<p>Impact Assess all relevant policies and procedures</p> <p>Ensure inclusion of reference to 'same sex' partners</p> <p>Implement and monitor changes</p>	<p>Directorate for Learners</p> <p>Human Resources</p> <p>EDI Committee</p> <p>EqIA Sub Groups</p>	2010 – 2013	<p>Efforts and improvements are made to:</p> <p>Assess, review and report on all new/ existing policies in relation to their impact on Sexual Orientation equality</p>
Promote Sexual Orientation equality	<p>Support inclusion of Sexual Orientation in the tutorial system</p> <p>Review and ensure inclusion of Sexual Orientation in the Respect Policy</p> <p>Review Harassment reporting system</p> <p>Prepare and deliver CPD staff training</p>	<p>Directorate for Learners</p> <p>Senior Tutors</p> <p>Respect Coordinator</p> <p>EDI Committee</p>	Spring 2011	<p>Efforts and improvements are made to:</p> <p>Include of Sexual Orientation in Tutorial programmes</p> <p>Review Respect Policy to include Sexual Orientation</p> <p>Review Harassment reporting system to incorporate Homophobic incidents</p> <p>Increase staff competency to deal with Sexual Orientation issues</p>
Improve quality of Equality monitoring with regards to Sexual Orientation	Coordinate information campaign to explain why we collect equality monitoring information and how it will be used	Directorate for Learners	Winter 2010	<p>Efforts and improvements are made to:</p> <p>Enhance understanding to increase responses to monitoring Sexual Orientation</p>

How to Contact us

Comments

We would like to hear your views about our Single Equality Scheme or about our performance regarding any aspect of Equality, Diversity and Inclusion. All comments are welcome.

So that we can reply, it would be helpful if you could include the following information.

- Your comments
- Your name and Organisation's name (if applicable)
- Your address, telephone number and/ or email address

Compliments

If you have received a service from us or you are pleased with any other aspect of our work in relation to Equality and would like to make a compliment, please contact the College.

Complaints

We also have a complaints procedure. So if you feel that you have experienced discrimination or less favourable treatment, please do contact us.

If you would like to make a comment, compliment, complaint, or need further information with regards to any aspect of Equality, Diversity and Inclusion (EDI), please contact the College Equality, Diversity and Inclusion Coordinator at the address below:

Petroc
Old Sticklepath Hill
Barnstaple
Devon
EX31 2BQ

Tel: 01271 338217

E-mail: equalityanddiversity@petroc.ac.uk

Appendix 1: Anti-Discrimination and Equalities Legislation

Age Equality

1. The Employment Equality (Age) Regulations 2006 came into force in October 2006. Unjustified discrimination by employers on the grounds of age is unlawful as is harassment of employees on the grounds of age.
2. This applies to all workers, whatever their age. Employers are allowed to set a default retirement age (usually 65) but employees have the right to request to work longer.
3. Positive Action measures may be allowed for training and encouraging job applications to prevent or compensate for disadvantages experienced by a particular age group.

Children and Young People

1. The Children Act 1989 is based upon the belief that children are generally best looked after within the family, with both parents playing a full part and without resort to legal proceedings. The welfare of the children is the paramount consideration. Parents are encouraged to seek agreement wherever possible. Children should always be consulted (subject to age and understanding) and kept informed about what will happen to them. Court decisions about their future upbringing should be responsive to their needs.
2. The Act also makes provision for "children in need" and their families by stating that it is the general duty of every local authority to safeguard and promote the welfare of children within their area who are in need and, so far as is consistent with that duty, to promote the upbringing of such children by their families by providing a range and level of services appropriate to those children's needs.
3. Every local authority must also facilitate the provision by others (including in particular voluntary organisations) of services that the authority have power to provide by virtue of the Children Act.
4. The Act defines a child as "in need" if:
 - s/he is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for her/him of services by a local authority
 - her/his health or development is likely to be significantly impaired, or further impaired, without the provision for her/him of such services
 - s/he is disabled
 - and "family" as including any person who has parental responsibility for the child and any other person with whom s/he has been living

Disability Equality

1. Under the Disability Discrimination Act 1995 (DDA) it is generally unlawful to treat a disabled person less favourably than others in employment, providing services or carrying out public functions. It is also unlawful for employers and staff to harass people because of their disability. Employers and service providers must make 'reasonable adjustments' to enable disabled people to work or access services.

Reasonable adjustments fall into three areas:

- changes to practices, policies and procedures
- providing extra aids and services
- adaptations to overcome physical barriers

2. Since December 2006, anyone carrying out a public function must also make reasonable adjustments, in the three areas set out above, where necessary to ensure that disabled people are not disadvantaged because of their disability by how the function is performed

3. Also since December 2006 all public authorities, have to consider how to achieve the following objectives in relation to everything they do:

- Eliminate disability discrimination
- Eliminate disability-related harassment
- Promote equality of opportunity for disabled people
- Promote positive attitudes toward disabled people
- Encourage participation by disabled people in public life
- Take account of disabled people's disabilities, even where that involves treating disabled people more favourably

4. Public authorities now have to publish a Disability Equality Scheme showing how it will make sure it meets these, and other duties, under the DDA.

5. Under the Building Regulations Part M 1992 (updated in 2003), new and refurbished buildings must meet minimum physical access requirements.

6. The Special Educational Needs and Disability Act 2001 strengthens the rights of disabled children to mainstream education and makes unjustified disability discrimination unlawful in nursery, primary, secondary, further and higher education. It also puts duties on local education authorities and schools to review their policies, procedures and practices to make sure that they do not discriminate against disabled pupils and to increase accessibility to the curriculum, information and the environment.

Gender Equality

1. Under the Sex Discrimination Act 1975, it is unlawful to discriminate, directly or indirectly, in employment and in providing goods, facilities or services, either by refusing services or by providing them on less favourable terms to one sex than the other or because a person is married or in a civil partnership. It is also unlawful to harass an employee on the grounds of their gender.

2. In April 2007, the Equality Act 2006 amended the Sex Discrimination Act to make it generally unlawful for a public authority to do anything that amounts to gender discrimination.

3. Public authorities now also have to consider how to achieve the following objectives in relation to everything they do:

- The need to eliminate unlawful gender discrimination and harassment
- The need to promote equality of opportunity between men and women

4. Each public authority has to publish a Gender Equality Scheme to show how it will make sure it meets these and other duties.

5. Sections 47 and 48 of the Sex Discrimination Act allow Positive Action measures to be taken in some circumstances for training and encouraging job applications to tackle under-representation of women or men in the workforce.

6. Section 7 allows employers to say that only women or men can apply for a job. This is restricted to a limited number of posts where being of a particular gender is a "genuine occupational qualification", e.g. work involving specific intimate work with either women or men.

7. Section 29 allows gender specific services to be provided in limited circumstances, for example single-sex changing rooms.

8. Under the Equal Pay Act 1970, it is unlawful to pay one sex less than the other for work of equal value.

9. The SDA now also protects transsexuals against discrimination in employment and training.

10. Discrimination on the grounds of marital status relates to employment and training, but not to education.

Race Equality

1. Under the Race Relations Act 1976 (RRA), it is unlawful for employers, service providers and public authorities to discriminate directly or indirectly because of someone's colour, race, nationality (including citizenship), or ethnic or national origin.

2. The Race Relations (Amendment) Act 2000 replaced Section 71 of the RRA and says that public authorities must consider how to meet the following objectives in relation to everything they do:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

3. Each public authority must publish a Race Equality Scheme setting out the actions it will take to make sure they meet these, and other, duties under the RRA.

4. Sections 37 and 38 allow employers to take Positive Action where a racial group is under-represented in a particular type of work to provide training to that racial group to help fit them for that work or to encourage them to apply for jobs.

5. Section 5(2) (d) of the RRA allows a job to be restricted to members of a particular racial group in limited circumstances where being of a particular race is a "genuine occupational requirement." For example, where the job provides people of a particular racial group with personal services that promote their welfare, and those services can best be provided by a person of that racial group.

6. Section 35 of the Race Relations Act 1976 allows the provision of facilities and services to members of a particular racial group to meet the special needs of that group in education, training or welfare. This is known as Positive Action.

7. Any employee, regardless of length of service, is entitled to make a claim under the Sex Discrimination Act, Race Relations Act or the Disability Discrimination Act.

Gypsies and Travellers

1. Recent amendments to the Caravan Sites Act 1968 require councils to give four week's notice to occupants of council caravan sites, and in possession proceedings the court has the power to suspend the possession order for up to 12 months.

2. Occupants of council caravan sites now have similar protection from harassment as conventional house dwellers. The owner of a property or her/his agent is guilty of an offence if s/he:

- interferes with the peace or comfort of the occupier or persons residing with her/him, or
- persistently withdraws or withholds services or facilities required for occupation, knowing that this conduct is likely to cause the occupier to abandon the caravan, remove it from the site, or fail to exercise any right or pursue any remedy

3. Section 225 of the Housing Act 2004 means every local housing authority must assess the accommodation needs of Gypsies and Travellers residing in or resorting to their district.

4. An assessment should be carried out as part of the general review of housing needs in their areas. A draft practice guide for assessments is available from the Department of Communities and Local Government.

All Faiths and None Equality

1. Part 2 of the Equality Act 2006 came into force on 30 April 2007. It makes it unlawful for providers of goods and services, and public authorities, to discriminate on the grounds of religion or belief. Exceptions apply to religious organisations and some charities and schools.

2. The Employment Equality (Religion or Belief) Regulations 2003 protects employees and job applicants from any act of discrimination, victimisation or harassment on the grounds of religion or belief.

3. Religion or belief is defined as being any religion, religious belief or philosophical belief that is similar to a religious belief.

4. Discrimination will not be unlawful where being of a particular religion or belief is a genuine and determining occupational requirement.

5. Positive Action measures may be allowed for training and encouraging job applications to prevent or compensate for a disadvantage experienced by people with a particular religion or belief.

6. The Race Relations Act 1976 provides limited protection against religious discrimination for religious groups that have the same ethnic origins as religion, for example, Jews and Sikhs. Other faith groups can claim indirect racial discrimination if many people from a particular ethnic group are affected.

7. In 2001, the Crime and Disorder Act 1998 was changed to recognise when crimes are motivated by religious discrimination.

Sexual Orientation Equality

1. From 30 April 2007 the Equality Act (Sexual Orientation) Regulations 2007 made it unlawful for the providers of goods and services, and public authorities, to discriminate on the grounds of sexual orientation.
2. The Employment Equality (Sexual Orientation) Regulations 2003 protect employees and job applicants from discrimination, victimisation or harassment on the grounds of sexual orientation.
3. Discrimination will not be unlawful if being of a particular sexual orientation is a genuine and determining occupational requirement.
4. Positive Action measures may be allowed for training and encouraging job applications to prevent or compensate for disadvantages experienced by people of a particular sexual orientation.
5. The Civil Partnership Act 2004 created a new legal relationship of civil partnership which is formed by two people of the same sex signing a registration document. It provides same sex couples who form such partnerships equal treatment with married couples.

Transgender Equality

1. Transgender people are protected under the Sex Discrimination Act (as amended in 1999).
2. The Sex Discrimination (Gender Reassignment) Regulations 1999 protects the rights of people who intend to undergo, are undergoing, or have undergone gender reassignment by stating, for example, that employers must not treat such employees less favourably than other employees.
3. The Gender Recognition Act 2004 became law on 4 April 2005. It allows transsexuals to gain legal recognition in their acquired gender. Once issued with a gender recognition certificate, transsexuals will have the right to marry and obtain a birth certificate in their acquired gender and obtain state benefits like anyone else of that gender.

Human Rights

Article 14 of the European Convention on Human Rights gives people the right to enjoy their other human rights without discrimination on such grounds as sex, race, colour, language, or religion.

Anti-Harassment

1. Harassment in the workplace is outlawed on the grounds of age, disability, gender, race, religion or sexual orientation.
2. Under the Crime and Disorder Act 1998, police forces and local authorities must form community safety partnerships that will tackle crime at a local level. Local authority community safety officers must work with the wider community and partnership agencies, to carry out crime and disorder audits every three years and produce crime reduction strategies. Section 1 also

allows anti-social behaviour orders to be used in cases of harassment. The Act created new "racially aggravated offences" such as assault, grievous bodily harm, criminal damage and public order offences which carry significantly higher penalties than similar offences with no element of racial aggravation.

3. The Anti-Terrorism, Crime and Security Act 2001 amended the Crime and Disorder Act to change "racially aggravated criminal offences" into "racial or religiously aggravated criminal offences".

An offence becomes religiously aggravated where the hostility is based on the victim's membership of a religious group.

4. Section 146 of the Criminal Justice Act 2003 came into effect in April 2005, empowering courts to impose tougher sentences for offences motivated or aggravated by the victim's disability or sexual orientation.

5. The Protection from Harassment Act 1997 and the Public Order Act 1986. These Acts are intended to deal with harassment and intimidating behaviour that causes distress. The Protection from Harassment Act makes it illegal to harass another person or make another person fear that violence will be used against them. Victims can obtain injunctions to prevent further harassment or intimidation and can claim damages. The Public Order Act makes it an offence to cause harassment, alarm or distress or intentionally cause another person to fear that violence will be used against them. It also allows for extra penalties for crimes which are found to be racially motivated. The Act also makes it an offence to stir up racial hatred. The Racial and Religious Hatred Act 2006 has extended this to cover stirring up religious hatred. Fixed-penalty notices under Section 5 of the Public Order Act 1986 allow the police to issue an £80 ticket for causing harassment, alarm or distress. The police may also issue a £40 ticket for throwing fireworks and being drunk and disorderly (S. 80 Explosives Act 1875). These powers can be used to stop some kinds of hate crime, and it is important that people are supported to give evidence.

6. Action for Justice and the Youth Justice and Criminal Evidence Act 1999. Police forces must direct resources to set up and support specialised units to identify and support vulnerable witnesses.

Specialist and criminal justice agencies must work together to plan how they will make sure there is equal access to legal action and compensation for people with learning difficulties and for other vulnerable witnesses.

7. The Stephen Lawrence Enquiry (McPherson Report) 1998.

The effect of the McPherson report on local authorities and the police service as a whole should not be underestimated. The police must take specific action to 'increase trust and confidence in policing among black and minority ethnic communities'. The police also have a responsibility to make sure that people who are at risk of becoming victims of hate crime or other kinds of crime are supported by a community project, or are in contact with the police to provide better protection from specifically targeted crime. The police should monitor the policies and procedures set up to prevent and respond to hate crime, such as making sure people who see harassment report it even though they are not the victim (third-party reporting), and better recording and monitoring.

Appendix 2: The Disability Discrimination Act – Definition of Disability

Within the Act, disability is defined as:

“A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.”

“Impairment”

The definition covers physical and mental impairments. These include:

- physical impairments affecting the senses, such as sight and hearing
- mental impairments including learning disabilities and mental illness

“Substantial”

For an effect to be substantial, it must be more than minor. The following are examples that are likely to be considered substantial:

- inability to see moving traffic clearly enough to cross a road safely
- inability to turn taps or knobs
- inability to remember and relay a simple message correctly

“Long-term”

These are effects that:

- have lasted at least 12 months, or
- are likely to last at least 12 months, or
- are likely to last for the rest of the life of the person affected

Long-term effects include those that are likely to recur. For example, an effect will be considered to be long-term if it is likely both to recur, and to do so at least once beyond the 12-month period following the first occurrence.

“Day-to-day activities”

Day-to-day activities are normal activities carried out by most people on a regular basis, and must involve one of the following broad categories:

- mobility - moving from place to place
- manual dexterity - for example, use of the hands
- physical co-ordination
- continence
- the ability to lift, carry or move ordinary objects
- speech, hearing or eyesight
- memory, or ability to concentrate, learn or understand
- being able to recognise physical danger

The Government has issued guidance, under the Act, about whether an impairment has a substantial or long-term effect. This guidance does not in itself impose legal obligations on an employer or service provider, but a tribunal or court must, when considering a complaint about discrimination, take into account any of the guidance that appears to be relevant.

Impairments/ Conditions which are excluded

The following conditions are not to be treated as impairments for the purpose of the Act:

- Addiction to or dependency on alcohol, nicotine or any other substance (unless the addiction resulted from the substance being medically prescribed)
- Seasonal allergic rhinitis (e.g. hay fever) except where it aggravates the effect of another condition
- A tendency to set fires
- A tendency to steal
- A tendency to physical or sexual abuse of others
- Exhibitionism
- Voyeurism

Particular cases or conditions

Severe disfigurements

The Act's definition treats severe disfigurements as disabilities, although they have no effect on a person's ability to carry out normal day-to-day activities.

If, however, the disfigurement consists of a tattoo which has not been removed, non-medical body piercing, or an object attached through such a piercing, regulations have the effect of ensuring that this would not be treated as a disability.

Impairments helped by treatment or artificial aids

Medication or equipment (such as an artificial limb) which helps an impairment, is not taken into account when considering whether an impairment has a substantial effect. For example, a person who wears a hearing aid to improve their hearing is considered to have the hearing loss that would exist without the use of the aid. An exception is when people wear glasses or contact lenses - it is the effect on the person's vision, while wearing their glasses or contact lenses that is considered. If, however, the treatment is likely to cure the impairment, this should be taken into account in assessing whether the impairment is long-term.

Progressive conditions

The Act covers progressive conditions where impairments are likely to become substantial. Examples of progressive conditions include:

- Cancer
- HIV infection
- Multiple sclerosis
- Muscular dystrophy

The Act covers people with these conditions from the moment that there is a noticeable effect on normal day-to-day activities, however slight. For example, a person with multiple sclerosis would be covered from the time they first developed symptoms that affect their ability to carry out normal day-to-day activities. They would not be covered just because the illness had been diagnosed.

Genetic predispositions

The Act does not cover people with a gene that causes a disability unless they develop the disability. For example, people with the gene that causes Huntington's chorea are not covered if they do not have the condition. People are covered as soon as the first effects on normal day-to-day activities appear.

Past disabilities

The definition covers people who have had a disability in the past. If a person once had a disability which is covered by the Act, they are still protected if they have recovered. This applies even if they recovered before the Act came into force.

Registered disabled people

Any person registered as a disabled person under the Disabled Persons (Employment) Act 1944, or the Disabled Persons (Employment) Act (Northern Ireland) 1945, on both 12 January 1995 when the legislation was first introduced into Parliament and the date when the employment rights start is covered by the Act for three years, is to be treated as having a disability, for the purposes of the Act, for three years from the latter date. They do not have to prove they meet the new definition of disability for this three year period.

Babies and children under the age of six

It may be difficult to see the effects of an impairment on a baby or young child and thus determine if he or she is disabled. However, a young child with an impairment will be treated as disabled under the Act if someone over the age of six with such an impairment would normally be covered by the Act.

Appendix 3: Equality – Local and National Information

Age:

There will be an increased demand for higher education due to an approximate 18% rise in the 20-29 age groups between 2004 and 2026. The DCIS predict net migration for North Devon at 500 people/ year. These figures have been distributed across age ranges in accordance with regional population structures. As with all projections, accuracy cannot be guaranteed.

Table 1: Age Structure in 2001 (actual population)

Age	North Devon		County		National		UK*	
0-14	15,452	17.66	184,594	17.3	9,277,814	18.88	11,091,000	18.85
15-29	13,167	15.03	180,255	17.05	9,253,983	18.84	11,073,000	18.82
30-44	17,169	19.62	216,979	20.4	11,127,511	22.65	13,291,000	22.59
45-64	24,070	27.51	277,804	25.41	11,671,523	23.75	14,024,000	23.84
65+	17,650	20.17	215,287	19.85	7,808,000	15.89	9,358,000	15.9
Overall	87,508	100%	1,074,919	100%	49,138,831	100%	58,837,000	100%

Source: 2001 Census1 (*UK figures based on 2001 mid-year estimate)

Table 2: 2005 Mid-year Population Estimates

Age	North Devon		County		National		UK	
	Actual	%	Actual	%	Actual	%	Actual	%
0-4	4,500	4.99	53,200	4.79	2,893,200	5.74	3,427,500	5.69
5-9	5,100	5.65	59,800	5.39	2,981,500	5.91	3,560,500	5.91
10-14	5,800	6.43	67,300	6.06	3,187,300	6.32	3,821,300	6.35
	15,400		180,300		9,062,000			
15-19	5,700	6.32	71,900	6.48	3,305,500	6.55	3,964,700	6.58
20-24	4,100	4.55	69,700	6.28	3,264,500	6.47	3,906,200	6.49
25-29	3,800	4.21	53,200	4.79	3,167,800	6.28	3,734,600	6.20
	13,600		194,800		9,737,800			
30-34	4,900	5.43	61,700	5.56	3,533,600	7.01	4,162,000	6.91
35-39	6,000	6.65	75,800	6.83	3,918,000	7.77	4,643,200	7.71
40-44	6,300	6.98	78,800	7.10	3,854,300	7.64	4,602,400	7.64
	17,200		278,000					
45-49	6,100	6.76	73,300	6.60	3,363,200	6.67	4,042,200	6.71
50-54	6,000	6.65	71,400	6.43	3,051,500	6.05	3,670,300	6.10
55-59	7,200	7.98	82,100	7.40	3,267,300	6.48	3,911,700	6.50
60-64	6,100	6.76	68,900	6.21	2,585,700	5.13	3,114,100	5.17
	25,400		295,700					
65-69	5,100	5.65	59,200	5.33	2,250,000	4.46	2,711,400	4.50
70-74	4,400	4.88	51,600	4.65	1,941,400	3.85	2,337,000	3.88
75-79	3,700	4.10	44,900	4.05	1,626,400	3.22	1,947,100	3.23

80-84	3,000	3.33	36,100	3.25	1,243,300	2.47	1,477,400	2.45
85-89	1,500	1.66	19,200	1.73	639,800	1.27	765,200	1.27
90+	900	1.00	12,000	1.08	357,300	0.71	410,700	0.68
	18,600		223,000					
Overall	90,200	100	1,109,900	100	50,431,700	100	60,209,500	100

Source: Office for National Statistics

Table 3 shows the 2004-based national projection by the Government Actuary's Department (GAD). It provides the latest national projection, benefiting from the 2001 Census of Population. These latest national projections indicate an overall population growth of approximately 6.8 million over the 2004 – 2029 periods.

Table 3: Estimated and Projected Population Age Structure, UK (actual population)

Ages	2004	2009	2014	2019	2024	2029
0- 4	3,389,000	3,521,000	3,509,000	3,585,000	3,603,000	3,550,000
5- 9	3,608,000	3,408,000	3,537,000	3,526,000	3,602,000	3,621,000
10-14	3,870,000	3,625,000	3,423,000	3,552,000	3,541,000	3,617,000
15-19	3,921,000	3,937,000	3,691,000	3,490,000	3,619,000	3,608,000
20-24	3,800,000	4,193,000	4,190,000	3,945,000	3,745,000	3,875,000
25-29	3,658,000	4,079,000	4,405,000	4,404,000	4,160,000	3,961,000
30-34	4,279,000	3,790,000	4,168,000	4,494,000	4,494,000	4,251,000
35-39	4,690,000	4,330,000	3,826,000	4,203,000	4,529,000	4,530,000
40-44	4,502,000	4,687,000	4,320,000	3,820,000	4,197,000	4,522,000
45-49	3,944,000	4,467,000	4,644,000	4,282,000	3,789,000	4,164,000
50-54	3,696,000	3,882,000	4,394,000	4,570,000	4,216,000	3,733,000
55-59	3,878,000	3,602,000	3,785,000	4,289,000	4,466,000	4,123,000
60-64	3,021,000	3,719,000	3,463,000	3,645,000	4,139,000	4,315,000
65-69	2,695,000	2,848,000	3,524,000	3,293,000	3,475,000	3,955,000
70-74	2,339,000	2,463,000	2,633,000	3,276,000	3,075,000	3,256,000
75-79	1,934,000	1,987,000	2,153,000	2,333,000	2,925,000	2,760,000
80-84	1,501,000	1,468,000	1,565,000	1,752,000	1,933,000	2,446,000
85-89	703,000	932,000	957,000	1,068,000	1,247,000	1,408,000
90-94	324,000	310,000	439,000	481,000	570,000	700,000
95-99	76,000	89,000	90,000	139,000	166,000	211,000
100 +	9,000	12,000	15,000	17,000	28,000	39,000
Overall	59,835,000	61,351,000	62,731,000	64,166,000	65,519,000	66,644,000

Source: GAD 2004-based Population Projections

Table 4 also shows the estimated age structure of the national population from 2004 to 2029, with a proportionate reduction in numbers of children and young adults and a growth in numbers of adults aged 65 and over, and particularly in age groups aged 80 and over.

Fertility rates have fallen, such that fewer births have occurred in recent decades. These recent relatively low levels of fertility are assumed to continue into the future in current projections. By contrast, international migration has modified considerably in the last two decades. A pattern of net out-migration in the first half of the 1980's has shifted to one of net inward migration, with net immigration levels in excess of 100,000 per annum being recorded from the mid 1990's

onwards. Consequently, the national projections now assume net international migration levels in excess of 100,000 per annum. This process is mainly drawing in young adults.

As a result of these processes, Table 4 shows that not only is the number of people increasing, but that the number of adults is increasing faster still. Moreover, the adult population is getting older. The number of those aged 60-74 is set to steadily increase from a little over 8 million in 2004 to 11.5 million in 2029, whilst numbers of over 75's are anticipated to grow considerably, almost by a factor of 1.75 between 2004 and 2029, from 4.5 million to 7.5 million.

Table 4: Estimated and projected population age structure, UK (%)

Ages	2004	2009	2014	2019	2024	2029
0- 4	5.66	5.74	5.59	5.59	5.50	5.33
5- 9	6.03	5.56	5.64	5.50	5.50	5.43
10-14	6.47	5.91	5.46	5.54	5.40	5.43
15-19	6.55	6.42	5.88	5.44	5.52	5.41
20-24	6.35	6.83	6.68	6.15	5.72	5.81
25-29	6.11	6.65	7.02	6.86	6.35	5.94
30-34	7.15	6.18	6.64	7.00	6.86	6.38
35-39	6.98	6.82	7.15	7.10	6.71	6.33
40-44	7.14	6.97	7.41	7.37	6.92	6.49
45-49	7.30	7.13	7.66	7.64	7.14	6.66
50-54	7.46	7.29	7.92	7.91	7.36	6.82
55-59	7.62	7.45	8.17	8.18	7.58	6.98
60-64	7.78	7.61	8.43	8.45	7.79	7.14
65-69	7.94	7.76	8.68	8.72	8.01	7.31
70-74	8.11	7.92	8.94	9.00	8.23	7.47
75-79	8.27	8.08	9.19	9.27	8.45	7.63
80-84	8.43	8.24	9.45	9.54	8.66	7.80
85-89	8.59	8.40	9.70	9.81	8.88	7.96
90-94	8.75	8.55	9.96	10.08	9.10	8.12
95-99	8.91	8.71	10.21	10.35	9.32	8.29
100 +	9.07	8.87	10.47	10.63	9.54	8.45
Overall	100	100	100	100	100	100

Source: GAD 2004-based Population Projections

Table 5: Range of Qualifications

Number of people aged between 16 – 74	North Devon		Regional		National	
	Actual	%	Actual	%	Actual	%
No Qualifications	18,432	29.55	925,440	26.18	10,251,674	28.85
Level 1 Qualifications	11,660	18.69	627,115	17.74	5,909,093	16.63
Level 2 Qualifications	13,458	21.57	757,397	21.43	6,877,530	19.36
Level 3 Qualifications	4,429	7.10	304,889	8.63	2,962,282	8.34
Level 4 / 5 Qualifications	9,152	14.67	665,869	18.84	7,072,052	19.90
Other qualifications: Level unknown	5,253	8.42	253,748	7.18	2,459,460	6.92
Overall	62,384	100	3,534,458	100	35,532,091	100

Source: Neighbourhood Statistics

The incidence suggests that individuals pursuing higher qualifications are more likely to leave the area, with those not going on to study A-levels more likely to stay locally. The result is a skills gap in the work force. This is reflected in the population profile for North Devon and Torrridge (table 3) which demonstrates a relative shortfall in the proportion of young adults (ages 20-44).

Age Group	North Devon	Devon	England and Wales
0-15	16,550	127,454	10,488,736
16-74	62,384	503,212	37,607,438
75 +	8,574	73,827	3,945,742

Disability:

Information	North Devon	Devon	England & Wales
Population	87,508	704,493	52,041,916
People who have a limiting long term illness	16,377 18.7%	133,756 19%	9,484,856 18.2%
People of a working age (16-74) who are permanently sick or disabled	3,124 5%	23,416 4.7%	2,076,243 5.5%

There are an estimated 11 million adults with a disability in the UK (1 in 5 of the total adult population) and 770,000 children with a disability. Many people with a disability often have less obvious or non-visible impairments.

The Rural Housing Needs Survey for North Devon surveyed a large sample of the population within North Devon to identify current and future housing needs. It identifies the following care needs for the district:

- 13.1% of households indicated that someone within their household was disabled. When extrapolated this figure would suggest that a total of 2,625 households in rural North Devon include persons with a disability;
- 16.7% of households indicated that someone in the household suffered from a long-term illness, which extrapolates to 3,315 rural households including persons with long-term illness;
- 3.4% of households indicated that a member of the household paid for special care, extrapolating to 675 households in rural North Devon

The Urban Housing Needs and Wants Survey complements the Rural Housing Needs Survey for North Devon and surveyed the other half of the District.

It identifies the following care needs for the district:

- 21.3% of households indicated that someone within their household was disabled. When extrapolated this figure would suggest that a total of 4,086 households in urban North Devon contain persons with a disability
- The most frequently reported disability factor was physical impairment (41.1% of cases) followed by long-standing illness/poor health (33.9%), mental health (9.2%), learning disabilities (8.2%) and sensory impairment (6.8%)
- 7.7% indicated that a member of the household required special care, extrapolating to 1,485 people in urban North Devon

Gender:

There are approximately 60.2 million people living in the UK with 49% being men and 51% female, however more males than females are born each year. The following table shows the break down of the population.

Information	North Devon	Devon	England & Wales
Population	87,508	704,493	52,041,916
Males	42,489	340,013	25,325,926
Females	45,019	364,480	26,715,990

(Census 2001)

From the total of 60.2 million, approximately 29 million are of working age.

People of Working Age (16-64 years)			
	Full Time	Part Time	Total
Male	13.93m (89%)	1.72m (11%)	15.65m (54%)
Female	7.65m (57%)	5.7m (43%)	13.35m (46%)
Total	21.57m (74%)	7.42m (26%)	28.99m

The table shows that although the number of men and women who are in work are relatively equal there is a significant difference in their patterns of work.

Sexual Orientation:

Information	North Devon	South West	England
All people aged 16 and over in households	69,182	3,882,983	38,393,304
Living in same-sex couple	90	7,018	75,746

Religion/ Belief/ No Belief:

Information	North Devon	Devon	England & Wales
Population	87,508	704,493	52,041,916
Christian	65,725	527,209	37,338,486
Buddhist	150	1,694	144,453
Hindu	44	337	552,421
Jewish	53	652	259,927
Muslim	157	1,496	1,546,626
Sikh	37	175	329,358

Other	292	2,808	150,720
No religion	13,955	114,498	7,709,267
Religion not stated	7,095	55,624	4,010,658

Race:

In North Devon, there is only a 2% chance that any two people chosen at random will be from different ethnic groups compared to a national average of 17%. The table below provides information on the ethnic groups of the population of England, Devon and North Devon.

Ethnic Group	% of population		
	North Devon	Devon	England
White	99.1	98.9	90.9
White: British	97.58	96.98	86.99
White: Irish	0.43	0.48	1.27
White: Other	1.04	1.42	2.66
Mixed	0.4	0.5	1.3
Mixed: White and Black Caribbean	0.13	0.12	0.47
Mixed: White and Black African	0.04	0.05	0.16
Mixed: White and Asian	0.14	0.17	0.37
Mixed: Other	0.1	0.14	0.31
Asian Or Asian British	0.2	0.2	4.6
Asian or Asian British: Indian	0.11	0.09	2.09
Asian or Asian British: Pakistani	0.03	0.03	1.44
Asian or Asian British: Bangladeshi	0.07	0.04	0.56
Asian or Asian British: Other Asian	0.03	0.06	0.48
Black Or Black British	0.1	0.1	2.3
Black or Black British: Caribbean	0.03	0.04	1.14
Black or Black British: African	0.04	0.06	0.97
Black or Black British: Other	0.02	0.02	0.19
Chinese Or Other Ethnic Group	0.2	0.3	0.9
Chinese or other ethnic group: Chinese	0.13	0.19	0.45
Chinese or other ethnic group: Other ethnic group	0.09	0.12	0.44

Most groups have increased significantly in North, Mid and East Devon over the last 15 years and there was an overall increase of 53% between 1991 - 2001. The Black African group more than doubled, the Bangladeshi group grew by 74% and the Pakistani and Chinese groups increased by over 50% each over this period.

The Commission for Racial Equality's fact file on 'Ethnic Minorities in Great Britain'² indicates that non-white population of Great Britain tends to be younger than its white population reflecting past immigration and higher birth rates. In view of the ageing population profile for North, Mid and East Devon, it would appear that the local non-white population would be significantly younger than the local white population.

In the 2001 census, 6.7 million people in Great Britain (11.8% of the total population) were from ethnic minorities and of these, 4.6 million (8.1%) were from non-white ethnic minorities. Indian made up 1.8% of the total population of Great Britain in 2001 and formed the single largest ethnic minority group. They were followed by Pakistani (1.3%), White Irish (1.2%) and people from Mixed Ethnic backgrounds (1.2%), Black Caribbean (1%), Black African (0.8%) and Bangladeshi (0.5%).



Single Equality Scheme 2009–2012

To obtain a copy of the document in an alternative format (for example, large print, Braille or audio) or in a language of your choice, please contact:

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Foreword

As the main provider of education and training in the regions, Petroc has an important role to play in building strong and confident communities that are cohesive, built on a culture of respect, integrity and humanity.

We believe that quality of provision and equality of opportunity are the warp and weft that make up the tapestry of everything we do and intend to do in the future.

This Single Equality Scheme sets out how we intend to deliver the statutory duties for Race, Disability and Gender equality as well as seeking to address the broader equality agenda to ensure that our commitments to the inclusivity agenda are met.

In order to deliver a 'world-class' education and training that meets the needs and aspirations of our communities, we recognise that people are increasingly diverse and define themselves by more than a single characteristic. This is why we have taken the decision to produce a Single Equality Scheme - one that increasingly supports our inclusivity agenda and enhances our ability to address crossing cutting themes between each equality strand.

The Action Plans illustrate how our commitment to equality will be realised. These Action Plans have incorporated all of the outstanding commitments and achievements from our original Race, Disability and Gender Equality Policies and Schemes.

We believe that this Scheme will be instrumental for allowing us to inculcate a culture of openness and accommodation of all, and rather than seeing it as a standard for uniform agreement, it will further promote mutual respect and understanding.

We recognise that this Scheme is a working document which will respond to the changes and needs of the time. We therefore welcome any comments and suggestions related to the Scheme or of your experience at Petroc which will further enable us to improve our performance in reaching our vision for Equality.

David Dodd

Principal

Chapter 1

INTRODUCTION

Petroc is a highly successful and expanding institution delivering further and higher education to a broad geographical community in one of the most attractive areas of England.

On 1st August 2008, North Devon College merged with East Devon College, based in Tiverton, to create a £35 million institution serving nearly 1500 square miles of rural Devon.

Petroc is central to the economic, social and cultural needs of North, East and Mid Devon, and Torridge and its surrounding communities and has an exciting vision for the future. Petroc prides itself on its forward thinking, enthusiastic and diverse staff that make the College a vibrant and friendly place that is both flexible and supportive for all.

Over 20,000 student enrolments take place each year with ages ranging from 14 to 80+ years. With a staff headcount of approximately 1150 employees, the College is one of the largest employers within its geographical area and plays an important part in the local economy.

Between them, both colleges deliver significant provision across all Learning and Skills Council programme areas (except agriculture) in a wide range of academic, vocational, work based, recreational and Higher Education (in collaboration with the University of Plymouth) subjects. The College also has provision for NEET under the E2E programme for young learners.

Our students come from all parts of North, East and Mid Devon and Torridge areas, North East Cornwall and, through distance learning, areas beyond. Strong links are maintained with all schools and community colleges through 14-16 activity, post 16 opportunities as well as other institutions so as to ensure comprehensive provision for both young people and adults in the area.

In recent years, the delivery of education and training for employers has expanded very rapidly making the College one of the largest providers in the South West of England.

In November 2006, The Office for Standards in Education (OFSTED) recognised the achievements of North Devon College and placed it as one of the best in the country by grading the College as 'Outstanding' or Grade 1 in all of the five areas in which it was assessed.

LOCATION

The College's direct provision is delivered mainly from the Sticklepath site in Barnstaple and Bolham Road site in Tiverton. However, the College has a number of leased off-site premises which are used for other specialist purposes in Barnstaple, Exmouth, Honiton, Holsworthy and Bude areas. The College premises have been developed in six phases (1952, 1963, 1970, 1974, 2002 and most recently in 2004).

AS AN EQUAL OPPORTUNITIES EMPLOYER

We are passionate about equality and diversity because it helps us to create a learning and working culture that everyone enjoys being a part of. People are respected and valued for who they are. We are a community where we can belong and participate.

Equality and diversity is at the heart of everything we do and what we represent. To this end, the purpose of this Scheme is to provide equality and fairness for all and eliminate all forms of discrimination on the grounds of age, disability, gender, race, sexual orientation, all faiths and none, transgender status/ identity and social or economic background.

We recognise the benefits of having a diverse community of staff and we will continue to establish our reputation as an equal opportunities employer.

All employees will be treated fairly and with respect. Selection for employment, promotion, training or any other benefit will be on the basis of aptitude and ability. All employees will be supported and encouraged to develop their full potential, and the talents and resources of our workforce will be fully utilised to maximise the efficiency of the organisation.

OUR COMMITMENT

- To create an environment in which individual diversity and the contributions of all our staff are recognised and valued
- Every employee is entitled to a work culture that promotes dignity and respect for all. No form of intimidation, bullying or harassment will be tolerated
- Training, development and progression opportunities are available to all staff
- Equality is good management practice and makes sound business sense
- This Scheme and our commitment to it is fully endorsed by the Corporation's Board of Governors and Senior Management Team

OUR VISION

'To be an outstanding College at the centre of an outstanding community'

OUR MISSION

'To drive forward educational, economic and cultural success by continually raising the aspirations, knowledge and skills of individuals, communities and businesses.'

OUR VALUES

We recognise that in realising our aspirations it is imperative that the manner in which we go about our business is reflected in our own values.

Our Overall Strategic Goals:

- Achieve recognition as outstanding
- Meet the needs of people in our communities
- Encourage everyone to be a learner for life
- Raise the aspirations of our communities
- encourage and support entrepreneurial spirit in our region

Strategic principles:

- Be everywhere and anywhere;
- Have a broad view of learning, without compromising standards and quality;
- Work within a framework of robust and effective business planning

The values and principles that guide the College are intrinsic to the delivery of a world-class education and training for our diverse communities. We also recognise that the range of stakeholders we rely upon to support the realisation of our objectives are equally diverse.

RESPONSIBILITY AND ACCOUNTABILITY

The Governing Body designates the Director for Learners as having overall responsibility for Equality, Diversity and Inclusion.

The Assistant Director for the Directorate for Learners is responsible for ensuring that the Scheme is put into action throughout the College. The Assistant Director will oversee the annual reporting arrangements and the EDI monitoring reports covering both students and staff.

The Equality, Diversity and Inclusion Coordinator is the designated person responsible for providing professional advice and guidance on EDI issues, monitoring the operation of EDI related policies, devising and managing EDI initiatives and projects, and providing regular reports to the Corporation.

Actions that are allocated to the relevant Directors/ Heads of School across the Corporation will be responsible for carrying these out and reporting on progress.

THE EQUALITY, DIVERSITY AND INCLUSION (EDI) COMMITTEE

The EDI Committee will manage, oversee and assume responsibility for the implementation of the Scheme. The Team will monitor and review its effectiveness and propose developments for future schemes.

A member from Senior Management will head the Implementation Team. This working group will be formed with cross college representatives, students and trades union members.

The Team will be instrumental in promoting and embedding the principles of equality throughout the organisation. It will actively seek to raise the profile and importance of issues relating to equalities for students, staff and the community.

TRAINING

We provide mandatory EDI Training for all new staff as part of their induction programme. The training is prepared and delivered by the EDI Coordinator and is evaluated.

A new suite of bespoke training programmes will be developed addressing specific equality topics, and delivered to target audiences, for instance, Equality Impact Assessment Training for all Directors and Managers.

DISCRIMINATION AND NON-COMPLIANCE

The College regards incidents of discrimination and harassment very seriously and as possible grounds for disciplinary action.

It is the responsibility of all employees and learners to uphold our commitment to equality and diversity.

All members of staff are required to become familiar with and understand the contents of this Scheme and other related policies.

The College endeavours to provide an environment which is safe and supportive. Where problems relating to the operation of this Scheme occur, staff and students are advised to contact the EDI Coordinator for further advice and guidance.

If a public authority does not comply with a General Duty, then a person or a group of people with an interest in the matter, or the EHRC, can ask the High Court for a Judicial Review.

If a public authority does not comply with a Specific Duty, the EHRC can serve a compliance notice and subsequently apply to the county court for an order requiring compliance. If the court makes an order, the authority may be in contempt of court if it does not obey it.

THE ACTION PLANS

This Scheme incorporates all the equality strands and their associated Action Plans covering the academic years from September 2009 to September 2012.

The Action Plans are based upon three key areas that provide the framework for detailing the objectives that the College will set and the actions it will be taking over the next three years.

In summary, the key themes and objectives are:

- Promoting equality of opportunity
- Eliminating discrimination and related harassment
- Encouraging participation in college life

Our Action Plans have been informed by:

- What the stakeholders have communicated through consultations and involvement
- The Corporation's objectives, priorities and targets
- The legal requirements for each of the respective equality strands

The Action Plans will be consulted upon and updated annually to record developments and achievements.

REVIEWING AND REPORTING ON THE SINGLE EQUALITY SCHEME AND ACTION PLANS

To meet its legal obligation, the Single Equality Scheme will be reported on annually and reviewed every three years.

The annual report will summarise the actions taken to implement the Scheme and will include a review of progress to date and refinement of the objectives as appropriate.

To achieve a more coherent approach across the strands, we will align the annual reporting for Race, Disability and Gender at the end of every calendar year in December.

The three year review will include an assessment of progress to date and a detailed consideration of whether the objectives and impact assessment process are effective and appropriate.

Effectiveness and progress will be evidenced by including information gathered, the results of impact assessments and any feedback from stakeholders on the efficacy of the first three year scheme.

This Scheme now supersedes previous schemes and/ or policies and the reviewing and reporting will be as follows:

	Introduced	Reporting		Reviewing
Single Equality Scheme	2009	2010	2011	2012

PUBLISHING THE SCHEME

The Scheme and all related documentation such as action plans, reviews, annual reports and impact assessment results will be made available in print and online.

At least one hard copy of a particular document will be kept at the Guidance Centre.

The Scheme and its related documentation can be made accessible upon request.

If you would like a copy in an alternative language or format such as Braille, audio CD or cassette, easy Read or large print, please visit our website or contact the Guidance Centre.

Inclusive Equality Action Plan – All Strands

LEADING SUSTAINABLE EDI EXCELLENCE

OBJECTIVES (What are we going to do?)	ACTION (How will we do it?)	RESPONSIBLE (Who will do it?)	TIME SCALE (When will we do it?)	OUTCOMES & OUTPUTS (What do we want to achieve?)
Establish one unified, strategic Equality Scheme across the whole organisation	Prepare a draft Scheme Carry out extensive consultations and involvement across all Equality strands with students, staff and external individuals/ groups Develop, publish and promote the Corporation’s Single Equality Scheme Prepare ‘Easy Read’ version of Scheme	Directorate for Learners	2009	Efforts and improvements are made to: Embed Principles of Equality throughout the organisation Meet Legal obligations in relation to our Equality Duties
Gain support and commitment from all stakeholders	Communicate introduction of new Scheme to staff and promote through existing staff meeting structures Communicate introduction of new Scheme to students and promote through existing structures Use appropriate media, e.g. E-mail all students	Directorate for Learners	Spring 2010	Efforts and improvements are made to: Raise awareness of the Scheme Gain commitment and support

<p>Develop and support mechanisms to implement the Scheme</p>	<p>Prepare Terms of Reference for establishing new EDI Committee</p> <p>Establish new EDI Committee with cross college representation</p> <p>Progress Reviews overseen by EDI Committee</p> <p>Progress Reports presented to EDI Committee before being published using a variety of media</p> <p>Annual Reviews prepared to demonstrate progress achieved in implementing the SES</p> <p>Recommendations from EDI Committee to be incorporated into subsequent Action Plans</p>	<p>Directorate for Learners EDI Committee</p>	<p>2009 – 2012</p>	<p>Efforts and improvements are made to: Communicate progress in reviewing and implementing the Scheme</p> <p>Widen representation to ensure Scheme is implemented and Equality Duties are met</p> <p>Updated the SES and keep it relevant</p>
<p>Secure and promote the College's commitment to EDI</p>	<p>Governors, Principalship and SMT to publically endorse and visibly support our commitment to EDI</p>	<p>Principalship Governors SMT Directorate for Learners EDI Committee</p>	<p>Spring 2010</p>	<p>Efforts and improvements are made to: Demonstrate visible and public commitment from Leadership</p>

MANAGING EQUALITY AND DIVERSITY

OBJECTIVES (What are we going to do?)	ACTION (How will we do it?)	RESPONSIBLE (Who will do it?)	TIME SCALE (When will we do it?)	OUTCOMES & OUTPUTS (What do we want to achieve?)
Establish and maximise equality monitoring systems to meet Equality Duties across Employment and Service Delivery	Produce 'Monitoring' Guidance Disseminate and implement Guidance	Directorate for Learners Human Resources CIS	Spring 2010	Efforts and improvements are made to: Systemise Monitoring for Equality Meet Legal duties Capture accurate information
Improve the response to the requirement to collect monitoring data	Coordinate information campaign as to why we monitor for Equality	Directorate for Learners	Summer 2010	Efforts and improvements are made to: Respond to requests for Equality Monitoring Enhance understanding and improve corporation to provide equality information for monitoring
Produce accurate EDI profile of staff	Prepare and carry out EDI Staff Survey Consider extending the Monitoring data to include all Equality strands Update all Monitoring staff data Disseminate Monitoring information to staff Take appropriate action identified from staff monitoring	Directorate for Learners Human Resources CIS	Winter 2010	Efforts and improvements are made to: Achieve accurate, up-to-date EDI profile of staff Use intelligence to improve equality of service delivery and employment Consider the impact on Equality groups Use Data for Impact Assessments Prepare for monitoring upcoming wider equality strands

CREATING AN ANTI-DISCRIMINATORY ORGANISATION

OBJECTIVES (What are we going to do?)	ACTION (How will we do it?)	RESPONSIBLE (Who will do it?)	TIME SCALE (When will we do it?)	OUTCOMES & OUTPUTS (What do we want to achieve?)
<p>Ensure strategic and operational processes do not discriminate, but positively promote equality across all of the equality strands</p>	<p>Prioritise policies, procedures and plans for Impact Assessment through mapping exercise</p> <p>Establish an Impact Assessment mechanism and structure</p> <p>Deliver rolling Impact Assessment within agreed timelines</p> <p>Impact Assessments process will involve:</p> <ul style="list-style-type: none"> • Initial Screening of policy, etc • Full Impact Assessment • Consideration of relevant data • Consultation • Identifying and mitigating any adverse impact • Identifying and promoting any positive impact • Publishing Impact Assessment Report 	<p>Directorate for Learners EDI Committee EqIA Sub Groups</p>	<p>2010 – 2012</p>	<p>Efforts and improvements are made to: Minimise or eliminate adverse/ negative impacts</p> <p>Maximise and promote positive impacts</p> <p>Meet Statutory Specific Duties</p>

<p>Mainstream anti-discriminatory practice across the organisation</p>	<p>Prepare and deliver Impact Assessment training to all relevant staff</p> <p>Organise and coordinate Equality Impact Assessment (EqIA) Sub- Groups</p>	<p>Directorate for Learners Human Resources EDI Committee</p>	<p>Spring 2010</p>	<p>Efforts and improvements are made to: Train all relevant staff</p> <p>Incorporated EqIA training as an essential requirement for all Management/ Team Leader positions</p> <p>Establish EqIA Sub- Groups who report back to the EDI Committee</p>
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Chapter 2

OUR EQUALITY DUTIES

We believe that our Single Equality Scheme represents more than meeting our statutory duties or requirements to comply with anti-discrimination law. It seeks to embrace the essence of the current Equality Duties with the spirit and objectives of the Human Rights Legislation - aiming to support our work towards the elimination of unlawful discrimination; promoting positive relationships between diverse people; and increasing the involvement of people to shape the decisions that affect them.

At present, there are three equality duties covering race, disability and gender equality. They are:

- The Race Equality Duty
- The Disability Equality Duty
- The Gender Equality Duty

The Race, Disability and Gender equality duties have driven improvements in the delivery of public services. The duties have, and are, continuing to support the public sector to consider the way that public services and policy are delivered for disabled people, men and women and black and minority ethnic (BME) communities.

The Equality Duties apply to all public authorities. This includes local authorities, government departments, police and fire authorities, inspectorates and regulatory bodies, and education providers of which we are part of.

We are proud to introduce and incorporate into this Scheme our commitment and associated Action Plans for:

- Age Equality
- Sexual Orientation Equality
- All Faith and None Equality

Even though these three strands do not impose a duty on us to promote equality we believe we should apply the same high standards and expectations across all the areas of equality.

THE STRUCTURE OF THE EQUALITY DUTIES

The Equality Duties are made up of two elements: the General Duties and the Specific Duties. The General Duties apply to all public authorities, and secure general principles concerning the elimination of unlawful discrimination and the promotion of equality and positive relationships.

To supplement the General Duties, certain named public authorities are required to go further and meet Specific Duties. The Specific Duties focus on the arrangements and processes of how public authorities implement their plans for delivery.

We have set out our intentions to consolidate the six equality strands into one Single Equality Scheme. This is to join up and simplify the delivery of the organisation's approach to inclusiveness.

In going forward, we recognise that although the duties have similarities, they have some distinct differences which we intend to reflect in our Scheme.

THE GENERAL DUTIES

The General Duties for equality focus on broad objectives that underpin everything we do as an employer, an education provider and an investor in community development. We appreciate that we are unable to deliver the General Duties alone. Therefore, to maximise our contribution to achieving the General Duties, we will continue to work with our stakeholders towards a consensus approach to the delivery of these General Duties.

In addition to the General Duties, the College is legally required to comply with Specific Duties. These focus on the arrangements and process through which a public authority will achieve equality outcomes. As outlined above, we intend to rationalise our approach to equality into a single scheme. But we also wish to ensure that subtle differences between the requirements in respect of race, disability and gender schemes are fully reflected in the Scheme.

THE SPECIFIC DUTIES

The Specific Duties set out a framework to assist public bodies like ourselves in planning, delivering and evaluating action to meet the General Duties and to report on these activities.

We will ensure that our approach to the Single Equality Scheme builds upon these factors that are common to all of the Specific Duty areas. The Scheme will set out how we will consult with the appropriate stakeholders; monitor and evaluate our performance; and assess the impact of our policies and practices on equality, together with setting out how we intend to report our progress to both internal and external partners.

Similarly, we will ensure that we take action to meet requirements particular to each of the three strands. For example, we will ensure that we involve disabled people in issues that affect them; we will take action to address pay inequalities where they are apparent; and provide appropriate training to our employees to support the delivery of a culturally competent service to all members of our communities.

Chapter 3

MONITORING FOR EQUALITY

Equality monitoring is the process of gathering and analysing data on the equality strands.

The equality strands are:

- Age
- Disability
- Gender – including Transgender status and identity
- Race and Ethnicity
- Faith/ Non Faith
- Sexual Orientation

Equality monitoring can include some or all of these equality strands.

WHY MONITORING IS IMPORTANT

Monitoring is essential in establishing how well an organisation is doing on inclusion and equality, and also in identifying any inequality or discriminatory trends. Monitoring underpins inspection, self assessment reviews, impact assessments, action plans, schemes and strategies. Monitoring information is useful for:

- Highlighting differences in take -up and success between learners
- Tracking recruitment and progression of staff
- Identifying reasons for the differences
- Identifying remedial action
- Reviewing the impact of policies and procedures
- Setting targets
- Making a case for Positive Action
- Supporting evaluation

MONITORING AND REPORTING STRATEGY

Although we have a statutory duty to monitor, gathering information (qualitative and quantitative) is a useful exercise for measuring performance and gauging effectiveness. Analysis of the information collected can suggest how and where we can make further improvements.

To meet our duties on gathering information and monitoring, the College operates systems of data collection which also allows us to cross-reference and disaggregate the information by age, disability, gender and race/ ethnicity. Some of our monitoring systems are already in place, while others need to be introduced or developed further.

Monitoring can:

- Highlight possible adverse impact on some groups
- Investigate their underlying causes
- Remove any unfairness or disadvantage

Monitoring will take place through a variety of systems including, our existing information gathering and progress reviews, Equality Impact Assessments, consultations, compliments, complaints, surveys and annual reports.

Monitoring is much more than data collection; it is an on-going process of information gathering, analysis, asking questions, investigating and making the necessary changes. Therefore, statistical data on students and staff will be collected and analysed and equality action plans will be drawn up to address, and eventually eliminate any barriers or failures raised as a result of the monitoring activity.

We will also be monitoring the effects of the actions we will be instigating to assess if improvements are being realised.

We appreciate that quantitative monitoring is likely to be difficult in relation to sexual orientation and to transsexual identity/ status because of privacy concerns. To address this issue, and to ultimately promote a wider understanding of the advantages of monitoring, we will inform our stakeholders why the information is being collected and make it clear what it will be used for, assuring genuine confidentiality and anonymity at all times.

Chapter 4

CONSULTATION AND INVOLVEMENT

Involvement is crucial for being able to identify and prioritise equality initiatives effectively. By working in partnership with all our stakeholders, we will be in a stronger position to produce action-focused Equality Schemes.

We will seek the support of local statutory and voluntary partners in our approaches to involvement as well as establishing purposeful involvement with the regional Equality and Human Rights Commission and trades union representatives.

Staff and Student Equality Groups will help to oversee our progress against our equality priorities and support our commitment to continual improvement. In addition, we will have regular engagement with stakeholder groups and develop consultative groups to oversee policy development.

We recognise that involvement means more than asking people their opinions. It is a more active process whereby stakeholders have visible influence in the development and revision of the Schemes. We don't want involvement to be tokenistic; we want it to lead to action and change.

OUR COMMITMENT

We are committed to and actively encourage stakeholder participation in the development of policies and practices that affect them. The process of consultation and involvement in shaping our Inclusive Equality Scheme has served to embed the 'Learner Voice' across all the Equality strands as well as engendering a sense of ownership towards the new Scheme.

Our biggest challenge now is ensuring that everyone across all the campuses take advantage of the 'Learner and Staff Voice' opportunities so that we can make a positive difference to their experience of Equality, Diversity and Inclusion. Every effort will be made to reach out to people to enable them to have their say and widen the 'opportunity sample' presented to all.

BACKGROUND

There has been a wide consultation and engagement exercise with all the relevant stakeholders in the development of this Scheme.

The consultation and involvement campaigns ran under the catchy slogan '*Talk To Mo*' - a user-friendly concept that came directly from the students.

A number of pre-meetings were arranged with students and staff to sound out the preferred methods of consultations and involvement. Exercising sensitivity for LGB consultations, considering accessibility for disability involvement and setting up an account on FaceBook were just a few recommendations that came across during the pre-meetings.

As it stands, there is only a requirement to consult under the Race and Gender provisions in the preparation of their respective Action Plans, and no such requisite currently exists for Age, Faith/ Non Faith and Sexual Orientation. However, we were passionate about establishing best practice across the board so we decided to extend the 'involvement duty' which is only an obligation under the Disability Duty to all the other Equality strands as well.

WHAT WE DID

A task-focused EDI Team for the Single Equality Scheme was set up to provide direction, recommendations and act as a scrutiny panel to ensure transparency and accountability during the process. This EDI Team was made up of students, staff from various areas of the college and Trades Unions Representatives.

All mediums for promoting the stakeholder involvement opportunities were widely and consistently exploited:

- College Magazine
- Staff e-Bulletins
- Internet
- Global e-mails
- Posters
- Plasma screens
- A roll-up stand with 'Talk To Mo' caption displayed around various popular areas of the college – another initiative that came from students

A comprehensive programme of opportunities for involvement was tendered to maximise full stakeholder participation for all the equality strands:

- One-To-One Interviews: both structured and unstructured, focusing on one or more of the equality strands
- 'Staff Voice' Consultations: staff-teams took part in a consultation activity that covered all the equality strands
- 'Learner Voice' Conferences: students were invited to take part on one or more of the equality strands
- Suggestion Box: an idea which came from staff to ensure that people could have their say with complete anonymity
- Student Association: acting as a point of contact for student comments
- Questionnaires

All the information was then disaggregated into their respective strand. The responses, feedback and comments were subsequently considered for inclusion into the Action Plans, the main task here being that these action plan objectives are proven to be legally compatible between and across the strands.

This is not the end of the process. Over the lifetime of this Scheme, we will use it as a basis from which to develop more ways to involve and include people in the development and effectiveness of its content.

The consultation and involvement process has allowed us to gather information and increase understanding about the experiences of our stakeholders in respect of all the equality strands and to develop an informed, meaningful and effective Scheme.

INVOLVING PEOPLE WITH DISABILITIES

We welcome the 'involvement duty' enshrined in the Disability Equality Duty which requires us to involve disabled people in producing the Disability Equality Scheme including the 'Action Plan'. People with disabilities are 'experts by experience'. This means that experiencing what it is like to access and take part in learning with a disability – physical or mental, allows the learners to provide insights and make judgements that will help us all to understand how to widen participation and develop inclusive learning opportunities.

In addition to all the above involvement opportunities that were made available the following methods were used to consult and gather information from stakeholders with disabilities:

- 'Learner Voice' Conferences – Focus on Disability
- Home visits
- Consulting with external disability support agencies/ organisations and their service users
- 'Equality Walkabouts' led by staff allowed students with disabilities to reflect and record their experiences of barriers or difficulties around the campus
- Involving the specialists/ professional staff who work with learners with disabilities or mental health issues in consultations
- An innovative involvement activity was devised around which the consultations were facilitated during tutorials and meeting time for students with disabilities and/ or on supported learning programmes

HOW WE WILL CONTINUE TO INVOLVE PEOPLE WITH DISABILITIES

The EDI Team for the Single Equality Team currently has membership of people with disabilities. We will work to expand its membership to include the diversity of disability in the eventual SES Implementation Team.

Gathering information is an on-going process hence, we will continue to proceed on building a regime of sustained involvement with all our stakeholders who have a disability and actively seek to consider the full diversity of disabled people in terms of the type of impairment and barriers people experience, as well as other equality issues such as ethnicity, age, gender, sexual orientation and faith/ non faith.

Under declaration of disability status remains a big challenge. It is also a cardinal priority. We will make positive and effective progress to improve our data relating to students and staff. Increasing disclosure of disability involves institutional culture change, which is a long term objective. We will develop a programme of training and other forms of awareness-raising which will assist with this culture change.

The inclusion of people with disabilities within the EDI Impact Assessment Team will go a long way in ensuring a long-term, sustained relationship with our students and staff. This EDI Team will consider the effects of our policies and practices on the educational opportunities and achievements of disabled learners and working practices of our staff.

'Respect-Ability' - Disability support groups will be set up to provide advocacy and support for students and staff, raise the profile and achievements of learners with learning difficulties and/ or disabilities, and campaign for a better deal all round.

We will exert our efforts to increase the visibility, participation and representation of disabled people within our college community which we recognise is essential for nurturing social cohesion.

A system will be developed to consult with parents and carers of learners with learning difficulties and/ or disabilities. This will enable us to gather evidence about the extent to which our services more generally meet the needs of students with learning difficulties and/ or disabilities and their carers.

We are not complacent about our involvement work. We are determined to reach a wider range of people by identifying relevant organisations to contact and so develop our future consultation and involvement strategy.

We recognise that people will differ in disability and impairment, therefore will continue to ask our stakeholders as to their preferred method of involvement and communication and so stay aligned to the requirements of the new cohorts each year.

All policy and planning will incorporate the Social Model of disability until it is truly embedded within our college culture. By endorsing the Social Model we want to send out a clear message that disability is an organisational issue and we will work collectively to create inclusive and accessible working and learning environments.

Chapter 5

EQUALITY IMPACT ASSESSMENTS

One of the key ways of embedding equality into policies and procedures is to systematically undertake impact assessments. Their importance has been recognised in the law where we are expected to have 'due regard' under the General Duties and demonstrate the 'arrangements for carrying out impact assessments' under the Specific Duties. 'Due regard' comprises of two elements: proportionality and relevance. In all our decisions and functions, we are expected to give due weight to the need to promote equality in proportion to its relevance. Proportionality requires greater consideration to be given to equality in relation to functions and policies that have the most effect on the public, learners, or on the employees.

The purpose of an Equality Impact Assessment (EIA) is to improve our work by making sure it does not discriminate and that, where possible, it promotes equality. It is a way to make sure individuals and teams think carefully about the likely impact of their work on equality target groups and take action to improve policies, services, strategies, procedures and functions. It involves anticipating the consequences of policies and projects on the target groups and making sure that, as far as possible, any negative consequences are eliminated or minimised and opportunities for promoting equality are maximised. Completing the EIA is similar to a risk assessment as it involves predicting and assessing the implications of a policy, service, strategy, procedure or function on a wide range of people with different needs and expectations.

Each main strategy and function will be assessed as being of high, medium or low priority. We will follow the statutory guidance by considering the following four steps to meet the general duty:

- Identify which functions and policies are relevant to the duty or, in other words, have the most affect on diverse groups
- Put the functions in priority order, based on how relevant they are to the equality strands
- Assess whether the way these 'relevant' functions and policies are being carried out meets the criteria within the General Duties
- Consider whether any changes need to be made to meet the duties, and make the changes

THE MEANING OF 'IMPACT'

We will look at two possible impacts in its assessment:

- A negative or adverse impact:

This is an impact that could disadvantage one or more equality groups. This disadvantage may be differential, where the negative impact on one particular group of individuals or one equality group is likely to be greater than on another. The Equality Impact Assessment provides an opportunity to assess this and consider how the negative impact can either be removed or minimised.

- A positive impact:

This is an impact that could have a positive impact on one or more equality target groups, or improve equal opportunities and/or relationships between groups. This positive impact may be differential, where the positive impact on one particular group of individuals or one equality group is likely to be greater than on another.

WHEN AN EQUALITY IMPACT ASSESSMENT SHOULD BE CARRIED OUT

An equality impact assessment should be carried out when:

- Developing a new policy, service, strategy, procedure or function
- Reviewing existing policies, procedures, or functions
- A policy, procedure, function or strategy has been identified as requiring an EIA

All Directors and managers are responsible for incorporating equalities into their policies, procedures, functions or strategies, and for assessing the impact. This should be a continuous cycle, starting at the very beginning of the process. If there is any doubt as to whether a policy, strategy or function requires initial screening, managers should contact the Equality, Diversity and Inclusion Coordinator.

To meet our legal requirements under the General Equality Duties and to broaden these out to include all the equality areas, we will, where appropriate, carry out Impact Assessments to cover all the six equality strands.

The Equality Impact Assessment consists of two parts:

- The Initial Screening process
- The more thorough Full Assessment if the initial screening has identified an adverse/negative impact

INITIAL SCREENING

This part of the Equality Impact Assessment should be completed during the development or review state before approval for the policy, service, strategy, procedure or function. Once initial screening has been completed, a Full Assessment is only required if:

- Any equality group has been identified as being disadvantaged or negatively impacted by the policy/ strategy/ project
- The impact has been assessed as of high significance
- The impact was not intentional and/or illegal, i.e. discriminatory under anti-discrimination legislation

Impact Assessments should not be carried out in isolation, but with the support and advice of others. Effective consultation with stakeholders is a key ingredient in conducting Equality Impact Assessments. At the preliminary screening stage, it should become obvious whether there is a negative or positive impact or gaps in knowledge about likely impacts. It should be a relatively short process which makes use of previous consultation results, personal knowledge and experience, research and reports, internet searches, internal and external specialist advice, staff with previous experience of similar strategies or projects etc. If there is a lack of data or information concerning a particular area, this should not be a reason to stop the process. If the likely impact on a particular group is unknown, then action needs to be taken to acquire this information.

FULL IMPACT ASSESSMENT

This part provides an opportunity to assess the evidence for a possible negative impact. It ensures that research and consultation with the equality target groups has been carried out and leads to an improvement plan aiming to minimise the negative impact and, where possible, maximise the positive impact.

Consultation will involve engaging with representatives from equality groups who are likely to be affected by the policy, strategy or project. This could include engaging with staff and student networks or trade unions, other public bodies or voluntary and community groups. We will try to ensure that sufficient time and resources are dedicated to the consultation process to encourage full participation, particularly by those we have traditionally failed to reach.

IMPACT ASSESSMENT OBJECTIVES

An EDI Team for Impact Assessment will be set up to undertake and report on the assessments. Membership will include staff, students, Trades Union Representatives and designated staff from the department or section being impact assessed. The Team will oversee the co-ordination of the process, develop internal guidance and ensure that action plans are drawn up and implemented.

Support will be available to our Management Teams in understanding the importance of EqIA in achieving good policy and procedure outcomes. Training will be provided to all new and existing Directors and Managers, and to those staff undertaking the impact assessments.

An Impact Assessment Toolkit will be prepared as a practical guide along with the necessary forms for a Screening or Full EqIA.

A detailed list of policies and functions that are relevant to the General Duties and the new equality areas will be produced and categorised by priority.

As well as impact assessing new policies and practices as they are developed, we have a 'back catalogue' of existing policies and activities that will need to be assessed. To address this issue, a schedule for carrying out the Impact Assessments over the period of the Scheme will be created and staff and stakeholders will be involved in the process.

The results of the consultations, monitoring and the Impact Assessments will be published in print and online under two catalogues: Screening and Full Impact Assessments.

Chapter 6

RACE EQUALITY SCHEME

The Race Relations (Amendment) Act 2000 places a positive General Duty on public authorities, including colleges. Under that duty, in carrying out all relevant functions, processes, policies and procedures within the organisation, we are required to take into account the need to actively promote race equality

The General Duties:

- Eliminate unlawful discrimination
- Promote equality of opportunity
- Promote good relations between people from different ethnic groups

We also have to meet the following Specific Duties:

- Prepare a written statement of our policy for promoting Race Equality
- Assess the impact of policies, including the Race Equality Scheme, on students and staff of different racial groups
- Monitor, by reference to their impact on such students and staff, the admission and progress of students and the recruitment and career progress of staff
- Make clear how we will make public our findings
- Publish annually the results of our monitoring and impact assessments

Specific Duties underpin the fulfilment of the General Duty. These provide a framework for measuring progress on equality of opportunity and ensure monitoring information is collected to inform improvements in areas such as:

- Participation, completion and success rates
- Drop-out rates
- Teaching and learning
- Quality assurance
- Staff recruitment, selection, support and career progression
- Partnerships and community links
- Procurement and outsourcing

Under the legislation, discrimination is unlawful on racial grounds, which means any of the following grounds:

- Race – e.g. Jewish, Arab, Sikh
- Colour – e.g. black, white, yellow skin tint
- Nationality – e.g. a citizen of the UK, Germany, France, Australia
- Ethnic Origin – e.g. Romany Gypsy
- National Origin – e.g. English, Scottish, Irish, Welsh; a Greek Cypriot is Cypriot by nationality but Greek by national origin; a Vietnamese citizen who becomes a UK citizen is Vietnamese by national origin

EMPLOYMENT DUTIES

In addition to the Equality Duties, the College also has, under the Acts and regulations, specific employment duties.

Our employment duty is to monitor, by reference to racial groups, the numbers of:

- staff in post/ workforce composition
- Applicants for employment, training and promotion
- Staff who benefit or suffer detriment as a result of appraisal and assessment procedures for minority ethnic groups
- Staff involved in grievance and disciplinary procedures
- Ethnic minority staff who leave the College's employment (exit interviews)

Both the General and Specific Duties require the College to adopt a proactive approach to mainstreaming race equality into all its decisions and activities.

Single Equality Scheme Action Plan – Race

PROMOTING EQUALITY OF OPPORTUNITY AND GOOD RACE RELATIONS

OBJECTIVES (What are we going to do?)	ACTION (How will we do it?)	RESPONSIBLE (Who will do it?)	TIME SCALE (When will we do it?)	OUTCOMES & OUTPUTS (What do we want to achieve?)
Work toward a system of continuous improvement to ensure best practice in relation to delivery of Race equality in Employment and service delivery	<p>Impact Assess all relevant policies and procedures</p> <p>Implement and monitor changes</p>	<p>Directorate for Learners</p> <p>Human Resources</p> <p>EDI Committee</p> <p>EqIA Sub Groups</p>	2009 – 2012	<p>Efforts and improvements are made to:</p> <p>Assess, review and report on all new/ existing policies in relation to their impact on Race equality</p>
Increase greater awareness of Race equality	<p>Induction Training to continue to include reference to RRA</p> <p>Develop and deliver more advanced staff training on Race Equality awareness, possibly even specific to role</p> <p>Ensure references to Race are inclusive of the diversity between Gypsy and Travellers communities</p>	<p>Directorate for Learners</p>	Spring 2011	<p>Efforts and improvements are made to:</p> <p>Deliver effective training, involving stakeholders across the organisation through a variety of methods</p> <p>Establish productive links with the Gypsy and Traveller community</p>
Promote better communication to enhance Race Equality	<p>Adopt clear policies and guidelines regarding students who speak English as a second/ additional language</p> <p>Work towards achieving the 'Crystal Mark' standard accreditation</p>	<p>SMT</p> <p>Directorate for Learners and Quality</p> <p>Directorate for Curriculum and Innovation</p>	Summer 2010	<p>Efforts and improvements are made to:</p> <p>Ensure information is clear and accessible to people who speak English as a second/ additional language</p> <p>Achieve 'Crystal Mark' standard</p>

CREATING AN ANTI-DISCRIMINATORY ORGANISATION

OBJECTIVES (What are we going to do?)	ACTION (How will we do it?)	RESPONSIBLE (Who will do it?)	TIME SCALE (When will we do it?)	OUTCOMES & OUTPUTS (What do we want to achieve?)
<p>Establish systems to report, record and respond to Racist incidents</p>	<p>Prepare, publish and implement a Racist Incidents Policy and Procedure</p> <p>Monitor Policy and Procedure</p>	<p>Directorate for Learners CIS</p>	<p>Winter 2009</p>	<p>Efforts and improvements are made to: Have a system for reporting and recording Racist Incidents to meet our Statutory Duty</p> <p>Introduce Policy and Procedure to eliminate racial discrimination</p>
<p>Increase the recruitment and retention of a diverse workforce</p>	<p>Continue objective recruitment and selection and explore ways of increasing the diversity of the workforce, e.g. Positive Action</p> <p>Monitor and report on diversity of people who have been involved in:</p> <ul style="list-style-type: none"> • applications • recruitment and selection • grievances • disciplinary • training • promotion • appraisals • exit interviews 	<p>Human Resources Directorate for Learners</p>	<p>Summer 2010</p>	<p>Efforts and improvements are made to: Consider and use lawful measures to increase diversity of workforce</p> <p>Meet Statutory Employment Duties to monitor and report</p>

Chapter 7

DISABILITY EQUALITY SCHEME

The College recognises the barriers faced by disabled people in accessing and achieving opportunities in education. It comes as no surprise then that disabled people are the most under-represented student group in Further and Higher Education in England.

Our ambition is to create an accessible, flexible and supportive environment for our staff and students with disabilities, which reflects the Government's aim that 'disabled people should have full opportunities and choices to improve their quality of life and be respected and included as equal members of society'.

The legislation provides protection against unlawful discrimination because a person is disabled, or for a reason which relates to a disabled person's disability.

The Disability Discrimination Act defines disability as:

'A physical or mental impairment, which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.'

'Long-term' means effects which have lasted for at least 12 months, or are likely to last for 12 months or more.

'Day-to-day activities' are normal activities carried out by most people on a regular basis, and the impairment must result in an 'adverse effect' on one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- The ability to lift, carry or move everyday objects
- Speech, hearing, or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of the risk of physical danger

THE DUTIES

The Disability Discrimination Act (DDA) 2005 places new duties on all public authorities:

The General Duties	The Specific Duties
<ul style="list-style-type: none">• Eliminate discrimination that is unlawful under the Disability Discrimination Act• Eliminate harassment of disabled people that is related to their disability• Promote equality of opportunity between disabled people and other people• Promote positive attitudes towards disabled people• Encourage participation by disabled people in public life• Take steps to take account of disability, even where that involves treating disabled people more favourably	<ul style="list-style-type: none">• Draw up and publish a Disability Equality Scheme, which disabled people must have been actively involved in developing• Include in the Scheme a statement of how disabled people have been involved in its development, an Action Plan, methods of Impact Assessment and methods of information gathering• Take the steps set out in the Action Plan within 3 years of the Scheme being published• Monitor progress, publish a progress report and review every 3 years• Report annually

A distinct element of this Duty is the permission to treat people with disabilities 'more favourably' when taking account of their disability, something not yet permitted in any of the other equality strands.

It is important to think about the effect of a disability 'without treatment.' The Act states that any treatment or correction should not be taken into account, including medical treatment or the use of prosthesis or other aids, e.g. a hearing aid. The only aids which are taken into account and are exempt from the Act are glasses or contact lenses.

THE 'SOCIAL MODEL' OF DISABILITY

We value and advocate the 'Social Model' of disability as being essential to the successful implementation of the duties imposed by the legislation.

The Social Model identifies that:

'The disadvantage and social exclusion experienced by many disabled people is not the inevitable result of their impairments or medical conditions, but rather stems from attitudinal and environmental barriers.'

Unlike the 'Medical Model' which places the responsibility for the inability to participate as the inevitable result of their impairment or medical condition, the Social Model explains discrimination against disabled people as the result of environmental design, social organisation and attitudes. It is these factors which 'disable' the individual and restrict their access and inclusion. We also recognise that in society in general, barriers and discrimination against disabled people can be compounded because of other factors such as age, gender, ethnic origin, and sexual orientation. We will aim to ensure that environmental, attitudinal and organisational factors within our control are free from unfair discrimination, and that disabled people are able to participate fully as staff and students of the colleges.

We will achieve these aims by working to adopt and promote the principles of inclusive design and inclusive services wherever possible in terms of designing, managing and monitoring our built environment and service delivery. In addition, we will work with the social model as the basis for development activities to improve the access to and success of disabled people at the College.

This principle provides the basis for the achievement of the duty to positively promote equality of opportunity for disabled people.

Single Equality Scheme Action Plan – Disability

PROMOTING EQUALITY OF OPPORTUNITY

OBJECTIVES (What are we going to do?)	ACTION (How will we do it?)	RESPONSIBLE (Who will do it?)	TIME SCALE (When will we do it?)	OUTCOMES & OUTPUTS (What do we want to achieve?)
Work towards a system of continuous improvement to ensure best practice in relation to delivery of Disability equality in Employment and service delivery	Impact Assess all relevant policies and procedures Implement and monitor changes	Directorate for Learners Human Resources EDI Committee EqIA Sub Groups	2010 – 2013	Efforts and improvements are made to: Assess, review and report on all new/ existing policies in relation to their impact on Disability equality
Enhance and support understanding of disability equality	Develop and deliver training on 'Reasonable Adjustment' Produce and disseminate 'Reasonable Adjustment' Guidance for Managers	Directorate for Learners	Spring 2011	Efforts and improvements are made to: Increase confidence and competence in Managers in considering 'Reasonable Adjustments' for their staff Achieve effective management and retention of staff with disabilities
Enhance the support provided to staff with disabilities	Gather and analyse evidence on existing disabled staff with a staff survey to inform action Introduce and monitor processes for implementing reasonable adjustments for staff with disabilities	Directorate for Learners Human Resources CIS	Winter 2010	Efforts and improvements are made to: Gain clear, accurate data about staff with disabilities to inform policy and management Equip staff with disabilities with necessary reasonable adjustments to be able to work effectively

Promote equality for hidden disabilities	<p>Prepare and deliver training to raise awareness of hidden disabilities</p> <p>Prepare, publish and promote 'Guidance' on hidden disabilities</p>	<p>Directorate for Learners Student Support Stepping Stones</p>	Summer 2011	<p>Efforts and improvements are made to: Raise awareness of hidden disabilities and to take into consideration for students and staff</p>
Promote confidence in disclosing disabilities	<p>Review procedures for disclosing and responding to disability</p> <p>Provide staff training to use information and internal processes available, e.g. DIF</p>	<p>Directorate for Learners Senior Tutors Disability Coordinator Disability Forum</p>	Winter 2010	<p>Efforts and improvements are made to: Produce clearer form – clearer guidance</p> <p>Respond to need</p> <p>Improve communication within organisation</p> <p>Increase staff competency in using internal processes</p>
Improve standards and gain recognition in relation to Disability equality	Work towards achieving the 'Two Ticks' Positive About Disability standard accreditation	<p>Human Resources Directorate for Learners and Quality Directorate for Curriculum and Innovation</p>	December 2009	<p>Efforts and improvements are made to: Achieve 'Two Ticks' Positive About Disability standard accreditation</p>

ACCESS TO ESTATES, SERVICES AND INFORMATION

OBJECTIVES (What are we going to do?)	ACTION (How will we do it?)	RESPONSIBLE (Who will do it?)	TIME SCALE (When will we do it?)	OUTCOMES & OUTPUTS (What do we want to achieve?)
<p>Undertake reasonable adjustments to ensure buildings and estates are accessible</p>	<p>Undertake DDA Access Audits / review all sites and campuses</p> <p>Action and monitor recommendations from Access Audits</p> <p>Review and improve existing signage</p> <p>Produce new map of College taking into account accessibility</p> <p>Create on-line accessibility profiles of all campuses with words, pictures and symbols with access rating information</p> <p>Accessibility information to be updated annually and to include access improvements</p>	<p>Facilities Directorate for Learners Disability Forum</p>	<p>Summer 2010</p>	<p>Efforts and improvements are made to: Ensure all works meet and enhance disability access</p> <p>Improve access to estates and facilities</p> <p>Improve signage around college</p> <p>Produce College map with accessibility information</p> <p>Include Accessibility information on college website to all students, staff and visitors</p> <p>Consider and report on Access issues when purchasing Leasehold property</p>

<p>Ensure equality of access to equipment and facilities</p>	<p>Review equipment, resources and facilities (e.g. mobile loops, technological aids, appropriate cutlery, furniture in Food Hall)</p> <p>Develop plan for meeting resource needs</p> <p>Ensure adequate equipment and resources are in place across all campuses</p>	<p>Facilities Directorate for Learners Disability Forum</p>	<p>Summer 2010</p>	<p>Efforts and improvements are made to: Put resources in place to support communication and access to services and information</p>
<p>Increase awareness and uptake of disability support available</p>	<p>Collate and document information in relation to all internal and external specialist services, facilities and equipment available for students and staff with disabilities</p> <p>Produce appropriate media resources for promoting and disseminating this information to students and staff</p> <p>Monitor uptake of services, facilities and equipment</p>	<p>Directorate for Learners Human Resources</p>	<p>Summer 2010</p>	<p>Efforts and improvements are made to: Produce Publication of all support available to students and staff in one documented resource</p> <p>Increase awareness and uptake of support available</p>

ENCOURAGING PARTICIPATION IN COLLEGE LIFE

OBJECTIVES (What are we going to do?)	ACTION (How will we do it?)	RESPONSIBLE (Who will do it?)	TIME SCALE (When will we do it?)	OUTCOMES & OUTPUTS (What do we want to achieve?)
Empower and involve people with disabilities	Set up 'Disability Forum' with representation from students and staff Organise at least one Disability Forum meeting per term Encourage involvement of people with diverse disabilities	Directorate for Learners and Quality	Summer 2010	Efforts and improvements are made to: Meet Statutory 'Involvement Duty' by involving people with disabilities Use Disability Forum to impact assess policies and procedures Set up Disability Forum that advises and advocates on specific issues for disability groups
Enhance the experience of disabled learners of Student Service provision	Set up forum for students with disabilities Identify Student Service to be assessed Prepare survey methods with students Collate information and prepare Action Plan from student feedback Propose recommendations to the Student Service surveyed by students with disabilities	Directorate for Learners and Quality	Summer 2010	Efforts and improvements are made to: Involve students with learning difficulties and/ or disabilities secured Providing better Student Services to disabled learners

Consider support for all learners with learning difficulties and/ or disabilities	Review and report on provision of escorts/ support for learners with disabilities Implement and monitor recommendations	Directorate for Learners and Quality	Spring 2010	Efforts and improvements are made to: Consider Escorts/ support provision for learners
Respond to specific provision for learners with disabilities	Explore setting up a Café/ Servery in J Block to provide a safe environment for gaining work experience	SMT Facilities Directorate for Learners and Quality	Spring 2010	Efforts and improvements are made to: Provide appropriate resources and work experience to Students with learning difficulties and/ or disabilities
Increase capacity to support people with disabilities	Consider and explore option for the appointment of a Disability Officer	Human Resources Directorate for Learners	Autumn 2010	Efforts and improvements are made to: Consider and explore options for appointment of Disability Officer

Chapter 8

GENDER EQUALITY SCHEME

The Sex Discrimination Act 1975 made direct and indirect discrimination on the grounds of sex, including victimisation and harassment, illegal for the first time.

The Equality Act 2006 amends the Sex Discrimination Act (SDA) 1975 and is intended to address the gender inequalities many people still continue to face. The Equality Act applies to men and women, as well as addressing the particular needs of transsexual people.

Discrimination is unlawful on the grounds:

- Of a person's sex, e.g. male or female
- That a person is married or is a civil partner
- Of a person's 'gender reassignment status'
- Of pregnancy or maternity leave
- Harassment and sexual harassment

GENDER REASSIGNMENT

The Sex Discrimination Act (SDA) was amended by the Sex Discrimination (Gender Reassignment) Regulations 1999 which protects the person who:

- intends to undergo gender reassignment
- is undergoing gender reassignment
- or has completed gender reassignment

The legislation protects transsexual people from discrimination and harassment on the grounds of gender re-assignment in employment and vocational training.

Gender re-assignment is defined as '*a process which is undertaken under medical supervision for the purposes of re-assigning a person's sex by changing physiological or other characteristics of sex, and includes any part of such a process.*'

The scope of legal protection was further extended in the Sex Discrimination Act through the implementation of the Goods and Services Directive 2007.

The College will respect the confidentiality of employees or students who fall with the definition of gender reassignment and provide a supportive environment throughout the transition stages to protect them from less favourable treatment because of their gender status or identity.

THE DUTIES

The Equality Act 2006 which created the Gender Equality Duty places new duties on all public authorities:

The General Duties	The Specific Duties
<ul style="list-style-type: none">• Eliminate unlawful discrimination and harassment• Promote equality of opportunity between men and women	<ul style="list-style-type: none">• Draw up and publish a Gender Equality Scheme setting out our Gender Equality objectives• Consider the need to include objectives to address the cause of any Gender pay gap• Gather and use information on how our policies and practices affect Gender Equality• Consult stakeholders (employees, service users and others, including Trade Unions) and take account of relevant information in order to determine our Gender Equality objectives• Assess the impact of our current and proposed policies and practices on Gender Equality• Implement the actions set out in its Scheme within 3 years• Monitor progress, publish annual reports and review every 3 years

Fundamentally, the Duty is more than equal treatment. It is about promoting and taking action to bring about gender equality. It involves looking at gender equality issues for men, women and transgendered people and understanding the reasons why inequality exists and how to overcome them. It is about promoting equality and creating effective and gender-sensitive services for all stakeholders.

EQUAL PAY

An important part of meeting the requirements of the Gender Equality Duty is the implementation of the equal pay principles.

We support the principles of equality and value a diverse workforce. These principles therefore apply to all staff groups: male and female staff; staff from diverse racial groups; and staff with or without disabilities. College staff should receive equal pay for the same or broadly similar work, for work rated as equivalent and for work of equal value.

We will carry out and report on our Equal Pay Audit. The purpose of the Equal Pay Audit is to ensure equal pay for work of equal value for all our staff. Current legislation, including the Equal Pay Act 1970 and Employment Act 2002 specifically relates to comparisons between male and female workers.

There are three main aims of the Equal Pay Audit:

- To compare the pay of men and women undertaking equal work
- To investigate the causes of any gender pay gaps
- Take action to close those gaps which are based purely on the grounds of gender

In addition to gender, we will work towards making the same comparisons for ethnicity, disability and age in subsequent Equal Pay Audits.

WORK- LIFE BALANCE AND FAMILY- FRIENDLY POLICIES

The Work and Families Act 2006 came into force in April 2007 and its provisions take effect in relation to employees whose expected week of childbirth or expected date of adoption is on or after 1st April 2007.

Changes to the right to request flexible working for carers came into effect from 6th April 2007.

The overall intention of the new Work and Families legislation is to improve work-life balance and enable parents to be the primary carers of their young children. It covers maternity leave and pay; paternity leave and pay; adoption leave and pay; and flexible working requests.

We will review, impact assess and report on our work and families policies and procedures, including adoption and take the necessary action to implement changes for promoting gender equality.

BREAKING DOWN GENDER STEREOTYPES

We recognise that many students and staff face potential barriers in their attempt to develop their career paths including low confidence and lack of opportunities. However, discriminatory attitudes which perpetuate gender stereotyping are probably the most damaging and detrimental to an individual's life-chances.

Whilst gender issues affect both men and women, in practice, women are more likely to be targets of discrimination in the workplace, typified by lower rates of pay and fewer opportunities for promotion and progression, though it should be noted that gender stereotyping and work-life balance issues affect everyone.

We will address these inequalities by challenging gender stereotypes and promoting gender equality in the curriculum, student recruitment and careers guidance. We will also run gender-specific events and make gender-related information widely available.

We want to continue working towards providing quality services which are accessible to all.

Single Equality Scheme Action Plan – Gender

PROMOTING EQUALITY OF OPPORTUNITY

OBJECTIVES (What are we going to do?)	ACTION (How will we do it?)	RESPONSIBLE (Who will do it?)	TIME SCALE (When will we do it?)	OUTCOMES & OUTPUTS (What do we want to achieve?)
<p>Work towards a system of continuous improvement to ensure best practice in relation to delivery of Gender equality in Employment and service delivery</p>	<p>Impact Assess all relevant policies and procedures</p> <p>Implement and monitor changes</p>	<p>Directorate for Learners Human Resources EDI Committee EqIA Sub Groups</p>	<p>2010 – 2013</p>	<p>Efforts and improvements are made to: Assess, Review and report on all new/ existing policies in relation to their impact on Gender equality</p>
<p>Introduce and implement family-friendly policies and procedures</p>	<p>Review and update guidance and procedures on legal entitlements regarding pregnancy, maternity and paternity rights for managers and staff</p> <p>Assess experiences of women and men returning from maternity and paternity leave and address any negative experiences</p> <p>Coordinate staff survey to determine numbers of staff who have caring responsibilities</p> <p>Include question on 'caring responsibility' in all relevant staff monitoring processes</p>	<p>Directorate for Learners Human Resources College Nurse CIS</p>	<p>Summer 2011</p>	<p>Efforts and improvements are made to: Improve Maternity and Paternity procedures and experiences</p> <p>Introduce Family-friendly policies and procedures that support people with caring responsibilities</p>

	Introduce and monitor policies accordingly			
Promote equality of opportunity for staff as Adoptive Parents	Prepare, publish and implement a staff Adoption Policy for opposite and same sex families Monitor policy and procedures	SMT Directorate for Learners Human Resources EDI Committee	Summer 2010	Efforts and improvements are made to: Introduce and implement Adoption Policy
Promote Transgender equality	Introduce policy and protocols for addressing and promoting Transgender equality Produce 'Guidance' on appropriate language Prepare and deliver staff training Consider introducing Unisex washrooms	SMT Directorate for Learners EDI Committee	Spring 2010	Efforts and improvements are made to: Address and promote Transgender equality Raise awareness of Transgender equality Achieve a more sensitive and responsive attitude towards Transgender issues Consider and allocate Unisex washrooms
Break down gender stereotypes in education and training	Explore and identify methods and opportunities for promoting atypical courses across genders Organise 14-16 Taster Days focusing on atypical areas	Directorate for Curriculum and Innovation Directorate for Learners Marketing EDI Committee	Summer 2010	Efforts and improvements are made to: Promote atypical courses Increase uptake of non-traditional gender vocations

CREATING AN ANTI-DISCRIMINATORY ORGANISATION

OBJECTIVES (What are we going to do?)	ACTION (How will we do it?)	RESPONSIBLE (Who will do it?)	TIME SCALE (When will we do it?)	OUTCOMES & OUTPUTS (What do we want to achieve?)
<p>Improve Gender equality outcomes for men, women and transgendered people</p>	<p>Publish annual gender monitoring information covering all key aspects of employment including:</p> <ul style="list-style-type: none"> • Overall numbers by grade and full/ part time positions • Recruitment and promotion • Development and training • Grievance and discipline • Exits <p>Publish finding on Intranet providing information on outcomes of employment policies for women and men</p> <p>Use report to inform decisions on priority gender equality objectives</p>	<p>Directorate for Learners Human Resources EDI Committee CIS</p>	<p>Winter 2010</p>	<p>Efforts and improvements are made to: Promote, report and publish Annual Gender monitoring</p> <p>Use Information to improve Gender equality outcomes for all</p>

<p>Ensure pay structures do not indirectly discriminate on grounds of Gender</p>	<p>Coordinate Profile Pay Audit based on the EOC's 5 step model</p> <p>Monitor starting salary by gender</p> <p>Take appropriate action to redress any unjustified pay imbalances</p> <p>Review annually</p>	<p>Directorate for Learners Human Resources EDI Committee</p>	<p>Summer 2011</p>	<p>Efforts and improvements are made to:</p> <p>Establish Pay structures that do not discriminate on grounds of Gender</p> <p>Rectify or justify Pay imbalances to meet Statutory Gender Equality Duty</p>
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Chapter 9

EQUALITY OF AGE

The Employment Equality (Age) regulations 2006 make discrimination unlawful on grounds of a person's age, which includes apparent age where direct discrimination is concerned or a person's age group, where indirect discrimination is involved.

The Regulations make it unlawful to discriminate against employees and job applicants on the grounds of their age.

The Regulations currently cover matters relating to employment and training and does not include Goods and Services as yet.

The Regulations makes age discrimination unlawful in all aspects of employment. The Regulations mean:

- No age criteria is allowed in recruitment, promotion and training
- No mandatory retirement age before 65
- No upper age limits on unfair dismissal claims
- No age criteria in selection for redundancy
- No age criteria allowed in pay and benefits
- A new process for managing retirement including the duty to consider requests from staff to work beyond normal retirement age
- Occupational pension schemes are exempt

If an employee or job applicant feels that they have been treated differently or discriminated against on the basis of their age, then the burden of proof can be placed with us to demonstrate that we did not discriminate.

RETIREMENT

The regulations set a default retirement age of 65 for both men and women and this will be reviewed in 2013.

We have a default retirement age of 65 although employees have the right to request to continue working beyond their retirement date and we have a duty to consider their request.

UNFAIR DISMISSAL, REDUNDANCY AND STATUTORY SICK PAY

The regulations have removed the age limit for unfair dismissal, statutory redundancy payments and statutory sick pay. It will continue to be lawful for the amount of redundancy payment to be calculated using the employee's age, length of service and weekly pay. It will also be legal to make enhanced payments.

Single Equality Scheme Action Plan – Age

OBJECTIVES (What are we going to do?)	ACTION (How will we do it?)	RESPONSIBLE (Who will do it?)	TIME SCALE (When will we do it?)	OUTCOMES & OUTPUTS (What do we want to achieve/ have achieved?)
<p>Work towards a system of continuous improvement to ensure best practice in relation to delivery of Employment Regulations for Age</p>	<p>Introduce relevant Age equality policies</p> <p>Impact Assess all relevant policies in relation to Age equality</p>	<p>Directorate for Learners Human Resources EDI Committee EqIA Sub Groups</p>	<p>2010 – 2013</p>	<p>Efforts and improvements are made to: Introduce, review and implement Age equality policies</p> <p>Assess, review and report on all new/ existing policies in relation to their impact on Age equality</p>
<p>Promote Age equality and challenge ageism</p>	<p>Ensure cross section of diverse age groups are represented in the various committees and forums (Inclusion Policy)</p> <p>Investigate perceptions of ageism</p> <p>Introduce mentoring schemes that promote age equality between old and young staff</p>	<p>Directorate for Learners Managers Chairs of Committees and Forums</p> <p>Directorate for Learners Human Resources</p>	<p>Summer 2010</p>	<p>Efforts and improvements are made to: Enhance experience of age equality</p> <p>Achieve inclusion and representation of age diversity in Committees and Forums</p> <p>Promote Positive attitudes towards age</p> <p>Consider promoting Age equality in mentoring schemes for staff</p>

<p>Promote age diversity in education</p>	<p>Select and promote relevant case studies of people over-50 in the workplace achieving qualifications</p> <p>Increase awareness of funding for 19+ students:</p> <ul style="list-style-type: none"> • Improved and updated information on website • Relevant information in the Guidance Centres <p>Devise 'Planning Retirement' course and promote recreational courses to all ages</p>	<p>Marketing</p> <p>Marketing and Directorate for Employers</p> <p>HE Marketing Guidance Centres</p> <p>Marketing Community Learning Coordinator</p>	<p>Summer 2010</p>	<p>Efforts and improvements are made to:</p> <p>Include more over-50's enrolling on courses</p> <p>Promote Case studies in publications</p> <p>Increase awareness of funding for 19+ students</p> <p>Improve access to information regarding funding through marketing materials and Guidance Centres</p> <p>Increase numbers of enrolments across all ages</p>
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Chapter 10

EQUALITY OF ALL FAITHS, BELIEFS AND NONE

There is still widespread indifference and ignorance towards religion, which can lead to discrimination and hate crime. Religious discrimination has become more prominent by the rise in Islamophobia, particularly since the 11th September 2001 and 7th July 2005 bombings. Anti-Semitism is also on the increase.

There tends to be a lot of misunderstanding between religion and culture. They are usually taken to mean the same thing.

There is also a perceived overlap between race and religion:

- Some Black and Minority and Ethnic communities have used or use religion to express their identity
- Some aspects of religious discrimination are covered by the Race Relations Amendments Act 2000 as Jews and Sikhs are considered in law to be ethnic groups. Other religions are not covered under this Act

The Employment Equality (Religion or Belief) Regulations 2003 makes discrimination, victimisation or harassment unlawful on the grounds of religion, religious belief or similar philosophical belief. This protection was widened under the Equality Act 2006 to cover lack of belief as well. In addition, the Human Rights Act 1998 upholds freedom of thought, conscience and religion and the manifestation of religion and belief.

Religion or belief is not explicitly defined in the Regulations. Factors to consider are whether there is collective worship, a clear belief system and a profound belief affecting way of life and view of the world.

It is unlawful (subject to certain exemptions) to discriminate on the grounds of religion, belief or no belief in the following areas:

- Employment
- The provision of goods, facilities and services,
- The disposal and management of premises,
- Education
- The exercise of public functions

People can suffer harassment and hate crime because of their religion, beliefs or lack of beliefs.

Religious Harassment can take many forms. There are generally two types of religious discrimination:

- Coercion to participate or not participate in religious activities
- A hostile environment, for example a lack of sensitivity to people's religion or belief or no belief

We recognise that people may be discriminated against because of their religion, belief or no belief and we uphold and respect the rights of our employees, students and members of the community to practise their religion, belief or non belief without fear from discrimination or harassment.

Single Equality Scheme Action Plan – All Faiths, Beliefs and None

OBJECTIVES (What are we going to do?)	ACTION (How will we do it?)	RESPONSIBLE (Who will do it?)	TIME SCALE (When will we do it?)	OUTCOMES & OUTPUTS (What do we want to achieve?)
Work towards a system of continuous improvement to ensure best practice in relation to delivery of equality for All Faiths, Beliefs and None in Employment and service delivery	Impact Assess all relevant policies and procedures Implement and monitor changes	Directorate for Learners Human Resources EDI Committee EqIA Sub Groups	2010 – 2013	Efforts and improvements are made to: Assess, review and report on all new/ existing policies in relation to their impact on All Faiths, Beliefs and None equality
Raise awareness and understanding of All Faiths, Beliefs and None	Support inclusion of Faiths/ Non Faiths in the tutorial system by delivering training on the new Spiritual, Moral, Social and Cultural (SMSC) Guidance Prepare and deliver CPD staff training	Directorate for Learners Senior Tutors	Autumn 2010	Efforts and improvements are made to: Include All Faiths, Beliefs and None in Tutorial programmes Increase staff competency to deal with Faith/ Non Faith issues Improve customer service delivery
Promote 'Faith/ Non Faith – Friendly' policies	Explore and consider policy for accommodating staff/ student absence for religious festivals and holiday entitlement Review and ensure inclusion of All Faiths and None in the Respect Policy	SMT Directorate for Learners EDI Committee Respect Coordinator	Winter 2010	Efforts and improvements are made to: Explore, consider and implement Faith/ Non Faith issues, if any Review Respect Policy to include All Faiths and None
Develop culturally/ religiously appropriate catering provision	Review catering provision and explore opportunities to extend culturally/ religiously appropriate catering provision	SMT Facilities Directorate for Learners EDI Committee	Spring 2010	Efforts and improvements are made to: Increase in the availability of appropriate catering provisions to meet the religious requirements of students and staff

Promote inclusive Faith/ Non Faith spaces	Review current policies and provision in respect of rooming Further develop provision and information on Faith/ Non Faith spaces	Facilities Directorate for Learners	Winter 2010	Efforts and improvements are made to: Review current policies and practices Increase the development and use of inclusive Faith/ Non Faith spaces
Increase capacity to support Faith/ Non Faith provision and culture	Set up and organise the All Faiths and None Network (AFANN) for students and staff	EDI Coordinator	Summer 2010	Efforts and improvements are made to: Establish and promote inter faith relationships and a culture of respect

Chapter 11

EQUALITY OF SEXUAL ORIENTATION

The Employment Equality (Sexual Orientation) Regulations 2003 makes discrimination against employees and job applicants, victimisation or harassment unlawful on the grounds of sexual orientation or perceived sexual orientation.

The Equality Act 2006 also makes provision for regulations to address discrimination in the provision of goods and services on the grounds of sexuality. These regulations came into force on 30th April 2007.

Discrimination is unlawful on the grounds of a sexual orientation towards:

- Persons of the same sex – lesbian and gay men
- Persons of the same sex and of the opposite sex – bisexual
- Persons of the opposite sex – heterosexual

It is unlawful (subject to certain exemptions) to discriminate on the grounds of sexual orientation in the following areas:

- Employment
- The provision of goods, facilities and services,
- The disposal and management of premises,
- Education
- The exercise of public functions

At present, the Census does not collect data relating to peoples sexuality. However, on some research carried out it is estimated that approximately 6% of Great Britain's population are lesbian, gay men and bisexual people.

CIVIL PARTNERSHIPS

The Civil Partnership Act 2004 came into force on 5 December 2005 allowing two non-related adults of the same sex to register a civil partnership, which has many of the same rights and responsibilities as marriage.

Figures show that 15,672 civil partnerships were formed in the UK between December 2005 and the end of September 2006, only 9 months after the Civil Partnership Act came into force.

Single Equality Scheme Action Plan – Sexual Orientation

OBJECTIVES (What are we going to do?)	ACTION (How will we do it?)	RESPONSIBLE (Who will do it?)	TIME SCALE (When will we do it?)	OUTCOMES & OUTPUTS (What do we want to achieve?)
Work towards a system of continuous improvement to ensure best practice in relation to delivery of Sexual Orientation equality in Employment and service delivery	<p>Impact Assess all relevant policies and procedures</p> <p>Ensure inclusion of reference to 'same sex' partners</p> <p>Implement and monitor changes</p>	<p>Directorate for Learners</p> <p>Human Resources</p> <p>EDI Committee</p> <p>EqIA Sub Groups</p>	2010 – 2013	<p>Efforts and improvements are made to:</p> <p>Assess, review and report on all new/ existing policies in relation to their impact on Sexual Orientation equality</p>
Promote Sexual Orientation equality	<p>Support inclusion of Sexual Orientation in the tutorial system</p> <p>Review and ensure inclusion of Sexual Orientation in the Respect Policy</p> <p>Review Harassment reporting system</p> <p>Prepare and deliver CPD staff training</p>	<p>Directorate for Learners</p> <p>Senior Tutors</p> <p>Respect Coordinator</p> <p>EDI Committee</p>	Spring 2011	<p>Efforts and improvements are made to:</p> <p>Include of Sexual Orientation in Tutorial programmes</p> <p>Review Respect Policy to include Sexual Orientation</p> <p>Review Harassment reporting system to incorporate Homophobic incidents</p> <p>Increase staff competency to deal with Sexual Orientation issues</p>
Improve quality of Equality monitoring with regards to Sexual Orientation	<p>Coordinate information campaign to explain why we collect equality monitoring information and how it will be used</p>	<p>Directorate for Learners</p>	Winter 2010	<p>Efforts and improvements are made to:</p> <p>Enhance understanding to increase responses to monitoring Sexual Orientation</p>

How to Contact us

Comments

We would like to hear your views about our Single Equality Scheme or about our performance regarding any aspect of Equality, Diversity and Inclusion. All comments are welcome.

So that we can reply, it would be helpful if you could include the following information.

- Your comments
- Your name and Organisation's name (if applicable)
- Your address, telephone number and/ or email address

Compliments

If you have received a service from us or you are pleased with any other aspect of our work in relation to Equality and would like to make a compliment, please contact the College.

Complaints

We also have a complaints procedure. So if you feel that you have experienced discrimination or less favourable treatment, please do contact us.

If you would like to make a comment, compliment, complaint, or need further information with regards to any aspect of Equality, Diversity and Inclusion (EDI), please contact the College Equality, Diversity and Inclusion Coordinator at the address below:

Petroc
Old Sticklepath Hill
Barnstaple
Devon
EX31 2BQ

Tel: 01271 338217

E-mail: equalityanddiversity@petroc.ac.uk

Appendix 1: Anti-Discrimination and Equalities Legislation

Age Equality

1. The Employment Equality (Age) Regulations 2006 came into force in October 2006. Unjustified discrimination by employers on the grounds of age is unlawful as is harassment of employees on the grounds of age.
2. This applies to all workers, whatever their age. Employers are allowed to set a default retirement age (usually 65) but employees have the right to request to work longer.
3. Positive Action measures may be allowed for training and encouraging job applications to prevent or compensate for disadvantages experienced by a particular age group.

Children and Young People

1. The Children Act 1989 is based upon the belief that children are generally best looked after within the family, with both parents playing a full part and without resort to legal proceedings. The welfare of the children is the paramount consideration. Parents are encouraged to seek agreement wherever possible. Children should always be consulted (subject to age and understanding) and kept informed about what will happen to them. Court decisions about their future upbringing should be responsive to their needs.
2. The Act also makes provision for "children in need" and their families by stating that it is the general duty of every local authority to safeguard and promote the welfare of children within their area who are in need and, so far as is consistent with that duty, to promote the upbringing of such children by their families by providing a range and level of services appropriate to those children's needs.
3. Every local authority must also facilitate the provision by others (including in particular voluntary organisations) of services that the authority have power to provide by virtue of the Children Act.
4. The Act defines a child as "in need" if:
 - s/he is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for her/him of services by a local authority
 - her/his health or development is likely to be significantly impaired, or further impaired, without the provision for her/him of such services
 - s/he is disabled
 - and "family" as including any person who has parental responsibility for the child and any other person with whom s/he has been living

Disability Equality

1. Under the Disability Discrimination Act 1995 (DDA) it is generally unlawful to treat a disabled person less favourably than others in employment, providing services or carrying out public functions. It is also unlawful for employers and staff to harass people because of their disability. Employers and service providers must make 'reasonable adjustments' to enable disabled people to work or access services.

Reasonable adjustments fall into three areas:

- changes to practices, policies and procedures
- providing extra aids and services
- adaptations to overcome physical barriers

2. Since December 2006, anyone carrying out a public function must also make reasonable adjustments, in the three areas set out above, where necessary to ensure that disabled people are not disadvantaged because of their disability by how the function is performed

3. Also since December 2006 all public authorities, have to consider how to achieve the following objectives in relation to everything they do:

- Eliminate disability discrimination
- Eliminate disability-related harassment
- Promote equality of opportunity for disabled people
- Promote positive attitudes toward disabled people
- Encourage participation by disabled people in public life
- Take account of disabled people's disabilities, even where that involves treating disabled people more favourably

4. Public authorities now have to publish a Disability Equality Scheme showing how it will make sure it meets these, and other duties, under the DDA.

5. Under the Building Regulations Part M 1992 (updated in 2003), new and refurbished buildings must meet minimum physical access requirements.

6. The Special Educational Needs and Disability Act 2001 strengthens the rights of disabled children to mainstream education and makes unjustified disability discrimination unlawful in nursery, primary, secondary, further and higher education. It also puts duties on local education authorities and schools to review their policies, procedures and practices to make sure that they do not discriminate against disabled pupils and to increase accessibility to the curriculum, information and the environment.

Gender Equality

1. Under the Sex Discrimination Act 1975, it is unlawful to discriminate, directly or indirectly, in employment and in providing goods, facilities or services, either by refusing services or by providing them on less favourable terms to one sex than the other or because a person is married or in a civil partnership. It is also unlawful to harass an employee on the grounds of their gender.

2. In April 2007, the Equality Act 2006 amended the Sex Discrimination Act to make it generally unlawful for a public authority to do anything that amounts to gender discrimination.

3. Public authorities now also have to consider how to achieve the following objectives in relation to everything they do:

- The need to eliminate unlawful gender discrimination and harassment
- The need to promote equality of opportunity between men and women

4. Each public authority has to publish a Gender Equality Scheme to show how it will make sure it meets these and other duties.

5. Sections 47 and 48 of the Sex Discrimination Act allow Positive Action measures to be taken in some circumstances for training and encouraging job applications to tackle under-representation of women or men in the workforce.

6. Section 7 allows employers to say that only women or men can apply for a job. This is restricted to a limited number of posts where being of a particular gender is a "genuine occupational qualification", e.g. work involving specific intimate work with either women or men.

7. Section 29 allows gender specific services to be provided in limited circumstances, for example single-sex changing rooms.

8. Under the Equal Pay Act 1970, it is unlawful to pay one sex less than the other for work of equal value.

9. The SDA now also protects transsexuals against discrimination in employment and training.

10. Discrimination on the grounds of marital status relates to employment and training, but not to education.

Race Equality

1. Under the Race Relations Act 1976 (RRA), it is unlawful for employers, service providers and public authorities to discriminate directly or indirectly because of someone's colour, race, nationality (including citizenship), or ethnic or national origin.

2. The Race Relations (Amendment) Act 2000 replaced Section 71 of the RRA and says that public authorities must consider how to meet the following objectives in relation to everything they do:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

3. Each public authority must publish a Race Equality Scheme setting out the actions it will take to make sure they meet these, and other, duties under the RRA.

4. Sections 37 and 38 allow employers to take Positive Action where a racial group is under-represented in a particular type of work to provide training to that racial group to help fit them for that work or to encourage them to apply for jobs.

5. Section 5(2) (d) of the RRA allows a job to be restricted to members of a particular racial group in limited circumstances where being of a particular race is a "genuine occupational requirement." For example, where the job provides people of a particular racial group with personal services that promote their welfare, and those services can best be provided by a person of that racial group.

6. Section 35 of the Race Relations Act 1976 allows the provision of facilities and services to members of a particular racial group to meet the special needs of that group in education, training or welfare. This is known as Positive Action.

7. Any employee, regardless of length of service, is entitled to make a claim under the Sex Discrimination Act, Race Relations Act or the Disability Discrimination Act.

Gypsies and Travellers

1. Recent amendments to the Caravan Sites Act 1968 require councils to give four week's notice to occupants of council caravan sites, and in possession proceedings the court has the power to suspend the possession order for up to 12 months.

2. Occupants of council caravan sites now have similar protection from harassment as conventional house dwellers. The owner of a property or her/his agent is guilty of an offence if s/he:

- interferes with the peace or comfort of the occupier or persons residing with her/him, or
- persistently withdraws or withholds services or facilities required for occupation, knowing that this conduct is likely to cause the occupier to abandon the caravan, remove it from the site, or fail to exercise any right or pursue any remedy

3. Section 225 of the Housing Act 2004 means every local housing authority must assess the accommodation needs of Gypsies and Travellers residing in or resorting to their district.

4. An assessment should be carried out as part of the general review of housing needs in their areas. A draft practice guide for assessments is available from the Department of Communities and Local Government.

All Faiths and None Equality

1. Part 2 of the Equality Act 2006 came into force on 30 April 2007. It makes it unlawful for providers of goods and services, and public authorities, to discriminate on the grounds of religion or belief. Exceptions apply to religious organisations and some charities and schools.

2. The Employment Equality (Religion or Belief) Regulations 2003 protects employees and job applicants from any act of discrimination, victimisation or harassment on the grounds of religion or belief.

3. Religion or belief is defined as being any religion, religious belief or philosophical belief that is similar to a religious belief.

4. Discrimination will not be unlawful where being of a particular religion or belief is a genuine and determining occupational requirement.

5. Positive Action measures may be allowed for training and encouraging job applications to prevent or compensate for a disadvantage experienced by people with a particular religion or belief.

6. The Race Relations Act 1976 provides limited protection against religious discrimination for religious groups that have the same ethnic origins as religion, for example, Jews and Sikhs. Other faith groups can claim indirect racial discrimination if many people from a particular ethnic group are affected.

7. In 2001, the Crime and Disorder Act 1998 was changed to recognise when crimes are motivated by religious discrimination.

Sexual Orientation Equality

1. From 30 April 2007 the Equality Act (Sexual Orientation) Regulations 2007 made it unlawful for the providers of goods and services, and public authorities, to discriminate on the grounds of sexual orientation.
2. The Employment Equality (Sexual Orientation) Regulations 2003 protect employees and job applicants from discrimination, victimisation or harassment on the grounds of sexual orientation.
3. Discrimination will not be unlawful if being of a particular sexual orientation is a genuine and determining occupational requirement.
4. Positive Action measures may be allowed for training and encouraging job applications to prevent or compensate for disadvantages experienced by people of a particular sexual orientation.
5. The Civil Partnership Act 2004 created a new legal relationship of civil partnership which is formed by two people of the same sex signing a registration document. It provides same sex couples who form such partnerships equal treatment with married couples.

Transgender Equality

1. Transgender people are protected under the Sex Discrimination Act (as amended in 1999).
2. The Sex Discrimination (Gender Reassignment) Regulations 1999 protects the rights of people who intend to undergo, are undergoing, or have undergone gender reassignment by stating, for example, that employers must not treat such employees less favourably than other employees.
3. The Gender Recognition Act 2004 became law on 4 April 2005. It allows transsexuals to gain legal recognition in their acquired gender. Once issued with a gender recognition certificate, transsexuals will have the right to marry and obtain a birth certificate in their acquired gender and obtain state benefits like anyone else of that gender.

Human Rights

Article 14 of the European Convention on Human Rights gives people the right to enjoy their other human rights without discrimination on such grounds as sex, race, colour, language, or religion.

Anti-Harassment

1. Harassment in the workplace is outlawed on the grounds of age, disability, gender, race, religion or sexual orientation.
2. Under the Crime and Disorder Act 1998, police forces and local authorities must form community safety partnerships that will tackle crime at a local level. Local authority community safety officers must work with the wider community and partnership agencies, to carry out crime and disorder audits every three years and produce crime reduction strategies. Section 1 also

allows anti-social behaviour orders to be used in cases of harassment. The Act created new "racially aggravated offences" such as assault, grievous bodily harm, criminal damage and public order offences which carry significantly higher penalties than similar offences with no element of racial aggravation.

3. The Anti-Terrorism, Crime and Security Act 2001 amended the Crime and Disorder Act to change "racially aggravated criminal offences" into "racial or religiously aggravated criminal offences".

An offence becomes religiously aggravated where the hostility is based on the victim's membership of a religious group.

4. Section 146 of the Criminal Justice Act 2003 came into effect in April 2005, empowering courts to impose tougher sentences for offences motivated or aggravated by the victim's disability or sexual orientation.

5. The Protection from Harassment Act 1997 and the Public Order Act 1986. These Acts are intended to deal with harassment and intimidating behaviour that causes distress. The Protection from Harassment Act makes it illegal to harass another person or make another person fear that violence will be used against them. Victims can obtain injunctions to prevent further harassment or intimidation and can claim damages. The Public Order Act makes it an offence to cause harassment, alarm or distress or intentionally cause another person to fear that violence will be used against them. It also allows for extra penalties for crimes which are found to be racially motivated. The Act also makes it an offence to stir up racial hatred. The Racial and Religious Hatred Act 2006 has extended this to cover stirring up religious hatred. Fixed-penalty notices under Section 5 of the Public Order Act 1986 allow the police to issue an £80 ticket for causing harassment, alarm or distress. The police may also issue a £40 ticket for throwing fireworks and being drunk and disorderly (S. 80 Explosives Act 1875). These powers can be used to stop some kinds of hate crime, and it is important that people are supported to give evidence.

6. Action for Justice and the Youth Justice and Criminal Evidence Act 1999. Police forces must direct resources to set up and support specialised units to identify and support vulnerable witnesses.

Specialist and criminal justice agencies must work together to plan how they will make sure there is equal access to legal action and compensation for people with learning difficulties and for other vulnerable witnesses.

7. The Stephen Lawrence Enquiry (McPherson Report) 1998.

The effect of the McPherson report on local authorities and the police service as a whole should not be underestimated. The police must take specific action to 'increase trust and confidence in policing among black and minority ethnic communities'. The police also have a responsibility to make sure that people who are at risk of becoming victims of hate crime or other kinds of crime are supported by a community project, or are in contact with the police to provide better protection from specifically targeted crime. The police should monitor the policies and procedures set up to prevent and respond to hate crime, such as making sure people who see harassment report it even though they are not the victim (third-party reporting), and better recording and monitoring.

Appendix 2: The Disability Discrimination Act – Definition of Disability

Within the Act, disability is defined as:

“A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.”

“Impairment”

The definition covers physical and mental impairments. These include:

- physical impairments affecting the senses, such as sight and hearing
- mental impairments including learning disabilities and mental illness

“Substantial”

For an effect to be substantial, it must be more than minor. The following are examples that are likely to be considered substantial:

- inability to see moving traffic clearly enough to cross a road safely
- inability to turn taps or knobs
- inability to remember and relay a simple message correctly

“Long-term”

These are effects that:

- have lasted at least 12 months, or
- are likely to last at least 12 months, or
- are likely to last for the rest of the life of the person affected

Long-term effects include those that are likely to recur. For example, an effect will be considered to be long-term if it is likely both to recur, and to do so at least once beyond the 12-month period following the first occurrence.

“Day-to-day activities”

Day-to-day activities are normal activities carried out by most people on a regular basis, and must involve one of the following broad categories:

- mobility - moving from place to place
- manual dexterity - for example, use of the hands
- physical co-ordination
- continence
- the ability to lift, carry or move ordinary objects
- speech, hearing or eyesight
- memory, or ability to concentrate, learn or understand
- being able to recognise physical danger

The Government has issued guidance, under the Act, about whether an impairment has a substantial or long-term effect. This guidance does not in itself impose legal obligations on an employer or service provider, but a tribunal or court must, when considering a complaint about discrimination, take into account any of the guidance that appears to be relevant.

Impairments/ Conditions which are excluded

The following conditions are not to be treated as impairments for the purpose of the Act:

- Addiction to or dependency on alcohol, nicotine or any other substance (unless the addiction resulted from the substance being medically prescribed)
- Seasonal allergic rhinitis (e.g. hay fever) except where it aggravates the effect of another condition
- A tendency to set fires
- A tendency to steal
- A tendency to physical or sexual abuse of others
- Exhibitionism
- Voyeurism

Particular cases or conditions

Severe disfigurements

The Act's definition treats severe disfigurements as disabilities, although they have no effect on a person's ability to carry out normal day-to-day activities.

If, however, the disfigurement consists of a tattoo which has not been removed, non-medical body piercing, or an object attached through such a piercing, regulations have the effect of ensuring that this would not be treated as a disability.

Impairments helped by treatment or artificial aids

Medication or equipment (such as an artificial limb) which helps an impairment, is not taken into account when considering whether an impairment has a substantial effect. For example, a person who wears a hearing aid to improve their hearing is considered to have the hearing loss that would exist without the use of the aid. An exception is when people wear glasses or contact lenses - it is the effect on the person's vision, while wearing their glasses or contact lenses that is considered. If, however, the treatment is likely to cure the impairment, this should be taken into account in assessing whether the impairment is long-term.

Progressive conditions

The Act covers progressive conditions where impairments are likely to become substantial. Examples of progressive conditions include:

- Cancer
- HIV infection
- Multiple sclerosis
- Muscular dystrophy

The Act covers people with these conditions from the moment that there is a noticeable effect on normal day-to-day activities, however slight. For example, a person with multiple sclerosis would be covered from the time they first developed symptoms that affect their ability to carry out normal day-to-day activities. They would not be covered just because the illness had been diagnosed.

Genetic predispositions

The Act does not cover people with a gene that causes a disability unless they develop the disability. For example, people with the gene that causes Huntington's chorea are not covered if they do not have the condition. People are covered as soon as the first effects on normal day-to-day activities appear.

Past disabilities

The definition covers people who have had a disability in the past. If a person once had a disability which is covered by the Act, they are still protected if they have recovered. This applies even if they recovered before the Act came into force.

Registered disabled people

Any person registered as a disabled person under the Disabled Persons (Employment) Act 1944, or the Disabled Persons (Employment) Act (Northern Ireland) 1945, on both 12 January 1995 when the legislation was first introduced into Parliament and the date when the employment rights start is covered by the Act for three years, is to be treated as having a disability, for the purposes of the Act, for three years from the latter date. They do not have to prove they meet the new definition of disability for this three year period.

Babies and children under the age of six

It may be difficult to see the effects of an impairment on a baby or young child and thus determine if he or she is disabled. However, a young child with an impairment will be treated as disabled under the Act if someone over the age of six with such an impairment would normally be covered by the Act.

Appendix 3: Equality – Local and National Information

Age:

There will be an increased demand for higher education due to an approximate 18% rise in the 20-29 age groups between 2004 and 2026. The DCIS predict net migration for North Devon at 500 people/ year. These figures have been distributed across age ranges in accordance with regional population structures. As with all projections, accuracy cannot be guaranteed.

Table 1: Age Structure in 2001 (actual population)

Age	North Devon		County		National		UK*	
0-14	15,452	17.66	184,594	17.3	9,277,814	18.88	11,091,000	18.85
15-29	13,167	15.03	180,255	17.05	9,253,983	18.84	11,073,000	18.82
30-44	17,169	19.62	216,979	20.4	11,127,511	22.65	13,291,000	22.59
45-64	24,070	27.51	277,804	25.41	11,671,523	23.75	14,024,000	23.84
65+	17,650	20.17	215,287	19.85	7,808,000	15.89	9,358,000	15.9
Overall	87,508	100%	1,074,919	100%	49,138,831	100%	58,837,000	100%

Source: 2001 Census1 (*UK figures based on 2001 mid-year estimate)

Table 2: 2005 Mid-year Population Estimates

Age	North Devon		County		National		UK	
	Actual	%	Actual	%	Actual	%	Actual	%
0-4	4,500	4.99	53,200	4.79	2,893,200	5.74	3,427,500	5.69
5-9	5,100	5.65	59,800	5.39	2,981,500	5.91	3,560,500	5.91
10-14	5,800	6.43	67,300	6.06	3,187,300	6.32	3,821,300	6.35
	15,400		180,300		9,062,000			
15-19	5,700	6.32	71,900	6.48	3,305,500	6.55	3,964,700	6.58
20-24	4,100	4.55	69,700	6.28	3,264,500	6.47	3,906,200	6.49
25-29	3,800	4.21	53,200	4.79	3,167,800	6.28	3,734,600	6.20
	13,600		194,800		9,737,800			
30-34	4,900	5.43	61,700	5.56	3,533,600	7.01	4,162,000	6.91
35-39	6,000	6.65	75,800	6.83	3,918,000	7.77	4,643,200	7.71
40-44	6,300	6.98	78,800	7.10	3,854,300	7.64	4,602,400	7.64
	17,200		278,000					
45-49	6,100	6.76	73,300	6.60	3,363,200	6.67	4,042,200	6.71
50-54	6,000	6.65	71,400	6.43	3,051,500	6.05	3,670,300	6.10
55-59	7,200	7.98	82,100	7.40	3,267,300	6.48	3,911,700	6.50
60-64	6,100	6.76	68,900	6.21	2,585,700	5.13	3,114,100	5.17
	25,400		295,700					
65-69	5,100	5.65	59,200	5.33	2,250,000	4.46	2,711,400	4.50
70-74	4,400	4.88	51,600	4.65	1,941,400	3.85	2,337,000	3.88
75-79	3,700	4.10	44,900	4.05	1,626,400	3.22	1,947,100	3.23

80-84	3,000	3.33	36,100	3.25	1,243,300	2.47	1,477,400	2.45
85-89	1,500	1.66	19,200	1.73	639,800	1.27	765,200	1.27
90+	900	1.00	12,000	1.08	357,300	0.71	410,700	0.68
	18,600		223,000					
Overall	90,200	100	1,109,900	100	50,431,700	100	60,209,500	100

Source: Office for National Statistics

Table 3 shows the 2004-based national projection by the Government Actuary's Department (GAD). It provides the latest national projection, benefiting from the 2001 Census of Population. These latest national projections indicate an overall population growth of approximately 6.8 million over the 2004 – 2029 periods.

Table 3: Estimated and Projected Population Age Structure, UK (actual population)

Ages	2004	2009	2014	2019	2024	2029
0- 4	3,389,000	3,521,000	3,509,000	3,585,000	3,603,000	3,550,000
5- 9	3,608,000	3,408,000	3,537,000	3,526,000	3,602,000	3,621,000
10-14	3,870,000	3,625,000	3,423,000	3,552,000	3,541,000	3,617,000
15-19	3,921,000	3,937,000	3,691,000	3,490,000	3,619,000	3,608,000
20-24	3,800,000	4,193,000	4,190,000	3,945,000	3,745,000	3,875,000
25-29	3,658,000	4,079,000	4,405,000	4,404,000	4,160,000	3,961,000
30-34	4,279,000	3,790,000	4,168,000	4,494,000	4,494,000	4,251,000
35-39	4,690,000	4,330,000	3,826,000	4,203,000	4,529,000	4,530,000
40-44	4,502,000	4,687,000	4,320,000	3,820,000	4,197,000	4,522,000
45-49	3,944,000	4,467,000	4,644,000	4,282,000	3,789,000	4,164,000
50-54	3,696,000	3,882,000	4,394,000	4,570,000	4,216,000	3,733,000
55-59	3,878,000	3,602,000	3,785,000	4,289,000	4,466,000	4,123,000
60-64	3,021,000	3,719,000	3,463,000	3,645,000	4,139,000	4,315,000
65-69	2,695,000	2,848,000	3,524,000	3,293,000	3,475,000	3,955,000
70-74	2,339,000	2,463,000	2,633,000	3,276,000	3,075,000	3,256,000
75-79	1,934,000	1,987,000	2,153,000	2,333,000	2,925,000	2,760,000
80-84	1,501,000	1,468,000	1,565,000	1,752,000	1,933,000	2,446,000
85-89	703,000	932,000	957,000	1,068,000	1,247,000	1,408,000
90-94	324,000	310,000	439,000	481,000	570,000	700,000
95-99	76,000	89,000	90,000	139,000	166,000	211,000
100 +	9,000	12,000	15,000	17,000	28,000	39,000
Overall	59,835,000	61,351,000	62,731,000	64,166,000	65,519,000	66,644,000

Source: GAD 2004-based Population Projections

Table 4 also shows the estimated age structure of the national population from 2004 to 2029, with a proportionate reduction in numbers of children and young adults and a growth in numbers of adults aged 65 and over, and particularly in age groups aged 80 and over.

Fertility rates have fallen, such that fewer births have occurred in recent decades. These recent relatively low levels of fertility are assumed to continue into the future in current projections. By contrast, international migration has modified considerably in the last two decades. A pattern of net out-migration in the first half of the 1980's has shifted to one of net inward migration, with net immigration levels in excess of 100,000 per annum being recorded from the mid 1990's

onwards. Consequently, the national projections now assume net international migration levels in excess of 100,000 per annum. This process is mainly drawing in young adults.

As a result of these processes, Table 4 shows that not only is the number of people increasing, but that the number of adults is increasing faster still. Moreover, the adult population is getting older. The number of those aged 60-74 is set to steadily increase from a little over 8 million in 2004 to 11.5 million in 2029, whilst numbers of over 75's are anticipated to grow considerably, almost by a factor of 1.75 between 2004 and 2029, from 4.5 million to 7.5 million.

Table 4: Estimated and projected population age structure, UK (%)

Ages	2004	2009	2014	2019	2024	2029
0- 4	5.66	5.74	5.59	5.59	5.50	5.33
5- 9	6.03	5.56	5.64	5.50	5.50	5.43
10-14	6.47	5.91	5.46	5.54	5.40	5.43
15-19	6.55	6.42	5.88	5.44	5.52	5.41
20-24	6.35	6.83	6.68	6.15	5.72	5.81
25-29	6.11	6.65	7.02	6.86	6.35	5.94
30-34	7.15	6.18	6.64	7.00	6.86	6.38
35-39	6.98	6.82	7.15	7.10	6.71	6.33
40-44	7.14	6.97	7.41	7.37	6.92	6.49
45-49	7.30	7.13	7.66	7.64	7.14	6.66
50-54	7.46	7.29	7.92	7.91	7.36	6.82
55-59	7.62	7.45	8.17	8.18	7.58	6.98
60-64	7.78	7.61	8.43	8.45	7.79	7.14
65-69	7.94	7.76	8.68	8.72	8.01	7.31
70-74	8.11	7.92	8.94	9.00	8.23	7.47
75-79	8.27	8.08	9.19	9.27	8.45	7.63
80-84	8.43	8.24	9.45	9.54	8.66	7.80
85-89	8.59	8.40	9.70	9.81	8.88	7.96
90-94	8.75	8.55	9.96	10.08	9.10	8.12
95-99	8.91	8.71	10.21	10.35	9.32	8.29
100 +	9.07	8.87	10.47	10.63	9.54	8.45
Overall	100	100	100	100	100	100

Source: GAD 2004-based Population Projections

Table 5: Range of Qualifications

Number of people aged between 16 – 74	North Devon		Regional		National	
	Actual	%	Actual	%	Actual	%
No Qualifications	18,432	29.55	925,440	26.18	10,251,674	28.85
Level 1 Qualifications	11,660	18.69	627,115	17.74	5,909,093	16.63
Level 2 Qualifications	13,458	21.57	757,397	21.43	6,877,530	19.36
Level 3 Qualifications	4,429	7.10	304,889	8.63	2,962,282	8.34
Level 4 / 5 Qualifications	9,152	14.67	665,869	18.84	7,072,052	19.90
Other qualifications: Level unknown	5,253	8.42	253,748	7.18	2,459,460	6.92
Overall	62,384	100	3,534,458	100	35,532,091	100

Source: Neighbourhood Statistics

The incidence suggests that individuals pursuing higher qualifications are more likely to leave the area, with those not going on to study A-levels more likely to stay locally. The result is a skills gap in the work force. This is reflected in the population profile for North Devon and Torrridge (table 3) which demonstrates a relative shortfall in the proportion of young adults (ages 20-44).

Age Group	North Devon	Devon	England and Wales
0-15	16,550	127,454	10,488,736
16-74	62,384	503,212	37,607,438
75 +	8,574	73,827	3,945,742

Disability:

Information	North Devon	Devon	England & Wales
Population	87,508	704,493	52,041,916
People who have a limiting long term illness	16,377 18.7%	133,756 19%	9,484,856 18.2%
People of a working age (16-74) who are permanently sick or disabled	3,124 5%	23,416 4.7%	2,076,243 5.5%

There are an estimated 11 million adults with a disability in the UK (1 in 5 of the total adult population) and 770,000 children with a disability. Many people with a disability often have less obvious or non-visible impairments.

The Rural Housing Needs Survey for North Devon surveyed a large sample of the population within North Devon to identify current and future housing needs. It identifies the following care needs for the district:

- 13.1% of households indicated that someone within their household was disabled. When extrapolated this figure would suggest that a total of 2,625 households in rural North Devon include persons with a disability;
- 16.7% of households indicated that someone in the household suffered from a long-term illness, which extrapolates to 3,315 rural households including persons with long-term illness;
- 3.4% of households indicated that a member of the household paid for special care, extrapolating to 675 households in rural North Devon

The Urban Housing Needs and Wants Survey complements the Rural Housing Needs Survey for North Devon and surveyed the other half of the District.

It identifies the following care needs for the district:

- 21.3% of households indicated that someone within their household was disabled. When extrapolated this figure would suggest that a total of 4,086 households in urban North Devon contain persons with a disability
- The most frequently reported disability factor was physical impairment (41.1% of cases) followed by long-standing illness/poor health (33.9%), mental health (9.2%), learning disabilities (8.2%) and sensory impairment (6.8%)
- 7.7% indicated that a member of the household required special care, extrapolating to 1,485 people in urban North Devon

Gender:

There are approximately 60.2 million people living in the UK with 49% being men and 51% female, however more males than females are born each year. The following table shows the break down of the population.

Information	North Devon	Devon	England & Wales
Population	87,508	704,493	52,041,916
Males	42,489	340,013	25,325,926
Females	45,019	364,480	26,715,990

(Census 2001)

From the total of 60.2 million, approximately 29 million are of working age.

People of Working Age (16-64 years)			
	Full Time	Part Time	Total
Male	13.93m (89%)	1.72m (11%)	15.65m (54%)
Female	7.65m (57%)	5.7m (43%)	13.35m (46%)
Total	21.57m (74%)	7.42m (26%)	28.99m

The table shows that although the number of men and women who are in work are relatively equal there is a significant difference in their patterns of work.

Sexual Orientation:

Information	North Devon	South West	England
All people aged 16 and over in households	69,182	3,882,983	38,393,304
Living in same-sex couple	90	7,018	75,746

Religion/ Belief/ No Belief:

Information	North Devon	Devon	England & Wales
Population	87,508	704,493	52,041,916
Christian	65,725	527,209	37,338,486
Buddhist	150	1,694	144,453
Hindu	44	337	552,421
Jewish	53	652	259,927
Muslim	157	1,496	1,546,626
Sikh	37	175	329,358

Other	292	2,808	150,720
No religion	13,955	114,498	7,709,267
Religion not stated	7,095	55,624	4,010,658

Race:

In North Devon, there is only a 2% chance that any two people chosen at random will be from different ethnic groups compared to a national average of 17%. The table below provides information on the ethnic groups of the population of England, Devon and North Devon.

Ethnic Group	% of population		
	North Devon	Devon	England
White	99.1	98.9	90.9
White: British	97.58	96.98	86.99
White: Irish	0.43	0.48	1.27
White: Other	1.04	1.42	2.66
Mixed	0.4	0.5	1.3
Mixed: White and Black Caribbean	0.13	0.12	0.47
Mixed: White and Black African	0.04	0.05	0.16
Mixed: White and Asian	0.14	0.17	0.37
Mixed: Other	0.1	0.14	0.31
Asian Or Asian British	0.2	0.2	4.6
Asian or Asian British: Indian	0.11	0.09	2.09
Asian or Asian British: Pakistani	0.03	0.03	1.44
Asian or Asian British: Bangladeshi	0.07	0.04	0.56
Asian or Asian British: Other Asian	0.03	0.06	0.48
Black Or Black British	0.1	0.1	2.3
Black or Black British: Caribbean	0.03	0.04	1.14
Black or Black British: African	0.04	0.06	0.97
Black or Black British: Other	0.02	0.02	0.19
Chinese Or Other Ethnic Group	0.2	0.3	0.9
Chinese or other ethnic group: Chinese	0.13	0.19	0.45
Chinese or other ethnic group: Other ethnic group	0.09	0.12	0.44

Most groups have increased significantly in North, Mid and East Devon over the last 15 years and there was an overall increase of 53% between 1991 - 2001. The Black African group more than doubled, the Bangladeshi group grew by 74% and the Pakistani and Chinese groups increased by over 50% each over this period.

The Commission for Racial Equality's fact file on 'Ethnic Minorities in Great Britain'² indicates that non-white population of Great Britain tends to be younger than its white population reflecting past immigration and higher birth rates. In view of the ageing population profile for North, Mid and East Devon, it would appear that the local non-white population would be significantly younger than the local white population.

In the 2001 census, 6.7 million people in Great Britain (11.8% of the total population) were from ethnic minorities and of these, 4.6 million (8.1%) were from non-white ethnic minorities. Indian made up 1.8% of the total population of Great Britain in 2001 and formed the single largest ethnic minority group. They were followed by Pakistani (1.3%), White Irish (1.2%) and people from Mixed Ethnic backgrounds (1.2%), Black Caribbean (1%), Black African (0.8%) and Bangladeshi (0.5%).
