



SINGLE EQUALITY SCHEME

2012 - 2015

SINGLE EQUALITY SCHEME

Contents

1. Introduction
2. College Values
3. Leadership and Management
4. Our Learners
5. Our Staff
6. Our Campuses
7. Our Community
8. Our Equality and Diversity Action Plan and Impact Assessments
9. Publication and Review of the Single Equality Scheme

Appendix A Current Annual Equality Action Plan

I. Introduction

Cornwall College recognises that promoting equality and diversity is a key element in high quality teaching and learning. The College takes pride in providing education and training to the local communities of Cornwall. The College is fully committed to promoting equality of opportunity, access, dignity and fairness; both in the services it provides and in its range of progressive employment practices.

This Single Equality Scheme describes the progress already made by the College and the actions that the College is planning to take over the next three years. The Equality Scheme demonstrates the way in which the College will:

- Meet the requirements of all relevant legislation and in particular the Equality Act 2010 and the public sectors duties detailed in the Act
- Meet the needs of the groups with protected characteristics as described in the Equality Act which are gender, age, disability, race, sexual orientation, religion or belief (including non-belief), gender reassignment, pregnancy and maternity
- Creating a learning and working environment for our learners and staff which is free from discrimination, harassment or victimisation
- Promote equality and positive attitudes to all those with protected characteristics
- Celebrating the diversity of our learners, staff and local communities and fostering good relations
- Involve and consult with appropriate stakeholders
- Gather information which is relevant and use it to review the implementation of the schemes objectives
- Assess the impact of current and future service functions and policies on equality and diversity
- Encourage the participation of people with protected characteristics in public life
- Implement the actions as stated in the scheme

In May 2010 the Ofsted Inspectors judged the College to be 'good' at promoting equality and diversity. Key comments from the Inspection report were:

'There are no significant differences between groups of learners based on their gender, ethnicity or additional needs.'

‘.. it is a tolerant and respectful community.’

‘The college’s partnership work is outstanding....The college has forged strong and mutually beneficial links with many community groups and voluntary organisations, working with some of the most disadvantaged and demanding client groups in the area. The college has a well-earned reputation for flexibility and a highly developed sense of social responsibility, and makes a significant contribution to both the social well-being and the economic regeneration of the county.’

‘..the college has made significant progress in ensuring that cultural diversity is integrated into many aspects of college life. Students appreciate and enjoy the wide range of events that take place on each site to celebrate diversity.’

It is the goal of the College to be outstanding including in equality and diversity. The actions set out in this Single Equality Scheme and the annual Action Plans will help the College in this ambition.

2. Cornwall College Values and Mission Statement

The Cornwall College Group is the largest provider of post-16 education and training in Cornwall and the South West with around 45,000 learners. Our success rates are among the top five for colleges in the South West and the best in Cornwall in terms of learner success in achieving qualifications. Cornwall College is distinctive due to its curriculum diversity, commercial enterprise, partnerships and the range of its employer engagement. The College employs approximately 2000 staff.

The College has seven main sites that are located throughout the county. These are:

- Cornwall College, St Austell
- Cornwall College, Camborne
- Cornwall College, Saltash
- Cornwall College, Newquay
- Falmouth Marine School
- Duchy College, Stoke Climsland
- Duchy College, Rosewarne

In addition the College has two locations dedicated to business services in Truro and Plymouth.

Cornwall College has a core set of values, which were the result of wide consultation with College stakeholders during 2004 and 2005. These values are:

- Putting the student first
- Value and respect for others
- Responsiveness to others
- High quality in all we do
- Responsibility – individual and team
- Pride in what we do

Our commitment is to promote success for our learners and removing barriers that could impede this. Underpinning these values is recognition that our stakeholders are diverse with

varying needs. This Single Equality Scheme, together with the Equality Action Plan (Appendix A), show the practical steps the College is planning to take to ensure the College values influence everyday decisions and actions.

3. Leadership and Management

All staff and learners at Cornwall College have an important role in ensuring equality of opportunity and respect for diversity. In addition the College recognises that it has a public sector duty to promote equality and diversity and has allocated specific resources and responsibilities in the following ways:

The College has a Corporation Board drawn from members of the public, representatives from the local authority, staff and learners. The Board has the following responsibilities for which it has established a dedicated Equality and Diversity Committee chaired by a member of the Board:

- Addressing E&D issues
- Ensuring the College's Development Plan features a commitment to equality and equality training
- Ensuring they are aware of legislation as an employer
- Reviewing data they receive in respect of monitoring data and impact assessments
- Ensuring the Single Equality Scheme action plan is implemented

Executive and Senior Managers have the following responsibilities and are represented on the Equality and Diversity Committee by the Deputy CEO (Student Experience). In addition may key senior managers are members of the committee:

- Taking the lead in creating a positive, inclusive ethos which challenges discriminatory attitudes and behaviour on the part of managers, staff or learners
- Being aware of the College's statutory duties in relation to equality legislation
- Ensuring that all aspects of the College's policies and activities take account of equality and diversity
- Collecting, analysing and action planning equality information
- Ensuring the procedures for the recruitment and promotion of staff enshrine best practice
- Ensuring the College's marketing and publicity materials present appropriate positive and non-stereotypical messages about equality issues
- Ensuring staff and student induction programmes emphasise our commitment to promote equality of opportunity
- Ensure diversity training and development is a key element of the College's staff and student development programme

The Equality and Diversity Co-ordinator is responsible for:

- Assisting the Corporation Board and the Senior Management Team in achieving the tasks for which they are responsible
- Representing the College when required on equality and diversity issues

The Cultural Diversity Co-ordinator is responsible for:

- Promoting cultural diversity in the curriculum

The team of seven Equality and Diversity Site Co-ordinators is responsible for:

- Promoting equality and diversity at Cornwall College's seven sites

All staff members are responsible for:

- Ensuring they are familiar with and promote the College's policies

- Ensuring schemes of work, lesson content and teaching resources demonstrate sensitivity to issues of equality and diversity
- Challenging prejudice and discriminatory behaviour in colleagues and learners, work placement providers and contractors
- Progressing action plans resulting from the Single Equality Scheme and from analysis of diversity data

All learners are expected to:

- Treat each other, all staff and visitors to the college with respect and fairness.

Cornwall College Students Union is represented on the College's E&D Committee and is encouraged to provide feedback to college staff on equality and diversity issues as well as playing an active role in the promoting of equality and diversity.

4. Our Learners

Our Learner Profile

Learner equality data is published in the College's E&D Annual Report, which is made available on the College's intranet and internet sites. Profiles are available for the following areas of equality:

- Race
- Age
- Gender
- Disability

At present data is not gathered for sexual orientation and faith. After consultation the College's Equality and Diversity Committee has given consideration to whether the college should seek this information at enrolment. The Committee decided that, as the percentage of learners completing questions on sexual orientation and faith was likely to be extremely low at this point in time, the data gained could be misleading. The Committee decided that a more productive stance would be to assume that our learners represent the general population and therefore, at all times, staff and learners need to ensure that their behaviour and language is respectful of all differences in sexual orientation and faith. Any complaints received are taken extremely seriously and are followed up with appropriate disciplinary action and additional training. The decision not to gather data on faith and sexual orientation will be kept under review.

The College recognises the need to gather and regularly review statistical data which may reflect the impact of the College culture and practices. Scrutinizing this data year on year and comparing it with existing benchmarks helps us gauge the impact of our Single Equality Scheme.

In respect of students, our management information systems collate data on the following:

- Disclosure
- Applications
- Interviews
- Offers/enrolments
- Retention and achievement
- Value Added
- Grievances and complaints
- Onward progression/destinations

Once collected, the college uses this data to ensure that everyone has been given the opportunity to achieve to their maximum potential. If the data shows that there are significant differences in achievement by age, gender, ethnicity or disability the Equality and Diversity Committee will ensure that the reasons are investigated and that actions are taken to improve if required. As data is not held on sexual orientation and faith particular attention is given to any complaints received to ensure that discrimination is not taking place in the classroom and to identify the need for actions to improve.

The Corporate Head of Marketing uses this data when considering publicity and marketing strategies. The Corporate Head of Student Services uses this data to inform student admissions, on-programme support and guidance procedures and by other managers, as appropriate. A summary of this data is published in the College E&D annual report which is available on the College's website.

In addition to the data described above, student questionnaires; student review meeting; focus groups and feedback from the Student Union contribute to the evaluation of our teaching, support, system and procedures. The Corporate Head of Student Services, supported by the Director of Quality lead on using these avenues of feedback.

Continued liaison with schools, employers and other public sector organisations and equality organisations and networks also serve to identify areas of improvement and best practice.

Complaints from members of the public are always taken seriously and are reported to the Equality and Diversity Committee to ensure that they are resolved satisfactorily and that any lessons for improvement are implemented.

All data collected by the College is treated in the strictest confidence and under the data protection rules. All reports from this learner data are statistical and do not contain personal data. All data is kept in locked cabinets or in computer files, which are password protected.

Meeting the needs of our learners

- Disability

As required by law, the College responds positively to the needs of students with disabilities and successive OFSTED inspections have highlighted our support for students as a key strength. An important aspect of staff training is to improve the understanding of what reasonable adjustments can be made to support our learners.

Where the College does have prior notice of need it works with students, parents, carers, schools and other specialist organisations to plan for a smooth transition into the College. Care and support plans are agreed and staff are briefed and trained where appropriate. In addition to named Disability Officers and learning support staff, Senior Tutors have a particular remit to ensure that the needs of students with disabilities are better anticipated and barriers to progress are removed.

Across its specialist Foundation Studies provision (LLDD), the College has considerable experience of working positively with students with a range of disabilities. This expertise has been used to better inform staff more widely about working positively and effectively with disabled students. In particular staff are being trained in recognising need when disclosure of disability has not been made and how to respond appropriately.

The College has just become the first educational establishment in the South West to obtain the Dyslexia Friendly kite mark demonstrating the College's commitment to continued improvement in the achievement of learners with dyslexia. To gain this quality mark the College has had to ensure that all prospective students can find out easily the support that is available, that all sites offer a comprehensive package of assessment and support to students, that teachers are trained to respond to these identified needs and that the achievements of these students are monitored.

- **Gender**

In some curriculum areas there continues to be an imbalance in the recruitment between males and females. For example, care and hair and beauty courses continue to attract more females whilst more males choose construction and engineering courses. This remains an equal opportunities challenge.

We continue to work with schools in order to tackle individual and family prejudices which can close down a learner's option by the time they reach college. We are also working with employers, especially those who employ apprentices, to address these imbalances. Changing entrenched opinions can take time and progress over the last three years has been slow. However we continue to try and influence young people through the careful use of images, language and information.

- **Race**

Cornwall has traditionally low numbers of ethnic minorities, which are widely scattered. The number of learners from ethnic minorities at Cornwall College reflects this. The only courses which have significant numbers of non-White British learners are ESOL courses and some A Level courses at St Austell which have a number of Chinese students. Ensuring that our learners from ethnic minorities can undertake their courses free from prejudice is our key objective. We also believe that promoting racial equality to all our learners, who living in Cornwall have less opportunity to encounter other cultures, is essential.

- **Sexual Orientation**

Cornwall College has zero tolerance of bullying in all forms, which includes homophobic bullying. Staff members have received training in challenging discriminatory behaviour. They are trained to recognise homophobic bullying and encouraged to challenge it appropriately. The College has applied to the Stonewall Workplace Index as a means of demonstrating commitment to LGBT issues.

- **Gender Reassignment**

People considering or undertaking gender reassignment encounter considerable prejudice and can often be isolated within their community. A Further Education College can give opportunities to lessen this isolation as advice on hair and beauty is often a sought after service. All the members of our hair and beauty staff have received specific training in providing equality of opportunity to people who have decided on or are considering gender reassignment. We will continue to build on this expertise to promote understanding and inclusion.

- **Age**

The average age of our learners is 36 demonstrating the College's commitment to lifelong learning. Many of our classes, particularly in higher education have a wide range of ages. Members of staff are encouraged to use the different perspectives of younger and older learners as a positive learning opportunity. Age is not a barrier to participation although, as with other state funded educational establishments, we are subject to age-related funding regulations.

- **Belief**

As with ethnicity Cornwall does not have any concentrations of minority religious or other beliefs. Every year the College has a Celebrating Diversity week when the opportunity is taken to explore and understand other beliefs. Promoting the understanding of other beliefs is part of the education we want to give our learner. Wherever possible we have identified quiet rooms suitable for private observance.

- **Pregnancy and Maternity**

Whenever possible adjustments will be agreed between our staff and pregnant learners to ensure their safety and comfort whilst also encouraging achievement of their learning goals. The same approach is taken in relation to childcare requirements. Quiet rooms can be booked for breast-feeding.

Consultation and involvement

Since the publication of the last Single Equality Scheme the College has worked with its learners to create a more active and vibrant Student Union. This allows the College to communicate with and understand the needs of our learners more easily. The College funds a full time Union President who serves, with one other student representative, as a full member of the Corporation Board.

Next steps

The College implements the equality duties set out within this document in all its areas of work through the Equality Scheme and Action Plan. The College will continue to ensure that the Equality Scheme is central to the College's business planning, strategic development and management framework.

5. Our Staff

Our Workforce Profile

Data is published in the College's E&D Annual Report, which is available on the College's intranet and internet sites. Profiles are available for the following areas of equality:

- Race
- Age
- Gender
- Disability

At present data is not published for sexual orientation and faith. For the last ten years the College has gathered this data for staff joining the College and reviews this regularly to check that the College's open and fair recruitment policies are being implemented. This data is shared with the College's joint consultative committee. The Equality and Diversity Committee decided that, as the percentage of staff completing questions on sexual orientation and faith was likely to be extremely low at this point in time, the data gained from a survey of all current staff could be misleading. The Committee decided that a more productive stance would be to assume that our staff represent the general population and therefore, at all times, staff and learners need to ensure that their behaviour and language is respectful of all differences in sexual orientation and faith. Any complaints received are taken extremely seriously and are followed up with appropriate disciplinary action and additional training. As the percentage of staff for who this information is available increases the Equality and Diversity Committee will review the benefits of publishing this information.

The College recognises the need to gather and regularly review statistical data which may reflect the impact of the College culture and practices. Scrutinizing this data year on year

and comparing it with existing benchmarks helps us gauge the impact of our Single Equality Scheme.

In respect of staff, the Head of Human Resources collates data on the following:

- Disclosure
- Job applications
- Interviews
- Appointments
- Take-up of staff development opportunities
- Internal advancement/promotion
- Grievances
- Management level
- Retention
- Participation in College committees

Once collected, this data is used by the Head of Human Resources in self-assessment, recruitment, staff support and professional development practices. Other managers may be involved where appropriate. This data is used to inform the annual report which is available on the College's website.

In addition the College undertakes an annual survey of its staff through an online questionnaire. It is an anonymous survey as this is considered to be the approach which will provide the most valuable and honest assessment of staff opinions. The results of this survey are used by the Head of Human Resources to refine staff policy and procedures and by the Equality and Diversity Committee to review an equal opportunity issues.

Continued liaison with our unions, other public sector organisations and equality organisations and networks also serve to identify areas of improvement and best practice.

Complaints from members of staff are always taken seriously and are reported to the Equality and Diversity Committee to ensure that they are resolved satisfactorily and that any lessons for improvement are implemented.

All data collected by the College is treated in the strictest confidence and under the data protection rules. All reports from this staff data are statistical and do not contain personal data. All data is kept in locked cabinets or in computer files, which are password protected.

Meeting the needs of our staff

The College employs around 2000 people across a range of occupational groups. The College is committed to developing a workforce which reflects the population that it serves and also ensuring that diversity is reflected at all levels of the organisation. This goal will be achieved, in part, through the fair and consistent application of the College's progressive and robust employment policies, procedures and practices. In particular these include:

- Conduct, Performance Policy & Procedure for Maintaining High Quality Standards;
- Policy and Procedure for Maintaining a Workplace Free From Bullying & Harassment
- Recruitment & Selection

The College routinely assesses all policies and procedures to ensure that they are not discriminatory and wherever possible promote equality and diversity. The College works closely in partnership with its staff organisations to eliminate discrimination by promoting

good employment relations and employment practice that supports access and equality in all aspects of employment.

All employees are required, under the terms of their employment, to behave lawfully and to adopt high standards with regard to the treatment of service users, carers, colleagues and potential employees. Additionally, managers also have a duty to ensure that operational policies and practices are developed in line with relevant codes of practice and national guidance.

Since 2004 the College has been recognised as an employer who is positive about disability. Applicants for posts who declare a disability and who meet the person specification are guaranteed an interview. Staff who have declared a disability are actively supported and managers are encouraged to make adjustments to work environments or practices where appropriate to better enable staff to function effectively. In 2009 recruitment and employment procedures were reviewed and actions identified to ensure that the applicants and staff are given maximum encouragement and opportunity to disclose disability.

The College is also collating and using data on gender and ethnicity. Reports detailing employment profiles are sent to the Equality and Diversity Committee and an annual report is produced for the Quality and Standards Committee of the Corporation Board

Staff Training

Equality legislation requires that the College develops and delivers an effective training programme for delivering the public sector duties, to provide staff with a full understanding of their responsibilities and the expectations placed upon them to support equality and diversity within the College. The College is taking the following action to ensure that this essential training takes place:

- The College's induction programme is the first stage in a programme of awareness and training. The induction programme is regularly reviewed.
- Training/awareness sessions are provided for all staff, covering all strands of equality and diversity, to include cultural awareness. Each staff member must attend a once every 3 years as part of a mandatory programme.
- Training for teaching staff is ongoing to ensure that equality and diversity are embedded in lessons and that discriminatory behaviour is always challenged appropriately
- Training for key managers is provided on how to assess the policies for which they are responsible for their equality impact
- Training for line managers on employment law is recommended
- Training is available for Board members to meet their responsibilities under the Equality Scheme
- Additional training is commissioned as and when required to address specific issues as they arise.

Consultation and Involvement

The College works closely with its unions through the Joint Consultative Committee. The committee is consulted on all policies relating to staff issues.

Next steps

The College implements the equality duties set out within this document in all its areas of work through the Equality Scheme and Action Plan. The College will continue to ensure that the Equality Scheme is central to the College's business planning, strategic development and management framework.

6. Our Facilities

Since 2000 the College has made considerable progress in making its physical estate more accessible to people with a range of disabilities. New build and major refurbishment programmes, including the entire relocation of Cornwall College St Austell, have seen twenty major buildings made fully accessible. These developments have also allowed the College to dispose of or demolish a significant number of buildings with poor or no disabled access.

In addition, the upgrading of existing buildings has included the installation of 25 sets of automatic doors, 4 new lifts, 6 new accessible W.C.s and 7 access ramps. Other relevant improvements include the lowering of door thresholds, the provision of appropriate décor colour contrasts and clearer signage, including some in braille.

The College will continue to improve the physical estate and further lifts, door automations, disabled parking spaces and other material improvements are planned. Maximising accessibility will figure prominently in the College's on-going capital development and maintenance programme. The College aims to increase the percentage of the estate with excellent or good access and reduce the percentage with poor access.

Baby Change facilities are available on all sites providing higher education.

The College also recognises the need to provide positive images to promote equality and diversity through the use of posters and artwork and notices.

7. Our Community

Cornwall College has a longstanding commitment to reach out to all members of the community. The College has a wide range of community recreational courses. These are run all over the county and at various times, including weekends and evenings as well as daytime. The College also works with numerous voluntary and community organisations representing a broad and varied section of the people of Cornwall many of them disadvantaged. These organisations include those working with the homeless, those with physical disability and learning difficulties, carers, young parents, offenders, migrant workers to name a few.

In addition to training we also have a team giving advice and guidance in the community with the aim of widening participation in training from under represented groups. They also work with a large range of partner organisations many of which work with disadvantaged groups.

Underpinning this work is the whole college commitment to working with these groups that many other colleges have increasingly withdrawn from citing poor success data as justification, Cornwall College has not only continued with its commitments to the hardest to reach members of the community it has committed to increasing its work with these groups.

Cornwall College also works with employers through the Apprenticeship programme, by providing training programmes for employees and in funded partnerships. The College's duty to promote equality and diversity forms a central core to all these relationships.

8. Our Equality and Diversity Action Plan and Impact Assessments

The current position of the college in terms of equality and diversity and how this is core to its values and plans for the future has been outlined above. To ensure that we continue to build on this the College has an annual Equality Action Plan. This details the practical steps the College will take to ensure that it is responding positively and effectively to the equality duties and is improving further the quality of its service. See Appendix A for the current plan. (The actions completed for previous years can be found on the College's website.)

This plan is drafted by the Equality and Diversity Committee after consultation with relevant stakeholders and approved by the Corporation Board. The Equality and Diversity Committee, with the assistance of the Equality and Diversity Co-ordinator, will hold to account the staff with responsibility for completion of the actions agreed in the plan. This is done by updating the Committee on a quarterly basis.

The college is also required to screen new policies, activities and functions to ensure that they actively promote equality and diversity and do not discriminate and, if necessary, conduct a full impact assessment. The College has trained its managers in how do impact assessments and policies have been assessed. The next step is to ensure that this is repeated on a regular basis.

9. Publication and Review of the Single Equality Scheme

The Equality and Diversity Committee will review the Single Equality Scheme and Action Plan annually and an annual report written, reflecting progress made and suggesting any amendments to the scheme or action plan.

This report will be approved by the Corporation Board and circulated widely for discussion and comment. It will be posted on the College website and intranet. Copies, in a variety of formats, will be available on request.

The report will include the headline results of impact assessments carried out during the year, key messages arising out of data analysis and other information and feedback gathered and a statement of the improved outcomes that have been achieved.

Monitoring and evaluation will not be confined to the annual report. If analysis of information gathered or impact assessment outcomes require it, the action plan can be amended at any time. Monitoring and evaluation will also figure as part of the whole College self assessment process in respect of Equality and Diversity. In carrying out their self-assessments, units will be required to focus specifically on their response to, and progress in, equality strands. Subsequent quality improvement plans will therefore link with the Single Equality Scheme action plan. In this way the College aims to embed equality strands more firmly in its quality improvement and review and planning practices.

The Equality and Diversity Committee will undertake a formal comprehensive review of this Single Equality Scheme every three years. The Committee will evaluate its effectiveness in meeting the College's service and statutory duties, consult with relevant stakeholders and make any amendments necessary to ensure continued improvement. The revised Single Equality Scheme will be presented to the College Board for approval and be made available via the College website.

Dave Linnell
Principal

Philip Rees
Chairman of Governors

Single Equality Scheme and Implementation Plan 2011-12

Area of Action	Aim of the Action	Next Actions	By who	By When	Evidence of Actions Achieved
Leadership and Organisational Commitment	1. Clear equality priorities have been set and are owned and understood.	1a Ensure all staff and learner inductions cover the college's values including respect for all.	Heads of Campus/ Head of HR	Ongoing	
		1b Ensure learners, staff and the wider community are aware of the College's E&D objectives published in the E&D Annual Report.	E&D Co-ordinator/ E&D Committee	31/12/11	
		1c 2012-13 E&D objectives published	E&D Co-ordinator	1/8/12	
		1d E&D Annual Report 2011-12 published	E&D Co-ordinator	31/7/12	
	2. Equality objectives are monitored regularly by senior staff and are communicated to staff and learners.	2a Complete consultation on Single Equality Scheme 2012-15, update and communicate to learners, staff and the wider community	Head of HR/ E&D Co-ordinator	31/1/12	
		2b Complete Single Action Plan 2011-12 with clear actions, ownership and timescales. Regular review at the E&D Committee	E&D Co-ordinator	14/12/11	
		2c Review of targets/actions in QIPs and performance as reported in SARs ensuring that E&D is embedded in lesson plans	Quality Manager/ E&D Co-ordinator/ Curriculum Leads	14/12/11	

Area of Action	Aim of the Action	Next Actions	By who	By When	Evidence of Actions Achieved
	3. A mechanism for measuring the impact of policies and practices is in place and action plans are being developed	3a Ensure all policies, procedures and major decisions are impact assessed on a regular basis	E&D Co-ordinator/ Key Managers	31/7/12	
	4. Effective strategies are in place to communicate the response to local communities' needs and the promotion of good relations amongst diverse groups	4a Apply for the Stonewall Workplace Index 2012	E&D Co-ordinator/ E&D Working Group	9/9/11	Application submitted
		4b Plan Annual Celebrating Diversity Festival with strong communications plan.	Cultural Diversity Co-ordinator	18/11/11	
		4c Work with CCSU to promote E&D campaigns	E&D Co-ordinator/ Cultural Diversity Co-ordinator/ CCSU	31/7/12	
		4d Update Equality Webpage	E&D Co-ordinator and Head of Marketing	31/7/12	
	5. Contractors and commissioned services are regularly reviewed to ensure they continue to be appropriate and accessible.	5a All subcontracting partners to have E&D policies and reviewed annually	Purchasing Manager/ Project Support Manager/ Partnerships Manager	31/7/12	
		5b E&D information requested on tender document	Purchasing Manager	Ongoing	
	6. Community relations, harassment and hate crimes are monitored and analysed regularly and appropriate plans to address issues	6a All E&D Incidents to be logged and followed up to ensure appropriate action taken.	E&D Co-ordinator	Ongoing	

Area of Action	Aim of the Action	Next Actions	By who	By When	Evidence of Actions Achieved
	arising are in place	6b Consult with relevant community groups including Devon and Cornwall Police with regard to migrant workers	Corporate Head of Learning Services/ E&D Co-ordinator	31/12/11	
Learner and Stakeholder Engagement	7. 'Learner Voice' strategies are scrutinised and structures are in place to ensure they are appropriate and accessible.	7a Undertake learner focus groups	Corporate Head of Learning Services/CCSU	31/7/12	
	8. In line with public duties, learners are consulted to develop inclusive community engagement structures that take into account the needs of vulnerable or marginalised groups and balancing of diverse, but sometimes conflicting interests	8a Mapping of current provision	E&D Co-ordinator/ Relevant CAMs	31/12/11	Mapping being undertaken with Community Education
		8b Consult with relevant community groups	Corporate Head of Learning Services/ E&D Co-ordinator	31/12/11	
	9. Appropriate actions identified as a result of learner views surveys are implemented and reviewed regularly.	9a Analyse impact of student surveys	Corporate Head of Learning Services/ E&D Co-ordinator	31/12/11	
		9b Regular publishing of 'you said, we did' information	Heads of Campus	31/7/12	
Learner achievement, access and experience	10. Systems are in place to collect, analyse and measure how different groups of learners are able to access learning	10a Review 10-11 student data, agree E&D actions required and monitor results	Principal/ E&D Co-ordinator/ Quality Data Manager Relevant HOF/CCL	31/12/11	
		10b Review marketing materials and website	Head of Marketing	31/3/12	

Area of Action	Aim of the Action	Next Actions	By who	By When	Evidence of Actions Achieved
	11. Advice and guidance promotes equality of opportunity and initial learner assessment procedures identify the learner's entry level	11a Undertake review of Advice and Guidance service provided by the college	Corporate Head of Learning Services	31/07/12	
		11b Ensure HE students receive appropriate initial assessment	Head of HE	31/12/11	
	12. Objectives are reviewed regularly to ensure the appropriate mechanisms are in place to improve achievements and success levels of different learner groups.	12a 10-11 learner data to be analysed for groups which fall below course success rates	Principal/ E&D Co-ordinator/ Quality Data Manager	31/12/11	
		12b Any groups identified in 12a to be in need of further investigation to be subject to review by the relevant CCL	CCL	31/3/12	
	13. The needs of different groups of learners are taken into account when designing and providing services.	13a Curriculum specific resources are available on moodle for teachers to assist embedding equality and diversity in lessons	E&D Co-ordinator/ Cultural Diversity Co-ordinator/CCLs	31/7/12	
		13b Review by senior tutors of our support services.	Corporate Head of Learning Services/ E&D Co-ordinator	31/3/12	
		13c Review feedback from learner surveys to assess effectiveness of learner support measures	Corporate Head of Learning Services	31/12/11	
		13d Review feedback from learner surveys to assess effectiveness of ESOL measures	Skills for Life CCL	31/12/11	

Area of Action	Aim of the Action	Next Actions	By who	By When	Evidence of Actions Achieved
		13e Update access audits and review priorities	Estates Manager	31/3/12	
		13f Review IT hardware and software for accessibility	Head of IT	31/12/11	
		13g Review needs of work based learners with disabilities	Head of Cornwall College Business/ Head of Duchy Training Agency	31/12/11	
		13h Gain British Dyslexia Association Quality Mark	Melinda Hudson	31/7/12	Working towards gaining Quality Mark in 11-12
		13i Confirm provision of quiet rooms on all campuses	Heads of St Austell, Falmouth, Duchy and Newquay	31/12/11	
	14. Mechanisms are in place to monitor and review the instances of bullying and harassment and appropriate measures are in place to ensure that the structures are effective.	14a Monitor complaints and grievances and regularly report to E&D Committee. Put training in place where need identified	Corporate Head of Learning Services/ Quality Data Manager	31/12/11	
	15. A Safeguarding Strategy is in place. Professional development is in place for officers, and is refreshed annually. Robust risk assessment and monitoring is undertaken regularly.	15a Ongoing safeguarding training	Head of HR	31/7/12	

Area of Action	Aim of the Action	Next Actions	By who	By When	Evidence of Actions Achieved
A modern and diverse workforce	16. The workforce strategy identifies key equality considerations and objectives including the local labour market	16a Draft a workforce strategy	Head of HR	31/7/12	
	17 Workforce data is regularly reviewed to identify adverse trends and plans and strategies have been developed to address gaps and barriers	17a Expand Staff E&D data in E&D Annual Report 2011-12	Head of HR/ E&D Co-ordinator	31/7/12	
		17b Include E&D questions in next staff survey	Head of HR/ E&D Co-ordinator	31/3/12	
	18. Appropriate action is being taken to mitigate adverse impact and to advance equality outcomes for all groups of staff	18a Support the formation of an LGB staff network	Marketing Manager/ Deputy CEO (LGB Champion)	31/12/11	
	19. Due regard is given to the cause of gender pay difference and the effects of this cause in the workplace	19a Continue rolling programme of pay comparisons across categories and report to E&D Committee	Head of HR	31/7/12	
	20. Training has been delivered or facilitated to enable staff to deliver equality outcomes	20a Evaluate online general E&D training and include training on how to challenge discriminatory behaviour	Head of HR / HR Operations Manager/ E&D Co-ordinator	31/12/11	
		20b Commission management level training reflecting new Equality Act	E&D Co-ordinator	1/1/12	

Area of Action	Aim of the Action	Next Actions	By who	By When	Evidence of Actions Achieved
		20c Evaluate 10-11 training for teaching staff on embedding E&D and consider further training	E&D Co-ordinator	31/12/11	
	21. Bullying and harassment incidents are monitored and appropriate action is taken	21a Monitor complaints and grievances and regularly report to E&D Committee. Put training in place where need identified	Head of HR / E&D Co-ordinator	Ongoing	
		21b Get feedback from LGB Staff	E&D Co-ordinator/ Deputy CEO (LGB Champion)	31/3/12	
	22. All staff understand their individual responsibility to deliver equality outcomes and this is reflected in appraisal systems	22a Consider adding specific E&D section to staff appraisals	Head of HR	31/7/12	
		22b Thematic lesson observations in chosen SSAs look at E&D	Head of School of Education and Training	31/7/12	
Community awareness and equality mapping	23 Plans are in place to gather evidence on the local community profile, the extent of inequality and disadvantage and to use this data when reviewing services and setting equality objectives	23a Analyse local census data and use to review current service provision	E&D Co-ordinator/ Curriculum Leads	31/7/12	
		23b Participate in the Cornwall Strategic Partnership initiative.	E&D Co-ordinator	31/12/11	
	24 Provide equality and diversity materials to partner organisations and work based learning employers	24a Ensure all employers of work based learners receive the guidance on equality and diversity	Head of Cornwall College Business/ Head of Duchy Training Agency	31/12/11	E&D Booklet for Employers being reprinted for distribution with new WBL September 11.