



North Nottinghamshire

COLLEGE

Single Equality Scheme 2008/11

This is a living document which will be monitored and updated twice a year in response to legislative changes and evaluation of feedback from our stakeholders.

Vision

Our Single Equality Scheme (SES) is informed by our mission and values, and the strategy sets out our vision of how we plan to achieve this. The College believes that all forms of prejudice and discrimination are unacceptable. In recognition of the fact that they can take a variety of forms, depending on the group against whom they are directed, the College Equality and Diversity Policy will embody the issues specific to discrimination on the grounds of Disability, Gender, Race, Religion, Sexuality and Age.

The College's Mission Statement is:

"Changing lives, building communities – making a difference"

Our core values are:

Serving our students and our community

This includes a positive approach to work, that we are advocates of the College, are committed to our roles, listen to learner needs and respond appropriately, that we are structured and organized during our normal working situation, able to prioritise in order to meet deadlines, have good administration systems in place and good use of IT.

Professionalism

This includes: prompt commencement of classes, that we encourage tidiness within the learning environment, do not tolerate poor behaviour on the part of learners, that teachers take control and assert themselves within the learning environment; that we provide a high-quality service, flexibility, are strongly committed to continuous professional development, that colleagues' attendance at work is excellent and that we are seldom late.

Caring

This means that we should integrate well with colleagues, share resources and good practice, contribute to team meetings in a positive way, demonstrate politeness, consideration and empathy, leave rooms and resources in an appropriate condition and communicate appropriately.

Respect

This means that we do our utmost to support the needs of learners and other colleagues; that we strive for continuous improvement, respond appropriately to all customer enquiries, demonstrate a willingness and commitment to support the needs of learners, internal and external customers, take initiative in trying to deal with a customer and see actions through to a conclusion and treat all customers and each with dignity and respect.

Honesty and integrity

This means that we act as a role model by consistently being ethical, truthful and fair, are transparent and honest in all communications and do what we say we will do.

A positive can-do approach

This means that we use positive language and behaviour in all dealings with our stakeholders, that we suggest solutions to any problems identified, are flexible and adaptable, innovative, inspire and have a dynamic attitude, show tenacity and commitment and are effective when goal-setting.

Availability of our Single Equality Scheme in other formats

Sally Senior
Equality and Diversity Champion
North Notts College
Carlton Road
Worksop
S81 -7HP

Tel 01909 504663

ssenior@nnc.ac.uk

If you would like this document in a different format or another language, please contact Sally Senior.

Dokument ten jest dostępny w innym formacie lub języku. W celu uzyskania innej wersji językowej proszę skontaktować się z Sally Senior.

Sollten Sie diese Unterlagen in einem anderen Format oder in einer anderen Sprache benötigen, bitte setzen Sie sich mit Sally Senior in Verbindung.

Si usted necesita este documento traducido en caracteres diferentes or en otro idioma, por favor contacte Sally Senior.

Si vous nécessitez ce document dans un autre format ou dans une autre langue, veuillez contacter Sally Senior.

Se volete questo documento in un altro modo o in un'altra lingua, vi preghiamo di mettervi in contatto con Sally Senior.

Legal disclaimer

Considerable effort is made to ensure that the information in this document is accurate and current. Nonetheless, it cannot cover all legal, procedural and policy complexities. The College does not make any representations or warranties, either express or implied, as to the accuracy of the information in this document or its fitness for any purpose. In no event will the College be liable for any direct, indirect, special incidental, or consequential damages arising from the use of the information held in this document.

Single Equality Scheme 2008/11

Contents

Vision and Values	1
Foreword by the Principal	5
Equality Legislation	6
Single Equality Scheme Strategy	9
Single Equality Scheme Action Plan (2008–09)	12
Roles and Responsibilities and Implementation	23
Management Structure of Equality & Diversity	25
Publicising North Notts College’s Policy and Progress	26
Consultation and Communication	27
Appendices	28
Appendix 1 – Policies	28
Appendix 2 – Equality and Diversity Impact Measures	29
Appendix 3 – Equality Impact Assessments	31

Foreword to the Single Equality Scheme from John Connolly, College Principal

I believe that equality of opportunity is at the heart of our College values and underpins the success of each and every one of our learners. I also believe that all members of the college community should feel valued and able to fulfil their learning potential.

Legislation places responsibilities on the College and our staff to promote equality, and there are a number of additional specific duties which we must fulfil. The Single Equality Scheme and action plan are intended to ensure we meet those duties, and help to demonstrate that equality and diversity are at the heart of what we are.

We strive to be inclusive in everything we do. Equal Opportunities and the celebration of diversity are key to our values, vision and strategic planning, and we are committed to responding positively to the requirements and demands of all equal opportunities legislation.

North Nottinghamshire College is a general further education college based in Bassetlaw that has been established for close to 80 years. Originally founded as a mining college, we provided education and training mainly for men in the coal-mining industry. Today our curriculum is as different as the make-up of our learners and the nature of our communities.

The College offers a broad range of programmes funded by the Learning and Skills Council and the Higher Education Funding Council for England. Provision spans the spectrum from pre-entry/entry level to professional qualifications. Students can progress through this whole spectrum within the College.

The College celebrates and values the diversity individuals bring to our community, and we believe that we benefit from employing a diversity of individuals at all levels of responsibility, and across all areas of work, hoping we provide role models for learners in whatever area of the curriculum they choose to study. We expect all our employees to be treated with respect and dignity and strive to provide a positive working environment free from discrimination, harassment or victimisation.

We seek not only to eliminate discrimination, but also to create a working environment based on good relations between individuals and groups. We therefore aim to provide diverse, non-stereotypical images of individuals in any material which we produce for learners, staff or public. We aim to create a positive, inclusive ethos where issues of discrimination and stereotyping can be discussed openly, with a shared commitment to:

- challenging and preventing any form of discrimination
- respecting diversity and difference, and
- encouraging caring and honest relationships between individuals

Our Single Equality Scheme sets out how the College, both as an employer and as a learning community, will work towards:

- The promotion of equality of opportunity
- The elimination of all forms of discrimination wherever they are found

Equality Legislation

This is North Nottinghamshire College's Single Equality Scheme, developed to set out our commitment to diversity and equality and to address the statutory duties introduced by the following pieces of UK legislation:

- Race Relations (Amendment) Act 2000 (RRAA)
- Disability Discrimination Act (DDA) 2005
- Equality Act 2006
- Employment Equality (Age) Regulations 2006

These laws impose positive duties on all public bodies to promote race, disability and gender equality in everything that we do.

Race Relations (Amendment) Act 2000

Race Relations Act 1976 makes it unlawful to discriminate against any person on the grounds of colour, race, nationality or ethnic or national origins. The RRAA introduces a general duty to:

- eliminate unlawful racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial groups

In addition, further education colleges are subject to a number of specific duties. In particular, colleges are required to:

- prepare and maintain a written statement of their race equality policy for promoting race equality and have arrangements in place for meeting their duties
- assess the impact of their policies (including the race equality policy) on students and staff from different racial groups
- monitor by racial group student admissions and progress, staff recruitment and career progress
- include in their written race equality policy arrangements for publishing the race equality policy and the results of assessments and monitoring

Disability Discrimination Act

Under the DDA 2005, public authorities are required to have due regard to the need to:

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled people that is related to their disabilities
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than others.

The 2005 Act requires that we meet the following specific duties which set out a framework to assist authorities in planning, delivering and evaluating action to meet the general duty and to report on these activities. The specific duties are to:

- Produce a Disability Equality Scheme and equality action plan
- Involve disabled people in the development of the DES and equality action plan
- Explain the method of assessing the impact of policies upon disabled people
- Explain how we will gather information on staff and student recruitment and progression
- Explain how we will publish the results of steps taken to achieve our plans within the DES and equality action plan on an annual basis
- Ensure we carry out the steps set out in our equality action plan (unless it is unreasonable or impracticable for us to do so)
- Fully review the DES every three years.

The Equality Act

The Equality Act 2006 introduces a new positive duty for public authorities to promote gender equality. Under the new duty, and through all relevant functions, public authorities are required to have due regard to the need to:

- Eliminate discrimination and harassment that is unlawful under the Sex Discrimination Act and discrimination that is unlawful under the Equal Pay Act
- Promote equality of opportunity between men and women.

In addition the legislation introduces specific duties to assist public authorities in meeting this duty which require that we:

- Produce and publish an equality scheme identifying their gender equality goals and action to meet them, in consultation with employers and stakeholders
- Monitor and review progress
- Review the scheme every three years
- Develop, publish and regularly review an equal pay policy, including measures to address promotion, development and occupational segregation
- Conduct and publish gender impact assessments of all legislation and major policy developments, and publish their criteria for conducting such impact assessments

Other Legislation

We acknowledge that Equality and Diversity mean more than the promotion of race, disability and gender equality. We therefore regard the following legislation as relevant to our SES:

Age:

- Employment Equality (Age) Regulations 2006

Disability:

- Disability Discrimination Act 1995
- Special Educational Needs and Disability Act 2001

- Disability Discrimination Act 2005
- Statutory Code of Practice on the Duty to Promote Disability
- Equality 2006

- **Gender and Sexuality:**
 - Sex Discrimination Act 1975
 - Sex Discrimination (Gender Reassignment) Regulations 1999
 - EU Framework for Equal Treatment in Employment Directive 2000
 - Equality in Employment (Sexual Orientation) Regulations 2003
 - Gender Recognition Act 2004
 - Civil Partnership Act 2004
 - Employment Equality (Sex Discrimination) regulations 2005
 - Equality Act 2006
 - Work and Families Act 2006
 - Gender Equality Duty Statutory Code of Practice 2006
 - Equalities Act 2007 (Goods & services for LGBT people)
 - Equality Act (Sexual Orientation) Regulations 2007

- **Race:**

- Race Relations Act 1976
- Race Relations (Amendment) Act 2000
- Statutory Code of Practice on the Duty to Promote Race Equality 2002
- EU Race Discrimination Directive 2003

- **Religion:**

- Equality in Employment (Religion or Belief) Regulations 2003

Other:

- Human Rights Act 1998

These laws do not have positive duties to promote equality associated with them but they do apply to employment and the provision of higher education. We will therefore ensure that through our functions, policies and employment practices, we are not discriminating on any of these grounds.

Single Equality Scheme Strategy

Aims	Objectives
<p>1. The College will meet its legal responsibilities and demonstrate its commitment to Equality and Diversity</p>	<p>The College will:</p> <p>Demonstrate commitment to Equal and Diversity at the highest level by investing responsibility for its SES with the Principal and Chair of Governors</p> <p>Demonstrate commitment to Equality and Diversity through stakeholder involvement in the review and development of strategies, policies, procedures, decisions and working practices</p> <p>Ensure all business planning takes into account the impact on all Equalities strands and takes action to ensure the learning opportunities provided benefit all groups in the College community</p> <p>Take positive action to effectively challenge and manage any potential or actual discrimination, harassment and victimisation that is brought to its attention</p> <p>Ensure that its SES is monitored and reviewed as part of its Quality Assurance procedures</p> <p>Ensure transparency of equality schemes and associated internal processes through extensive publication of all documentation including processes associated with equality impact assessments</p>
<p>2. The College will promote Diversity and Equality of Opportunity and further develop a fully inclusive culture in which people can learn and work without barriers</p>	<p>The College will:</p> <p>Ensure that all marketing and recruitment material and practices actively promote Diversity and Equality of Opportunity</p> <p>The College will actively engage with its community and its partners to learn about the needs and experiences of staff and learners and potential learners and staff to ensure that its policies and practices do not inadvertently discriminate against or disadvantage any identified group of individuals</p>
<p>3. The College will work towards the elimination of any barriers to the recruitment of learners and staff</p>	<p>The College will:</p> <p>Monitor all recruitment activity and analyse the data collected to ensure that all recruitment practices contribute to the overall aims associated with this plan</p>

	<p>Ensure that each department understands the current situation and trends, and has targets associated with recruitment</p> <p>Ensure that a wide range of methods and media are used to increase the accessibility of information for all members of its community</p> <p>Actively engage with its community to identify needs and consider adaptations to recruitment methodology</p> <p>Respond to the identification of any barrier positively and sensitively and make reasonable adjustments wherever possible within the necessary constraints that resources allow</p>
<p>4. The College will raise the awareness of staff, students and stakeholders of the issues associated with equality and diversity and its commitment to providing a learning environment free from discrimination, harassment and victimisation</p>	<p>The College will:</p> <p>Introduce information, advice and guidance about E&D at every stage of the learner and/or staff journey including pre-entry, enrolment, induction, on programme and at exit</p> <p>Ensure that continuous professional development (CPD) for colleagues, governors and other stakeholders includes opportunity to access information, advice and qualifications associated with E&D</p> <p>Provide additional opportunities and activities for staff and students to explore issues and challenge thinking about E&D</p> <p>Construct and maintain robust policies and procedures associated with bullying, discrimination, harassment and victimisation</p> <p>Ensure all management meetings include Equality and Diversity on the agenda and that issues so recorded are collated and reported to the E&D Management Group</p> <p>Actively encourage any activity or project that promotes Diversity</p> <p>Actively involve all stakeholders in reviewing and evaluating policy, procedure, action and planning in this area</p>
<p>5. The College will facilitate a teaching and</p>	<p>The College will</p> <p>Provide appropriate levels of group and individual additional support to break down barriers to</p>

<p>learning environment where the principles of E&D are fully integrated into all practice</p>	<p>learning</p> <p>Ensure that principles of E&D are embedded at all stages of the planning and delivery of teaching and learning</p> <p>Ensure that principles of E&D are evident in the learning process including in tutorial systems and programmes</p> <p>Cross reference all activity with Every Child Matters to ensure that barriers associated with personal and social disadvantage are addressed</p> <p>Include E&D measures in all mechanisms associated with quality assurance (eg lesson observation and lesson planning paperwork)</p>
<p>6. The College will provide sufficient facilities and resources to manage its obligations associated with the Single Equality Scheme</p>	<p>The College will:</p> <p>Commit sufficient resources to ensuring that staffing and structures within the College are adequate in relation to this scheme and its action plan</p> <p>Ensure that the environment is accessible and that buildings, rooming and timetables facilitate the learning of all individuals and that reasonable adjustments are made in response to individual needs as appropriate</p> <p>Provide learning resources and equipment that are fully inclusive, reflect the diverse nature of the learning community, are free from discriminatory materials and challenge stereotypical thinking and behaviour</p> <p>Ensure all cross college functions routinely collect data associated with E&D</p> <p>Include reference to its commitments to Equality and Diversity within its financial controls and risk assessments wherever possible</p>

Single Equality Scheme Action Plan for 2008/09

NNC Aim	Actions	Lead person	When	Evidence	Progress
1	1. To publicise the SES annually and report to the Full Corporation	Equality and Diversity Champion(EDC)to write; DP to present to Full corporation	Jan 09 (annually)	Updates of SAR Corporation minutes Data report on 06/07 success rates Training sessions by DIL & EDC to PAMs & DOS	HRD, former DIL and EDC worked extensively on this as of April 08. Launched on website Nov 08 E&DMG informed immediately Publicised in meetings/focus groups/staff induction/staff training and E&D tutorials with learners DP presented to governors in Jan 09
	2. To write an annual E&D SAR	EDC	Dec 08	Validation meeting E&D SAR	Completed Dec 08 and sent to QU to be uploaded onto Provider Gateway
	3. To establish an E&D focus groups to commence impact Assessments	EDC	Oct 08	Whole-college SAR Screening and Impact Assessment documentation	Meeting fortnightly between Oct and Dec 08, from Jan 09 monthly
	4. To establish and share cross-college EDIMS and associated targets and commence monitoring	EDC	Nov 08	Published EDIMS	EDC negotiated with PAMs, DOS, DP and attended each school's meeting with Dos and PAMs to present
	5. To set up an E-Quality Cycle including cross-reference to current practice e.g. questionnaires and focus groups	EDC	April 09	QMG minutes	Some preparatory work done eg via focus groups or planned questionnaire on disability
	6. To establish a new Equality and Diversity Committee representative of colleagues and learners	EDC	Nov 08	Committee minutes and agendas	E&D Committee file Met monthly till Jan, then fortnightly. Now meet weekly as unanimous decision to prepare for Respect Week. Still need more learner

	7. To set up confidential E&D drop-in surgeries for staff	EDC	June 08 (colleagues)	EDC calendar; Room plan	representation Weekly and then every 2 to 3 weeks Plans to introduce for learners from April 09
2	1. Post SES on the College Website	EDC	Nov 2008	NNC website	On NNC website from Nov 08
	2. Create versions of SES for colleagues and learners and distribute	EDC	Jan 2009	Relevant published versions, poster for learners and leaflet for colleagues	Poster and leaflet available on public drive and presented at meetings of EDC/DOS and PAMs in January 09. Global email sent to colleagues to offer support on E&D in Feb 09 + to PAMs via Update.
	3. Forge links with counterparts in local colleges to network and share good practice including working with national E&D consultants	EDC/DP/HRD		EDC journal and calendar Emails from meetings with Castle and Leicester Colleges as a result of Peer Review, Doncaster College South Leicestershire College & South-East Derbyshire College Meeting with Notts E&D Forum Notes from meetings with Notts E&D Forum	Notts E&D Forum meets every alternate month. EDC hosted 2 events so far and to present another in 08/09 Work with SLC via LSIS started Nov 08. EDC and HRD met with SLC at NNC in Nov 08 and at SLC in Jan 09. Day 3 to take place after NNC's inspection at SLC. Awaiting feedback on work to date from SLC Trevor Gordon carried out E&D scoping exercise in NNC on 24 Feb 09. Further collaborative work to be planned. TG to send supportive statement to EDC by 06.03.09 Met with AP at Doncaster College on 6 Jan to share good practice/work on E&D inspection file and VP on 20 Feb to continue collaborative work/write supporting statement to confirm this from VP and AP Meetings with Notts E&D Forum Correspondence with Head of Student Services at SEDC. Collaborative work planned from end of March 09.

	<p>4. Screen publicity materials for bias associated with E&D criteria bias before they are finalised.</p>	EDC	Ongoing	<p>EDC journal and calendar Notes of meetings of E&DC & Marketing Officer as of Feb 09 Respect Week Programme Careers Fair Poster Poster to advertise E&D Committee</p>	<p>EDC, Marketing Officer & graphic designer commenced weekly meetings in Feb 09. All involved in marketing for Respect Week and have jointly produced programme of events. W/c 23 Feb EDC & MO began collating/evaluating appropriate materials for future Course directory/prospectus EDC worked with MO and Graphic Designer in Dec 08 to carryout photo shoot to gain more positive representative imagery around NNC and externally. Photos now used on NNC website, in course directory and for Teachers' Forum</p>
	<p>5. Introduce activity to raise awareness of E&D with local schools</p>	EDC & Director of 14-19 Partnerships	Ongoing Jan 09 April 09	<p>EDC journal and calendar Meeting notes</p>	<p>Director of 14 to 19 and EDC met Jan 09. D of 14 to 19 to discuss further with local head-teachers April 09 Taster Day event organised for 22 April 09</p>
	<p>6. To provide bespoke training to internal and external customers</p>	EDC	Ongoing	<p>EDC journal and calendar Planning documentation</p>	<p>Training successful (see Staff Development evaluation sheets and individual commitments on cards from colleagues and learners) Currently exploring possibility of extending project to external customers eg work with Workforce Development Director in local companies and WBL Manager. Breakfast briefing event to take place at Idle Valley on 11 March as part of Respect Week</p>

3	1. Undertake an annual assessment of the success rate data with regard to participation and success rates of students in identified criteria and publish the results	EDC	February	Action plans for each school drawn up and publicised	School action plans negotiated with Dos and DP, then shared with PAMS at DOS meeting in Feb 09. Analysis needs to take place earlier in 09/10 than this year
	2. Each programme area to undertake an E&D analysis of students enrolled onto courses according to age, gender, disability & ethnicity	EDC	Work in progress since Dec 08	SES Action Plans for each school	EDC working with DOS and PAMs in since Dec 08. Data analysed, EDIMs set and shared with course teams
	3. Each programme area to establish local targets (EDIMs*).and identify possible strategies to encourage improved participation and success	EDC	Work in progress since Dec 08	Minutes of meetings	See comments in above box
	4. Screen and prioritise all college strategies, policies, procedures and decisions for Equality Impact Assessment	EDC	Working party of colleagues and learners Established Oct 08. Chaired by EDC	EDC journal and calendar Equality Impact File	EDC leads team of colleagues and learners who meet regularly (every 2 to 3 weeks). 50% of policies screened to date. Remainder to be screened by May 09. Impact Assessments required on small number of policies: deadline end of April 09.
	5. HR to monitor and analyse data associated with recruitment and selection	HRD/EDC	Monitored monthly by HR and presented to Exec	HR reports on recruitment and selection	Reports prepared by HR and presented annually as larger report to governors
	6. HR to undertake an analysis of staff already appointed and monitor according to age, gender, disability and ethnicity. Strategies to be put in place to address any imbalances	HRD/EDC	Annually in May	SMT Minutes Disabled Go, Able Magazine and Equality Britain publicity	NNC on Disabled Go website since 07/08; advertises with Equality Britain for several years. First ad in Able Magazine in March 09.

4	1. Ensure that all learners and colleagues undertake awareness raising activity that includes SES and Codes of Conduct at Induction	EDC	Ongoing	EDC journal and calendar Staff induction timetable Planning documentation Student Handbook	EDC has slot at monthly staff induction for this purpose. This then followed up by mandatory E&D Intro Training delivered by EDC and MACM online E&D tutorial package. Both count towards CPD. Learners receive intro to E&D at induction. This then followed up by E&D Intro training in tutorials: delivered by EDC. EDC & Head of Student Services currently assessing viability of MACM online E&D tutorial package for learners
	2. Include E&D as a separate section in the Student Handbook	EDC/Head of Student Services	Annually	Student Handbook	EDC & Head of Student Services to progress this in regular E&D briefings
	3. Ensure that equality success stories are publicised fully	EDC	Ongoing	Website/other NNC publications; Respect notice-board; Reach, Vision and B&Q in-house newsletter	Respect notice-board to be complete by Respect Week Several case studies to be displayed and have already been agreed with colleagues and learners concerned. Reach and B&Q newsletters already contain examples of Success Stories. Future success stories to be published in Vision (newsletter for learners by learners).
	4. All programme areas to ensure that learner representation reflects the E&D balance in the College community and that E&D issues are included in the training for course representatives	EDC	Annually	Learner Rep documentation	Student Conferences: EDC carried out E&D activity with learners; 2 pilot student drop-ins tried and will be re-launched in April EDC works closely with Learner Involvement Mentor on E&D issues. To date learners/learner reps have been represented at E&D Committee and EQIA Working Party. 07/08: EDC worked closely with SU

				President and who has played a significant role in delivery of E&D Intro training to colleagues and learners.*
5. Organise Respect Week on an annual basis	EDC	March (annually)	EDC journal and calendar Minutes of E&D Committee meetings Respect Week Programme	From 08/09 E&D Committee has remit of organising the event. Meeting weekly from Feb 09 to do so. Internal and external speakers supporting event.
6. Support the use (and subsequent audit)of E&D projects for Key Skills assignments where appropriate	EDC/Head of Skills for Life	From April 09 to be effective from 09/10	Keys Skills assignments	Plan further meeting with Head of Skills for Life in April 09. Preliminary meeting took place in December 08.
7. To draw up an E&D calendar of events to link in with national and local events and celebrate/raise awareness of these in College through CPD, displays, etc.	EDC	Annually	08/09 Calendar prepared by Learner Services Team Leader	Displays around E&D across College in LRC, Blyth road, Student Services, E&D notice-board and in future on Respect notice-board(from 9 March): colleagues liaise with EDC and MO.
8. To give preference to Quality Bids that promote E&D	Principal	Ongoing	Quality bids approved which promote E&D	Quality bid for Respect Week approved 27 Feb 09
9. Ensure governors are fully briefed as to E&D and activities	DP Deputy Clerk to Governors	Monthly	Reports to governors Monthly info packs to governors	EDC and DP commenced fortnightly meetings as of Feb 09 EDC sends minutes to DCG from E&D Committee. Principal's PA sends minutes of E&D Management Group to DCG. Governor Steve Darby to act as E&D Champion on behalf of Governors as of March 09.
10. To sponsor a specific charity annually	SMT	Annually	Publicity for fund-raising events	Bluebell Wood Children's Hospice is charity chosen for 08/09.

	11. To carry out lesson observations with focus on E&D and to audit lesson planning documentation	Head of Quality, Director of 14-to 19, EDC	Ongoing	Lesson observation reports Meeting notes Lesson planning documentation E&D health check documentation	LSIS bid for capital to finance Subject learning coach project. E&D health check carried out by D fo 14 to 19 who is to send EDC a copy of this by March 09.
	12. To strengthen links with SU and Learner Involvement Mentor and Course Representatives	EDC/Learner Involvement Mentor (LIM)		EDC journal and calendar Minutes of meetings	See above (point 3)*
	13. To launch the Marshall ACM E&D online training package (Oct 08)	EDC/HRD	Ongoing	EDC journal and calendar Marshall ACM training package link Staff Development documentation	Programme successfully launched in to all colleagues in October 08.
	14. To ensure 35% of colleagues have completed the Marshall ACM E&D online training package by March 09.	EDC/HRD	March 09	Staff Development documentation	35% have completed the programme and will receive/have already received a certificate from Staff Development. Same applies to those colleagues who have attended mandatory E&D intro training.
	15. To further develop the College website in relation to E&D contents	EDC/Graphic designer	Nov 08 Feb 09	College Website	SES published on website in Nov08 Other E&D website documentation screened as part of EQIA process in Jan/Feb 09 EQIA of website was discussed as part of scoping exercise with E&D consultant on 24 Feb 09. Screening of NNC website recommended. Template/sample version provided of neighbouring college, as written by TG. EDC to design E&D blog to be launched on website in April 09.

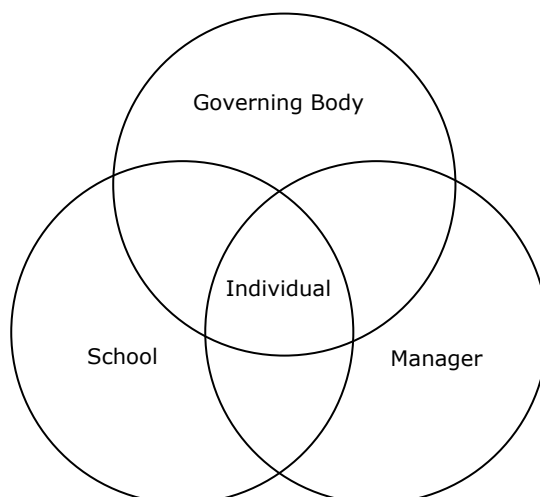
	16. To monitor minutes of meetings for E&D issues	EDC	Termly as of Spring term 09	Minutes from meetings	EDC to contact Principal's PA to access minutes and subsequently monitor.
	17. To carry out E&D audits of learning resources across College	EDC/	Monthly from Feb 09	EDC journal and calendar DP notes and file	DP conducted preliminary activity Feb 09. EDC evaluated resources and carried out further analysis and fed back to E&D Management group EDC has also met twice with LRC Manager to discuss resources available and evaluate layout of LRC and accessibility. Last met 27 Feb 09.
	18. To work with LD PAM to integrate LD learners in theatre/sports events/social enterprise to ensure they too have a voice/are heard	EDC	March 09	EDC journal and calendar	Plan further meeting with LD PAM in March 09. Preliminary meeting took place in December 08. LD to have stand in Respect Week to sell social enterprise products
	19. To continue to forge links with external agencies e.g. Black Leadership Initiative/Network for Black Professionals, MIND, FREED, Asian/Polish community, Notts Police	EDC	March 09	EDC journal and calendar Notes and minutes from meetings Displays Emails from BLI/NBP	EDC member of LSP/New Communities Group FREED to provide display for Respect Week EDC to commence mentoring for BLI/NBP in March 09 Notts Police supply Hate Crime Incident Reporting Leaflets
	20. To develop an interactive, multi-sensory E&D resource bank e.g. GERI and "Real Lives, Real People" DVDs, NNC SU videos to raise awareness of homophobia/transphobia and domestic violence and via cross-cultural events	EDC		EDC journal and calendar Resources	NNC public drive contains folder of resources Paper-based and electronic resources available in LRC and from EDC Film made by 07/08 SU to raise awareness of homophobia and transphobia to be made available on website. Film highly successful: shown in training sessions at NNC and nationally. Former SU President

					invited to show film at National Youth Parliament in June 09.
5.	1. Provide training to ensure colleagues and learners are confident in challenging discriminatory behaviour	EDC	March 09	EDC journal and calendar Planning documentation	EDC to train WBL colleagues 27 March 09. This also covered at induction for colleagues and learners, in tutorials and in Mandatory E&D Intro Training and in drop-in sessions.
	2. Provide briefings to ensure that colleagues are aware of the reporting mechanisms that they can use to monitor emerging issues	EDC	As part of training sessions to colleagues and learners and drop-ins	EDC journal and calendar Hate crime Incident Reporting Leaflets from Notts Police	NNC is Hate Crime Incident Reporting Centre This is publicised to stakeholders via distribution of leaflets and part of training sessions since 07/08.
	3. Ensure that Equality issues to emerge from equality impact assessments are reported and addressed and action publicised	EDC	30 April 09	EDC journal and calendar EQIA file	EDC and EQUIA Working Party to prepare report by 30 April 09 to present to E&DMG.
	4. Ensure that the College Code of Conduct and Disciplinary policy is screened/impact assessed	EDC	April 09	Quality File SSM documentation Impact Assessment file	To be discussed with Head of Student Services
	5. Each programme area to analyse attendance statistics against E&D criteria	EDC	From April 09	ED Journal Operational Meetings minutes MIU reports	EDC has held initial meeting with AP and MIU to discuss. Request to be sent by email to AP on 19 Feb.
	6. EDC to investigate the reasons for declining/increasing participation or success rates as appropriate and identify strategies to address the situation/celebrate success	EDC	From Oct 08	School E&D Action Plan EDC Journal Operational Meetings minutes	Work commenced Dec 08 EDC feedback in fortnightly 1-1 meetings with DP and to E&DMAG
	7. Provide mentoring support for learners in non-traditional areas if required	Mentors	As required	Mentors' calendars Journals	Mentoring in progress

	8. Increase participation of learners who are carers by allocating financial support for childcare	Head of Student Services	As required	Calendar Journal	Financed by Student Support Fund and Care to Learn
	9. Liaise with external agencies to provide early intervention and appropriate support	Head of Student Services	Ongoing	Journal Meeting notes	Ongoing work with PCT and a number of other agencies who provide support
	10. Investigate inequalities in the take-up of additional learning support and ensure proposals are in place to address this situation	Head of Student Services/ALS Coordinator		ALS documentation and data	Addressed in ALS SAR Action Plan
	11. Ensure that support is in place to address teenage pregnancy (C-Cards, and PCT Clinic). Paediatric Liaison Nurse on site weekly as of Nov 08	Mentors	Ongoing	Meeting notes Schedule	Mentors offering support via Teenage Pregnancy Plan
	12. Include E&D promoted in QA processes including SAR, QUIP, lesson observation schedule	Head of Quality EDC	Ongoing	Peer review Report from EDC Oct 08	QMG minutes Peer Review E&D/Head of Quality met initially in Dec 08 and will progress this in E&DMG meetings
6	1. Include reference to E&D in the planning and development of the new buildings, responding to diversity of individuals	EDC	Meetings with Access Strategy Group which EDC chairs	Meeting documentation Access Strategy	Meetings held in October and December 08.
	2. Include reference to E&D in planning and development of new buildings to further promote E&D	Director of Finance	Ongoing	Meeting notes Architects' plans	See Point 6.1 above. Such issues discussed in detail eg decision whether to include a Faith Room in new build.
	3. To ensure that the 5 outcomes of ECM are addressed in the facilities	Director of Finance	Ongoing	Meeting notes Architects' plans	Discussions at SMT ongoing

	and resources provided to create the new learning environment				
--	--	--	--	--	--

Roles and Responsibilities and Implementation of the Single Equality Scheme



Governors are responsible for ensuring that:

- All groups are given an equal opportunity to be members of the Corporation, and in the event of significant under-representation the Corporation will consider what steps can properly be taken to address that under-representation
- The College's strategic plan includes a commitment to Equality and Diversity
- Equality and Diversity training features as part of the College's strategic plan
- They are aware of the Corporation's responsibilities in relation to legislation as an employer and service provider
- They receive and respond to monitoring information associated with the Single Equality Scheme (including impact assessments)
- The objectives identified in the Single Equality Scheme are implemented

Managers are responsible for ensuring that:

- The College Principal/Chief Executive and Senior Management Team are responsible for taking the lead in creating a positive, inclusive ethos that challenges discriminatory attitudes and behaviour on the part of all stakeholders
- They are aware of the College's statutory duties in relation to Equality and Diversity legislation
- All aspects of the College's policies and activities are sensitive to Equality and Diversity issues
- Monitoring information is systematically collected, analysed, reported and responded to
- The procedures for the recruitment, selection, promotion of colleagues encompass best practice in Equal Opportunities

- Targets are set in the recruitment, selection and promotion of colleagues based on the analysis of Equality and Diversity monitoring information
- The College's publicity materials present appropriate, challenging positive and non-stereotypical messages.
- Staff induction programmes reflect the College's commitment to the promotion of Equality of Opportunity
- Appropriate training and development is provided to support the appreciation and understanding of Diversity.

All other colleagues are responsible for ensuring that:

- They are aware of the College's statutory duties in relation to Equality and Diversity legislation
- Their professional practice (including schemes of work, lesson content and teaching and learning resources for teachers) demonstrate sensitivity to issues of Equality and Diversity
- Their quality assurance mechanisms (Course Reviews, surveys questionnaires, Self-assessment Reports etc) include reference to E and D related issues
- They challenge prejudiced and discriminatory behaviour by learners, work placement providers, outside contractors or other members of staff whether witting or unwitting whenever practicable

Management Structure of Equality and Diversity

The College ensures that Equality and Diversity is effectively led and managed through the following mechanisms:

- a. Responsibility for leadership of E&D is vested in the Deputy Principal
- b. The Single Equality Scheme is managed through its Equality and Diversity Management Group, which includes the DP, HRD, EDC, Head of Quality, SSM, Director of 14-19 Provision
- c. Colleagues and learners are invited to attend the Equality and Diversity Committee which meets every term and makes recommendations to the appropriate departments, staff and groups in the College

Publicising the College's Policy and Progress

The College will report annually on its progress against the SES:

- To the public (including learners, work placement providers, colleagues, governors and visitors/any other interested party)
- Our commitment will be highlighted in our prospectuses, annual report and annual financial statement
- A summary of the results of our monitoring information will be included in our annual report and annual financial statements, where this does not breach individual confidentiality
- A copy of this document will be made available to contractors carrying out functions on behalf of the College to ensure that the contractors meet the College's standards and expectations in terms of Equality and Diversity.
- All staff will have access to a full copy of the policy as part of the staff handbook
- The staff induction programme will highlight the College's commitment to E and D, action to be taken by staff who suffer discrimination and the action to be taken against any alleged perpetrators of such discrimination
- A summary of the results of our monitoring information will be included in the appropriate College publication (e.g. newsletter). Any published information will have due regard for individual confidentiality
- On the website with access to a hard copy via HR, Student Services or the Quality Unit.

Complaints

Acts of discrimination (direct or indirect), harassment, victimisation or abuse will be treated as a serious disciplinary offence. The College will seek to provide a supportive environment for stakeholders who make claims of discrimination, harassment or victimisation through the appropriate procedure.

A link to the College Complaints Policy and Complaints and Compliments Form can be found in the Appendix to this document.

Consultation and communication of the SES

The College is committed to consulting with all stakeholders in relation to its Equality and Diversity objectives and will invite a range of stakeholders to provide feedback.

The College has reviewed the membership and terms of reference for its Equality and Diversity Management Group with the aim of creating a more robust and effective means of consultation with stakeholders and overseeing the operationalisation of this Scheme.

The College is committed to consulting and communicating with its stakeholders over a range of issues and will use established mechanisms for consultation to review and monitor its Equality and Diversity Scheme.

The College has agreed a comprehensive Learner Voice Policy. This is included in Appendix 1 and will be the major mechanism by which we consult and listen to our learners.

The College has identified the following key partners with whom it works to develop its approach to E&D:

- Colleagues
- Learners
- The Student Union and NUS
- Work placement providers
- Other FE Colleges, schools and children's centres
- Recognised trade unions
- The Learning and Skills Council
- Adult and Community Learning Service Nottinghamshire
- Connexions
- Alliance SSP
- Local District and County Councils
- Job Centre Plus
- EMDA

Appendices

Appendix 1

The Single Equality Scheme also includes the following information, which can be accessed on the College website. Alternatively hard copies are available via the Quality Unit:

1. Policies:

- Equality and Diversity
- Race Equality
- Learner Voice Policy
- Complaints Policy

2. Equality Statements:

- Equality and Diversity
- Race Equality
- Disability

3. Other Equality Schemes:

- Gender Equality Scheme
- Race Equality Scheme
- Disability Equality Scheme

4. Equality and Diversity Impact Measures (EDIMs)

5. Equality Impact Assessments:

- Index of policies
- Screening document
- Full assessment document

A full list of policies can be found under the [College's Publication Scheme](#)

Appendix 2: Equality and Diversity Impact Measures (EDIMs)

Aims:

- To provide measures to judge the direction and distance of travel
- To develop the E&D dimension of the Framework for Excellence

EDIMs are:

- set and reviewed annually for learning and skills by the LSC
- in place to meet the Equality Duties for Race, Disability and Gender
- linked to Public Service Agreements

Colleges are expected to have their own EDIMs which should be proportional and relevant and set in the context of their existing priorities.

LSC Partnership Managers will discuss EDIMS with providers in relation to the improvement indicators in their Development Plan.

Public Service Agreement 15:

PSA15 is the Equality PSA, it commits the government to equality priorities which they will aim to achieve by 2011. They are as follows:-

- A reduction in the pay gap for women
- Improved choice and control for disabled people
- Greater participation in public life for disadvantaged groups
- A reduction in workplace discrimination
- A better understanding of and ability to measure fair treatment in the delivery of public services

A national EDIM:

By 2010 to raise success rates for all groups to at least the 05/06 average for both Level 2 and advanced Apprenticeships.

A regional EDIM (ie for East Midlands):

Address the gender imbalance within areas of learning and non-traditional occupations

College EDIMs

College EDIMs are set at programme area level each year and cover, Gender, Disability and Ethnicity.

EDIMs (Taken from the LSC's Single Equality Scheme: April 2007):

Data will be monitored by age, gender, ethnicity, learning difficulty and/or disability

By 2010, raise the success rates for 16-18 year olds taking full level 2 and level 3 for all groups of learners to at least the 2005/6 average. Ensure that success rates for all groups of learners continue to improve, in particular:

- Raise the success rates of males and Black or Black British Caribbean learners
- Reverse the recent fall in success rates on full level 2 and level 3 courses for 16-18 year old Bangladeshi learners

By 2010, raise success rates of all groups to at least the 2005/06 average for both level 2 and Advanced Apprenticeships. In particular, raise the success rates of males, Pakistani and Black learners, and learners with learning difficulties and/or disabilities

As part of its ongoing contribution to the reduction of the proportion of young people in the NEET group, the LSC will work with local partnerships to determine appropriate EDIMs that focus on increasing participation in learning for those groups who appear to be over-represented as NEET

Improve the Basic Skills of any groups of adults that are currently under-represented in learning by ethnicity, disability or gender and tackle any gaps identified by ethnicity, disability or gender in the achievement of NVQ at level 2

The LSC also sets itself Diversity targets for its workforce. These are to:

- Increase the percentage of female senior managers from 39% in 2002 to 51% in bands 4 and 5 by 2010
- Double the percentage of black and minority ethnic senior and middle managers from 3.8 % in 2002 to 7.2% in bands 3,4 and 5 by 2010
- Increase the proportion of black and ethnic minority staff overall in line with the 2001 census demographics from 7.2 % in 2002 to 9.1 % by 2010
- Double the percentage of staff with disabilities or limiting illness from 3.4% in 2002 to 6.8% by 2010
- Increase the proportion of men in band 1 roles from 19% to 28% by 2010

Appendix 3: Impact Assessments

Carrying out Equality Impact Assessments

Equality Impact Assessments are a systematic way of determining whether a strategy/policy/procedure/decision or approach that we have already introduced or intend to introduce, affects all groups of people equally or whether it may have a positive, negative or neutral impact on one or more particular groups.

In addition to the requirement to be legally compliant, it is important that Equality Impact Assessments should be seen as a positive process which encourage inclusiveness, are proactive with respect to tackling and preventing potential discrimination and demonstrate to the community, funding bodies and inspectorate that E&D is at the heart of what we do.

The purpose of impact assessments are:

- To remove any unfairness and disadvantage in the way that College services are provided
- To ensure that equality issues are embedded from the start, and relevant issues of concern are highlighted
- To engage with key stakeholders and utilise their knowledge, insight and experience to inform decisions
- To comply with legal duties

Impact Assessments are directed and managed by the Equality and Diversity Management Group and are undertaken in a 2-staged approach. A general screening will identify whether the policy or procedure is a high risk and indicates whether a full assessment should be undertaken as a priority.

All new policies must be screened as an integral part of the policy development process and the outcomes of the screening recorded in the appropriate section of the policy tracking documentation. The originator(s) or 'owner(s)' of the policy are responsible for the conducting of the screening, with support from the Equality and Diversity Champion.

Screening must be conducted by two or more people and, where appropriate, must have stakeholder representation. If during screening a full impact assessment is indicated, the new policy (or policy under review) will be referred to the Equality and Diversity Champion for this to be arranged.

Full impact assessments may include some or all of the following:

- Demographic data and other statistics
- Available research findings
- Comparisons between related policies
- Survey data
- Equality monitoring data
- Results of questionnaires and/or focus groups

The outcomes of impact assessments will be recorded on the minutes of the Equality and Diversity Management Group, which reports to the governing body and subsequently on an annual basis to the full corporation.

North Nottinghamshire College: Policies and Procedures

Policy / Procedure	Date last reviewed	Folder in f-drive/quality/policies	Date policy screened as part of impact assessment process	Full Equality Impact Assessment required: Yes or No
Children of Statutory School Age Accessing College Provision - draft	July 2004	Curriculum		
Curriculum Policy	December 2004	Curriculum		
Learning Policy	December 2004	Curriculum		
Out of College	January 2005 Under review	Curriculum		
Academic Appeals Procedure	October 2005	Curriculum		
Academic Misconduct Policy	January 2007	Curriculum		
Key Skills Policy	February 2007	Curriculum		
Policy on the Use of Physical Intervention and Physical Contact with Students	June 2008	Curriculum		
Skills for Life Policy	June 2008	Curriculum	08 December 08	No
Skills for Life Procedure	June 2008	Curriculum	08 December 08	Yes
Risk Management Policy	December 2006	Exec	08 December 08	No
Financial Regulations	Update pending	Contact C Gardner		
Freedom of Information (Requests)	September 2005 Under review	FOIA & Record Management	23 January 09	No
Records Management / Archiving Policy	September 2005 Under review	FOIA & Records Management	23 January 09	No
Critical Incident Policy	November 2004	Health & Safety	08 December 08	No

Policy / Procedure	Date last reviewed	Folder in f-drive/quality/policies	Date policy screened as part of impact assessment process	Full Equality Impact Assessment required: Yes or No
	Currently under review			
Health & Safety Policy	November 2007	Health & Safety		
Medicines and Medical Requirements Policy and Procedure	November 2006	Health & Safety	08 December 08	No
Minibus Policy	February 2008	Health & Safety		
Lone Worker Policy	September 2007	Health and Safety		
CRB Clearance Policy and Procedure (Students)	December 2004	Human Resources		
Long Service Awards	December 2004	Human Resources		
Needlestick Injury	December 2004 Under review	Human Resources	23 January 09	No
Redundancy	July 2006	Human Resources	20 October 08	No
Child Access Policy	November 2006	Human Resources	24 November 08	No
Alcohol at Work	June 2007	Human Resources	13 November 08	No
Maternity Leave	July 2007	Human Resources		
Mobile Phones	September 2007	Human Resources	24 November 08	No
Age Agreement	November 2007	Human Resources	13 November 08	No
CRB Policy (staff)	December 2007	Human Resources		
Staff Training and Development Policy	December 2007	Human Resources	13 November 08	No
Agreed Time in Lieu	January 2008	Human Resources		
Personal Development Review Policy	March 2008	Human Resources	24 November 08	No
Disciplinary Procedure	June 2008	Human Resources		

Policy / Procedure	Date last reviewed	Folder in f-drive/quality/policies	Date policy screened as part of impact assessment process	Full Equality Impact Assessment required: Yes or No
Family & Dependants Leave	August 2008	Human Resources	24 November 08	No
Recruitment Selection	August 2008	Human Resources		
Capability Procedure	October 2008	Human Resources	20 October 08	No
Grievance	October 2008	Human Resources	20 October 08	No
Smoking	2007	Human Resources	13 November 08	No
Whistleblowing	October 2004 Under review	Human Resources	23 January 09	No
Student Internet Access	September 2004	IT	08 December 08	No
ILT Policy	April 2006	IT		
ICT Policy Guidelines	June 2008	IT		
Quality Policy	December 2004	Quality		
Assessment Policy	February 2005	Quality		
Internal Verification Policy	February 2005	Quality		
Complaints Procedure	October 2005	Quality		
Equality & Diversity and Race Equality Policy	February 2007	Quality		
Disability Equality Scheme Action Plan		Quality	23 January 09	No
Disability Equality Scheme	November 06	Quality	23 January 09	No
Gender Equality Scheme	January 09	Quality	23 January 09	No
Equality and Diversity and Race Equality Scheme Action Plan	November 08	Quality	23 January 09	No
Single Equality Scheme	November 08	Quality	02 February 08	No

Policy / Procedure	Date last reviewed	Folder in f-drive/quality/policies	Date policy screened as part of impact assessment process	Full Equality Impact Assessment required: Yes or No
Lesson Observation Policy	October 2008	Quality		
College Charter	2005	Student Services		
Confidentiality Procedures	April 2004	Student Services	24 November 08	No
Disability Statement	May 2004	Student Services		
Additional Learning Support	June 2004	Student Services		
Disciplinary Policy and Procedure (learners)	May 2005	Student Services	20 October 08	Yes
Careers Education and Guidance	October 2005	Student Services		
Dealing with the death of a student - Procedure	October 2005	Student Services		
Exceptional Entry Procedure	October 2005	Student Services		
Induction Policy	October 2005	Student Services		
Lost Property Procedure	October 2005	Student Services		
Parental Involvement Policy	October 2005	Student Services	13 November	Yes
Student References Policy	October 2005	Student Services		
Student Support Fund Policy	October 2005	Student Services	08 December 08	Yes
Substance Misuse Policy and Procedure	October 2005	Student Services		
Tutorial System Policy	October 2005	Student Services	13 November 08	No
Admission of High Risks Students	January 2006	Student Services		
Inclusivity Policy	June 2006	Student Services	20 October 08	No
Anti-bullying policy	November 2006	Student Services		
Attendance and Punctuality	November 2006	Student Services	24 November 08	No

Policy / Procedure	Date last reviewed	Folder in f-drive/quality/policies	Date policy screened as part of impact assessment process	Full Equality Impact Assessment required: Yes or No
Counselling Policy	November 2006	Student Services		
Safeguarding Vulnerable Adults Policy	February 2007	Student Services	13 November 08	No
Group Use of LRC	August 2007	Student Services		
Learning Resource Policy	August 2007	Student Services	13 November 08	Yes
Learning Resource Procedure	August 2007	Student Services		
Learner Voice Policy	October 2007	Student Services	November 08	No
Admissions Policy	March 2008	Student Services		
Safeguarding Children Policy	March 2008	Student Services	13 November 08	No
Travel Policy	April 2008	Student Services	08 December 08	Yes

Guidelines and codes of practice	Date last reviewed	Folder in f-drive/quality/policies	Date screened as part of impact assessment process	Full Equality Impact Assessment required: Yes or No
Housing 16-18 yr olds NNC retention and achievement strategy	January 2004	Guidelines & Procedures		
LRC Preservation, Weeding and Disposal of Stock Guidelines	August 2007	Guidelines & Procedures		
Risk Assessment Form for High Risk Students	January 2006	Student Services		
Managing Behaviour in the LRC		Student Services	24 November 08	No
Pending – Policies and Procedures which are in the consultation process Please contact the Quality Unit for details				
Mentoring Policy				

Initial Screening Document

Section One: Screening for Impact		
Name of strategy, project, policy or decision:		
Name of person/s completing screening:		
Position:		
Department:		
1. What is the main purpose of the strategy/project/policy/decision?		
2. List the main aims of the strategy/project/policy/decision. (For strategies list the main policy areas.)		
3. Who does the strategy/project/policy/decision affect? Eg colleagues/learners/visitors/all		
4. Does this strategy/project/policy/decision result in any of the following?		
Written information being provided to stakeholders– either in paper or electronic format	Yes <input type="checkbox"/>	No <input type="checkbox"/>
People contacting NNC	Yes <input type="checkbox"/>	No <input type="checkbox"/>
People visiting the NNC or any outreach centre or any other venue arranged by NNC	Yes <input type="checkbox"/>	No <input type="checkbox"/>
A service being delivered to stakeholders at set days/times every week	Yes <input type="checkbox"/>	No <input type="checkbox"/>
People being required to wear a uniform/PPE or adhere to a dress code	Yes <input type="checkbox"/>	No <input type="checkbox"/>
NNC colleagues holding face-to-face meetings with others.	Yes <input type="checkbox"/>	No <input type="checkbox"/>

5. Have you already consulted people about this strategy/project/policy/decision? If yes, briefly describe what you did.

6. Use the table to tick:

a) Where you think that the strategy/project/policy/decision could have a negative impact on any of the equality strands, that is, it could disadvantage them.

b) Where you think that the strategy/project/policy/decision could have a positive impact on any of the groups or contribute to promoting equality, equal opportunities or improving relations within equality strands.

	Positive impact	Negative impact	No impact	Reason and evidence (provide details of who is affected and how)
Age				
Gender				
Sexual orientation				
Race				
Religion or belief				
Disability				

7. If you have indicated there is a negative impact on anyone, is that impact:

Legal? (ie not discriminatory under anti-discriminatory legislation)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Intended?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Level of impact?	High <input type="checkbox"/>	Medium <input type="checkbox"/>	Low <input type="checkbox"/>

If the negative impact is possibly discriminatory and not intended and/or of high impact, you must complete a full impact assessment. If not, complete the rest of this form and consider if completing a full impact assessment would be still be helpful. (Eg where you have found a legal, low-level impact.)

7. a) Could you minimise or remove any negative impact that is of low significance?

b) If you have found a positive impact on this strategy/project/policy/decision, could you improve it? If so, state how. You may wish to use the action sheet provided.

8. If there is no evidence that the strategy/project/policy/decision promotes Equality and Diversity or improved relations – could it be adapted so that it does? If so, explain how.

Please sign and date this form, keep one copy and give one copy to the Equality and Diversity Champion.

Signed:

Date:

NNC: Equality Impact Assessments: Full Assessment Form

Section Two: Full Assessment	
Name of strategy, project, policy or decision:	
Date:	
Part A	
1. Looking back at Section One of the EIA (Screening), in what areas are there concerns that the strategy, policy, project or decision could have a negative impact?	
Age <input type="checkbox"/>	Disability <input type="checkbox"/>
Gender <input type="checkbox"/>	Race <input type="checkbox"/>
Sexual orientation <input type="checkbox"/>	Religion or belief <input type="checkbox"/>
2. Summarise the likely negative impacts	
3. Consultation	
a) What previous or planned consultation on this topic/policy area/project or decision has taken place/will take place with groups/individuals from equality strands? If there has already been consultation what does it indicate about the negative impact of this strategy, project or policy?	
Equality strands	Summary of consultation carried out or planned
Age	
Gender	
Sexual orientation	
Race	
Disability	
Religion or belief	
What consultation has taken place/or is planned with NNC staff, learners or other stakeholders – including people that have, or will have, direct experience of implementing the strategy/policy/decision/working on the project?	

NNC: Equality Impact Assessments: Full Assessment Form

b) Check that research/studies/reports concerning the likely impact on equality strands have been used to plan or guide the strategy/project/policy/decision (or indicate what research you intend to carry out).

Equality strands	Title/type/details of report/research
Age	
Gender	
Sexual orientation	
Race	
Disability	
Religion or belief	

c) If there are gaps in your previous or planned consultation and research, are there any experts/relevant groups that you can contact to get further views or evidence on these issues?

YES (please list them and explain how you will obtain their views)

NO

Part B

Complete this section when consultation and research has been carried out.

4. a) As a result of this assessment and available evidence collected, including consultation, state whether any changes will be made or planned as a result of the policy, strategy project or decision.

b) As a result of the assessment and available evidence is it important that NNC commissions specific research on this issue or carries out monitoring/data collection? You may wish to put this information directly onto the action sheet at the end of this form.

NNC: Equality Impact Assessments: Full Assessment Form

5. If you plan to make any amendments or additions to the strategy, project, policy or decision as a result of consultation or research, what impact still remains?

	Positive impact	Negative impact	No impact	Reason and evidence (provide details of specific groups affected)
Age				
Gender				
Sexual orientation				
Race				
Religion or belief				
Disability				

6. Will the changes or additions planned ensure that negative impact is:

Legal? (not discriminatory, under anti-discriminatory legislation)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Intended?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

7. a) Have you set up a monitoring/evaluation/review process to check the successful implementation of the strategy, project or policy?

Yes <input type="checkbox"/>	No <input type="checkbox"/>
------------------------------	-----------------------------

b) How will you further assess the impact on the equality strands and ensure the strategy/project/policy/decision is non-discriminatory?

Now complete the action plan form. Please keep one copy of this EIA form and the action plan form and give one copy of each to the Equality and Diversity Champion.

Signed: (completing project lead)	
Name:	Date:
Signed: (Director)	
Name:	Date:

NNC: Equality Impact Assessment Action Plan

Please list below any recommendations for action that you can take as a result of this screening/impact assessment.

Issue			
Action required			
Resources needed			
Comments			
People involved		Timescale	