

Corporate Equality Scheme

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1. Introduction

The Race Relations (Amendment) Act first introduced the concept of a positive race equality duty to public bodies in 2001. A new public sector duty on disability equality came into effect in December 2006. A duty on gender equality came into effect in April 2007.

The three Duties have a common aim of ensuring that the public sector works to promote equality and eliminate discrimination in all its activities. Each piece of legislation is focused on delivering equality in the most appropriate way for disabled people, for different ethnic groups, or for women and men in our society. Each Duty places distinct legal obligations on the public sector.

It is likely that, in the future, equalities legislation will be brought together and will create duties on the public sector to promote equality and eliminate discrimination on the grounds of age, religion and belief, and sexual orientation. The focus on delivering outcomes for equality, rather than achieving process requirements, will continue to be central to any future duties.

This is our first Corporate Equality Scheme. It brings together the three, separate schemes into a single document. This allows for a coherent review of each scheme in the context of the other and will result in a greater consistency through subsequent reviews. A 'joined up approach' to the understanding and implementation of the three Duties will ensure:

- specific progress in addressing existing discrimination and promoting equality on the grounds of race, disability and gender;
- improved learner and employee experience (particularly for those whose identity reflects several grounds on which they might potentially experience disadvantage eg ethnic minority women);
- the broad advancement of the overall equalities agenda resulting in a fairer and more integrated society.

We believe that by clarifying our collective and individual expectations in relation to the duties placed on the College by existing and forthcoming legislation, we can help ensure the effective and sustainable delivery of equality in our provision, employment and the broader dimensions of public life. We see the duties as supporting The College in our aim to be an effective, efficient and high performing organisation.

2. Our Vision

We envisage a College where everyone can participate fully and be treated equally and fairly without disadvantage arising from their gender, disability, race or any other personal characteristic.

In fulfilling our Equality Duties we will develop further our learning culture in which:

- equality is recognised as a leadership responsibility and a mark of good governance;
- diversity is viewed as the norm;
- people are recruited, trained and promoted according to their abilities and in the proportions one would expect from the populations represented;
- the focus is on the proactive promotion of a positive future not simply the elimination of an historical inequality;
- we properly understand the different needs of individuals and groups and make the adjustments necessary to ensure they are not disadvantaged currently or in the future;
- equality is recognised as being of benefit to all groups not just those that currently experience particular disadvantage;
- the ongoing leadership and good practice on equality issues we demonstrate will help shape broader social attitudes around us.

3. The Duties

The three Duties each include general and specific duties:

- The general duty sets a new legal standard for all decisions and activities requiring public bodies, such as the College, to give due regard to equality.
- The specific duties are a set of concrete steps that together form a process to achieve specific outputs which should subsequently enable delivery of the general duty with an overall outcome of equality.

Differences in the general duties illustrate the differences in the nature of discrimination experienced by the different groups involved. Table 1, reproduced on page 6, shows these differences in summary form. For example, the Disability Equality Duty includes a duty to promote positive attitudes towards disabled people, and the Race Equality Duty requires the promotion of good relations between people of different racial groups.

The Disability Equality Duty is the only Duty which requires public authorities to take account of the needs of a particular group of people, even where that involves treating them more favourably than others. Race relations and sex discrimination legislation provides scope for positive action to meet the needs of under-represented groups in training or employment, but does not allow positive discrimination, and the Race and Gender Equality Duties do not change this.

The specific Duties clearly require different approaches, as summarised in table 2 on pages 7,8 and 9. For example, the Race Equality Duty strongly focuses on particular requirements, including a race equality scheme, race impact assessments, employment monitoring and the publishing of information. The gender and disability Duties are more comparable, with fewer specific requirements, placing the onus more on public bodies to set their own priorities as to the means to achieve change.

However, the disability Duty does also include significant additional requirements on public bodies, including the requirement to involve disabled people in developing the disability equality scheme and action plan. The gender Duty requires specific action to narrow the gender pay gap, including the publication of an equal pay statement in addition to a gender equality scheme.

This Corporate Equality Scheme sets out how we intend to meet each of the requirements of each duty in a clearly identifiable way, including an individual action plan for each duty.

Structure

General Duties

Table 1

Gender Equality Duty	Disability Equality Duty	Race Equality Duty
<p>Due regard to the need to:</p> <ul style="list-style-type: none"> • eliminate unlawful discrimination and harassment; • promote equality of opportunity between men and women. 	<p>Due regard to the need to:</p> <ul style="list-style-type: none"> • promote equality of opportunity between disabled persons and other persons; • eliminate discrimination that is unlawful under the Disability Discrimination Act 1995; • eliminate harassment of disabled persons that is related to their disabilities; • take steps to take account of disabled person' disabilities, even where that means treating disabled persons more favourably than other persons; • promote positive attitudes towards disabled people; • encourage participation by disabled people in public life. 	<p>Due regard to the need to:</p> <ul style="list-style-type: none"> • eliminate unlawful racial discrimination; • promote equality of opportunity; • promote good relations between persons of different racial groups.

Specific Duties

Table 2

Gender Equality Duty	Disability Equality Duty	Race Equality Duty
<p>A listed public authority must prepare and publish a Gender Equality Scheme</p> <p>The Scheme must set out the overall objectives the public body has set to allow it to meet its general duty. The public body must consider the need to have an objective to address the causes of any unequal pay for men and women staff related to their sex.</p> <p>The scheme must also set out the actions it has taken or intends to take to:</p> <ul style="list-style-type: none"> • gather information on the effects of its policies and practices on men and woman, in particular the extent to which they promote equality between men and female staff, and the extent to which the services it provides and the functions it performs take account of the needs of men and women; 	<p>A listed public authority must involve disabled people in the development of a Disability Equality Scheme which demonstrates how it intends to fulfil its general and specific duties and which includes a statement of:</p> <ul style="list-style-type: none"> • the way in which disabled people have been involved; • the methods for impact assessment; • steps which the authority will take towards fulfilling its general duty (the Action Plan); • the arrangements for gathering information in relation to employment and, where appropriate, its delivery of education and its functions; • the arrangements for putting the information gathered to use, in particular in review to the effectiveness of its action plan and in preparing subsequent DES. 	<p>Listed public authorities must publish a Race Equality Scheme setting out functions and policies that are relevant to the general duty on race and arrangements for:</p> <ul style="list-style-type: none"> • assessing and consulting on the likely impact of proposed policies on the promotion of race equality; • monitoring policies for any adverse impact on the promotion of race equality; • publishing the results of such assessments, consultation and monitoring; • ensuring public access to information and services which it provides; • training staff in connection with the duties imposed by Race Equality Duty.

Specific Duties (continued)

Gender Equality Duty	Disability Equality Duty	Race Equality Duty
<ul style="list-style-type: none"> • make use of the information it has gathered to meet the duty and review the effectiveness of its scheme and the actions taken; • assess the impact of its policies and practices on men and women, and use the results to inform its work; • consult employees, service users, trade unions and others; • achieve the objectives it has set. <p>The public authority must put the scheme, and the actions identified, into effect within three years. It must report annually on the actions it has taken.</p> <p>It must review the scheme and publish a revised scheme within three years.</p> <p>Listed public bodies with at least 150 full-time equivalent staff must publish an equal pay policy statement, and report on this every three years.</p>	<p>Within 3 years of the Scheme being published, take the steps set out in its action plan and put into effect the arrangements for gathering and making use of information;</p> <p>Publish an annual report containing a summary of the steps taken under the action, the results of its information gathering and the use of which it has put the information.</p> <p>From December 2008, Scottish Ministers will have to publish reports every 3 years that:</p> <ul style="list-style-type: none"> • give an overview of the progress made by public authorities in relation to disability equality; • set out proposals for co-ordination of action by public authorities so as to bring about further progress on disability equality. 	<p>Employers are required to monitor by reference to racial group staff in post and applicants for employment, training and promotion. Where the employer employs 150 or more full-time staff it must also monitor the numbers who receive training, benefit or suffer detriment from performance assessment reviews, are involved in grievance procedures, are the subject of disciplinary procedures or cease employment.</p> <p>Listed educational authorities must prepare a race equality policy, and have and fulfil arrangements to:</p> <ul style="list-style-type: none"> • assess the impact of its policies, including its race equality policy, on pupils, staff and parents of different racial groups, including, in particular, the impact on attainment levels of pupils.

Specific Duties (continues)

Gender Equality Duty	Race Equality Duty
<p>Scottish Ministers must publish reports every three years, in addition to the Scottish Executive's equality scheme and equal pay statement. These reports will set out the priority areas which Ministers have identified for advancement of equally opportunities across the public sector, and provide a summary of progress made in these priority areas by the public sector.</p> <p>.</p>	<ul style="list-style-type: none"> • monitor the impact of the operation of such policies on such pupils, staff and parents, including, in particular, their impact on attainment levels of pupils; • take steps to publish annually the results of its monitoring. <p>Where the race equality policy is prepared by an education authority that authority should ensure that each school under its management complies with the arrangements in the race equality policy.</p> <p>Further and higher education institutions must prepare a race equality policy, and have and fulfil arrangements to:</p> <ul style="list-style-type: none"> • assess the impact of its policies, including its race equality policy, on students and staff of different racial groups, including, in particular, the impact on attainment levels of pupils; • monitor, by reference to those racial groups, the admission and progress of students and the recruitment and career progress of staff; • include in its written statement of its race equality policy an indication of its arrangements for publishing that statement and the results of its assessment and monitoring; • take steps to publish annually the results of its monitoring.

Taken from 'Bringing Equality in Scotland: The Three Public Sector Duties, DRC, CRE, EOC (2006)'.

4. Equality Impact Assessment

An Equality Impact Assessment (EIA) is a way of systematically assessing, and consulting on, the effects that a policy or procedure will have on an 'Equalities Group' such as people from a minority ethnic background, women or disabled people. The assessment extends to monitoring the actual effects of the policy, once it is put into practice, and staying alert to any concerns about the way it is working. 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, procedures, plans and practice. It involves anticipating the consequences of policies, procedures, plans and practice 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.

The College will look at two possible impacts in its assessment:

- a. A negative or adverse impact – where the impact could disadvantage one equality target group, or some equality target groups. This disadvantage may be differential, where the negative impact on one particular group of individuals or one equality target group is likely to be greater than on another.
- b. An impact that will have a positive impact on equality target group, or some equality target groups, or improve equality opportunities and/or relationships between groups.

The process

In simple terms, Equality Impact Assessment follows a 9 stage process:

Screening

- | | |
|--------|--|
| Step 1 | Identify the purpose and aim(s) of the policy, procedure or practice |
| Step 2 | Gather necessary information and data (evidence) – including consultation as necessary |
| Step 3 | Reviews information and assess the likely impact. |
| Step 4 | Draw a conclusion. |

Decision

Has an impact been identified?

Step 5 If you have not identified an adverse impact, or have identified a positive impact – publish the results. If you have identified an adverse impact or the potential for an adverse impact go to Step 6.

Full Assessment

Step 6 If you have identified an adverse impact – collect further information and data – including stakeholder consultation.

Step 7 Review information and assess the likely impact.

Step 8 Draw a conclusion.

Step 9 Publish the results, including details of actions taken or to be taken.

To implement this process The College has already identified all formal and informal policies and functions. They have been assessed for their relevance to equality and those that have the potential to affect staff, students or prospective staff and students have been identified. Staff, students and stakeholders were consulted to establish which policies and functions should be addressed first. These have been weighted high, medium or low priority. A schedule can be found at appendix 1.

5. Management and Governance

The Principal and Chief Executive has responsibility for equal opportunities and the promotion of equality. College Managers are responsible for ensuring improvements and action plans are implemented and met.

All staff have a responsibility to promote equality.

The Equalities Strategic Review Group, chaired by the Principal and Chief Executive, will monitor the implementation of the Equality Schemes and their associated action plans. The Equalities Strategic Review Group will recommend action plans to the Governing Body, receive reports from key personnel and will report progress on an annual basis to the College Management Team and to the Governing Body.

The Equalities Good Practice Group will be chaired by a member of the Equalities Strategic Review Group. It will have a wide membership including staff and students and will meet on a termly basis to share practice, address issues and will be supported by appropriate training. It is envisaged that this will be an active group at which equality issues are promoted, challenged and developed as live issues.

6. Race Equality

The Race Relations (Amendment) Act 2000 has introduced requirements upon employers to positively promote equality. It is intended that this document, and reference to other related documents such as College Equal Opportunities Policy, will support the College in achieving this end.

Our commitment

The College celebrates and values the diversity brought to its workforce by individuals and believes that the College will benefit from engaging staff from a variety of racial, ethnic and national backgrounds, thus allowing it to meet the needs of a diverse student population within a multi-cultural society. The College will treat all employees and learners with respect and dignity and provide a positive working and learning environment free from racial discrimination, harassment or victimisation.

The College will seek not only to eliminate discrimination, but also to create a working and learning environment based on positive relations between members of different racial groups. To this end, the College undertakes to provide training and support for staff and learners, to consult with staff and students about their experience of the working and learning environment and to provide diverse images in any material which it produces for learners and staff. The aim is to create a positive inclusive ethos where issues of racism, stereotyping and discrimination can be discussed openly with a shared commitment to challenging and preventing racism and discrimination, to respecting diversity and difference, and to encouraging good relations between people of different groups.

The College will work towards the elimination of racism, whether overt or covert, and will seek to ensure that individuals and communities have equal access to learning programmes and facilities.

Definitions and scope

Both institutional and individual racism 'can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, and racist stereotyping which disadvantages ethnic minority people.'¹

The College recognises that institutional racism can exist, and that no organisation is immune to it.

This policy is applicable to both College staff and student matters.

¹ MacPherson, W. (1999) The Stephen Lawrence Inquiry. Report of an Inquiry by Sir William MacPherson of Cluny, London: Stationery Office

Our Statutory Duties

Under the Race Relations Act 1976 (as amended by the Race Relations (Amendment) Act 2000), the College has a general duty to have due regard to the need to:

- eliminate unlawful race discrimination
- promote equality of opportunity
- promote good relations between people from different racial groups.

It also has specific duties to:

- prepare and maintain a written race equality policy
- assess the impact of its policies on learners and staff from different racial groups
- monitor the admission and progress of learners and the recruitment and career progress of staff by racial groups
- set out the College's arrangements for publishing the results of assessments and monitoring
- where reasonable practicable, publish annually the results of assessments and monitoring.

Meeting our Duties

We will seek to ensure that:

- governors, staff, learners and their sponsors (including work placement providers) and other organisations we work in partnership with, are aware of our racial equality policy and the action needed for its implementation
- staff, learners and their sponsors (including work placement providers) and other organisations we work in partnership with, are aware of the value placed upon equal opportunities and that action will be taken in the event of any breach of the policy
- governors and staff have access to comprehensive information which assists them to plan, implement and monitor actions to carry out their responsibilities under the policy.

We will also ensure the College's publicity materials present appropriate and positive messages about minority racial groups.

Positive Action

In specific circumstances, the Act allows positive action as a way of overcoming racial inequality.

Positive action allows organisations to:

- provide facilities or services (in training, education or welfare) to meet the special needs of people from particular racial groups (for example, English language classes – see section 35 of the Act);
- target job training at particular racial groups that are under represented in a particular area of work (see sections 37 and 38 of the Act);
- encourage applications from racial groups that are under-represented in particular work areas (see section 38 of the Act).

The College undertakes, once the results of monitoring are available, to consider targets to reduce any disadvantage suffered by ethnic minority employees and learners. If monitoring reveals that specific racial minority groups are disadvantaged, some targets may relate to those specific groups. The targets will be published annually in an action plan.

Positive action strategies are intended to be temporary measures only. They must be kept under regular review and cannot be used once the special needs have been met or if the under-representation no longer exists. The College will ensure that when using positive action as a strategy, it falls within the law.

Complaints

The College will seek to provide a supportive environment for those who make claims of discrimination or harassment.

Acts of racial discrimination (direct or indirect), harassment, victimisation or abuse will be treated as a serious disciplinary offence.

Staff who feel they are being discriminated against on racial grounds by other members of staff should raise the matter under the College Grievance Procedure. If the accusation is upheld, it will be treated as a serious disciplinary offence.

If, in the course of their work, College staff suffer racial discrimination from members of the public, the College will take appropriate action and provide appropriate support.

Any racist behaviour directed against staff by students will be dealt with under the Student Disciplinary or Harassment Procedure.

Learners who feel they are being discriminated against on racial grounds by other students or members of staff should raise the matter under the College Complaints Procedure or Appeals Procedure depending on the nature of the complaint. If the accusation is upheld, it will be treated as a serious disciplinary offence.

Review and Consultation

The Race Equality Policy will be reviewed on a regular basis in accordance with legislative developments and the need for good practice, by the College Equality Opportunities Committee.

As part of the review the Equal Opportunities Committee will seek and take into account the views of stakeholder including learners; work placement providers, the local consultation/negotiating arrangements within the College, and appropriate equality bodies (i.e. CRE).

Implementation

The College, working in partnership with the recognised trade unions and employee representatives, will seek to ensure that all staffing policies and procedures (eg recruitment and selection procedure) are non-discriminatory, and that monitoring and positive action processes are regularly reviewed and monitored.

The College, working in partnership with the Student Council and learner representative, will seek to ensure that all learner policies and procedures (eg recruitment procedure) are non-discriminatory, and that monitoring and positive action processes are regularly reviewed and monitored.

7. Disability Equality

What is a Disability Equality Scheme?

A Disability Equality Scheme is a structured means of ensuring that the College provides its educational service based on principles of equitable access and treatment specifically with reference to disabled people.

The Scheme will achieve this by ensuring that planning for equal access and treatment, in relation to people with disabilities, is effective and that plans are put into practice.

The social model of disability was developed in the 1970's by disabled people who used their personal experiences to show that the disadvantage and social exclusion experienced by many disabled people is not the inevitable result of their impairments or medical conditions, but stems from attitudinal and environmental barriers. The Social Model recognises that while some people may have impairments which affect how they function physically or mentally, they are actually disabled by the barriers in society that fail to take proper account of their needs. The basis of College policy and practice in relation to disabled people and of the development of this Disability Equality Scheme and action plan is about the removal of these barriers.

The Scheme is designed to:

- Set out our plans to improve disability access to employment and services
- Put in place a systematic assessment of our policies, functions and services to identify and address areas of adverse impact on people due to disability
- Ensure that we are taking the views of disabled people into account when we design or deliver services, make access improvements or develop policies
- Ensure that we monitor the effect of our policies and functions on the recruitment, development and retention of disabled employees, on making educational opportunities available to disabled learners, and on their achievements
- Ensure that we maintain a high quality of management for our staff
- Promote the principles of the Social Model of Disability

An essential part of the framework is taken up by the concept of mainstreaming.

Mainstreaming

Milton Keynes College recognises that promoting equality will improve learning for everyone. Our aim, therefore, is to make equality a central part of the way the College works by making it integral to policy making, service delivery, performance monitoring and management, and employment practice. Mainstreaming means that the College's management of equalities in all areas is relevant to its corporate objectives, and that action plans under the Disability Equality Scheme work towards the achievement of corporate objectives and development plans, which in turn work towards the strengthening of equalities management in the College.

Our Disability Equality Scheme involves:

- Identifying programmes, functions and policies that need to be addressed to meet our commitments;
- Consulting with people with a disability to ensure that priorities, and plans, are well thought out and relevant;
- Assessing the programmes, functions and policies for their impact with regard to disability;
- Gathering data and information about their impact and ways to address it;
- Producing an action plan to address identified issues;
- Using targets and/or performance indicators to monitor achievement against the action plan;
- Publishing the results of the action plan.
- Review of the Scheme

Identifying the programmes, functions and policies that need to be addressed to meet our commitments:

The first step is the identification of the policies and functions of the College – this is essentially identifying where and how we impact on people, mapping out how our service is delivered, by programme, function or policy.

From this we can identify which of these can be influenced by or have an effect brought about by factors relating to disability;

We can then assess whether any such effect or influence is disadvantageous to people for reasons related to disability;

At the same time we would assess whether such an effect or influence is lawful, and if so whether it can be eliminated or lessened;

This enables the College to identify which programmes, functions and policies can be put forward as priorities for action over the next three years, and develop from this a programme of Equality Impact Assessment according to the priority list.

There is potential for a long list of contending priorities, and it is important to have a clear rationale for selection of the final list, for instance their relation to priorities and targets contained in organisational and strategic plans.

Consulting with people with a disability to ensure that priorities, and plans, are well thought out and relevant

Consultation is prerequisite to planning, and disabled people will be involved in identifying which are the areas the College needs to address as a priority. The Scheme recognises that this is an area where expectations need to be balanced with practicality, and disabled people will be involved in ensuring that scheduling of priorities and action plans to address issues are practical.

In preparing this scheme, disabled students and staff have contributed through membership of a DES working group. In addition the Equal Access Forum, an existing internal access group for disabled learners was consulted on the scheme and the action plan.

As well as the ongoing work with the Equal Access Forum, the College will seek to involve employees and, if appropriate, external representatives from groups able to advise on issues affecting particular disabilities.

Assessing the programmes, functions and policies for their impact with regard to disability

Known as Equality Impact Assessment, this involves assessing the impact of policies and functions on people with disabilities to identify if there is any possible differential treatment, and identifying an action plan to address any impact which might be disadvantageous.

Equality Impact Assessment is a systematic analysis of the programme, function or policy under scrutiny, using a checklist to guide the assessment.

Gathering data and information about their impact and ways to address it

A crucial aspect of Equality Impact Assessment is the use of information and data to make an initial assessment, to check whether or not proposed action plans are helpful or appropriate, and to monitor whether the actions contained in action plans are successful.

The College will use quantifiable data from its information systems and any other relevant sources, including national data. We will also use information gained from consultation, discussion, and qualitative sources such as complaints, Staff Surveys, or similar feedback.

Producing an action plan to address identified issues

Each Equality Impact Assessment will produce an action plan, which will feed in to the relevant plans for service delivery in that area. Education and other service plans will therefore contain equalities objectives derived from the action

plans. Some actions will feed in to planning at corporate level. Such things include for example disability access audit or building and facilities development, disability awareness training, recruitment and communications policies.

The College will therefore produce an overall Disability Equality Action Plan. Part of this will be the schedule of priorities for Equality Impact Assessment. Again the involvement of representative groups, service users, or employees with a disability will be an integral part of finalising the Disability Equality Action Plan.

Using targets and/or performance indicators to monitor achievement against the action plan

An important aspect of the action planning is the identification of targets or performance indicators which will allow us to monitor our performance over time and give the Scheme direction.

Where an objective has been put into a plan, a target or performance indicator will be identified to measure success against that objective.

Targets may be quantifiable or qualitative.

Publishing the results of the action plan

The College will report on progress under the Disability Equality Scheme on an annual basis to the Governing Body. The progress report will then be published on the Internet and Intranet in the first instance. People will be able to obtain on request a copy in document form or alternative formats.

The College will produce an annual report on employment of disabled people within the College, giving the relevant data on recruitment, development, turnover, grievance and conflict resolution procedures.

Review of the Scheme

The Disability Equality Scheme will be formally reviewed by no later than December 2009.

Milton Keynes College's commitment to disability equality

The College publishes a three year rolling strategic plan. The plan has at its heart our core belief that every learner deserves the best possible education or training. Our vision is that our learners' experience will be characterised by

- achievement and the development of skills for employability, learning and life;
- challenging and inspiring teaching, training and learning;
- a culture of respect and regard;
- fair and equal access to learning opportunities and support;
- expert, highly-motivated, well-trained staff.

The College is committed to ensuring that disabled people, including those with learning difficulties, are treated fairly and more than this, to actively promote equality of access to our buildings and our curriculum for disabled people.

The Strategic Plan has been used to identify targets that are relevant to ensuring Disability Equality is an integral consideration in the delivery of College objectives.

Consultation

It is recognised that the involvement of disabled students and staff is critical to the success of this Disability Equality Scheme and, therefore, this will be an ongoing activity.

We have established a Disability Discrimination Act Working Group, with staff and student representation to support the preparation of this Disability Equality Scheme. The student representation of the Working Group is drawn from our Equal Access Forum. The Equal Access Forum is a group of students, staff and a governor representative, with a positive interest in disability and a desire to make a difference. The group's aims are to:

- promote equal access for all students of Milton Keynes College
- Inform and raise awareness of disability issues across the College
- Discuss solutions to disability issues.

Our objectives

Our Action Plan focuses on specific activities. It will only succeed if we recognise four essential requirements for Disability Equality in the College:

- **We must promote equality**
- **We must tackle discrimination**
- **We must support disabled people to achieve their full potential**
- **We must work in partnership with disabled people**

The activities in our Action Plan therefore are underwritten by the following fundamental principles:

We will promote equality by:

- removing barriers to accessibility, in relation to access to our services, information and buildings;
- encouraging good practice with our partners, through contracting processes;
- upholding the Social Model and our guiding principles in our role in procurement processes and in our partnership arrangements;
- making the built environment safe and user friendly for disabled people.

We will tackle discrimination by:

- promoting positive images of disabled people;
- challenging patronising or discriminating attitudes;
- challenging anti-social behaviour against, or harassment of, disabled people;
- developing and implementing appropriate policy and procedure

We will support disabled people to achieve their full potential by:

- providing necessary support and assistance to disabled people to enable them to access learning and enrichment:
- supporting the formation of groups, networks and services for disabled people as employees of the College and as learners;
- supporting disabled people according to their individual need.

We will work in partnership with disabled people by:

- enabling disabled people's active participation in College planning and decision making process;
- involving disabled people in the changes and improvements we make;
- consulting with disabled people on issues affecting them rather than with people acting on their behalf.

Implementation of the Disability Equality Action Plan

The Disability Equality Action Plan sets out how we intend to achieve specific objectives in relation to disability equality.

The Disability Equality Action Plan is based on eight core areas which form the action planning framework where we can build standards and focus on the actions that need to be taken. The eight areas are:

1. Making sure the Disability Equality Scheme is put into practice
2. Promoting Disability Equality
3. Making sure the views of disabled staff and learners are heard and listened to
4. Engaging stakeholders
5. Increasing accessibility to our curriculum
6. Increasing accessibility to our services and our buildings
7. Developing our staff
8. Collecting and using data and information

In implementing this Disability Equality Scheme we will monitor and track progress on a regular basis through a standard item on the Management Team Agenda, through regular reporting to The Equal Opportunities Committee, and the implementation of the action plan reporting to Governors on an annual basis.

8. Gender Equality

Milton Keynes:

Local Needs

We serve a dynamic and thriving community. Milton Keynes has a population in excess of 210,000 and 130,000 jobs. It has been identified by the government as one of the four major growth areas in the South East. A planned extra 71,000 dwellings will lead to an increase in population of 110,000 by 2031, which will make Milton Keynes the eleventh largest city in the UK. This growth is on a scale similar to that experienced by Milton Keynes in the last 30 years, but will only be sustainable if new jobs are created in parallel. In meeting the needs of the Milton Keynes community, we must both respond to and predict the needs of present and future employers and citizens.

The following summarises the key local factors which may have a direct impact on the provision for, participation by and achievement of learners.

As the lead provider of vocational education and training in the city, the College will ensure that its curriculum is responsive to changing employer requirements and that it continues to meet the existing and emerging growth needs of the city.

Educational Characteristics

- In comparison with local and national data, Milton Keynes has a relatively high number of people without any qualifications or qualified to Levels 1 or 2.
- In Milton Keynes some 23.4% of the population have poor literacy and 23.5% poor numeracy, which is above the MKOB averages of 20.7% and 20.1% respectively.
- Milton Keynes has relatively lower numbers qualified to Levels 3 to 5.
- 38% of the adult population has not participated in learning during the last three years¹ of which the male / female balance is broadly 50:50.

1. Source: Skills Audit 2003

Table 3²

Percentage qualified to:	No Qual's	L1	L2	L3	L4/5
Milton Keynes	24.4	19.6	22.7	7.6	18.9
Oxon	21.2	15.3	19.2	10.8	27.7
Bucks	21.2	15.9	21.7	9.2	25.9
Region	23.9	17.1	21.2	9.2	21.8
National	28.9	16.6	19.4	8.3	19.9

- Milton Keynes participation rates are lower than for Oxfordshire and Buckinghamshire at ages 16 and 17.
- Overall attainment rates in the schools at GCSE / GNVQ level have improved significantly overall since 2000 in comparison with its statistical neighbours and with Oxfordshire and Buckinghamshire.
- Milton Keynes, although below the national average for 16-18 learners, is improving faster than the other two MKOB LEA areas and is in excess of the national improvement rate.
- Full time participation rates for Higher Education in the Unitary Authority area are 17% below the average rate for England overall, 26% lower at sub-degree level, 21% below³ for post graduate study and 15% below average for degree level study.
- In-migrants to Milton Keynes and South Midlands are better qualified than the existing population; far fewer have only elementary qualifications or no qualifications at all (5.7% against 18.8%); more are educated to A Level equivalent (22.9% against 7.7%), more are educated to Higher Education level (36.2% against 18.2%).⁴

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2. Sources: 2001 Census
 3. Source: Higher Education in Milton Keynes: Demand Study II, DTZ Pleda 2003
 4. Source: Milton Keynes South Midlands Study of Population and Migration: Milton Keynes Council and the NHS MKSM Sub region Health and Social Care Project Team

Economic Characteristics

- Key sectors, as measured by employment, are Distribution, Hotels and Catering (31% total) and Banking, Finance and Insurance (25.5%).
- Milton Keynes is projected to grow rapidly in the next two decades as identified in the Milton Keynes and South Midlands economic development proposals.
- Employment in Milton Keynes is projected to grow by 50,000 to 2016 according to the Milton Keynes - South Midlands Survey.
- Registered unemployment is relatively low at 2.4% (Apr 06) compared with 3% (national) but higher than the overall local (1.3% Buckinghamshire, 1.2% Oxfordshire) and regional (1.8%) averages).
- The Milton Keynes South Midlands sub regional strategy suggests that the main growth areas in the local economy will be high performance Automotive, Creative Industries, Food and Drink, Freight and Logistics, Knowledge Industries, Healthcare and Tourism.
- Local skills shortages are in construction, Care, Retail and Engineering.⁵
- The most important factor influencing employers' choice of training provider are standard of teaching qualification and trust.⁶
- The main training needs for employers in Milton Keynes are Customer Service, IT, Sales/ Retail and Health and Safety.⁶

Milton Keynes College:

Our vision is for a College where all learners enjoy and achieve. They gain new knowledge, understanding and skills through stimulating and inspiring teaching and learning. Our support services are accessible, professional and attuned to the needs of learners. We attract high quality staff at all levels and give them excellent opportunities for progression and continuing development. They are respected for their expertise and professionalism and valued by employers and learners alike. The benefits of our resources are exploited to the full, supporting creativity and innovation in teaching and learning. The College's curriculum meets/reflects the city's requirements for a well-educated, skilled and entrepreneurial workforce.

5. Source: MKOB LSC Annual Plan 2005/06

6. Source: Local Business Needs and Perception Study 2005

Equal access to education for all people, and equal treatment of the people delivering or benefiting from our service, are fundamental values for the College. Our Gender Equality Scheme sets out the ways in which we ensure that this equality of access and treatment is to be achieved in this area, and our commitment to achieving equality of opportunity between men and women is reinforced.

Milton Keynes College Strategic Aims

A successful equality scheme which ensures equitable treatment based on an understanding of the issues affecting individuals in the College, will contribute to achievement of our strategic aims:

- Improve learner choice through an innovative and engaging curriculum, underpinned by excellent teaching, learning and support;
- Achieve consistent overall improvements in learner success rates;
- Support economic prosperity through the delivery of flexible skills solutions centred on the needs of employers and employees;
- Be the FE employer of choice with a highly skilled and motivated workforce;
- Engage in effective value-adding partnerships to drive forward a shared agenda of skills and inclusion;
- Enrich our community by encouraging and developing self esteem and ambition in our learners, so that they are able to make a real contribution locally;
- Develop a purposeful, enjoyable and safe learner community in which individuals fulfil their responsibilities and understand their rights.

Our Learners

Our success is measured by the success of our learners. Table 4 provides a top level analysis of success rates by age and gender for further education learners for the last three years. The table shows that success rates have risen for male and female learners but that the rate of increase has been faster for female than male resulting in a higher success for female learners in both age groups.

Participation rates have been relatively stable. 39% of our learners were male in 2005/06 compared to 40% for the previous two years. It is of interest to note that participation rates are largely equal for the 16-19 age group and the variance is located in the 19+ age group where in 2005/06 64% of learners were female. Nationally in 2005/06 44% of learners studying in further education Colleges were male and 56% female.

Table 4: Success rates of further education learners

	2003/04		2004/05		2005/06	
	No	Success	No	Success	No	Success
Males aged 16-18	1518	63%	1528	63%	1474	67%
Females aged 16-18	1505	62%	1462	64%	1464	73%
Males aged 19+	5218	55%	4852	59%	3972	68%
Females aged 19+	8739	55%	8063	61%	6928	72%

*Figures exclude offender learning students who are all male

A more detailed analysis of participation and success, by Subject Sector Area is provided at Table 8. This shows where there is variation from College averages in terms of participation rates and success rates and has been used to inform the prioritisation of areas for action.

Apprenticeship Programmes

Milton Keynes College provides apprenticeship training programmes for around 400 trainees each year. Table 5 shows the numbers of men and women (split by age group) and their success rates over the last three years. These figures show that participation rates are consistently higher for men than women; 60% of apprentices in 2005/06 being male. In terms of success, 46% of women achieve a full framework – 2005/06 compared with 32% of men (calculations shown at Table 10). When apprentices who complete the NVQ but not the full framework are included, the gap reduces, but women achieve better with a success rate of 53% compared to 43% for men.

Table 5: Success rates for apprenticeship programmes

	2003/04			2004/05			2005/06		
	No of leavers	Framework success	Framework /NVQ	No of leavers	Framework success	Framework /NVQ	No of leavers	Framework success	Framework /NVQ
Males aged 16-18	144	19	40	133	21	38	158	32	49
Females aged 16-18	69	23	54	97	21	39	98	50	60
Males aged 19+	80	13	43	88	13	48	75	31	48
Females aged 19+	86	22	45	79	18	48	53	38	58

Our Staff

At the time of publication there are 1,011 members of staff on the payroll, of those 705 are women and 306 are men. Not all staff are full-time. Table 6 shows the full-time equivalent (FTE) volume of staff and the proportion of full and part-time staff.

Table 6: Full-time and part-time staff

	Number	FTE	Average fraction	Full-time No.	Part-time No
Women	705	455.83	0.646	268	437
Men	306	229.69	0.75	175	131

This shows that the ratio of women to men in terms of number is 2.3:1, the organisation employs more than twice the number of women as men. In terms of full-time and part-time contracts, there is one full-time woman to every 1.6 part-time women and 1.3 full-time men to every 1 part-time man. Women, as reflected nationally, are more likely to work part-time than men. Milton Keynes College recognises that nationally there is a pay gap between men and women of 17%⁷ and for women in part-time work of 36%, and will ensure that staff receive fair pay and rewards irrespective of their gender, and provide equal pay for work of equal value in terms of contract type, salary and benefits.

A top level analysis by job role is presented at Table 7. Milton Keynes College employs its staff on three types of contract: Management, Lecturing and Support. Table 7 compares the ratios of men and women by contract type.

7. Facts about women and men in Great Britain, 2006 (Equality Opportunities Commission)

Table 7: Member of staff by contract type

	Total	Management	Lecturing	Support
Women	705	45	372	288
Men	306	26	197	83
Total	1011	71	569	371
Ratio (Women:Men)	2.3:1	1.73:1	1.88:1	3.4:1

Perhaps of more significance than contract type is pay. Milton Keynes College is committed to equal pay for equal work. A process of modernising pay, underpinned by job evaluation, for lecturing staff was conducted in 2005/06 which brought together full-time and part-time contracts into a single scheme, clarified progression routes and ensures consistency and equity in salary scale progression. This process is currently underway for management and support contracts. In addition, a thorough equality pay review will be carried out to identify any potential in our pay policy for discrimination.

Our Priorities

In striving to deliver our vision for gender equality, there are some critical areas in respect of the everyday life of our staff and our learners that deserve particular attention. Our work will need to focus on putting effective arrangements in place to meet the requirements of legislation, and developing effective partnerships with other key agencies to address inequalities and adverse impact in:

- **Participation** in learning and training;
- Increased chances of **success** for all learners at all levels of study across all subject sector areas;
- Opportunities for employees at all levels, in employment and career development;
- addressing sexism, harassment and discrimination.

For our **learners** our priority actions will focus on the two elements of participation and success, whilst continuing to address sexism, harassment and discrimination in line with our established procedures.

- **Participation**

Table 9 analyses the areas identified in Table 8 as having under representation of either male or female students. Specific action will be taken to promote representation of male students in Business, Administration and Law; Health, Public Services and Care and to address the under representation of women in Construction and Planning, and Preparation for Work and Life.

- **Success**

In terms of success, 2005/06 saw a gap emerge between the success rates of female and male learners. This gap is particularly pronounced in Business, Administration and Law, and Retail and Commercial Enterprise and on apprenticeship programmes. Success rates in Construction and Planning, and ICT are poor for both genders and will be the focus of improvement actions.

For our **staff** our priority actions will focus on recruitment, retention and development. To do this we must understand better the profile of our workforce and carry out a robust equal pay review. This will enable us to work towards the Investing in Diversity Award.

We will continue to tackle sexism, harassment and discrimination and will train our employees on equality and diversity.

The scheme will be reviewed in 2010, when it has been in place for three years.

Table 8: Analysis of participation and success by gender and subject sector area

		2003/04			2004/05			2005/06		
		Male	40%	57%	Male	40%	60%	Male	39%	68%
		Female	60%	56%	Female	60%	61%	Female	61%	72%
	Enrol.*	%	Success	Enrol.*	%	Success	Enrol.*	%	Success	
Agriculture, Hort. & Animal Care	Male	8	40%	50%	14	64%	21%	4	50%	50%
	Female	12	60%	58%	8	36%	0%	4	50%	75%
Arts, Media & Publishing	Male	210	32%	67%	260	36%	60%	205	36%	76%
	Female	440	68%	69%	461	64%	67%	363	64%	78%
Business, Administration & Law	Male	468	34%	44%	585	35%	43%	361	33%	49%
	Female	918	66%	54%	1110	65%	58%	719	67%	67%
Construction & Planning	Male	207	99%	28%	50	96%	42%	154	99%	21%
	Female	2	1%	0%	2	4%	50%	2	1%	50%
Education & Training	Male	93	28%	35%	110	29%	34%	153	28%	65%
	Female	234	72%	53%	266	71%	62%	402	72%	74%
Engineering & Manufacturing	Male	423	84%	59%	477	83%	66%	461	61%	68%
	Female	80	16%	58%	101	17%	76%	291	39%	92%
Health, Public Services & Care	Male	641	21%	82%	1210	37%	85%	561	22%	76%
	Female	2403	79%	71%	3104	63%	73%	2035	78%	77%
History & Philosophy	Male	47	43%	62%	60	46%	62%	42	46%	62%
	Female	63	57%	56%	70	54%	53%	49	54%	76%
ICT	Male	1593	40%	31%	1392	41%	43%	1010	42%	46%
	Female	2423	60%	35%	2024	59%	46%	1423	58%	49%
Languages & Literature	Male	201	39%	57%	236	41%	50%	179	42%	56%
	Female	318	61%	58%	337	59%	62%	245	58%	68%
Leisure, Travel & Tourism	Male	127	38%	43%	308	48%	76%	399	56%	85%
	Female	207	62%	61%	330	52%	71%	307	44%	77%
Preparation for Work & Life	Male	2727	54%	72%	1883	47%	65%	2250	49%	79%
	Female	2351	46%	60%	2133	53%	63%	2337	51%	76%
Retail & Commercial Enterprise	Male	223	19%	56%	304	25%	59%	218	20%	62%
	Female	955	81%	59%	927	75%	65%	887	80%	76%
Science & Maths	Male	233	38%	50%	242	37%	58%	180	36%	52%
	Female	388	62%	55%	408	63%	51%	326	64%	60%
Social Sciences	Male	49	28%	59%	76	36%	64%	55	40%	76%
	Female	129	72%	80%	138	64%	62%	81	60%	67%

* Enrolments refer to the number of qualifications studied other than the number of people studying them

Participation sig. above average	
Participation sig. below average	

Success sig. above average	
Success sig. below average	

Table 9: Comparison of disproportionate areas to national rates of participation

	MKC	National	Volume	Comments	Priority
Business Administration & Law					
Male	33%	40%	1080	male success rates also of	1
Female	66%	60%		concern	
Construction & Planning					
Male	99%	94%	156	Significant growth into 2006/07	1
Female	1%	6%		LSC priority area	
Education & Training					
Male	28%	24%	555	close (slightly above) to national	2
Female	72%	76%		rates	
Engineering & Manufacturing					
Male	61%	81%	752	above national rates	2
Female	39%	19%			
Health, Public Services & Care					
Male	22%	30%	2596	LSC Priority Area	1
Female	78%	70%		High Volume	
History & Philosophy					
Male	46%	36%	91	above national rates	3
Female	54%	64%		small volume	
Leisure, Travel & Tourism					
Male	56%	57%	706	in line with national rates	2
Female	44%	43%			
Preparation for Life & Work					
Male	49%	43%	4587	High Volume	1
Female	51%	57%		Below national rates for women & below college average for women	
Retail & Commercial Enterprise					
Male	20%	24%	1105	close to national rates	2
Female	80%	76%			

Priority 1
 Priority 2
 Priority 3

Specific Positive Action/ intervention
 Investigate further - global equality action to support change initially
 Global equality action will support change

Table 10

WBL data analysis									
		Female	Male	success	Female	Male	+NVQ	Female	Male
03/04									
16-18 M	144	155	224	19%	22%	17%	40%	49%	41%
16-18 F	69			23%			54%		
19+ M	80	41%	59%	13%			43%		
19+ F	86			22%			45%		
	379								
04/05		Female	Male		Female	Male		Female	Male
16-18 M	133	176	221	21%	20%	18%	38%	43%	42%
16-18 F	97			21%			39%		
19+ M	88	44%	56%	13%			48%		
19+ F	79			18%			48%		
	397								
05/06		Female	Male		Female	Male		Female	Male
16-18 M	158	151	233	32%	46%	32%	49%	53%	43%
16-18 F	98			50%			50%		
19+ M	75	39%	61%	31%			31%		
19+ F	53			38%			58%		
	384								

9.1 Race Equality Action Plan

9.1.1

KEY THREE YEAR OBJECTIVE:

- Celebrate diversity, close equality gaps and eliminate discrimination.
- Ensure we meet the Legislative requirements of;
 - Race Equality (amendment) Act 2000.

Development Action	Cross Ref	Milestones	Timescale	Lead	Monitoring and Control	Review
Deliver relevant diversity training as identified on the College Professional Development Plan	SP9.7	Targets in Professional Development Plan met or exceeded	June 07	DP:Q&HR A Henderson	Q&C Directorate HR Committee	On target
Increase the percentage of BME Managers.	SP13.1	Two BME managers appointed by 07/08	July 07	DP:Q&HR	S&R Directorate HR Committee	BME Section Manager appointed to HMP Chelmsford Dec06
Increase the percentage of BME teaching in staff from 6% to 12% by 2007/08	SP13.2	6% percentage point increase in BME teaching staff	Review Sept 07	DP:Q&HR	Directorate HR Committee	
Review diversity base-line data in response to increase in OLASS provision and the impact of modernising pay	SP13.2	Accurate staff data report Revised diversity targets agreed	June 07 June 07	DP:Q&HR	S&R Directorate HR Committee	
Devise and implement an impact assessment model for race equality and disability.	SP13.3	Key policies to be reviewed using impact assessment for race and disability by 06/07	Feb 07	DP:Q&HR A Hill A Wayman	Q&C Directorte S&R Directorate QLE Committee HR Committee	Schedule of review in place for Mar 07 (in line with DES)
Use the Racial Equality in Employment standards as a framework for embedding good race equality	SP13.4	Stage 1 and 2 Implemented	Jul 07	DP:Q&HR	S&R Directorate HR Committee	

9.2 Disability Equality Action Plan

9.2.1 Making sure the Disability Equality Scheme is put into practice

KEY THREE YEAR OBJECTIVE:

- Compliance with our duty to promote equality of opportunity for all by ensuring that disability equality is mainstreamed into all functions policies and procedures of the College

Development Action	Cross Ref	Milestones	Timescale	Lead	Monitoring and Control	Review
Identify the management framework for the implementation of the DES	SP9.4	Clarify roles and responsibilities in relation to ensuring equalities considerations form part of curriculum planning.	Feb 07	DP: Q&HR HR Manager	Staffing and Resources Directorate HR Committee	
	SP9.4	Review job descriptions as part of Modernising Pay for managers	May 07			
Ensure the robust and effective direction of the Disability Equality Scheme at Senior Management and the Governing Body levels	SP8.15	DES and Action Plan approved by Governing Body	Dec 06	DP: Q&HR	Quality and Curriculum Directorate Governing Body	
	SP8.15	Review progress of Disability Equality Scheme as a standard item on Management Team agenda	Dec 06 onwards	DP: Q&HR D:LS		
	SP8.15	Report implementation of action plan annually to Governing Body	Dec 07 Dec 08 Dec 09	DP:Q&HR		
Put in place effective and systematic Equality Impact Assessment process	SP9.8	Agree assessment screening procedure agreed	Dec 06	DP: Q&HR HR Manager	Staffing and Resources Directorate	
		Finalise assessment screening checklist	Dec 06			
		Propose list of priorities for assessment screening proposed	Jan 07			

		Carry out training in process for core team	Apr 07	D:Q&PD		
		First assessments carried out	Apr 07	DP:Q&HR		
Put in place effective consultation arrangements	SP8.15	Identify stakeholders, representatives, partners to consultation	July 07	D:LS	Quality and Curriculum Directorate	
		Identify consultation process priorities for action	Feb 07	HR Manager		
		Review consultation event action plan	Oct 07	D:LS		
Raise public awareness of the scheme	SP8.15	Brief all managers, staff, learners, and business partners on the Scheme	Jan 07	DP:Q&HR Marketing Manager	Staffing and Resources Directorate	
		Make the scheme available via College Website	Jan 07			
		Share finalised Scheme and Action plan with stakeholders and partners in consultation	Mar 07			
Regular review and revision of scheme	SP8.15	3 x year review undertaken by Equality Opportunities Committee	Apr 07 July 08 Dec 08	DP:Q&HR D:LS	Equality Opportunities Committee	
		Formal annual review of the Scheme	Dec 09			

9.2.2 Promoting disability equality

KEY THREE YEAR OBJECTIVES:

- Promoting positive images of disabled people
- Challenging patronising or discriminating attitudes
- Providing necessary support and assistance to disabled people to enable them to access learning
- Removing barriers to accessibility, in relation to access to our services, information and buildings

Development Action	Cross Ref	Milestones	Timescale	Lead	Monitoring and Control	Review
Increase awareness of Disability Equality Scheme to ensure staff awareness is maintained and practice developed.	SP9.7	Identify groups of staff and appropriate training 10% of staff have undertaken Disability Equality Scheme training	Apr 07 Jul 07	PD Manager	Staffing and Resources Directorate	
Incorporate Disability Awareness training into learner programmes	SP9.7	Disability Awareness is a mandatory element of tutorials / enrichment	Sep 07	LS Manager		
Establish a screening process for impact assessing policies	SP 13.3	All new policies are screened	From Apr 07	DP:Q&HR	Equal Opportunities Committee	
		Equal Access Forum / Equal Opportunities Committee prioritise screening for all policies	By Apr 07	DP:Q&HR		
		Screening schedule published and progress monitored	Ongoing	DP:Q&HR		
Publish outcomes of impact assessment	SP 13.3	First outcomes published	Jul 07	DP:Q&HR D:Q&PD	HR and Quality of Learner Experience Committee	
Use positive images of disabled people in our literature and marketing information	SP 15.11	Audit prospectus to inform next publishing round	Jan 07	VP:M&BD	Equal Opportunities Committee	
		Use images of our students used	Jan 07			

		to promote disability equality Include disabled role models in our literature, on our noticeboards, etc.				
Make adjustments for people with disabilities inclusive by making them commonplace wherever possible	SP13.6	Specify simple adjustments that will have an impact e.g. Corporate print style used consistently with font size raised to pt 14 Arial	May 07	D:LS	Staffing and Resources Directorate	
Use website / intranets to communicate equality issues	SP15.10	Publish Disability Equality Scheme on website Publish results of impact assessments Publish annual reports	Jan 07 Jul 07 onwards Dec 07 onwards	DP:Q&HR	Equal Opps Committee	

9.2.3 Making sure the views of disabled staff and learners are heard and listened to

KEY THREE YEAR OBJECTIVES:

- Enabling disabled people's active participation in College planning and decision making process
- Involving disabled people in the changes and improvements we make
- Consulting with disabled people on issues affecting them rather than with people acting on their behalf

Development Action	Cross Ref	Milestones	Timescale	Lead	Monitoring and Control	Review
Establish staff group to represent the views of disabled staff	SP13.6	Agree facilities time Create a safe environment where staff are encouraged to disclose disabilities	Apr 07 Apr 07	DP:Q&HR	Staffing and Resources Directorate	
Establish meaningful information on the College's disabled population	SP9.5	Survey staff to gain a baseline for disclosure	Apr 07	HR Manager	Equal Opportunities Committee HR Committee	
Encourage disabled learners to participate in decisions affecting their learning experience	SP8.4	Develop a feedback process that leads to rapid improvement	Sept 07	D:Q&PD	Quality of Learning Experience Committee	
Audit the operational committee structure to ensure disabled people are represented	SP13.6	Work with the newly established staff group and the Equality Access Forum to agree appropriate representation at each committee	July 07	DP:Q&HR	Staffing and Resources Directorate / Quality of Learning Experience Committee	
All planning processes explicitly ensure the views of disabled staff and learners are heard and listened to	SP13.3	Make disability equality a mandatory element of all project plans. Audit accommodation, curriculum and financial plans for equality objectives	July 07 Mar 07	P&CE		
List of sources of expertise on particular disabilities is developed		List is held on Intranet	Feb 07	D:LS HR Manager		

9.2.4. Engaging Stakeholders

KEY THREE YEAR OBJECTIVES:

- Encouraging good practice with our partners, through contracting processes
- Upholding the Social Model and guiding principles in our role in procurement and in partnership arrangements
- Supporting the formation of groups, networks and services for disabled people as employees of the College and as learners

Development Action	Cross Ref	Milestones	Timescale	Lead	Monitoring and Control	Review
Ensure College is engaged with all principal stakeholders who are involved with disabled people		Audit current engagement with individuals and groups that have an interest in disability issues.	July 07	VP:C	Equal Opportunities Committee	
		Identify any stakeholders that we do not currently engage with <ul style="list-style-type: none"> • Lobby to get representation on appropriate groups 	Ongoing July 08			
Promote good practice in disability equality with Employers to support their own awareness of and provision for disability equality	SP5.9	Deliver at least one legislative awareness event	June 07	VP:M&BD		
Promote good practice in disability equality with third-party suppliers we contract with		Check contracts and procurement arrangements for commitment of third party suppliers to Equalities principles	Apr 07	VP:PF&R		
		Identify minimum expectations of third party suppliers	Apr 07			
		Inform third party suppliers of our Disability Equality objectives and expectations of them	Apr 07			
Promote good practice disability equality with partners with whom we deliver		Contract and partnering arrangements checked for commitment to equalities principles	Jul 07	VP:C		
		Minimum expectations identified	Jul 07	VP:Q&HR		

9.2.5 Increasing accessibility to our curriculum

KEY THREE YEAR OBJECTIVES:

- Providing necessary support, assistance and care to disabled people to enable them to access learning
- Supporting disabled people according to their individual need

Development Action	Cross Ref	Milestones	Timescale	Lead	Monitoring and Control	Review
Optimise learner success by: <ul style="list-style-type: none"> • promoting purposeful working relationships; • effective planning for learning; • adopting learning methods which meet individual needs; • assessment for learning and progression; • effectively using technology to support and enhance learning; • regular engagement in professional development and vocational updating 	SP1.2 SP1.3 SP1.4	<ul style="list-style-type: none"> • 70% of lesson observations graded as good or better • Min. 72% satisfaction of disabled students with teaching and learning • All discrete provision for disabled learners self assessed as good or outstanding 	July 09 July 07 July 09	DP:Q&HR VP:C		
Develop new curriculum models to extend opportunities for disabled learners to access vocational education and training	SP4.5	LLDD students will take part in activities in at least two vocational areas	Dec 07	VP:C		
	SP4.5	At least two collaborative projects with LLDD and other students <ul style="list-style-type: none"> • Establish schools links 	June 07	VP:C		

Monitor success destination and progression data for disabled students	SP10.2	Establish base line data for full-time disabled students who completed a course during 2005/06 Review how curriculum is framed for disabled learners	Jan 07	VP:C VP:C		
Set and reach improvement targets for success, progression and destinations of disabled students	SP1.1	Engage with the disability employment advisor and Connexions specialist Identify employers who demonstrate good practice and work collaboratively with at least one employer to identify progression route for LLDD learners	Jul 07 Dec 07	VP:C		
Work with the new Autistic Spectrum School – The Walnuts	SP3.17	Participation in cross College group	Sept 07	VP:C		

9.2.6 Increasing accessibility to our services and our buildings

KEY THREE YEAR OBJECTIVES:

- Making the environment as safe as possible for disabled people
- Enabling disabled people's active participation in College planning and decision making process
- Involving disabled people in the changes and improvements we make
- Consulting with disabled people on issues affecting them rather than with people acting on their behalf

Development Action	Cross Ref	Milestones	Timescale	Lead	Monitoring and Control	Review
Set a programme of disability access audit to assess all buildings and action plan accordingly		Survey complete for Bletchley Campus, Chaffron Way and Kiln Farm	July 07	VP:PF&R Estates Manager	Equal Access Forum	
		Outreach Centres and community locations	July 08		Equal Access Forum Staffing and Resources Directorate	
Establish a process of regular feedback from disabled students, staff and visitors on accessibility of our buildings	SP8.4	Integrate accessibility questions into existing feedback mechanism	May 07	D:Q&PD	Staffing and Resources Directorate	
Ensure disabled people are consulted in all new builds and redevelopments	SP13.6	Publish a list of planned redevelopments and consultation schedule	Jan 07 – July 08	VP:PF&R	Staffing and Resources Directorate	
Appoint a specialist to lead on the development of assistive technologies for learners	SP 8.9	Appoint a Post-holder	Jan 07	D:LS	Quality and Curriculum Directorate	
		Audit current assistive technology	Apr 07			
		Budget for Assistive Technology	May 07	DP:Q&HR	Staffing and Resources Directorate	
Examine Equality Impact Assessments of programmes and functions to evaluate the needs of disabled staff and students in travelling between sites and on visits / trips		Carry out and examine equality impact assessments	May 07	VP:C DP:Q&HR	Staffing and Resources Directorate	
		Recommendations paper to SMT	Dec 07			

9.2.7 Developing our staff

KEY THREE YEAR OBJECTIVES:

- Challenging patronising or discriminating attitudes
- Challenging and-social behaviour against, or harassment of, disabled people
- Removing barriers to accessibility in relation to our services, information and buildings

Development Action	Cross Ref	Milestones	Timescale	Lead	Monitoring and Control	Review
Mandatory training in Disability Awareness provided to all staff, priority to staff with contact or planning role	SP9.7	Set specific targets in CPD plan CPD evaluation shows targets met or exceeded	Sept 07 July 08	DP:Q&HR	Staffing and Resources Directorate	
Training for managers in equitable application of employment policies and procedures	SP9.6	Publish a training plan for revised staff selection and recruitment	Apr 07	DP:Q&HR	HR Committee	
Improve staff skills in working with assistive technologies	SP 8.9	Audit of assistive technologies. CPD training plan in place (in College Development Plan)	Apr 07 Sep 07	D:LS D:Q&PD	Staffing and Resources Directorate	
Work with agencies and others to attract disabled people into the recruitment process	SP3.15	Engage with Disability Employment Advisor	Jan 07	Manager HR	Staffing and Resources Directorate	

9.2.8 Collecting and using data and information

KEY THREE YEAR OBJECTIVES:

- Removing barriers to accessibility in relation to access to our services, information and buildings
- Involving disabled people in the changes and improvements we make

Development Action	Cross Ref	Milestones	Timescale	Lead	Monitoring and Control	Review
Establish baseline demographic profile of staff	SP9.5	Undertake staff audit	July 07	DP:Q&HR HR Manager	Staffing and Resources Directorate HR Committee	
Measure staff demographic profile against student profile	SP10.2	Identify skills gaps in the staff population Identify areas of under representation in the staff body	Sep 07 Dec 07	DP:Q&HR	Staffing and Resources Directorate HR Committee	
Monitor take-up of programmes or services with particular reference to disability	SP10.2		Oct 07	VP:C D:SS	Quality and Curriculum Directorate	
Identify relevant performance indicators for programmes / areas of learning and College as a whole	SP10.2	Mechanisms in place to monitor performance against performance indicators	Mar 07 to Dec 07	DP Q&HR	Quality and Curriculum Directorate	

9.3 Gender Equality Action Plan

9.3.1 Participation in learning and training

KEY THREE YEAR OBJECTIVE:

- To ensure men and women have access to all programmes at all levels across all subject sector areas through tackling under-representation and promoting opportunities to under-represented groups

Development Action	Cross Ref	Milestones	Timescale	Lead	Monitoring and Control	Review
Market and promote the Business and Professional curriculum to male learners		Review marketing material	June 07	Marketing Manager Section Manager for Business & Professional programmes	Curriculum Directors Meetings KPI meetings	
		Recruitment to target	Sept 07			
Market and promote the Health and Care curriculum to male learners		Review marketing material	June 07	Marketing Manager Section Manager for Community Studies	Curriculum Directors Meetings KPI meetings	
		Recruitment to target	Sept 07			
Market and promote the Construction and Planning curriculum to female learners		Review marketing material	June 07	Marketing Manager Section Head of Construction	Curriculum Directors Meetings KPI meetings	
		Recruitment to target	Sept 07			
Market and promote the Preparation for Work and Life curriculum to female learners		Review marketing material	June 07	Marketing Manager Section Manager for Skills/ Manager for Community	Curriculum Directors Meetings KPI meetings	
		Recruitment to target	Sept 07			

9.3.2 Learner Success

KEY THREE YEAR OBJECTIVES:

- To continue to improve learner success at a rate faster than the national rate of improvement
- To improve the success of male learners so that they are equivalent to the success rates of women

Development Action	Cross Ref	Milestones	Timescale	Lead	Monitoring and Control	Review
Introduce strategies to support male learners in the Business and Professional curriculum area		Improved retention 2007/08 Improved success 2007/08	July 2008 November 2008	Section Manager for Business and Professional Programmes	Curriculum and Quality Directorate KPI meetings	
Introduce strategies to support male learners in retail and Commercial Enterprise		Improved retention 2007/08 Improved success 2007/08	July 2008 November 2008	Section Managers for: Hair & Beauty, Catering, Business Development	Curriculum and Quality Directorate KPI meetings	
Introduce strategies to support male learners on Apprenticeship programmes		Full framework achievement 2007/08	November 2008	Director for Curriculum	Curriculum and Quality Directorate KPI meetings	
Further develop strategies to maximise success in the Construction curriculum area		Improved retention 2007/08 Improved success 2007/08	July 2008 November 2008	Head of Construction	Curriculum and Quality Directorate KPI meetings	
Introduce strategies to maximise success in the ICT curriculum area		Improved retention 2007/08 Improved success 2007/08	July 2008 November 2008	Section Manager for IT Section Manager for Community	Curriculum and Quality Directorate KPI meetings	

9.3.3 Ensure all employees receive fair pay and rewards irrespective of their gender

KEY THREE YEAR OBJECTIVES:

- Improve the use of staff data in informing HR strategy
- Provide opportunities for career development for employees at all levels

Development Action	Cross Ref	Milestones	Timescale	Lead	Monitoring and Control	Review
Undertake a robust impact assessment of our recruitment policy		Recommendations to Senior Team	May 2007	DP:Q&HR	Staffing and Resources Directorate HR Committee	
		Launch new process at HR Conference	June 2007			
Develop the reporting function of the new HR database (Chris 21)		Survey staff to confirm accuracy of data	June 07	Head of HR	HR Committee	
		Produce an annual equality report	February 2008			
Undertake an equality pay review		Methodology agreed & UCU support	Sept 07	DP:Q&PD	HR Committee	
		Review complete	July 2008			
Modernise pay structures for managers and support staff		Management model approved by SMT	June 07	DP:Q&HR	Staffing and Resources Directorate HR Committee	
		Detailed calculations and negotiations complete	December 2007			
Equality Impact Assess Key HR policies, procedures and practices	SP13.3	Harassment and Grievance policies impact assessed	July 07	DP:Q&HR	Staffing and Resources Directorate HR Committee	
		Flexible Working/Sabbatical/Maternity/Paternity/Sickness policies Impact assessed	July 08			
Review existing/Create a policy to support trans people in the workplace		Consultation process	Sep 2007	DP:Q&HR	Staffing and Resources Directorate HR Committee	
		Policy approved	Dec 2007			

9.3.4 Addressing sexism, harassment and discrimination

KEY THREE YEAR OBJECTIVES:

- demonstrate a wholehearted practical commitment to diversity and equality through becoming fully inclusive in all our activities
- challenge patronising or discriminating attitudes and behaviours

Development Action	Cross Ref	Milestones	Timescale	Lead	Monitoring and Control	Review
Work towards the Investors in Diversity (IiD) standard		Commitment to the IiD standard Achievement of the Standard	July 07 April 2009	P & CE	SMT Governing Body	
Training in Gender Equality Awareness provided to all staff, priority to staff with management or planning role	SP9.7	Set specific targets in CPD plan CPD evaluation shows targets met or exceeded	Sept 07 July 08	DP:Q&HR	Staffing and Resources Directorate	
Training for managers in equitable application of employment policies and procedures	SP9.6	HR Conference	Jun 07	DP:Q&HR	HR Committee	
Equality Impact Assess employment related policy & procedure		Harassment and Grievance policies impact assessed Flexible Working/Sabbatical/Maternity/Paternity/Sickness policies Impact assessed	July 07 July 08	DP:Q&HR	Staffing and Resources Directorate HR Committee	