



Document control

Version	Date	Author(s)	Notes on Revisions
1.0	14/05/12	Laurence Frewin	
1.1	23/05/12	Various	Updated data for students and HR included.
1.2	03/07/13	Laurence Frewin	Statistics updated with 2011/12 data
1.3	14/10/14	Laurence Frewin	Statistics updated with 2013/14 data and content reviewed. Action Plan updated.

## 1. PURPOSE AND SCOPE

This Single Equality Scheme lays out the way ahead for South Devon College for the next three years for the protected characteristics of age, disability gender reassignment, marriage and civil partnerships, race, religion & belief, sex and sexual orientation. It explains why and how we intend to continue to promote equality and tackle discrimination for all our students, staff and communities and how we will continue to meet and, where possible, exceed our statutory obligations under the General and Specific Duties under the Equality Act 2010.

## 2. DEFINITIONS

The equality duty covers the following characteristics:

### 2.1 Age

This refers to a person having a particular age (e.g. 18 year-olds) or being within an age group (e.g. 18-30 year-olds).

### 2.2 Disability

A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

### 2.3 Gender Reassignment

An umbrella term for people whose gender identity and/or gender expression differs from their birth sex. They may or may not seek to undergo gender reassignment hormonal treatment/surgery. Often used interchangeably with “trans”.

### 2.4 Pregnancy and Maternity

Pregnancy and Maternity covers the condition of being pregnant and subsequently the period after giving birth. It is linked to maternity leave in the employment context.

In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, including as a result of breastfeeding.

### 2.5 Race

This is the protected characteristic of race. It refers to a group of people defined by their colour, nationality (including citizenship), ethnic or national origins.

### 2.6 Religion or belief

Religion means any religion, including a reference to a lack of religion.

Belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included.

**2.7 Sex and Sexual Orientation**

Sex - Someone being a man or a woman.

Sexual Orientation - Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

**3. DUTIES OF THE COLLEGE**

3.1 General and Specific duties under the Equality Act 2010.

**4. STATUTORY FRAMEWORK/PRINCIPLES**

4.1 Equality Act 2010

**5. PROCEDURES/POLICY IMPLEMENTATION**

5.1 Equality Objectives for 2014-2017

**6. RELATED POLICIES AND FURTHER GUIDANCE**

6.1 Bullying and Harassment Policy - Guide for students

6.2 Student Admission Policy

6.3 Curriculum Support (incl. Access Arrangements Procedure)

6.4 Grievance Procedure

6.5 Learner Support/Hardship Fund Procedure

6.6 Harassment Bullying Procedure

6.7 Equality Impact Assessment form and Guidelines

6.8 Positive Intervention - Disciplinary Procedures

**7. MONITORING OF POLICY**

7.1 This Scheme will be monitored by the Equality & Diversity Committee reporting to the Governing Body through the Resources Committee and directly to the Senior Management Team.

Signed off - Equality & Diversity Committee	Approved 05/01/2015
Approved - Resources Committee	Approved 02/07/2015
Next Review due	31 December 2017

**8. APPENDICES**

8.1 Summary of Key Strengths and Areas for Development (Appendix 1)

8.2 Equality Objectives (Appendix 2)

## **Forward by the Principal and the Chair of the Governing Body**

South Devon College is ambitious for its students, staff and local communities. Inspiring our community through learning for all is our mission and remains our overriding strategic goal.

South Devon College believes in the principle of freedom from discrimination for everyone, regardless of their age, gender, disability, ethnic or national origins, marital status, sexual orientation, social background or religious beliefs, or of being part of any other group which may have experienced discrimination.

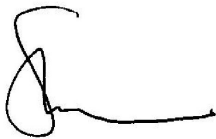
The primary aim of our Single Equality Scheme is to ensure that South Devon College provides real equality of opportunity for all of our existing learners and staff and supports the same for wider community. We aim to continue to attract increasing numbers of learners into non-traditional vocational areas and from groups within the wider community who are under-represented in learning. The College will continue to foster a learning community for all its staff and students in which equality is promoted and diversity is valued.

The College will champion equality and diversity in all of our activities. Our commitment to equality and diversity will ensure that success is achieved across the widest possible spectrum of the community. In our last Inspection, Ofsted judged equality and diversity at the College as outstanding and we intend to maintain and continually improve this.

Our Single Equality Scheme lays out the way ahead for the next three years for the protected characteristics of age, disability, gender re-assignment, marriage and civil partnerships, race, religion & belief, sex and sexual orientation. It explains what, why and how we intend to continue to promote equality and tackle discrimination for all our students, staff and communities.

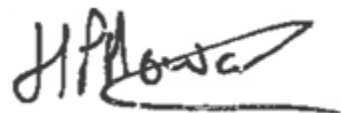
We believe this scheme will ensure success and excellence for our students, staff, visitors and support this in the communities we serve.

**Stephen Criddle**  
**Principal**



02/07/2015

**Kevin Mowat**  
**Chair of the Governing Body**



02/07/2015

# **South Devon College Single Equality Scheme**

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## 1 Equality Vision, Values and Principles

1.1 The College's Single Equality Scheme is set within the context of our Mission and the Strategic Aims as set out in the College's Strategic Framework for 2014 - 17.

1.2 Our Mission is 'Inspiring our community through learning for all.'

1.3 Our Single Equality Scheme sets out how we will secure improved opportunities and successful outcomes for the communities we serve and all equality groups through a fully inclusive approach to learning in which:

- 1.3.1 Equality is actively promoted
- 1.3.2 Diversity is welcomed, value and celebrated
- 1.3.3 Barriers are broken down
- 1.3.4 Unfairness, discrimination and inequalities are tackled

1.4 Our Single Equality Scheme reflects the way we work within and outside of the College community.

1.5 Student success remains our overriding priority. We have high expectations of what our students can achieve, and stretch each individual to achieve his or her full potential. We believe in improving our students' experiences of learning and ensure that all our activities are designed to make this possible. Central to this is equipping our students with the literacy, numeracy, oracy and employability skills needed for life, work and global citizenship. Learning benefits everyone and we will prepare our students to make an active contribution to the community in which they live and to the economic prosperity of the region, nationally and globally.

1.6 We will work in partnership both within the College, with organisations and the agencies serving our community and with employers locally, regionally and nationally to provide high quality learning opportunities which meet their needs. We have a key role to play in shaping and meeting local, regional and national priorities and targets for education and training.

1.7 The College will continue to foster a learning community for all its students and staff in which equality is promoted and diversity is valued. We will encourage creativity, innovation and the sharing of good practice by celebrating success and promoting open appreciation of everyone's contribution.

1.8 The College believes that it is society that creates barriers for individuals and groups. These barriers can include:

- 1.8.1 Prejudice and stereotypes
- 1.8.2 Negative images of individuals and groups
- 1.8.3 Exclusive policies
- 1.8.4 Inflexible organisational procedures and practices
- 1.8.5 Inaccessible information
- 1.8.6 Inaccessible buildings
- 1.8.7 Teaching that does not take account of individual need
- 1.8.8 Lack of support, including assistive technologies

1.9 The College's Single Equality Scheme builds on the actions that we have taken to remove barriers to education, training and employment, and recognises that further

improvement is needed to increase access to and full participation in these by all the communities we serve.

1.10 Improving equality will bring many benefits to the College and the community we serve. We believe that our scheme will enable us to:

- 1.10.1 Create a positive learning and work environment which actively promotes, values and celebrates equality and diversity
- 1.10.2 Provide high quality inclusive provision, services and support which are responsive to the individual needs of all our students, staff and service users
- 1.10.3 Achieve a more representative workforce
- 1.10.4 Attract and retain talent
- 1.10.5 Promote greater awareness and understanding
- 1.10.6 Enable our students, staff and all stakeholders to make an active contribution to the economic prosperity of their communities
- 1.10.7 Enable all our students and staff to benefit from learning and to succeed

1.11 The College's Single Equality Scheme sets out our approach to equality and diversity, both as an employer of over 600 staff and as a major provider of education and training in Devon and the wider South West region. The Scheme covers our wider strategies and policies as well as our statutory duties to promote equality and tackle discrimination with respect to Age, Disability, Transgender, Marriage and Civil Partnership, Pregnancy and Maternity, Race including ethnic or national origin, colour or nationality, Religion or Belief (including lack of belief), Sex and Sexual Orientation under the Equality Act 2010

1.12 The Scheme sets out how we meet our General Duty which requires that we have due regard to the need to:

- 1.12.1 eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- 1.12.2 advance equality of opportunity between people who share a protected characteristic and those who do not
- 1.12.3 foster good relations between people who share a protected characteristic and those who do not. This involves tackling prejudice and promoting understanding between people from different groups

1.13 This includes the need to:

- 1.13.1 remove or minimise disadvantages suffered by people due to their protected characteristics
- 1.13.2 meet the needs of people with protected characteristics
- 1.13.3 encourage people with protected characteristics to participate in public life or in other activities where their participation is low

1.14 The Scheme sets out how we meet our Specific Duty for:

- 1.14.1 publishing sufficient information to demonstrate compliance with the general equality duty
- 1.14.2 setting and publishing equality objectives
- 1.14.3 manner of publication

- 1.15 The College's Single Equality Scheme sets out the progress we have made and the actions we intend to take to address inequalities and to improve what we do (Appendix 1).
- 1.16 Students, external organisations, staff and Governors have all been involved in the development of the Single Equality Scheme since September 2010 through active involvement with:
  - 1.16.1 Focus groups
  - 1.16.2 "Be Fair" Theme Weeks
  - 1.16.3 Conferences and Seminars including external organisations
  - 1.16.4 Equality & Diversity Committee
  - 1.16.5 Equality and Diversity Champions
  - 1.16.6 Equality and Diversity Governor
  - 1.16.7 Training and Development activities
  - 1.16.8 Community events
  - 1.16.9 Employer events
- 1.17 South Devon College statistical information:
  - 1.17.1 South Devon College is a medium sized general further education (GFE) college in South Devon.
  - 1.17.2 In 2013/14, the College enrolled over 12,000 students and employed over 600 staff.
  - 1.17.3 Recent census data for Torbay identifies that 1.2% of the population are from a non-white ethnicity group a smaller proportion than the region as a whole or England (2.3% and 9.1% respectively).
  - 1.17.4 It also reveals that Torbay has the 2nd highest percentage of older people among the 16 South West county and unitary authorities, but the 3rd lowest percentage of working age people and the 2nd lowest percentage of children.
  - 1.17.5 23% of the population have a limiting long-term illness.
  - 1.17.6 The English Indices of Deprivation ranks Torbay as the 71st most deprived local authority in England for the rank of average score, out of 354 authorities.
  - 1.17.7 DfES data shows that the rate per 10,000 children aged under 18 years was noticeably higher than the England rate for children looked after by local authorities.
  - 1.17.8 The rate per 10,000 children aged under 18 for children and young people on the child protection register was also higher than the England rates.

## 2 About the College

2.1 The College aims to be an inclusive place to study and work. In our last Outstanding inspection, Ofsted commented that:

2.1.1 “Equality of opportunity is outstanding...”

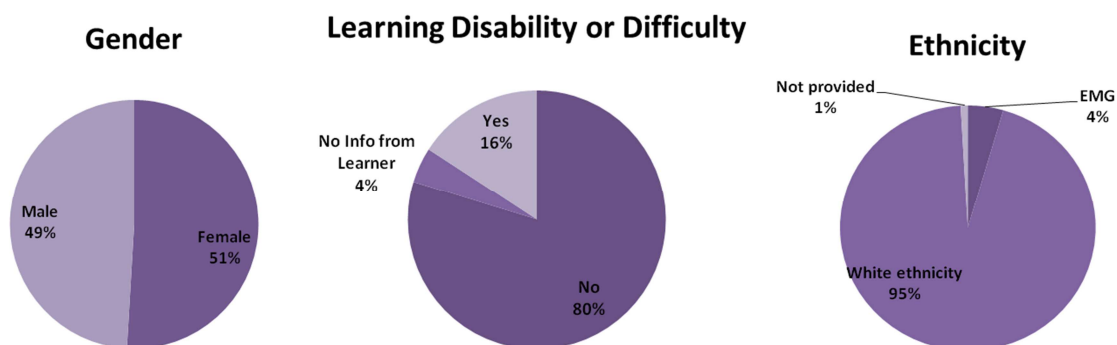
2.1.2 “...promotion of equality of opportunity is highly effective”

2.1.3 “Discrimination, harassment and bullying are not tolerated in any form. Training is comprehensive. The College seeks and acts on the views of learners and stakeholders from different background, including those with disabilities.”

2.1.4 “Impact assessments are thorough. Equality of opportunity and diversity are scrupulously embedded within the curriculum”

2.2 The College has had a strong focus on increasing participation in education and training by underrepresented groups. Overall, approximately 4% of our students come from a BME group, this figure is in line with the local demographic and overall these learners perform at least as well as the main cohort. We have also provided targeted support and responsive programmes for vulnerable students and for those with learning difficulties and disabilities which have supported student success. 15% of our learners declare they have a learning difficulty or disability. Success rates are high and significantly above the national average for all monitored equalities groups. For example, the College runs the nationally recognised and award winning “Project Search” in partnership with the local NHS Trust offering individuals with learning difficulties the opportunity to receive work placements and training in hard to fill roles which fulfil the needs of both learner and employer. In 2013-14 80% of learners progressed from this programme into permanent employment. The national average for adults in work with LLDD is 7%. Our student profile and success rates for the past five years are set out below.

### 2.2.1 Student Profile 2013/14





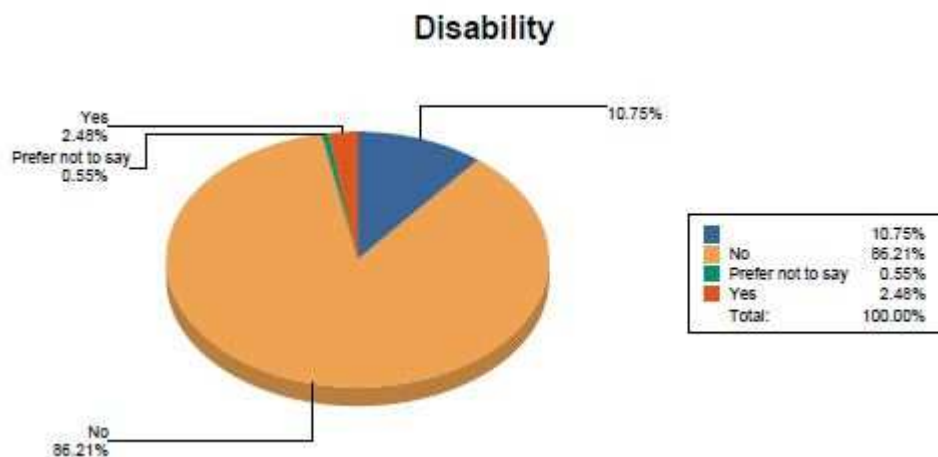
## 2.2.2 Student Success

Success Rates %	White British	BME	Declared Learning Difficulty Disability	No Declared Learning Difficulty/Disability
2009/10	86	86	87	86
2010/11	92	89	92	92
2011/12	93	93	92	93
2012/13	94	92	94	93
2013/14	93	93	94	93

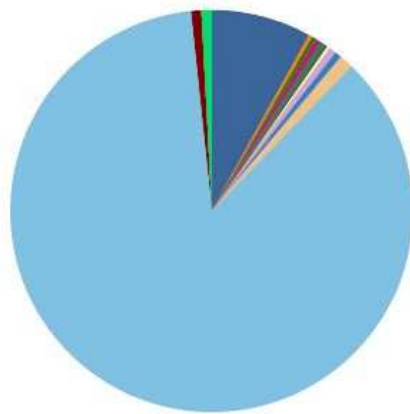
2.3 We recognise we must continue to be relentless to achieve and sustain a more representative workforce that reflects our local communities and student population. With respect to disability, we continue to develop strategies to improve disclosure of disabilities by prospective applicants and existing staff as part of our Single Equality Scheme, through for example, confidential disclosure through the College's HR self-service scheme. We will continue to work closely with specialist agencies such as Access to Work to encourage disabled people to apply for posts at the College; we are also part of the 'Two Ticks' scheme. With respect to race, we recognise that we need to increase the proportion of BME staff within our workforce. We will continue to promote jobs through relevant press and offer volunteering and work shadowing opportunities. Work shadowing and volunteering have been successful in attracting BME, male and young people. The College is in line with the most recent Torbay demographic data for equality and diversity.

### 2.3.1 Staff Profile 2013/14

Please see the below diagrams representing the staff profile of College staff for 2013/2014:

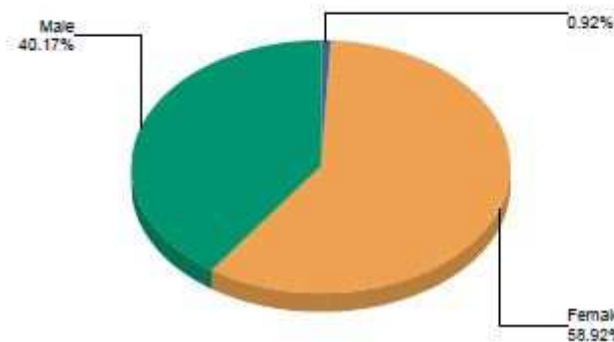


### Ethnic Origin



Any other	8.1%
Asian or Asian British - any other	0.3%
Asian or Asian British - Indian	0.2%
Black or Black British - African	0.4%
Chinese	0.1%
Mixed - any other	0.2%
Mixed - any other Mixed background	0.1%
Mixed - White and Asian	0.3%
Mixed - White and Black Caribbean	0.1%
Not known	0.1%
Not known/not provided	0.2%
Prefer not to say	0.4%
White - any other	0.7%
White - any other White background	1.0%
White - British	88.2%
White - Irish	0.6%
White - Other European	0.9%
Total:	100.0%

### Gender



Female	58.92%
Male	40.17%
Total:	100.00%

2.4 A summary of the College's overall strengths in promoting equality and tackling discrimination and our areas for further development are set out in Appendix 1.

### 3 Our Equality and Diversity Targets 2014 - 2017

3.1 The College's Single Equality Scheme is closely linked to our wider college strategies, policies and procedures which set out our intent in relation to all key processes, particularly in relation to those concerned with admissions of students, recruitment and selection of staff, assessment, marking and feedback, bullying and harassment and discipline.

3.2 We assess our performance against targets in reports to the Governing Body through the Equality and Diversity Committee, and as part of our annual self-assessment process at team, Departmental and whole College level.

3.3 The College has set ambitious, but realistic, equality and diversity objectives which will be reviewed and updated annually as part of our annual cycle of planning and target setting. Our key priorities include:-

- 3.3.1 Maintain relationships with local authorities to be the partner of choice for post 14, including expanding Autistic Spectrum Condition and high needs learners.
- 3.3.2 Hold community events and involve the College fully in supporting the community in areas linked to promoting participation and inclusion and raising skills across the region.
- 3.3.3 Work with partners to further increase knowledge and collaborative good practice in respect of Equality, Diversity and Inclusion.
- 3.3.4 Sustain the participation of adults in full time and part time learning, including community led non-accredited learning.
- 3.3.5 Continue to work to reengage NEET young people, support and continue to

- raise participation.
- 3.3.6 Actively promote aspiration, inclusivity, equality and diversity across our range of activities.
  - 3.3.7 Ensure rigorous assessment procedures are embedded which enable timely and incremental achievement. Sustain a culture of high expectation and high aspiration to ensure all learners progress during their programme compared with their starting points. Recognise and celebrate that progress and success.
  - 3.3.8 Continue international linkages with Europe, China and America and consider other potential partners including Korea and Brazil.
  - 3.3.9 Work hard to target financial and other support to students from low socio economic backgrounds, acting to remove barriers to participation and success. Effectively implement free school meals bursary support.
  - 3.3.10 Ensure personalised learning programmes are informed by initial assessment and prior learning. Monitor their progress, set challenging tasks and build on and extend learning for all learners.
  - 3.3.11 Ensure equality and diversity are promoted through teaching, learning and assessment and tackle discrimination, victimisation, harassment, stereotyping or bullying.
  - 3.3.12 Maintain a strategic approach to improve and increase the skills of the workforce, to meet National and Local Priorities, working in partnership with relevant agencies including, local employers, Sector Skills Councils, Local Enterprise Partnership, Employment and Skills Board, Jobcentre Plus and other stakeholders.
  - 3.3.13 Ensure the key principles and values of the College's learning culture are promoted throughout the College as part of a whole College philosophy.
  - 3.3.14 Ensure that we meet equality and diversity, data protection, safeguarding, health and safety and other legislative requirements through CPD and ongoing practice, and exceed expectations in these areas.

#### **4 Actively engaging with students, employers, staff and other stakeholders**

4.1 The College has involved stakeholders in the development of its Single Equality Scheme in the following ways:

- 4.1.1 Focus groups
- 4.1.2 "Be Fair" Theme Week which includes participation in activities by employers and external organisations, including course activities, student projects and enrichment activities.
- 4.1.3 Conferences and Seminars including external organisations
- 4.1.4 Equality & Diversity Committee
- 4.1.5 Equality and Diversity Governor
- 4.1.6 Equality and Diversity Champions engagement
- 4.1.7 Training and Development activities
- 4.1.8 Community events
- 4.1.9 Employer events

4.2 The feedback and issues arising from ongoing consultation continues to inform the College's Single Equality Scheme Action Plan.

#### **5 Putting the Scheme into Practice**

5.1 The College will continue to involve staff, students and other stakeholders in the Single Equality Scheme through:

- 5.1.1 Representation on College Committees.
  - 5.1.2 Focus groups, surveys and forum for students, staff, community users and partners.
  - 5.1.3 Feedback from partner organisations.
  - 5.1.4 Attendance at partner board meetings.
- 5.2 We will regularly seek advice on the process of involvement to ensure that it is genuine and effective through:
- 5.2.1 The Equality and Diversity Champions Team
  - 5.2.2 Termly Course Reps Feedback meetings
  - 5.2.3 Focus groups for staff, students and external agencies
  - 5.2.4 Meetings with student representatives
  - 5.2.5 The Equality and Diversity Committee
  - 5.2.6 Community and partnership meetings
  - 5.2.7 Self assessment activities, particularly at team level
  - 5.2.8 Trade union and student union meetings
  - 5.2.9 Governor and other stakeholder involvement strategies
- 5.3 The College's Single Equality Scheme will be published on the Intranet, Internet and Moodle, the Virtual Learning Environment (VLE). The scheme will be available in alternative formats on request.
- 5.4 The Vice Principal - Corporate Services will produce an annual report on progress and performance. The report will be presented to the Corporation and is made available on the College Intranet, Internet and Moodle. The report will be available in alternative formats on request.
- 5.5 The action plan accompanying the scheme is attached in Appendix 2.

## **6 Leadership and Management**

- 6.1 The Senior Management Team is committed to equality and diversity provides the strategic direction for the College's Single Equality Scheme and is responsible to the Corporation for:
- 6.1.1 Providing a clear vision for and shared understanding of equality and diversity.
  - 6.1.2 Creating learning and working environments for students and staff free from discrimination.
  - 6.1.3 Challenging and eradicating inequality and discrimination.
  - 6.1.4 Ensuring that the General and Specific duties in the Equality Act 2010 are met.
  - 6.1.5 Providing high quality and responsive provision, services and support that meet the needs of staff, students and the wider community.
  - 6.1.6 Providing an environment in which it is safe to disclose and difference is respected.
  - 6.1.7 Embracing and celebrating the diversity of students, staff and local communities.
  - 6.1.8 Promoting equality in policies, procedures, plans and practices.
  - 6.1.9 Ensuring that the student body and workforce reflect the diverse communities of South Devon.

6.1.10 Involving staff, student and service users in securing improvements to programmes, services and the learning and work environment.

6.1.11 Achieving Equality Objectives set by the college and ensuring that there are sufficient financial and other resources to support the achievement of these.

6.2 The Vice Principal - Corporate Services has overall responsibility for equality and diversity at the College and is responsible to the Principal & Chief Executive for the implementation of the Single Equality Scheme and the monitoring of progress against the equality objectives. The Vice Principal - Corporate Services is Chair of the Equality and Diversity Committee and reports to the Principal & Chief Executive, the Senior Management Team and the Corporation on the progress made in the implementation of the College's Scheme.

6.3 The Corporation is responsible for ensuring that the College meets the general duties and specific duties of the Equality Act 2010; these duties are set out in 1.12, 1.13 and 1.14 above.

6.4 The Senior Management Team at the College have responsibility for ensuring that managers and staff within their departments deliver high quality provision, support and services that meet the needs of all students and staff, promote equality, values diversity and eradicates discrimination.

6.5 The College Management Team and all other managers at the college are responsible for ensuring that the staff they manage have a clear vision and shared understanding of what the College is aiming to achieve through its Single Equality Scheme. All staff and managers are responsible for ensuring that:

6.5.1 Discrimination is eliminated.

6.5.2 Equality is promoted in all activities.

6.5.3 Diversity is valued.

6.5.4 Provision, services and support are responsive to the individual needs of students, staff and wider community.

6.5.5 Targets for improvement are achieved.

6.6 The College will continue to raise awareness of its Single Equality Scheme and the benefits it brings to all aspects of our work by:

6.6.1 Increasing student and staff awareness of equality and diversity through the work of the Equality and Diversity Champions, Moodle, course handbooks, induction, subject lessons, the external and staff website, course reps meetings, membership of the Equality and Diversity Committee, support groups for protected characteristics, department and team meetings, committee meetings, curriculum development and the tutorial and enrichment programmes including theme weeks and through self assessment so that staff understand their role and responsibilities under equality legislation and their contribution to the College's vision for equality.

6.6.2 Further training and development of staff in the skills needed to promote equality and to carry out the requirements of the Single Equality Scheme so that improvements are secured.

6.6.3 Continuing to build equality and diversity into programme and service quality reviews, self assessment and quality improvement plans.

6.6.4 Expanding participation in the boards of key partners representing and/or working with underrepresented groups.

6.6.5 Continuing to celebrate the diversity of our students and staff in publications and activities.

6.6.6 Measuring, monitoring and improving the success rates of our students by equality and diversity indicators.

6.6.7 Publicising annually our progress on the actions and targets we have set.

## **7 Carrying out impact assessments**

7.1 The College regularly undertakes impact assessments of all policies, procedures, practices and plans and a copy of the Impact Assessment register is available on the college website and from the Principalship office. Impact assessment will be built in to the development process for any new policies, procedures, plans and practices, including actions agreed at College meetings. Impact assessments will be undertaken for the annual Operational Plan, Risk Management Plan and the self assessment process and quality improvement plans.

7.2 The Vice Principal - Corporate Services has overall responsibility for ensuring that impact assessments for policies, procedures, practices and plans are undertaken. The Vice Principal and Deputy CEO and the HR Manager have specific responsibility for those policies, procedures, practices and plans related to staff. Policies and procedures related to students also fall within the remit of the Vice Principal and Deputy CEO.

7.3 Impact assessments are embedded across the whole organisation as part of the course and service standard review and the annual self assessment process.

## **8 Gathering information**

8.1 The College currently collects, analyses and reports on data for students by age, gender, disability and race for:

8.1.1 Participation, attendance, retention, achievement and success rates

8.1.2 Wider success measures such as disadvantage factor

8.1.3 Analysis of feedback from student surveys

8.1.4 Student Support Services and Additional Support

8.1.5 Incidents of bullying and harassment

8.1.6 Complaints

8.2 In addition to the information already gathered on the performance of and support for students, overall applications, admissions and enrolment, complaints, disciplinary action and bullying and harassment, the College will gather information on:

8.2.1 Value added and distance travelled

8.2.2 Progression

8.2.3 Trips, work experience and enrichment activities

8.2.4 Improvements in the quality of service, such as the prevalence of adjustments

8.3 The College collects, analyses and reports on recruitment and selection data for staff. As part of our Scheme, we will develop a more systematic approach to monitoring the impact of key policies, procedures, practices and plans with respect to staffing for:

- 8.3.1 Sickness levels
- 8.3.2 Progress: performance review and promotion opportunities
- 8.3.3 Career progression
- 8.3.4 Bullying and harassment
- 8.3.5 Grievance
- 8.3.6 Capability
- 8.3.7 Disciplinary action
- 8.3.8 Levels of satisfaction
- 8.3.9 Views of staff
- 8.3.10 Staff turnover rates
- 8.3.11 Cessation of employment: reasons for leaving
- 8.3.12 Exit interviews

8.4 The Head of Systems, Information and Learning Resources has responsibility for overseeing the gathering of all data. The Heads of Department and Section Heads are responsible for recording and analysing information related to students. The HR Manager is responsible for recording and analysing information related to staff.

8.5 The Head of Systems, Information and Learning Resources has responsibility for ensuring that monitoring takes place at organisational level and each Head of Department has responsibility for monitoring the areas within their remit. Regular reports on the progress in achieving targets set in College plans are made to the Senior Management Team and the Equality and Diversity Committee. The information gathered informs the annual planning and target setting process and is reviewed as part of the monitoring of the plan and through the self assessment process. Course reviews and departmental self assessments currently include a review of equality and diversity; more specific reference to the Single Equality Scheme will be incorporated into these processes. All managers and staff are responsible for contributing to these processes and for securing improvements in the provision, services and support they deliver.

## **9 Monitoring and evaluation**

9.1 The Vice Principal - Corporate Services has responsibility for ensuring that the equality objectives are updated and regular reports on progress and performance against the action plan are made to the:

- 9.1.1 Equality and Diversity Committee
- 9.1.2 Senior Management Team
- 9.1.3 Governing Body

9.2 Staff, students, service users and external organisations will be involved in the monitoring and evaluation of the plan through:

- 9.2.1 Representation on College Committees
- 9.2.2 Feedback from “Be Fair” theme weeks
- 9.2.3 Relevant surveys
- 9.2.4 Focus groups
- 9.2.5 Course Reps

- 9.2.6 Sector Focus Groups
- 9.2.7 Evaluation of activities
- 9.2.8 Equality and Diversity Champions
- 9.2.9 Governor and other stakeholder involvement strategies

9.3 We will review our Single Equality Scheme annually and welcome feedback to help us build on what we do well and to make improvements.



## Appendix 1: South Devon College Single Equality Schemes: Summary of Key Strengths and Areas for Development

Key Strengths and Areas for Development Key Indicator	Strengths	Areas for Development
Provide high quality training and education opportunities for everyone	<p>The College's curriculum is broad, extensive and flexible, and meets the needs of a wide range of users including those from disadvantaged backgrounds and vulnerable young people</p> <p>Personalised Learning Plans (Study Programmes) are agreed and understood by all learners.</p> <p>Teaching and learning are outstanding. In the majority of lessons, the use of differentiation strategies is effective in supporting the diverse needs of individual students. The planning for support in lessons is good. There is very good coverage of equality and diversity in lessons, and inappropriate behaviour is tackled and dealt with; relationships between students and between staff and demonstrate mutual respect</p> <p>The College is inclusive and the learning environment promotes equality and celebrates diversity. Our policies, procedures, practices and plans set out the College's framework for a safe learning environment free from harassment and bullying. Students report that they feel safe</p> <p>Students have access to the most up to date assistive technology which supports learning and has resulted in high success rates for students with learning difficulties and disabilities.</p> <p>The College has implemented the "Prevent" strategy since 2010 to raise and address key issues such as radicalisation and religious prejudice.</p>	<p>The College is aware that the continuing changes in adult funding and the consequent fees may affect some students disproportionately; we will develop cost effective models and support mechanisms to mitigate against the higher costs resulting from national funding policies.</p> <p>The College will increase the number of male and female students studying in non- traditional areas by better promotion in schools and to employers.</p> <p>The College will target the recruitment of BME students to apprentices by better promotion in schools and to employers.</p> <p>Work continues ensuring coverage of equality and diversity in lesson plans. In addition, the College is addressing the minority of teaching which is insufficiently differentiated. We will continue working with students identify any further barriers to learning experienced by equalities groups and continue to provide training to teachers, where needed, on how to address these barriers.</p> <p>The College will increase promotion of gender reassignment, religion/belief and sexual orientation in the learning environment; for example within lessons, in materials and in classrooms and public spaces.</p> <p>The College will continue to seek students' views and consult with them on individual needs and the latest assistive technology needed to effectively support learning.</p> <p>More staff will undertake the PREVENT "Pathways" train the trainer to enable wider reach across all campuses.</p>

## Appendix 2 - Single Equality Scheme - Equality Objectives

Aim: South Devon College aims to demonstrate an outstanding approach to Equality & Diversity (E&D)					
	Objective		Targets	How achieved	Strategic Priorities
A	Actively promote equality & diversity.	A.1	Ensure ongoing CPD training for staff to promote, share good practice, policies and procedures.	<ul style="list-style-type: none"> <li>Prevent programme</li> <li>CPD programme</li> <li>E &amp; D Roadshow</li> <li>Be Fair Week</li> </ul>	4.4 9.6 9.13
		A.2	Ensure all off site provision promotes E & D and key values via posters, activities and events.	<ul style="list-style-type: none"> <li>E &amp; D Roadshow</li> <li>Be Fair Week</li> </ul>	3.13 4.4 7.11
		A.3	Use website and new social media to promote activities, key values and engage student interests.	<ul style="list-style-type: none"> <li>Branding</li> <li>Facebook/Twitter etc.</li> <li>Moodle</li> </ul>	4.4 4.8 7.13
		A.4	Local Enterprise Partnerships (LEPs) are becoming more significant players with strategic economic plans being developed and consulted on to become final by April 2015. Future funding, European and College Capital, will be directly influenced by LEP thinking and priorities. Engage with key strategic partners	<ul style="list-style-type: none"> <li>Regular meetings with TDA, Torbay Council, Devon County &amp; other LA senior officers.</li> <li>Membership of key groups</li> </ul>	1.2 1.9 1.12 5.1 5.2
		A.5	Ensure a proportionate representation of equalities group in the College staffing profile.	<ul style="list-style-type: none"> <li>Reporting to E &amp; D Committee</li> <li>Benchmarking to local demographics and national sector data.</li> </ul>	3.15 9.13
		A.6	Engage the wider community through College events, activities and community learning.	<ul style="list-style-type: none"> <li>Community Day</li> <li>"Be Fair"</li> <li>"Well-being" week and external events e.g. Pride, Restrictive Growth convention etc.</li> </ul>	1.9 2.1 3.7 3.14

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	Objective		Targets	How achieved	Strategic Priorities
<b>B</b>	Tackle bullying and discrimination.	B.1	Ensure all staff and students are trained on safeguarding and relevant procedures.	<ul style="list-style-type: none"> <li>Prevent strategy</li> <li>CPD activities</li> <li>Mandatory training</li> <li>Tutorial programme</li> </ul>	3.13 4.4 8.3 9.13
		B.2	Monitor learner views to ensure learners feel safe and issues are dealt with.	<ul style="list-style-type: none"> <li>Induction surveys</li> <li>FE Choices</li> <li>Tutorial programme</li> <li>Course Reps</li> <li>"Meet the Governor" events</li> </ul>	2.10 3.13 4.4 9.13
		B.3	Promote values and expected behaviour.	<ul style="list-style-type: none"> <li>Prevent strategy</li> <li>Tutorial Programme</li> <li>Positive Intervention Strategy</li> <li>Theme weeks</li> </ul>	1.12 2.15 3.6 3.13 4.4
		B.4	Organise events that promote awareness of bullying including online	<ul style="list-style-type: none"> <li>CEOPs</li> <li>Theme Weeks</li> <li>Moodle resources</li> <li>Positive Intervention Team activity</li> </ul>	1.12 2.15 3.6 3.13 4.4
		B.5	Ensure learner surveys captures views relating to feeling safe.	<ul style="list-style-type: none"> <li>Induction Surveys</li> <li>Course Reps</li> <li>FE Choices</li> <li>PI Team feedback/data review</li> </ul>	1.12 3.6 3.13 4.4
<b>C</b>	Successfully plan, establish and manage the curriculum and personalised learning programmes to meet the needs and interests of learners, employers and local economy.	C.1	All learners to agree and understand their personalised learning programme	SDC Learner Journey map and process understood and embedded	3.1 3.4 3.6 4.1 4.2 4.3 8.12

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	Objective		Targets	How achieved	Strategic Priorities
		C.2	Track and monitor progress of all learners to ensure individual needs are fully met.	<ul style="list-style-type: none"> <li>• LEAP</li> <li>• Use of trackers including "MAG" and "TAG"</li> <li>• SMT PIs</li> <li>• Course Reviews</li> </ul>	3.1 3.4 3.6 4.1 4.2 4.3
		C.3	Work with employers through engagement programmes to raise awareness of E & D in other workplaces	<ul style="list-style-type: none"> <li>• Sector Focus Groups</li> <li>• Develop E &amp; D Roadshow resources for employers</li> <li>• Employer engagement activities e.g. Skills Summit, Women into Construction, 21<sup>st</sup> Century Skills and MTI '14 Hi-Tech event</li> </ul>	1.9 1.12 2.2 2.15 3.3 3.4 3.7 5.2
<b>D</b>	Narrow achievement gaps.	D.1	Ensure no achievement gaps between different groups of learners by monitoring relevant reports including SEPI.	<ul style="list-style-type: none"> <li>• All teaching teams to manage and monitor performance</li> <li>• Course Review meetings</li> <li>• SMT PIs</li> <li>• Annual E &amp; D Report</li> </ul>	3.1 3.2 3.4 3.6 4.8 4.9 8.4
		D.2	Monitor teaching, learning and assessment observation feedback to identify good practice.	<ul style="list-style-type: none"> <li>• Regular learning walks and formal observation cycle</li> <li>• Governor involvement strategy</li> </ul>	3.1 3.2 3.4 3.6 4.8 4.9 7.13 8.1 8.3 8.4

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	Objective		Targets	How achieved	Strategic Priorities
		D.3	Ensure operating plans capture relevant actions to address gaps and/or concerns.	<ul style="list-style-type: none"> <li>• Annual Planning cycle rigorously followed and embedded</li> <li>• Target setting and Reviews</li> <li>• Course Reviews</li> <li>• SMT PIs</li> <li>• Governor Involvement Strategy</li> <li>• Reports cycle to Governors</li> <li>• Annual SAR including external moderation</li> </ul>	3.2 3.4 4.1 4.6 5.3 5.11 8.1 8.4 9.14 9.15