

Banff and Buchan College

Equality Report Action Plan 2010-12

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Introduction

The following report combines the annual progress reports for race, disability and gender equality for the session 2010-11. The College had intended to publish a single equality scheme and plan for this session but in light of the Equality and Human Rights Commission guidance on the specific duties of the Equality Act 2010 we have sought to continue our monitoring and reporting in relation to our existing equality schemes.

Should you have questions regarding this document or would to receive it another form please do not hesitate to contact:

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Equality Highlights

Banff and Buchan College has continued to develop its equality practices in relation to race, disability and gender. The progress reports for each protected characteristic show what has been achieved by the College as it attempts to enhance its commitment to the equality agenda. The following section of this report summarises some of the key themes that have been developed over the past year which have helped to promote equality and diversity further within our College community.

- **Training** – The College continued to develop its equality training programme. As well as the mandatory GREC training sessions for new staff additional bespoke training programmes were delivered by Marshall Consultants on the Equality Act 2010 and on promoting cultural diversity in the curriculum. The latter programme was undertaken by all curriculum teams within the College. The College also implemented its first on-line equality training package which aims to give staff and Student Association members an opportunity to become familiar with what responsibilities they have under equality legislation.

- **Student Engagement** – The College’s award-winning Student Association has been instrumental in developing the equality agenda further within the College community. It has been actively involved in supporting the induction of our international students and has been very supportive of, and collaborative with, our Supported Programme learners who, themselves, have been hosting various cultural events and celebrations within the Fraserburgh campus. The equality work of the Student Association continues as they seek to support the LGBT agenda locally. Its members have also sought to develop various other health and wellbeing-related initiatives including the promotion of a better cross-College understanding of mental health issues.
- **Supported Programmes** – Our Supported Programme learners have also been helping to develop strong cultural links for the College through partnership with the Fraserburgh-Bressuire Twinning Association. As part of their curricula activities the students have been able to self-fund educational trips to cultural and sporting events in both Norway and France. The students have also actively supported the raising of cultural awareness through a series of events with and outwith the College. For example, through their ‘Time to Dine’ enterprise activity, Towards Employment learners hosted a Chinese New Year celebration, as well as their own ceilidh and prize-giving event, earlier this year.

- **SFW Energy Sponsorship** – The continuing success of the Schlumberger-sponsored Skills for Work course at Turriff Academy has undoubtedly had a positive effect on raising the profile of women entering into a career in engineering. As well as extending life-changing opportunities to the female pupils of the school, the corporate sponsorship has allowed the SFW programme to gain a higher profile and has helped other sponsors to see the benefits of such an initiative. It is hoped that the success of this venture will allow the College to work with others in promoting enhanced equality opportunities for College learners.

Banff and Buchan College

Race Equality Action Plan

Key Aims:

- 1. To tackle, prevent and eliminate racial discrimination**
- 2. To promote race equality;**
- 3. To promote good relations between the people of different racial groups**
- 4. To improve the monitoring and reporting of race equality matters**

Aim 1 - To tackle, prevent and eliminate racial discrimination						
	Action	Proposed Outcome	Timescale	Priority	Lead Person	Progress
1.1	Audit learning and teaching materials to ensure the promotion of race equality and cultural diversity.	Quality assurance of curriculum materials and prevention and elimination any bias or bad practice relating to race equality.	April 2010	Medium	Registrar	On-going. All new course materials are checked by Word Processing Team to ensure they adhere to the College guidelines for the production of course materials. However, an additional audit of existing materials needs to be conducted to ensure consistency in approaches to the promotion of equality and diversity in course materials.

1.2	Conduct impact assessment training.	Update of skills and knowledge required for those involved or likely to be involved in race equality impact assessment.	Jan 2010	High	Professional Development Tutor	Done. However, additional and on-going training will be required for the introduction of the Equality Act 2010 and the College's Single Equality Scheme.
1.3	Monitor any issues relating to and ensuring staff awareness of policy and procedures.	Prevention of racial discrimination and harassment.	March 2012	Medium	HR Manager	Ongoing. All staff are made aware of this policy at induction. Any issues relating to Dignity at Work to be tracked and assessed to see if any further actions are needed.
1.4	Review international learners' progress.	Investigation of possible reasons for and establishing strategies to address declining achievement levels for international learners.	June 2010	High	Course Teams	Done and on-going. Traffic light system for the in-house reporting and analysis of PI data now established. Further work required on establishing an EPI analysis at course team level.

Aim 2 - To promote race equality						
	Action	Proposed Outcome	Timescale	Priority	Lead Person	Progress
2.1	Review current training provision for learners, staff and Board members.	Assurance that race equality and diversity training for all remains current and 'fit for purpose'.	October 2010	Medium	Professional Development Tutor	Done. Established links with GREC allow on-going equality training to be evaluated and adapted for College requirements. All College managers, staff and members of the Student Association have also undertaken mandatory, consultant-led training on the Equality Act 2010 and embedding equality and diversity in the curriculum.

2.2	Develop the role of the Student Association in the promotion of race equality and cultural diversity.	Further engagement of learners in developing, promoting, monitoring and evaluating of race equality within the College.	March 2010	High	Student Association and Student Engagement Officer (SEO)	Done. Both the SEO and the Student Association are now centrally involved in the promotion of many aspects of equality and cultural diversity within the College. They are developing a calendar of events which encompasses the celebration of religious and cultural festivals.
2.3	Review of marketing strategies and materials in terms of equality and diversity.	Appropriate marketing which reflects and promotes cultural diversity within and out with the College.	October 2010	High	External Affairs Manager	Done. College materials including the prospectus, website, press releases and Local Learning Guide now reflect more effectively the existing and potential diversity of College community.

2.4	Provide multi-faith prayer/contemplation room for learners and staff.	Provision of a space for the observance of belief or faith-based practice.	August 2011	High	Estates Manager	Pending. Plans have been made to incorporate a 'contemplation room' within the new College 2012 campus.
2.5	Consolidate and develop links with EPN (North) and its affiliates.	Sharing of good practice, remaining aware of and influencing race equality matters at a national level.	March 2010	Medium	DMG Chair	Done. The DMG Chair is now the Chair of the EPN (North), a role that has continued from the Equality Forward North Forum. The EPN network is actively involved in the implementation of the SFC Equality and Diversity Framework.

2.6	Review and update College website to promote race equality and cultural diversity.	Creation of a more inclusive and cultural relevant portal to the College.	October 2010	Medium	External Affairs Manager	On-going. The introduction of the new website has afforded an opportunity to promote race equality further. However, additional work needs to be undertaken to ensure that suitable and effective promotion of equality and cultural diversity continues.
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Aim 3 - To promote good relations between the people of different racial groups						
	Action	Proposed Outcome	Timescale	Priority	Lead Person	Progress
3.1	Produce web-based newsletter for learners and staff.	Enhanced communication of equality issues and promotion of cultural diversity within the College.	December 2010	High	DMG Chair	Not done. This has been temporarily halted and will form part of a future review of the College Internal Communications Policy.
3.2	Develop the network of community agencies and external partnerships beyond current levels.	Creation of a network of external agencies to liaise with and who can assist and inform in the College's race equality planning processes.	December 2010	Medium	DMG Chair	On-going. The College has developed positive links with the SFC EPNs and GREC. It has also developed positive partnerships with other local agencies e.g. Partnership Matters, Inspire, Aberdeenshire Council etc. which helps address equality matters relating to the north east of Scotland.

3.3	Work closer with staff, learners and community groups.	Creation of a greater network of agencies to promote and enhance College-based race equality practice.	December 2010	Medium	Student Engagement Officer and Student Association	Done. Such work has now become a routine part of the activities of the Student Association who support and engage with learners of all races. The International Student Induction and the International Student Trips help promote and enhance race equality within the College.
3.4	Promote opportunities for learners and staff from all ethnic backgrounds to contribute to the College 2012 project.	Creation of wider stakeholder participation in the proposed College Fraserburgh Campus redevelopment.	April 2010	Medium	Principal/Project Sponsor	Done. Consultation has occurred at all levels of the College including the student body to ensure that the new campus reflects what is best for all learners and staff.

Aim 4 - To improve the monitoring and reporting of race equality matters						
	Action	Proposed Outcome	Timescale	Priority	Lead Person	Progress
4.1	Review information gathering and monitoring processes in terms of student applications generally and the use of 'information not known' or 'information refused' categories at application and enrolment stages.	Improvement of race equality information gathering and monitoring.	January 2010	Medium	Admissions Officer/Registrar	Not done. Whilst data gathering is improving, further work is required to ensure that conversion rates are identified more easily and that applicant categorisation is made clearer.
4.2	Enhance communication to and from the Board on race equality matters	Enhanced race equality and diversity reporting to the Board via the Learning and Teaching Committee.	May 2010	High	DMG Chair	On-going. The main reporting of equality matters takes place within the Diversity Management Group and summary progress reports are presented to the Learning and Teaching Committee.

4.3	Provide information on race equality scheme, action plan and monitoring exercise to learners, staff and Board members.	Broadening of understanding, participation and ownership of race equality matters within the College.	December 2010	High	DMG Chair	Done and ongoing. Equality matters are communicated in several ways including through DMG, LTC, SMT, Curriculum Team and Student Association meetings. However, possible improvements to these processes need to be considered as part of the review of the College's Internal Communication.
4.4	Publish outcomes and progress of race equality monitoring exercise, impact assessment and action planning.	Creation of a more transparent and open race equality reporting system.	June 2010	High	DMG Chair	Done. Equality schemes, reports and impact assessments are published on the College web-site.

4.5	Review Course Management Procedures to better reflect race equality issues.	Enhancement of equality PI analysis and self evaluation at course team level.	November 2011	High	DMG Chair	Pending. It is proposed to 'roll out' an on-line and analytical tool to assist all course teams to analyse equality PI data at a local level.
4.6	Review race equality policy and action planning in light of the requirements of the Equality Act 2010 and as part of the move towards a single equality scheme and plan.	Development of a more accessible, inclusive, cohesive and practical approach to the promotion, planning, development, and monitoring of equality and diversity.	December 2011	High	DMG Chair	Pending. The College will encompass race equality within a new single equality scheme which it will publish in light of changing legislative requirements. The College will also ensure it meets UKBA requirements where relevant.

Banff and Buchan College

Disability Equality Action Plan

Key Aims:

- **To promote equality of opportunity between disabled persons and other persons;**
- **To eliminate discrimination and harassment of disabled persons;**
- **To promote positive attitudes towards disabled persons;**
- **To encourage participation by disabled persons in college life;**

Aim 1 - To promote equality of opportunity between disabled persons and other persons						
	Action	Proposed Outcome	Timescale	Priority	Lead Person	Progress
1.1	Review Course Management Procedures to better reflect disability equality issues.	Enhancement of equality PI analysis and self-evaluation at course team level.	November 2011	High	DMG Chair	Pending. It is proposed to 'roll out' an on-line and analytical tool to assist all course teams to analyse equality PI data at a local level.
1.2	Conduct impact assessment training.	Update of skills and knowledge required for those involved or likely to be involved in disability equality impact assessment.	Jan 2010	High	Professional Development Tutor	Done. However, additional and on-going training will be required for the introduction of the Equality Act 2010 and the College's Single Equality Scheme.

1.3	Review current training provision for learners, staff and Board members.	Assurance that disability equality and diversity training for all remains current and 'fit for purpose'.	October 2010	Medium	Professional Development Tutor	Done. Established links with GREC allow on-going equality training to be evaluated and adapted for College requirements. All College managers, staff and members of the Student Association have also undertaken mandatory, consultant-led training on the Equality Act 2010 and embedding equality and diversity in the curriculum.
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1.4	Develop the role of the Student Association in the promotion of disability equality and diversity.	Further engagement of learners in developing, promoting, monitoring and evaluating of disability equality.	March 2010	High	Student Association and Student Engagement Officer (SEO)	Done. Both the SEO and the Student Association are now centrally involved in the promotion of many aspects of equality and cultural diversity within the College. They are developing a calendar of events which encompasses aspects of health and wellbeing including mental health awareness.
1.5	Consolidate and develop links with EPN (North) and its affiliates.	Sharing of good practice, remaining aware of and influencing, race equality matters at a national level.	March 2010	Medium	DMG Chair	Done. The DMG Chair is now the Chair of the EPN (North), a role that has continued from the Equality Forward North Forum. He is actively involved in the implementation of the SFC Equality and Diversity Framework.

1.6	Enhance communication to and from the Board on disability equality matters	Enhanced race equality and diversity reporting to the Board via the Learning and Teaching Committee.	May 2010	High	DMG Chair	On-going. The main reporting of equality matters takes place within the Diversity Management Group and summary progress reports are presented to the Learning and Teaching Committee.
1.7	Provide information on disability equality scheme, action plan and monitoring exercise to learners, staff and Board members.	Broadening of understanding, participation and ownership of disability equality matters within the College.	December 2010	High	DMG Chair	Done and on-going. Equality matters are communicated in several ways including through DMG, LTC, SMT, Curriculum Team and Student Association meetings. However, possible improvements to these processes need to be considered as part of the review of the College's Internal Communication.

1.8	Publish outcomes and progress of disability equality monitoring exercise, impact assessment and action planning.	Creation of a more transparent and open disability equality reporting system.	June 2010	High	DMG Chair	Done. Equality schemes, reports and impact assessments are published on the College web-site.
1.9	Review disability equality policy and action planning in light of the requirements of the Equality Act 2010 and as part of the move towards a single equality scheme and plan.	Development of a more accessible, inclusive, cohesive and practical approach to the promotion, planning, development, and monitoring of equality and diversity.	December 2011	High	DMG Chair	Pending. The College will encompass disability equality within a new single equality scheme which it will publish in light of changing legislative requirements.
1.10	Implement a curriculum team-level analysis of disability equality data.	Enhancement of equality PI analysis and self-evaluation at course team level.	November 2011	High	DMG Chair	Pending. It is proposed to 'roll out' an on-line and analytical tool to assist all course teams to analyse equality PI data at a local level.

Aim 2 - To eliminate discrimination and harassment of disabled persons						
	Action	Proposed Outcome	Timescale	Priority	Lead Person	Progress
2.1	Monitor any issues relating to the Dignity at Work Policy and ensure staff awareness of policy and procedures.	Prevention of discrimination and harassment on the grounds of disability.	March 2012	Medium	HR Manager	On-going. All staff are made aware of this policy at induction. Any issues relating to Dignity at Work to be tracked and assessed to see if any further actions are needed.
2.2	Amend written guidance for staff on completion of learner application forms and enrolment data.	Improvement of quality of disability equality data gathering and analysis.	August 2010	High	Client Services Manager / Registrar	Done and on-going. Enhancements have now been made to the enrolment process allowing all full-time learners to enroll electronically. This process is supported by staff who guide learners through the necessary procedure. Further consideration is to be given for developing a similar process for all full-time applicants.

2.3	Develop and implement Learner Development monitoring / information gathering protocol.	An agreed set of reports for Senior Managers, Sector Managers, Course Teams and the Student Association Executive.	June 2010	High	Client Services Manager	Not done. Such reporting is to be reviewed and reconsidered as part of the College restructuring.
2.4	Investigate good practice arrangements for encouraging self disclosure of disability for job applicants and existing personnel.	Enhance anti-discriminatory practice and improve monitoring data for applicant and staff disability equality.	December 2012	Medium	HR Manager	On-going. Guidance is pending. The College aims to work with other colleges on the best way of encouraging disclosure of disability.

Aim 3 - To promote positive attitudes towards disabled persons						
	Action	Proposed Outcome	Timescale	Priority	Lead Person	Progress
3.1	Audit learning and teaching materials to ensure the elimination of bias and the promotion of disability equality and positive attitudes towards disabled persons.	Quality assurance of curriculum materials and prevention and elimination any bias or bad practice relating to disability equality.	April 2010	Medium	Registrar	On-going. All new course materials are checked by Word Processing Team to ensure they adhere to the College guidelines for the production of course materials.
3.2	Review marketing strategies and materials in terms of disability equality and diversity.	Appropriate marketing which reflects and promotes disability diversity within and out with the College.	October 2010	High	External Affairs Manager	Done. College materials including the prospectus, website, press releases and Local Learning Guide now reflect the existing and potential diversity of College community.

3.3	Review and update College website to promote disability equality and diversity.	Creation of a more inclusive, accessible and cultural relevant portal to the College.	October 2011	Medium	External Affairs Manager	On-going. The introduction of the new website has afforded an opportunity to promote disability equality further. However, additional work needs to be undertaken to ensure that suitable and effective promotion of equality and cultural diversity continues.
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Aim 4 - To encourage participation by disabled persons in college life;						
	Action	Proposed Outcome	Timescale	Priority	Lead Person	Progress
4.1	Produce web-based newsletter for learners and staff.	Enhanced communication of equality issues and promotion of diversity within the College.	December 2010	High	DMG Chair	Not done. This has been temporarily halted and will form part of a future review of the College Internal Communication Policy.
4.2	Develop the network and database of community agencies and external partnerships beyond current levels.	Creation of a network of external agencies who can assist and inform in the College's disability equality planning processes.	December 2010	Medium	DMG Chair	On-going. The College has developed positive links with the SFC EPN network, GREC and LEAD Scotland. It has also consulted widely to ensure that disability equality issues are considered and addressed as part of the College 2012 project.

4.3	Work closer with disabled learners and community groups.	Creation of more inclusive opportunities to promote and enhance College-based disability equality practice.	December 2010	Medium	Student Engagement Officer and Student Association	Done. Such work has now become part of the activities of the Student Association who have formed very supportive and positive relationships with learners on the Supported Programmes. They have now worked closely with them to promote cultural and fundraising events throughout the College.
4.4	Promote opportunities for disabled learners and staff to contribute to the College 2012 project.	The creation of wider stakeholder participation in the proposed College Fraserburgh campus redevelopment.	April 2010	Medium	Principal/Project Sponsor	Done. Consultation has occurred at all levels of the College including the student body to ensure that the new campus reflects what is best for our disabled learners and staff.

4.5	Review membership and / or the reporting mechanisms of the DMG to better reflect the views of disabled learners, disabled staff and external agencies.	More focused and accurate input, at a strategic level, of the views and needs of disabled learners and staff within the College.	December 2010	Medium	DMG Chair	Not done. Further consideration is to be given to this issue as part of the College restructuring.
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Banff and Buchan College

Gender Equality Action Plan

Key Aims:

- **To promote equality of opportunity between women and men;**
- **To tackle, prevent and eliminate sex discrimination and sexual harassment;**
- **To improve the monitoring and reporting of gender equality matters.**

Aim 1 - To promote equality of opportunity between women and men;

	Action	Proposed Outcome	Timescale	Priority	Lead Person	Progress
1.1	Review marketing strategies and materials in terms of gender equality and diversity.	Redressing the gender imbalances in some curriculum areas e.g. Care, Electrical and Mechanical Engineering, Floristry, Nautical and Welding and Fabrication and producing College marketing material which reflects and promotes gender diversity within and out with the College.	October 2010	High	External Affairs Manager	Done. College materials including the prospectus, website, press releases and Local Learning Guide have now sought to promote gender equality. Press coverage of the Schlumberger sponsored all-girl SFW courses has also assisted the promotion of gender equality.

1.2	Review and update College website to promote gender equality and diversity.	As above thus creating an inclusive, accessible and culturally relevant portal to the College.	October 2010	Medium	External Affairs Manager	On-going. The introduction of the new website has afforded an opportunity to promote gender equality further. However, additional work needs to be undertaken to ensure that suitable and effective promotion of such equality continues.
1.3	Audit learning and teaching materials to ensure the elimination of bias and the promotion of gender equality.	Quality assurance of curriculum materials and prevention and elimination any bias or bad practice relating to gender equality.	August 2010	Medium	Registrar	On-going. All new course materials are checked by Word Processing Team to ensure they adhere to the College guidelines for the production of course materials . However, an additional audit of existing materials needs to be conducted to ensure consistency in approaches to the promotion of equality and diversity in course materials.

1.4	Develop the role of the Student Association in the promotion of gender equality and diversity.	Further engagement of learners in developing, promoting, monitoring and evaluating of gender equality.	July 2010	High	Student Association and Student Engagement Officer (SEO)	Ongoing. Both the SEO and the Student Association are now centrally involved in the promotion of all aspects of equality and cultural diversity within the College. They are developing a calendar of events which encompasses the recognition of gender equality and have been seeking to develop further their own support and promotion of LGBT matters.
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1.5	Consolidate and develop links with EPN (North) and its affiliates.	Sharing of good practice, remaining aware of and influencing gender equality matters at a national level.	July 2010	Medium	DMG Chair	Done. The DMG Chair is now the Chair of the EPN (North), a role that has continued from the Equality Forward North Forum. He is actively involved in the implementation of the SFC equality and Diversity Framework and is also a member of the SFC Chair and Vice Chairs Group.
1.6	Collect and disseminate good practice within learning and teaching on the promotion of gender equality.	Consistency in the promotion of gender equality within learning and teaching across the curriculum areas.	August 2010	Medium	Course Teams	On-going. Whilst positive steps have been taken particularly within the Engineering Dept. additional work is required to ensure the dissemination and accessibility of good practice in the promotion of gender equality in other areas of the College curriculum.

1.7	Eliminate gender-related barriers to progression from FE to HE courses.	Improved HE progression for learners.	July 2010	Medium	External Affairs Manager	On-going. The College has forged closer links with RGU and Aberdeen College and seeks to formalize this through an articulation hub. It is expected that progression barriers for all learners will be a discussion point for such collaboration.
1.8	Produce web-based newsletter for learners and staff.	Enhanced communication of equality issues and promotion of diversity within the College.	December 2010	High	DMG Chair	Not done. This has been temporarily halted and will form part of a future review of the College Internal Communications Policy.

1.9	Review curriculum portfolio for prospective female learners.	Redress the trend of declining female applicants and enrolments.	June 2012	High	Sector Managers	Pending. A revised approach to self-evaluation and equality PI analysis is to be introduced in session 2011-12. It is intended that such a move will assist SMs and CLs to consider equality issues more closely at a curriculum team level.
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Aim 2 - To tackle, prevent and eliminate sex discrimination and sexual harassment;

	Action	Proposed Outcome	Timescale	Priority	Lead Person	Progress
2.1	Monitor any issues relating to the Dignity at Work Policy and ensure staff awareness of policy and procedures.	Prevention of discrimination and harassment on the grounds of gender.	March 2011	Medium	HR Manager	On-going. All staff are made aware of this policy at induction. Any issues relating to Dignity at Work to be tracked and assessed to see if any further actions are needed.

2.2	Review current gender equality training provision for learners, staff and Board members.	Assurance that gender equality and diversity training for all remains current and 'fit for purpose'.	October 2010	Medium	Professional Development Tutor	Done. Established links with GREC allow on-going equality training to be evaluated and adapted for College requirements. All College managers, staff and members of the Student Association have also undertaken mandatory, consultant-led training on the Equality Act 2010 and embedding equality and diversity in the curriculum.
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2.3	Assess gender bias in given occupational/vocational areas.	Encourage more female applicants to apply for vacancies in the Technology Sector and to investigate possible barriers for women in applying for senior management positions.	April 2011	Medium	HR Manager	Ongoing. The College conducted research into gender bias in vocational and occupational areas and benchmarked itself against Scottish and UK figures.
2.4	Publish support note for staff and students who are, or who could become, transgender.	Improved guidance and support for staff and learners.	April 2011	Medium	DMG Chair	Not done. However, support can be obtained through the HR Dept. for staff or the Guidance Counseling service as well as the Student Association for students.

2.5	Establish support mechanisms for Lesbian, Gay, Bisexual and Transgender staff and students.	Creation of support mechanisms which will help to address needs of specific staff and students and assist in the prevention and/or elimination of gender or sexuality-based harassment.	April 2011	Medium	HR Manager/Student Engagement Officer and Student Association	Done and on-going. The Student Association has sought to address the possible need for support for LGBT students. A similar support mechanism is still required for staff.
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Aim 3 - To improve the monitoring and reporting of gender equality matters.						
	Action	Proposed Outcome	Timescale	Priority	Lead Person	Progress
3.1	Develop and implement Learner Development monitoring / information gathering protocol.	An agreed set of reports for Senior Managers, Sector Managers, Course Teams and the Student Association Executive.	July 2010	High	Client Services Manager	Not done. Such reporting is to be reviewed and reconsidered as part of the College restructuring.
3.2	Review gender equality policy and action planning in light of the requirements of the Equality Act 2010 and as part of the move towards a single equality scheme and plan.	Development of a more accessible, inclusive, cohesive and practical approach to the promotion, planning, development, and monitoring of equality and diversity.	December 2011	High	DMG Chair	Pending. The original timescale has not been met because of legislative delay. The College will encompass gender equality within a new single equality scheme which it will publish in light of future legislative requirements and changes.

3.3	Enhance communication to and from the Board on gender equality matters	Enhanced race equality and diversity reporting to the Board via the Learning and Teaching Committee.	July 2011	High	DMG Chair	On-going. The main reporting of equality matters takes place within the Diversity Management Group and summary progress reports are presented to the Learning and Teaching Committee.
3.4	Provide information on gender equality scheme, action plan and monitoring exercise to learners, staff and Board members.	Broadening of understanding, participation and ownership of gender equality matters within the College.	December 2011	High	DMG Chair	Pending. This will be reviewed as part of the College's Internal Communication Policy Review.
3.5	Publish outcomes and progress of gender equality monitoring exercise, impact assessment and action planning.	Creation of a more transparent and open gender equality reporting system.	June 2012	High	DMG Chair	Done. Equality schemes, reports and impact assessments are published on the College website.

3.6	Consult with staff and students on a move towards a Single Equality Scheme.	Greater contribution to, and ownership of, the College's first Single Equality Scheme.	December 2011	High	DMG Chair	Pending. Ambiguity relating to the Equality Act 2010 and the specific duties has delayed progress on the College's move towards its first single equality scheme. Once further guidance is issued a consultation and communication strategy will be implemented.
3.7	Publish Single Equality Scheme	Compliance with legislation.	December 2011	High	DMG Chair	Pending. (See point 3.6 above)
3.8	Implement a curriculum team-level analysis of gender equality data.	Improved self-evaluation of gender equality issues, particularly applications and enrolments, retention and achievement rates. A particular focus to be given to curriculum areas which have the lowest levels of retention and achievement for specific genders.	November 2011	High	DMG Chair	Pending. It is proposed to 'roll out' an on-line and analytical tool to assist all course teams to analyse equality PI data at a local level.

3.9	Review Course Management Procedures to better reflect gender equality issues.	Enhancement of equality PI analysis and self-evaluation at course team level.	June 2012	High	DMG Chair	See 3.8 above
3.10	Conduct impact assessment training.	Update of skills and knowledge required for those involved or likely to be involved in gender equality impact assessment.	July 2010	High	Professional Development Tutor	Done. However, additional and on-going training will be required for the introduction of the Equality Act 2010 and the College's Single Equality Scheme.