

**SINGLE EQUALITY SCHEME**  
**2014-2017**

# Contents

Chair's introduction	3
Our aim / Our mission / Our vision / Our values	4
Equality and diversity policy statement	5
The public sector equality duty	7
Our equality commitments	
• Gender	8
• Age	9
• Race	10
• Disability	11
• Sexual orientation	12
• Faith, religion and belief	13
• Gender reassignment	14
• Pregnancy and maternity	15
• Marriage and civil partnership	16
• Socio-economic	17
Roles and responsibilities	18
Harassment, discrimination and bullying	21
Positive action to promote choice, opportunity and progression	24
Monitoring and reporting on our progress	25
Equality analysis (Impact Assessments)	27
Training	27
Complaints relating to equality	27
Appendix A- Our key priorities for 2013-14	29
Appendix B- Equality and diversity action plan 2013-14 (updated March 2014)	30
Appendix C- Equality impact assessment pro-forma	35
Appendix D- Equality and diversity training and development 2013-2016	37

# Chair's introduction

I am delighted to introduce The Manchester College's Single Equality Scheme which sets out how the organisation will, in the delivery of its services and the employment of its staff, advance equality of opportunity regardless of:

- **race**
- **disability**
- **gender**
- **age**
- **sexual orientation**
- **gender reassignment**
- **marriage and civil partnership**
- **pregnancy and maternity**
- **faith, religion and belief**

At The Manchester College we work positively to celebrate diversity and advance equality of opportunity, celebrating that we function in a multi-faceted and complex society. The Manchester College operates in a very diverse community and as an organisation we work closely and collectively with the community to create a culture of understanding and respect for difference, thus providing a safe place for the discussion of ideas and concepts that impact on society today for all key stakeholders. We will ensure that any external organisations with which it works are made aware of, encouraged and supported to adhere to the core Equality & Diversity commitments of the organisation.

This Single Equality Scheme confirms our commitment to eliminating discrimination, advancing equal opportunities and fostering good relations.

We have already implemented a number of successful diversity initiatives:

- We have a Single Equality Strategy Group (SESG) chaired by the Principal.
- We have a Single Equality Operational Group (SEOG) chaired by the Vice Principal Student Experience.
- The SESG produces The Manchester College's annual Equality & Diversity Report and equality

objectives.

- Robust and relevant data is available that allows us to reflect on the experience of staff and learners.
- We have identified robust equality objectives in our annual report.
- We have a clear and comprehensive training structure for all staff in place.

We will judge our success by:

- The achievement of our annual Single Equality action plan.
- Our progress in improving participation, retention, achievement and success of learners identifying themselves as belonging to different groups.
- Our progress in ensuring a positive experience and environment for all our learners measured through learner perception surveys and the mechanisms within our Learner Voice Strategy.
- Recognition through national awards of our work around Equality and Diversity.
- The thoughts and perceptions of our employees, measured by the results of staff and learner perception surveys and outcomes of employee consultation and communication events and systems.
- Our progress in recruiting a diverse workforce.
- Our progress in addressing learner recruitment to non-traditional curriculum areas.

We will continue to work hard and reflect upon policy and practice in The Manchester College to be sure that we are providing a truly excellent service for all.

**Sue Murphy**  
Chair



# Our aim

The purpose of this Single Equality Scheme (SES) is:

- To ensure potential and current staff, learners, and visitors do not experience discrimination
- To create a positive and inclusive work and study environment for all staff and learners where all members feel valued and respected
- To raise awareness with regards to discrimination and ensure that all learners, staff, stakeholders and service users are aware of their responsibilities under the current equality legislation
- To support the recruitment, retention, progression and personal and professional development of all our staff and learners
- To keep updated on equality legislation

# Our vision

Our vision frames our ambitions and expectations and provides a clear long-term goal. As part of a major Strategic Review process, we are focused on achieving quantified goals for our separate areas of operation and we have set individual visions for our five main areas of activity:

## **Further Education:**

“The leading College for progression and employability”

## **Higher Education:**

“A leading provider of flexible, affordable, career-relevant education”

## **Offender Learning:**

“The UK leader and innovator in Offender Learning, skills and employability”

## **Apprenticeships and Employer Training:**

“A leading provider of regional and national employer training”

## **MOL:**

“The UK leader in the flexible provision of professional qualifications”

# Our mission

Our mission is “**to improve the lives and economic success through learning and skills.**”

# Our values

As an organisation, we share a common set of values across everything we do. These help to define who we are and how we behave. As part of the Strategic Review process, we have refreshed our Strategic Plan, mission, vision and values in 2012/13.

Our values are:

- **Integrity** – we are honest, trustworthy and open
- **One Team** – we collaborate, respect each other and contribute to team goals
- **Always improving** – we are forward-thinking, we innovate and we take ownership
- **Can do** – we are positive, inclusive, flexible and proactive
- **Sustainable** – we take a long-term view, environmentally, financially and socially

## **Mission:**

**To improve lives and economic success through learning and skills**

## **Values:**

**integrity, one team, always improving, can do, sustainable**

# Equality and diversity policy statement

## Our commitment

The Manchester College is committed to providing an environment free from discrimination, bullying, harassment or victimisation, where all members of our community are treated with respect and dignity. We aim to create a culture of diversity within our community, providing a dynamic working and learning environment, where all members are valued for their contribution and individuality.

The Manchester College is committed to working in an inclusive way with all the communities in which we are geographically located and to developing a workforce and learning community that reflects Greater Manchester's and the UK's rich diversity and vibrancy.

We intend to promote equality and prevent discrimination through our roles as:

- an Education Service provider;
- an employer;
- a community partner and
- a business partner

We will follow best practice in all equality areas and work to:

- eliminate unlawful discrimination
- promote equality of opportunity
- eliminate bullying and harassment
- promote good relations between different groups
- celebrate what we have in common and capitalise on our diversity and
- recognise and take account of people's differences

We recognise that equality issues are complex and straddle more than just those equality strands that protect particular groups in equalities legislation (race, age, sex, disability, faith, religion and belief, marriage and civil partnership, sexual orientation, gender reassignment). Life circumstances and opportunities also affect us and we need to take account of issues such as cultural and economic background, access to education, physical and social environment, and health.

We have published our Annual Equality and Diversity Report and our Equality Objectives which are contained in Appendix A, and have an annual strategic Equality and Diversity Action Plan (Appendix B).

## Meeting our commitment

We know that words are not enough. We need to put our commitment into action. The Manchester College will:

- Aim to mainstream equality across all aspects of our work, supported by the Board of Governors and the Senior Leadership Team, who will take an active role in promoting and embedding equality and diversity in all aspects of our work.
- Comply with the spirit and the letter of equalities legislation.
- Carry out Equality Analysis (EIA) and assess new and existing strategies, policies, practices, procedures, programmes, projects, services and decisions.
- Monitor and review our work in order to be alerted to any unfairness.
- Learn from complaints.
- Encourage and support the development of innovative projects that promote equality of opportunity.
- Work with our communities to ensure that their needs are taken into account in planning services.
- Create local, regional and national partnerships and alliances to ensure that all sectors benefit from our activities and services in the community.
- Share good practice and joined-up thinking with other agencies.
- Foster greater understanding and trust with the different equality groups and communities.
- Treat everyone fairly and with respect.
- Recruit, train, develop and support staff fairly.
- Foster a culture of learning and of sharing good practice.
- Welcome different perspectives, skills and backgrounds.

## Valuing our learners

The Manchester College will provide an effective and world-class learning and teaching environment for all our learners, whatever their background. In order to do this we will:

- Ensure our learner policies are fit-for-purpose and review them regularly.
- Act robustly to challenge and eliminate prejudice, bullying or harassment.
- Support the Learner Voice as an empowering tool for change.
- Regularly review our learner monitoring figures and take action where appropriate.
- Use a variety of different methods to attract and retain learners from all backgrounds.
- Comply with all equalities-related legislation.
- Make reasonable adjustments for learners with particular needs.
- Encourage open, honest discussion about issues which support learners' educational attainment and a learning culture.
- Continue to develop a learning community that is reflective of the diversity mix of the area and beyond.

- Train staff in equality and diversity issues to enable them to carry out their jobs in a way that reflects the ethos of the organisation.
- Encourage open, honest discussion about issues which support personal development and a learning culture.
- Continue to develop a workforce that is reflective of the diversity mix of the area.



## Valuing our workforce

The Manchester College will deliver an innovative, effective, and value-for-money service. This is not possible without investment in our employees. To recruit and retain a motivated and professional workforce which reflects the local diversity and beyond, we will:

- Ensure our human resources policies are fit-for-purpose and review them regularly.
- Act robustly to challenge and eliminate prejudice, bullying or harassment.
- Support recognised trade unions and staff forums.
- Regularly review our workforce monitoring figures and take action where appropriate.
- Use a variety of different methods to attract and retain staff from all equality backgrounds.
- Comply with all equalities-related employment legislation.
- Make reasonable adjustments for staff with particular needs.



# The public sector equality duty

## General Equality Duty

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

Specific Equality Duties relevant to Equality Analysis are to provide:

- Sufficient information to demonstrate compliance with the general duties; including effects that policies have on people
- Evidence that analysis of this information has been undertaken
- Details of information considered during analysis
- Details of engagement (consultation) that has taken place

Protected Characteristics are:

- Age
- Disability
- Gender Reassignment
- Marriage/Civil Partnership
- Pregnancy/Maternity Leave
- Race
- Religion or Belief
- Gender
- Sexual Orientation

The following principles, (drawn from case law) explain what is essential in order for the Equality Duty to be fulfilled when making decisions:

- Knowledge – staff need to be aware of the requirements of the Equality Duty and, in order to comply, it is essential that staff know exactly what is expected of them and how they can achieve the expectations.

- Timeliness – the Equality Duty must be complied with before and at the time that a particular policy is under consideration or decision is taken – that is, in the development of policy options, and in making a final decision.
- Real consideration – consideration of the three aims of the Equality Duty must form an integral part of the decision-making process. We must prove that we have given the proposal serious and rigorous consideration and applied ‘due regard.’ We must also show that the process has influenced the final decision.
- Sufficient information – the decision maker must consider what information they have and what further information may be needed in order to give the policy proper consideration.



# Our equality commitments

## Gender

### Our commitment

The Manchester College welcomes people of all genders at all levels, in all departments and curriculum areas, including anyone identified as non-binary. We promote an inclusive culture of mutual respect in relation to gender. We will not tolerate gender-based harassment. We will remove barriers and actively encourage inclusive participation in traditionally gender specific job roles, job levels and curriculum areas and levels, within the parameters of the law. The Manchester College will be a place where people will be encouraged to follow their chosen career or learning pathway regardless of gender status as we seek to build an environment where respect is valued by all. Our User Engagement strategy will enable us to further consult with staff and learners ensuring that any gender barriers are removed.

### Our context

Overall, participation rates between male and female learners within The Manchester College are broadly the same. However, efforts to promote gender balance in some areas of the curriculum must continue. We are committed to dealing swiftly with any gender related concerns learners may have and our learner population regularly report feeling safe at The Manchester College.

We collect robust data concerning the gender of our staff, both permanent and temporary, and will continue to analyse it on a yearly basis to ascertain the impact of our actions to date. We will do more to make this data accessible within the organisation and will take steps to address any gender issues in our workforce. We will revisit our current practices in light of new legislation and ensure that we address any remaining issues and promote a culture of gender equality in all areas and levels of the workforce. Legislation and impending

legislation include:

- Equal Pay Act
- Equal Pay for temporary workers
- Equal employment rights of part time workers
- Maternity leave, parental leave,
- Right to request part-time work after maternity leave.

### Our intended impact

- Recruitment that actively encourages learners to access careers of their choice, regardless of traditional gender under representation.
- A well-developed curriculum that positively reflects different gender contributions in the workplace and promotes them equally and effectively.
- A staffing base in which learners can see role models of their own gender, irrespective of the curriculum area and the traditional stereotypes.
- A governing body with a similar gender mix to that of the organisation.
- Facilities that enhance and support the experience of men and women equally in using our services or as employees.
- A reward and remuneration structure which prevents pay gaps between the genders.
- A robust approach to gender-based discrimination and harassment that tackles unwanted attention and unfair behaviours directly and decisively at all levels and promotes a culture of respect.
- To continue to develop a culture where all gender identities, including non-binary, third gender or transgender, are respected and accepted by all members of our community.
- A fully developed approach to equality in employment and career progression based on secure evidence relating to pay, opportunities, role and position across all genders and with due regard to physiological differences.



# Age

## Our commitment

The Manchester College is committed to equality of opportunity for our learners and our staff regardless of their age. Our aim is to enable all learners to access learning and to improve their personal and professional development, their employability and their chances of success. We will continue to work to narrow age related success gaps.

Our recruitment methods and employee support will reflect best practice. We will create opportunities for staff to have a voice and will work to develop excellent professional development and progression opportunities to evolve their careers, irrespective of their age. We will act firmly to eliminate any unfair behaviour arising from differences in age.

## Our context

The Manchester College welcomes learners and staff of all ages. However, government priorities and funding agendas clearly differentiate between the needs of young people and those over the age of 19 and this does lead to different levels of provision and support for different age groups. Barriers to access for adult learners have been minimised as much as possible through effective usage of hardship funding, and we have a commitment to supporting all learners, regardless of their age, in their learning and career progression.

Our adult learners reach the high levels of success experienced by our younger learners and the performance of both our younger and our adult learners has improved at the same pace in the last three years.

We have taken steps to narrow the age gaps of the workforce and there has been a +2% and a +4% improvement in the recruitment of under 18s and the 18-25 age group, respectively, in the last year, making employees under the age of twenty-five account for nearly a quarter of the workforce.

## Our intended impact

Within the context of legislation and government funding and priorities, we aim to break down barriers associated with age both as a provider of education and as an employer.

We aim to ensure that:

- Our curriculum offer, facilities and support services cater for the different needs of our learners.
- Achievement gaps between different age groups are addressed and closed.
- All learners are given the support they need to progress into and at work.
- Younger entrants to the workforce are given the support they need to succeed and progress.
- Older employees do not face discrimination on account of their age.
- Our HR policies support staff to balance work with family requirements.



# Race

## Our commitment

We are committed to making The Manchester College a place where learners and staff are valued and respected and able to develop equally. We will promote best practice in race equality and we will identify and combat racism and disadvantage swiftly and effectively. Racial harassment will not be tolerated within the organisation.

We will continue to take positive action to encourage the recruitment of Minority Ethnic (ME) groups of learners on all courses and to close any gaps in success. Our curriculum and extra-curricular activities will raise awareness and enable learners to gain respect, self-esteem and confidence, preparing them to live in a racially diverse society.

We will continue to seek to increase the number of staff, particularly senior staff, from ME groups and encourage links with supportive professional bodies such as the Network for Black Professionals. We will work to develop role models through our body of learners, our community and our employer network and recognise the contribution they can make to learners' aspirations.

We will work to secure the fullest participation of ME learners and staff, including our planning and decision-making processes. Our User Engagement Strategy will help us to hear what learners, staff, parents and employers from different racial groups and backgrounds tell us and act upon those views to further develop our organisation.

## Our context

Our learner population is diverse and multi-cultural. The Manchester College provides an inclusive environment for learners from different racial backgrounds. The ME population in Manchester is currently 22% and 29% of our Further Education and Higher Education learners are from ME communities. Our provision for ESOL learners has grown 10% year on year over the last three years with ME learners succeeding as well as white learners. We will continue to create an environment which challenges racial discrimination and promotes race equality as central to its mission.

8% of our workforce is from ME and we need to continue working to increase the percentage of our employers and Governors who come from different backgrounds in terms of race. We recognise the benefits of a diverse workforce and the talent contribution that staff of different races make to the organisation, we are fully committed to promoting this and to having positive role models for ME staff and learners in our senior management team and amongst our Governing body.

## Our intended impact

We aim to further develop and strengthen our work around race equality and to maximise the positive impact we have on learners and staff from different racial groups. By doing that, we will achieve the following:

- Close the gap in success rates for ME learners across all departments
- Increase the profile of ME staff and Governors to achieve a workforce and a Governing Body that is representative of the local community at every level of the organisation.
- Promote good relations between different groups.



# Disability

## Our commitment

The Manchester College has adopted the social model of disability which promotes the right of a disabled person to belong, to be valued, to choose and to make decisions. In adopting this model we accept that we will have to strive to remove disabling barriers created by attitudes, systems and practices that prevent participation by disabled persons. We are committed to the development of new and better opportunities for disabled people and aim to develop both practice and delivery options in order to ensure their success.

We will promote positive attitudes towards disabled people and will take steps to take to remove any barriers, even if that involves treating disabled persons more favourably than others. We will gather and use information on how our policies and practices affect the educational opportunities available to, and on the achievements of, disabled learners and staff.

## Our context

Learners with learning difficulties/disabilities and special educational needs are well supported and thrive at The Manchester College. The organisation has maintained comprehensive and robust data on the disabilities of learners and staff collected through the enrolment and the recruitment processes and is able to respond appropriately to their needs.

The impact of learning support is very positive on the learner experience and, consequently, learners with a disability and/or learning difficulty perform as well or better than those without. Although opportunities are available for staff to declare disabilities, we feel that some may choose not to do so. We will continue to encourage staff to disclose by increasing the opportunities they have to do so, by promoting positive role models and by creating specific focus groups for staff and learners with a disability/learning difficulty.

## Our intended impact

We will:

- Support staff and learners to feel confident to declare any disability or learning difficulty, particularly “hidden disability issues, such as mental health and developmental disorders, through training and awareness raising campaigns.
- Continue to celebrate the success of those learners who have overcome disadvantage to succeed.
- Focus support to ensure retention, success and satisfaction remain high for learners and staff with disabilities or learning difficulties.
- Extend our forum for learners with learning difficulty/disability to include staff.
- Monitor the impact of our success in improving the conditions and success of disabled staff and learners within the organisation.
- Where appropriate, enhance learners’ ability to live independently by reducing their dependency on additional learning support.
- Reasonable Adjustments will be conducted for both staff and learners where needed.



# Sexual orientation

## Our commitment

The Manchester College celebrates the diversity of its staff and learners and welcomes people of any sexual orientation. We will adopt a zero tolerance stance to homophobia and will actively challenge homophobia when it arises. The Manchester College will be a place where the lesbian, gay and bisexual community is visible, valued and its contribution to the organisation and wider world is recognised. We will create a LGBT group and will discuss and agree the best approach regarding asking our staff and learners about their sexuality. We will consult our staff, learners and partners to ensure that the services and support we provide meet the needs of all our service users.

## Our context

We will facilitate learners and staff in developing their own LGBT teams during 2013/14 and these groups will be proactive in raising awareness within the organisation and provide information and support for those who require it, and we will be asking for this information from September 2014.

We need to do more to support tutors and learners to feel more informed about sexual orientation issues through our staff development programme, learner induction and tutorials, as well as to provide information links via our equality and diversity section to information and support groups.

## Our intended impact

- A welcoming place for all and an environment where all staff and learners feel confident and free to be open about their sexuality, if they choose to.
- A organisation where the rights of all learners and staff are respected and recognised, regardless of sexual orientation.
- A learning community where all learners feel comfortable, supported and whose voice is heard.
- A community of staff who are confident and able to anticipate and to respond to the needs of all colleagues and learners regardless of sexual orientation.
- A zero tolerance stance on homophobia with a workforce that is trained and confident to challenge homophobia when it arises.



# Faith, religion and belief

## Our commitment

The Manchester College welcomes people of all faiths and none, and will promote learning and understanding between religions. We will act firmly to eliminate any discriminatory behaviour arising from differences in belief. We will work to secure respect for beliefs, faiths and religions and welcome all of them equally, providing opportunities for the faithful to celebrate their beliefs. As a learning organisation, we will place firm emphasis on the primacy of education and we will develop and deliver our curriculum to strengthen moral and social awareness wherever it is appropriate.

## Our context

The Manchester College is spread in locations throughout the UK and it is a diverse and rich organisation in different value systems and religions. Staff and learners have access to a well-established multi-faith chaplaincy. The chaplaincy offers a quiet room for meditation or prayer, information and displays about religious festivals and world issues, events for staff and learners to meet, advice on where to get help outside College, training sessions, signposting to religious groups, resources for tutorials and projects and a curriculum menu aimed at challenging perceptions and expanding horizons.

Our data in relation to religion and belief is limited, as we haven't been asking learners and staff. However, this will expand as enrolment and recruitment practices develop. This will enable us to effectively support curriculum and enrichment activity and to create an environment where people can openly discuss religion or belief.

## Our intended impact

- A climate of understanding in which religious discrimination is promptly addressed if it ever arises.
- Events which celebrate a range of faiths, promoted and owned by all curriculum areas.
- A clear and equal message of welcome for people of all faiths.
- A respectful and value-based curriculum that promotes social and moral development.
- Improved data on the profile of religious belief by learners and staff to help us develop our services, with a distinction between cultural identity and actual religious practice.
- Improved community cohesion in some of our communities.



# Gender reassignment

## Our commitment

The Manchester College is committed to advancing equality of opportunity for transgendered people and to promoting an inclusive culture of respect in relation to gender identity. We will not tolerate discrimination, harassment or victimisation related to gender identity and we will remove any participation barriers by promoting gender identity equality widely and actively across job roles, levels and curriculum and business areas. The Manchester College will be a place where people will be encouraged to follow their chosen career or learning pathway regardless of gender status and identity as we seek to build an environment where respect is valued by all. Our Stakeholder Voice strategy will enable us to further consult with staff and learners ensuring that any gender identity barriers are removed.

## Our context

Our learners regularly report feeling safe at The Manchester College, however, we need to do more to promote the interests of transgender staff and learners and to raise awareness about transgender issues at organisational level. The Manchester College doesn't currently collect robust data for our learners and learners regarding gender reassignment and gathering this data systematically will be one of our key priorities from September 2014. We will analyse the data on a yearly basis to ascertain the impact of our actions to date. We will make this data better understood and will take steps to address any gender identity issues within the organisation.

## Our intended impact

- Learner recruitment that actively encourages transgender learners to access careers of their choice, regardless of traditional gender under representation.
- A well-developed curriculum and tutorial programme that positively promotes understanding and equality of gender re-assignment people.
- A culture that respects and values the wishes of the person undergoing gender reassignment in all cases and entitles individuals to use the facilities that are appropriate for their own gender identity.
- A robust approach to gender reassignment discrimination and harassment that tackles unwanted attention and unfair behaviours and promotes a culture of respect.
- An effective working relationship with other institutions, local communities and others to train and support staff and learners, tackle gender discrimination and to encourage and promote good practice.
- A fully developed approach to equality in employment and career progression based on secure evidence relating to pay, opportunities, role and position across all genders and with due regard to physiological differences.
- An approach to transgender issues that promotes understanding and welcome for those involved in any kind of change to their gender.



# Pregnancy and maternity

## Our commitment

We are committed to advancing equality of opportunity for women who are pregnant or have given birth in the last 26 weeks or are breastfeeding, including a female learner of any age, fostering good relations towards the elimination of discrimination, harassment and victimisation related to pregnancy and maternity.

## Our context

The organisation has excellent and well-embedded processes to support employees and learners who are pregnant or have recently given birth. For instance, we allow time for anti-natal appointments and care, carry out risk assessments to ensure the environment is safe in relation to new and expectant mothers and provide suitable facilities for nursing mothers to express and store milk. Flexible learning and working arrangements are available for new and expectant mothers in consultation with personal tutors (in the case of learners) and with line managers in the case of staff. We work with local agencies to support young and/or vulnerable expectant and new mothers. We don't currently gather this information for learners in a systematic way and we are planning to start doing so from September 2014.

## Our intended impact

- Foster an environment and culture that promotes an understanding of the issues that expectant and new mothers face
- A robust approach to pregnancy and maternity discrimination and harassment that tackles unwanted attention and unfair behaviours and promotes a culture of respect
- A well-developed curriculum and tutorial programme that positively promotes understanding and equality of pregnancy and maternity
- An effective working relationship with local agencies and institutions that will allow us to train and support staff and learners
- A fully developed approach to equality in employment and career progression that takes into consideration the needs of new and expectant mothers.



# Marriage and civil partnership

## Our commitment

We are committed to treating civil partners in the same way as married people in employment and training. Any benefits given to married employees will also be offered to civil partners, including flexible working, statutory paternity pay, paternity and adoption leave, health insurance and survivor pensions.

## Our context

The Manchester College already has well-established processes to support the partners of all our employees, regardless of whether they are married or in a civil partnership, through the range of benefits available. We don't currently gather information on marriage or civil partnerships for learners or staff in a systematic way and we are planning to start doing so from September 2014.

## Our intended impact

- Create and foster a culture of understanding and mutual respect across all our learners and employees in relation to marriage and civil partnerships.





# Socio-economic

## Our commitment

There is currently no legislative duty in relation to socio-economic factors. However, The Manchester College engages with a large number of learners who come from disadvantaged backgrounds and is committed to meeting the needs of the communities it serves, either in Manchester or through our national work with offenders.

We are committed to understanding the nature and impact of economic disadvantage and will work to reduce the barriers faced by people through the provision of high quality teaching and learning, outstanding support and a curriculum based on the needs of learners and employers. We will continue to emphasise the development of provision designed to attract those with lower expectations of success and prosperity and, with our partners, will explore new ways of working that make our provision more accessible to those who are disadvantaged.

## Our context

A very large percentage of our learner population comes from areas of high deprivation. 52% of our 16-18 population received financial support, and we received the highest rate of Adult Learner Support Funds in England in 2012-13. Many of our learners live in or on the edge of poverty and experience higher than average levels of ill-health and poor educational attainment. We believe that we have a duty to our community to address issues relating to class and social mobility if it is to deliver its mission fully.

The Manchester College is committed to treating

deprivation as a context and not an excuse for poor performance, and learners from less affluent households succeed as well as those from more affluent ones.

## Our aims

- To narrow success rate gaps for learners who live in areas of deprivation across all curriculum areas.
- To consider socio economic factors when impact assessing major plans, policies, procedures and practice.
- On-going curriculum development activity that supports the recruitment and success of people from deprived backgrounds.



# Roles and responsibilities

The success of this Single Equality Scheme (SES) depends on its cross-organisational implementation and it is therefore everyone's responsibility in the whole of The Manchester College to drive the equality objectives and to abide by the key principles set in this Scheme.

**The Chief Executive** of The Manchester College has overall responsibility for this Single Equality Scheme and ultimate accountability for compliance with the organisation's equality obligations.

## The Governing Body

The Manchester College has a Governor specifically dedicated to promoting the Equality & Diversity agenda. Overall the Governors are responsible for ensuring that:

- The Manchester College complies with the law and meets all its duties, including the general and the specific duties
- The Single Equality Scheme and its procedures are followed.
- Our commitment to equality is promoted
- Adequate resources are made available for implementation of the Single Equality Scheme
- The organisation's Development Plan fosters a positive ethos with regard to diversity and the elimination of discrimination and that the Strategic plan includes a commitment to equality
- Governors receive and respond to reports on recruitment, retention, achievement and success rates for learners from different backgrounds and to information regarding staff, EIA's and the SES objectives
- Governors are properly trained in their duties under this legislation

**Executive and Principalship Team** are responsible for:

- Taking the lead in creating a positive, inclusive environment in which everybody is treated with respect and dignity
- Overall implementation of our equality commitments and for promoting equality

- Ensuring that this Scheme is integral to the organisation's business planning processes
- Assessing the impact of any current and future policies in relation to equality
- Ensuring monitoring information is collected, analysed and regularly reported
- Ensuring that the procedures for the recruitment and promotion of staff enshrine best practice in equal opportunities
- Setting targets in the recruitment and promotion of staff based upon the analysis of monitoring information
- Embedding equality and diversity into all Quality assurance mechanisms (Course Reviews, feedback questionnaires, Self-Assessment Reports, Observations of teaching and Learning, etc.)
- Implementing systems that deal with incidents of discrimination or harassment effectively
- Setting targets on the recruitment, retention and achievement of learners based upon the analysis of the monitoring information
- Promoting equality and diversity through curriculum planning, learning and teaching methods, classroom organisation, assessment procedures, educational visits, learner induction and tutorial programmes
- Consulting staff, learners, parents and employers on equality and diversity
- Taking action against staff or learners who discriminate for any reason
- Ensuring that all premises and facilities are accessible
- Ensuring that the procedures for procurement are inclusive and open to all

**The Vice Principal (Student Support)** is responsible for:

- Giving a consistent and high profile lead on equality, diversity and inclusion for The Manchester College
- Promoting the Single Equality Scheme inside and outside The Manchester College
- Ensuring the Single Equality Scheme is implemented and reported on

**The Assistant Principal for Equality, Diversity and Inclusion**, with the support of the Vice Principal for Student Support, is responsible for:

- Leading on equality and diversity across the organisation
- The strategic responsibility for the Equality and Diversity agenda
- Developing, overseeing the implementation, monitoring and reviewing of the SES through involvement and consultation
- Publishing and analysing data monitoring information and the Annual Report
- Approving and monitoring Equality Impact Assessments
- Designing and delivering training and awareness raising campaigns

**All Staff** are responsible for:

- Consistently challenging and reporting any inappropriate language, behaviour or discrimination by learners, work placement providers or other members of staff
- Dealing with equality and diversity incidents and being able to recognise and tackle bias and stereotyping
- Promoting equality of opportunities, eliminating discrimination and fostering good relations
- Becoming familiar with the organisation's equality data and trends, knowing their contribution to the overarching targets and setting targets
- Keeping up-to-date with our statutory duties on equality and taking up training and learning opportunities
- Involving learners in all aspects of decision making
- Ensuring those responsible for managing teaching and learning have schemes of work and teaching resources that demonstrate sensitivity to issues of equality
- Promoting a positive working and studying environment that is free from discrimination, harassment or bullying and treat all individuals with dignity and respect
- Introducing all learners to equality principles and opportunities during induction
- Conducting EIAs
- Encouraging any activity or project that promotes diversity

- Providing appropriate and effective levels of support to break down any barriers to learning
- Reporting any Hate Crime incidents promptly

**Contractors, Partners and Service Providers** are responsible for:

- Complying with legislation on equality and not discriminating against any individual for any reason covered by this scheme
- Following the organisation's SES and any equality conditions in contracts or agreements

**Learners, their Parents/Carers and Employers and Visitors** have a proportionate responsibility for:

- Understanding and acting in accordance with this scheme
- Complying with the organisation's policies and regulations in respect of Equality and Diversity
- Supporting staff in challenging and reporting discriminatory language and behaviour
- Participating in any activity that celebrates and promotes Equality and Diversity

## Staff with Specific Responsibilities

The HR Director will oversee the Equality and Diversity agenda for the workforce and will:

- Have responsibility for the development, implementation and monitoring of staff development opportunities, staff consultation and guidance and support on all matters relating to equality
- Ensuring that the organisation's staffing profile is reflective of sector averages, and approve the use of positive action in recruitment where appropriate
- Compile regular reports on staffing in terms of equality indicators for the governors and produce reports detailing staffing information relating to demographics, pay gaps, grievances and disciplinary action
- Organise events and activities to raise awareness of this Scheme, and ensure that all staff understand Equality and Diversity issues through a rolling programme of staff development
- Ensure that development events are open and

accessible and that wherever possible they meet the needs of all the individuals.

- Ensure that complaints of discrimination, harassment and bullying among staff are investigated in line with the organisation's procedures
- Take the lead responsibility for carrying out impact assessments on all HR policies and acting on the results
- Gather the range of staff quantitative and qualitative information and ensure that this information is used effectively to improve equality

**The Director of Funding** has responsibility for the Equality and Diversity agenda for learner matters and will:

- Monitor and report on the recruitment, retention, achievement and progress of different groups of learners
- Gather the range of learner quantitative and qualitative information and share it with curriculum managers to ensure that this information is used effectively to improve equality
- Gather local information that will help curriculum managers to target recruitment of specific groups of learners

**The Director of Support to Learners** is responsible for ensuring that learners are made aware of this Scheme, and for ensuring that learners understand Equality and Diversity issues and their rights and responsibilities through an effective induction, tutorial and enrichment programme.

**The Vice Principal for Quality and Standards** is responsible for ensuring that Equality and Diversity is embedded within all quality improvement activities such as observations of teaching and learning, course reviews, self-assessment reports and any other quality improvement activities.

**The Director for Curriculum and Quality for Justice Services** is responsible for ensuring that equality and diversity are fully integrated across all the secure premises that we serve, and for the monitoring, analysis and reporting of data regarding learner performance across all the groups of learners.

**The Director of Property** is responsible for communicating the Scheme to all contractors The Manchester College partners with and for ensuring that all the facilities are accessible.

**The Head of Finance** is responsible for communicating the Scheme to all contractors with whom The Manchester College partners with and for ensuring that all the procurement processes comply with the organisation's legal obligations in relation to equality and diversity.

**The Equality and Diversity champions** will actively champion the Equality and Diversity commitments laid out in the Single Equality Scheme within their area.



# Harassment, discrimination and bullying

We want to build and maintain a positive working and living environment and we work to ensure that all our communities, employees, learners and visitors, are treated equally, with dignity and respect. This is irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. All learners and employees are expected to respect each other, treat each other with dignity and in a courteous manner, and recognise that the behaviour that is acceptable to one individual may not be acceptable to another, and that all individuals may need to adapt their behaviour.

## Harassment

The Equality Act 2010 states that there are three types of harassment that are unlawful:

- Harassment related to a relevant protected characteristic
- Sexual harassment
- Less favourable treatment of a person because they submit to or reject sexual harassment or harassment related to sex.

Harassment occurs when a person is subjected to unwanted behaviour which is related to one or more of the protected characteristics which has either the purpose or the effect of:

- Violating a person's dignity
- Creating an intimidating, hostile, degrading or offensive environment,
- Unwanted, unwelcome or uninvited behaviour.

A person does not have to say that they object to the behaviour for it to be unwanted. It is the view of the recipient or observer of an incident that determines what is acceptable behaviour. It is the impact of the conduct and not the intention of the perpetrator that determines what constitutes harassment. Behaviour associated with harassment can take many forms and is defined as unwelcomed physical, verbal or non-verbal conduct, causing another individual or group to feel threatened, humiliated or harassed, interfering with performance and/or creating a threatening or unpleasant environment. The Equality Act states that it is not necessary for a person to immediately say that the behaviour that they object to is unwanted for the behaviour to be construed as harassment.

**Sexual harassment** occurs when a person is subjected to unwanted behaviour which is of a sexual nature and which has the purpose or effect of violating a person's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person. It may be defined as unwanted sexual advances, inappropriate touching, explicit derogatory statements or sexually discriminatory remarks or jokes that are offensive to the person involved and which cause the person to feel embarrassed, threatened, patronised or harassed.

It is also unlawful to treat a person less favourably because they either submit to or reject sexual harassment or harassment related to their sex.

The table below illustrates some examples of unwanted behaviour, including those of a sexual nature:

Behaviour	Example	Sexual Nature
Physical	Assault, pushing, standing too close, intimidating stance, threats of violence, deliberate abuse	Inappropriate touching, sexual assault, coercion of sexual acts
Verbal	Shouting, remarks, emails, phone conversations, text messages, derogatory comments, jokes	Sexual jokes, emails or comments
Non verbal	Hostility, display of offensive pictures and photographs, wearing of offensive badges or insignia, offensive publications, insulting gestures	Pornographic photographs or drawings, gestures of sexual nature
These are some examples but there are many more		

**Racial harassment** is a form of racial discrimination, which includes harassment on grounds of a person's religion or beliefs.

## Bullying

Bullying is an unjustified and inappropriate behaviour which is threatening or humiliating. It is usually the intimidation or belittling of someone through the misuse of power or position that leaves the recipient feeling hurt, upset, vulnerable, helpless or humiliated. It has an effect on confidence and self-esteem.

Examples of bullying include:

- Unwanted physical contact
- Threats or menaces
- Jokes, offensive language, malicious gossip, slander, inappropriate songs, letters, posters or graffiti, obscene gestures
- Isolation or non-co-operation, deliberate exclusion from activities
- Intrusion by pestering, spying and stalking
- Being constantly criticised, having responsibilities removed or being given trivial tasks
- Setting a person up to fail by overloading them with work or setting impossible deadlines

## Discrimination

Discrimination is described as any action which deprives an individual of rights or opportunities. It may be either direct or indirect, by association, or by perception.

**Direct discrimination** occurs when you treat a person less favourably than you treat (or would treat) another person because of a protected characteristic and this is done deliberately or unjustifiably.

**Discrimination based on association** also occurs when you treat an individual less favourably because of their association with another person who has a protected characteristic (other than pregnancy and maternity). This might occur, for example, when you treat a learner less favourably because their sibling, parent, carer or friend has a protected characteristic.

**Discrimination based on perception** also occurs when you treat someone less favourably because you mistakenly think that they have a protected characteristic (other than pregnancy and maternity).

**Discrimination because of pregnancy and maternity** is the treatment of a woman less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger. It is direct sex discrimination to treat a woman less favourably because she is breastfeeding a child who is more than 26 weeks old.

**Discrimination arising from disability** is treating a disabled person unfavourably because of something connected with their disability when this cannot be justified, and failing to make reasonable adjustments for disabled people.

**Indirect discrimination** occurs when you apply an unjustifiable provision, criteria or practice in the same way for all people or a particular group of people, but this has the effect of those people who share a protected characteristic within the general group, being subject to a particular disadvantage. It doesn't matter that you did not intend to cause a disadvantage with a particular protected characteristic. What does matter is whether your action does or would disadvantage people compared with people who do not share that characteristic.

'Disadvantage' within the organisation could mean denial of an opportunity or choice, deterrence, rejection or exclusion.

**Indirect pregnancy and maternity discrimination** are not covered under the equality act although it could be included in the definition of direct sex discrimination.

**Institutional Discrimination** is the collective failure of an organisation to provide an appropriate and professional service to people because of their protected characteristics.

## Preventing harassment and bullying

Staff, learners and visitors should have respect and dignity for others. Managers and staff also have a responsibility to ensure that employees and learners within their direct or indirect line of responsibility act in a suitable way in their relationships with each other. Any unacceptable behaviour should be addressed immediately.

Everyone should be encouraged to express any concerns rather than let an incident go unreported. Harassers and bullies can only operate when their unacceptable behaviour is allowed. Any complaints will be dealt with objectively and fairly, and we will investigate any matters sensitively and with dignity.

Intimidation, victimisation, retaliation or discrimination will not be tolerated where an individual makes a bullying or harassment complaint.

If after matters are investigated, there is a case for complaint about unacceptable behaviour, matters will be progressed via The Manchester College's Disciplinary Procedure, as appropriate, with a view to taking immediate corrective action. Equally, any malicious complaint of harassment or bullying is not acceptable and will be regarded as misconduct and dealt with under the organisation's Disciplinary Procedure.

## Responsibility of all

All staff, learners and visitors, by their own behaviour and their response to others, are legally responsible for helping to ensure that individuals do not suffer any form of bullying, discrimination or harassment and that they are encouraged and supported in making complaints.

Difficulty in deciding what constitutes harassment should not deter anyone from complaining of behaviour that they find offensive or distressing. We will, however, take false allegations very seriously and may take disciplinary action as a result.

Some behaviour, that causes offence or distress, may be conscious or deliberate or may arise from thoughtlessness or insensitivity. In either case, the person causing harassment should be given a clear signal that his or her behaviour is unacceptable. This may be done directly or through a suitable third party. No one should be deterred from complaining of behaviour, which distresses him or her, by embarrassment, intimidation or fear of publicity. The need for confidentiality will be respected wherever possible.

All incidents of harassment and bullying should be reported immediately, either by the recipient of the harassment or bullying or by a witness to the incident. Employees who are a witness to any incident should ensure that their own behaviour or conduct does not contribute or collude with the unacceptable behaviour or conduct.

# Positive action to promote choice, opportunity and progression

We will continue to ensure equality of access to the delivery of our programmes of learning, and that all members of The Manchester College's community can learn, teach, train and succeed in a mutually supportive environment.

We will also continue to ensure equality of access to employment through the use of positive action where appropriate and within the scope of the Equality Act 2010. For example, when we require new staff we will continue to use positive action to recruit females into Engineering and Construction and males into Early Years and Care, and Hair and Beauty.

## Procurement

We will:

- Ensure that all partners, contractors and consultants are committed to equality and diversity in service provision.
- Ensure our procurement policy does not exclude smaller groups and that consultants and contractors demonstrate good practice and sign up to the organisation's policies.
- Ensure that suppliers and contractors are aware of and comply with our Single Equality Scheme, including through the tender process.
- Include equality clauses in all contracts and service specifications.

Our commitment to promoting choice, opportunity and progression

We will:

- Develop and implement an Admissions Criteria based on the ability to succeed and which will not involve unduly restrictive conditions or requirements.

- Implement a Staff Recruitment Policy that will identify the best candidate based on the ability to carry out the duties of the role, and not on perceptions based on any of the protected characteristics
- Review the information that we provide about our programmes to ensure that it is clear, contains relevant facts and is easily understood by all potential learners.
- Seek to make staff more aware of the cultural assumptions, stereotypes and biases which may exist within curriculum materials and assessment methods, and encourage and support them in developing curriculum materials which reflect a wider range of experience and culture.
- Monitor the composition of the learner body in each curriculum area by gender, ethnicity, age and disability and address identified imbalance and under representation.
- Monitor the achievement of learners by protected characteristic and seek to address identified imbalances.
- Ensure, through our quality assurance policies, that equal opportunities issues are addressed in the design and delivery of learning programmes.
- Review our portfolio of programmes to ensure that the range of opportunities provided reflects the needs of all sections of the community.
- Reserve the right to refuse admission to our premises or any of our courses on the grounds of security, safety or breach of the Single Equality Scheme.
- Reserve the right to engage or work with representatives of political parties that, in our view, hinder our commitment to equalities by disadvantaging particular individuals or groups of people.



# Monitoring and reporting on our progress

## What we will report on

We will introduce the monitoring of the following for staff and learners from the academic year 2014/15:

Sexual Orientation  
Transgender  
Marriage and Civil Partnership  
Pregnancy and Maternity and Faith  
Religion and Belief

To inform the setting of targets and the measurement of our progress towards achieving them, we will collect and analyse the following information, as a minimum, from 2014/15:

### For learners:

- Information relating to ALL protected characteristics
- Applications and conversion rates to programmes across any groups
- Attendance across all groups
- Retention, achievement and success rates across all groups
- The progression rates of all groups
- Learner satisfaction feedback across all groups
- Learner Support Group interventions across all groups
- Work placements across all groups
- Disciplinary action relating to all groups
- Complaints by learners or their sponsors by all groups
- Assessment appeals by all groups

### For staff:

- Information relating to ALL protected characteristics
- Applications for employment, appointments, training and promotion

- Type of contract (permanent, temporary) by group
- Training application and take up rates of all groups
- Promotion rates of all groups
- Disciplinary proceedings for all groups
- Grievances by group
- The number of staff who leave employment by group

### For our facilities and policies/processes:

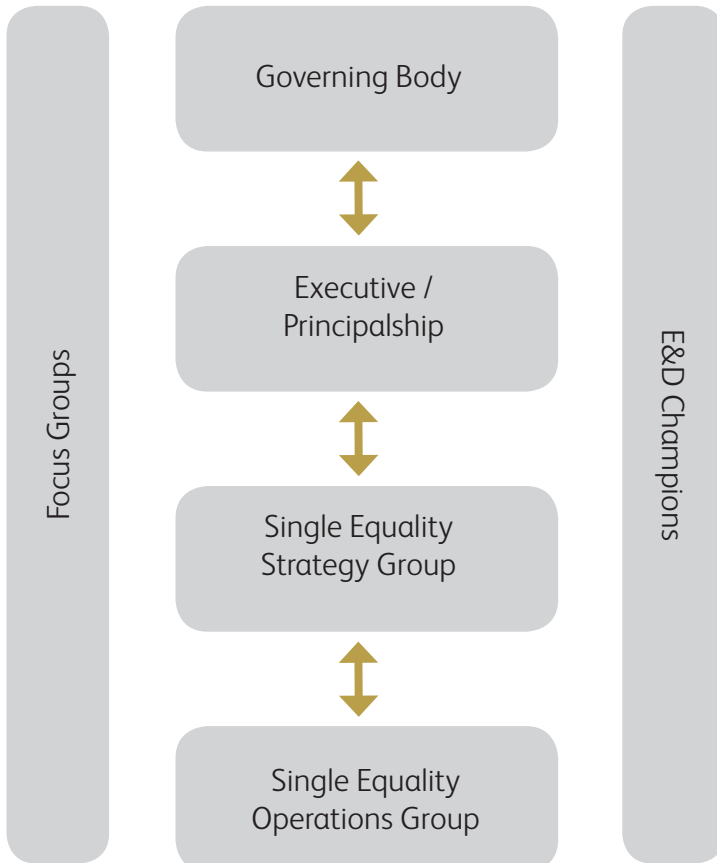
- Internal and external audits of the accessibility of all our facilities
- Internal and external monitoring of the diversity and inclusiveness of our catering services, sports facilities, libraries, chaplaincy, learners spaces such as Common rooms

### The information will be used to:

- Monitor whether there are differences in the way different groups are treated
- Monitor whether there are differences in the experience of any different groups
- Monitor if there are any gaps in recruitment, attainment and success of different groups of learners/staff
- Analyse and investigate the underlying reasons for any differences
- Identify areas where specific action could be taken and ensure that it is taken
- Highlight any unfairness, disadvantage or possible discrimination and take action where appropriate
- Develop and monitor the Single Equality Scheme Action Plan and our key priorities
- Compare our data to local and national statistics in order to identify success and areas for improvement
- Ensure that all our facilities remain accessible, diverse and inclusive
- Track that procurement is inclusive

# Reporting mechanisms

## Reporting Structure



## Single Equality Operations Group

The group has representation from learners, curriculum and business/service areas and meets on a bi-monthly basis reporting to Curriculum and Quality Committee of the Governing Body and into Principalship and Executive Teams. This group is responsible for:

- Monitoring the delivery of the Single Equality Scheme Action Plan
- Monitoring the Equality and Diversity Impact Measures (EDIMs), targets and main priorities
- Prioritising and progressing the key priority agenda
- Evaluating the performance of the organisation against last year's SES objectives and targets and setting new goals
- Having an overview of the SES and associated action plan and make recommendations for changes/amendments where required
- Making recommendations that promote and celebrate the embedding of equality, diversity and inclusion

- Promoting equality and diversity and acting as Equality 'champions' within their area
- Planning, delivering and evaluating cross-organisational wide projects and initiatives that positively impact on equality, diversity and community cohesion.

## Questionnaires and Focus Groups

The views and feedback from all stakeholders are sought regularly through surveys and focus groups. Our User Engagement Strategy provides further detailed information about some of the activities we will endeavor to implement from 2014/15.

We are not required, under the Equality Act 2010, to gather and use information to improve equality for people who use our services, such as people who attend Open Day Events or people who use our training restaurants or salons but we recognise that it is good practice to do so. We will add specific questions on equality and accessibility to our customer satisfaction surveys from 2015/16.

## Equality and Diversity Champions

This group will be crucial to the mainstreaming of the equality agenda to all staff and will meet monthly to share best practice and lead on the agenda with their respective curriculum and support areas. We are aiming at having the Champions in place and fully trained by September 2014.



# Equality analysis (impact assessments)

The Manchester College will consider the needs of all individuals when shaping policy, delivering services and in relation to employment. We will ensure that our decision-making is robust, transparent and that we have fully considered the impact of our proposal on all equality groups. Having a sound decision making process not only fulfills our statutory requirements but it also ensures that we are better placed to deliver policies and services that are inclusive, efficient and effective.

The Equality Act 2010 sets out our legal duty to undertake Equality Analysis and, although it does not explicitly require Equality Impact Assessments (EIA) to be conducted, we must consciously consider the three aims of the Equality Duty as part of the process of decision-making. Keeping a record of how we have considered the equality duties via an Equality Impact Analysis/Assessment is a simple way of evidencing that we have complied with the equality duties.

## Training

The Manchester College acknowledges that equality is a journey and that our commitment to the Single Equality Scheme will need to be supported by an ongoing and comprehensive programme of equality and diversity training. This will involve everyone throughout the organisation (governors, senior leaders, learners, and all staff), regardless of their role or their location. Some groups of learners and/or staff will need to receive additional and more specific form of training than others, depending on their roles and on the findings from our continuous monitoring of our equality objectives. For instance, teaching staff will need to become familiar on how to best embed equality and diversity into teaching, learning and assessment in order to meet Ofsted requirements under the current Inspection Framework.

Promoting equality and diversity will become part of

induction for all new staff and learners, and training events for all will be publicised and monitored as part of our quality review of staff and learners' development.

Appendix D provides further and detailed information on our three-year plan.

## Monitoring

This training plan has been developed in order to allow maximum flexibility to meet departmental needs, changes in legislation and external events. The relevance and content of the courses will be reviewed on an annual basis and a detailed plan developed if appropriate. Further training at individual, team, site or curriculum level can be identified and planned at any time.

All approved staff training is recorded via Human Resources. Attendance at core modules are recorded and monitored through HR and managers monitor progress and completion on a regular basis. All staff will complete the E&D core modules as a minimum, and will undergo a general refresher course within three years, to ensure that their knowledge remains current and relevant.

## Complaints relating to equality

Staff and learners will be made aware of the complaints procedures via induction. Copies of the Single Equality Scheme and Complaints Procedure will be made available in our Receptions, Libraries, Offices and on our website.

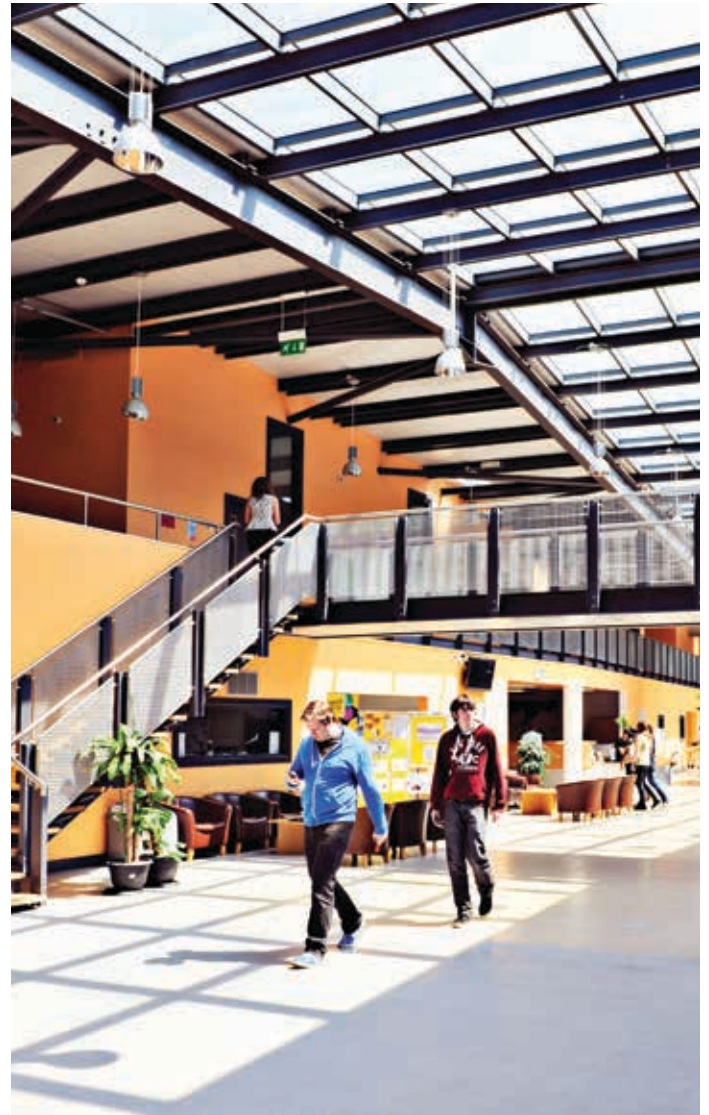
Any complaints will be taken very seriously and any member of staff or learners found guilty of unlawful discrimination or harassment will be subject to disciplinary action, including where appropriate, dismissal for gross misconduct. Any member of the public, visitor or service provider involved in discrimination or harassment will also be dealt with following the appropriate procedure. The organisation will seek to provide a supportive environment for staff, learners or other parties who

make claims of discrimination or harassment through the appropriate procedure. Any complaints will be dealt with promptly and fairly.

The Prevention of Harassment and Bullying Policy can be downloaded from [www.themanchestercollege.ac.uk](http://www.themanchestercollege.ac.uk) and contains the normal procedure to follow for staff or learners who wish to make a complaint of discrimination, bullying or harassment. Members of the public should address their complaint to Reception Services at the relevant location in the first instance. The Assistant Principal for Equality and Diversity will be happy to help with enquiries relating to equalities and inclusion.

For those who wish to make a formal complaint, full details of how to do this can be found in our Complaints Procedure, which is available on our intranet, at receptions and within offices.

All incidents and complaints of an equal opportunities nature, however informal, should be logged, anonymously if necessary, showing the nature of the complaint and any outcome. Such a record should be kept even if the individuals concerned did not wish to make the matter formal. We will monitor the equality data of complainants, whenever possible and use this information to ensure that there are no discrepancies in the level or type of complaints from different equality groups.



# APPENDIX A - Our key priorities for 2013-14

- To fully embed Equality & Diversity Impact Assessments into every area of the organisation
- To agree and deliver an Equality & Diversity Action Plan supported by every area in the organisation
- To further Equality and Diversity through our Learner Involvement Strategy

STAFF & GOVERNORS	LEARNERS
<ul style="list-style-type: none"> <li>• To collect staff information in relation to all nine protected characteristics in order to understand our workforce better and enable us to meet their diverse needs.</li> <li>• To increase confidence of staff to share personal and sensitive data in the employment/education context.</li> <li>• To improve the data collection system and to align data gathered for staff and Governors.</li> <li>• Monitor the number of applications shortlisted/ not shortlisted and appointed by protected characteristic to identify any trends and action accordingly.</li> <li>• To encourage more applicants with a disability to apply for employment at The Manchester College and to disclose disabilities at application stage.</li> <li>• To narrow the BME (Black and Minority Ethnicity) gap between the workforce and the learner population by 2% points.</li> <li>• To increase the amount of staff disclosing disability by +2%.</li> <li>• To balance our workforce and learner gender profile by 2% points.</li> <li>• To increase understanding of workforce experience by protected characteristic.</li> <li>• To encourage those who 'chose not to say' to disclose and improve disclosure by +2%.</li> <li>• Increase reporting at Governor level on issues, actions and impact in relation to staff and learner equality matters.</li> <li>• To further develop ways in which any new knowledge is used to drive equality forward.</li> </ul>	<ul style="list-style-type: none"> <li>• To gather learner information in relation to all nine protected characteristics in order to enable us to better understand our community and to target activity where required.</li> <li>• To promote importance of disclosing personal information via induction, tutorials and curriculum.</li> <li>• To encourage learners to volunteer personal information in relation to all protected characteristics.</li> <li>• To improve the data collection system.</li> <li>• To encourage those who 'chose not to say' to disclose.</li> <li>• To further develop our data/reports by Protected Characteristics to support EIA (Equality Impact Assessment) process, especially in relation to progression and destination.</li> <li>• To further develop the in-year departmental reports and action plans by Protected Characteristics.</li> <li>• To improve the rating of the Teaching and Learning experience of 16-19 learners by +1%.</li> <li>• To improve the rating of feedback on assessments for BME learners by +2%.</li> <li>• To improve the rating of progression information for male learners by +2% and for learners with learning difficulties and disabilities by +1%.</li> <li>• To narrow the gap in success rates of adults and 16-18, female-male and learners with disability in FE funded provision by 1% point.</li> <li>• To narrow the gap in success rates of male-female, White-BME, learners with a disability and learners with learning difficulties in MOL (our distance learning provision) by 2% points.</li> <li>• To narrow the gaps in success rates of male-female, 16-25 and 25+, White-BME and learners with learning difficulties by 2% points in HE.</li> <li>• To narrow the gaps in success rates of Young-Adult learners by 2% points and increase disclosure of ethnicity by +3% in Offender Learning.</li> <li>• To use increased intelligence on the profile of learners to drive equality forward</li> <li>• Increase activity to encourage applications by female/male learners into currently gender stereotypical careers e.g. males into Care, females into Digital Technology.</li> </ul>

# APPENDIX B - Equality and diversity action plan 2013-14

**Lead:** Assistant Principal  
**Action Plan title:** Equality, Diversity & Inclusion

The Action Plan below sets out the main areas for development over the next 12 months with regards to Equality, Diversity and Inclusion. The monitoring of the progress of this Action Plan will be the responsibility of the Single Equality Scheme (SES) Strategic Group:

1: Participation is improving and retention, achievement and success gaps are narrowing between different groups of learners.				
Action	Deadline	Success Criteria	Action by	Progress
Review and refresh the learners' data that is collected at enrolment to ensure full coverage of the Equality Act.	May 2014	Enrolment form in place that contains all protected characteristics.	AP	
	May 2014	Form approved by external validation.		
Promote importance of disclosing information amongst learners	Oct 2014	Ensure at least 50% disclosure against all groups.	AP	
Develop a recording system for collating the evidence relating to the different groups.	May 2014	System in place and tested.	Head of Student Records AP	
	Oct 2014	Evidence collated for 100% of learners.		
Develop a suite of reports at Departmental, and Course level detailing the SRA gaps by group.	Apr 2014	Reports are available on demand and 100% of teaching and support staff have access to them.	Director of Funding AP	
	May 2014	95% of CLMs/DLMs have completed a highly effective training session on learner performance data monitoring.		
Develop a suite of reports that details progress made by different groups of learners throughout the year, in relation to their starting points.	Apr 2014	Reports are available on demand and they are accessible to 100% of teaching and support staff.	Director of Funding AP	
	May 2014	95% of CLMs/DLMs have completed a highly effective training session on learner performance data monitoring.		
Develop a suite of reports that details the progression/destination of learners by groups.	Apr 2014	Reports are available on demand and 100% of teaching and support staff have access to them.	Director of Funding AP	
	May 2014	95% of CLMs/DLMs have completed a highly effective training session on learner performance data monitoring.		

Develop a mechanism for reviewing the on-programme progress made by learners from different groups.	Apr 2014	Mechanism in place and at least 80% of curriculum departments are using.	AP	
	Oct 2014	In year retention of different groups is at least at national averages.		
Embed KPIs/EDIMS within curriculum departments at programme/course level for SRA and progression/destination.	Apr 2014	100% of CLMs produce a high quality, targeted EDI action plan benchmarked to organisational targets to address any emerging gaps in SRA and progression/destination in the different groups of	AP	
	Dec 2014	Robust action planning and monitoring at course, programme and departmental level have a positive impact and SRA gaps for each group are no wider than 3% by the end of 2014.		
Develop and roll-out a communication strategy to promote participation of different groups of people, as per the Equality Act.	Mar 2014	Communication strategy in place.	Dir Marketing	
	May 2014	3 year trend data for participation explored and used to target particular groups.	AP	
	May 2014	KPIs set for all departments in terms of non-traditional recruitment	VP Support	
Develop and embed a mechanism for collecting and sharing data with CLMs detailing local and national information for: Social deprivation Prior attainment Demographics	July 2014	100% of CLMs receive information on their local area and review their offer to meet local needs	AP	
	Dec 2015	100% of CLMs take positive action to ensure that local recruitment is representative of the local area and that the gaps in profile are no greater than 5%.		

## 2: EDI are promoted through teaching, learning and assessment

Action	Deadline	Success Criteria	Action by	Progress
Develop and deliver a highly effective CPD package for teachers and other staff involved in delivering learning that focusses on embedding: <ul style="list-style-type: none"> <li>Promotion of equality of opportunity</li> <li>Supporting diversity and inclusion</li> <li>Tackling discrimination, harassment, stereotyping and victimisation</li> <li>Promoting awareness of cultural and linguistic sensitivity</li> <li>Planning for individual needs</li> <li>Promote spiritual, moral, cultural, social development</li> </ul>	March 14	Training plan in place and effectively promoted to all T&L staff.	AP	
	Oct 2014	At least 90% of teaching staff have completed the planned training.	AP	
	Oct 2014	The number of transferrals and non-starters decrease by no less than 3% as result of the improved admissions and initial assessment processes for learners.	AP	
	July 2015	Percentage of learner incidents related to EDI has reduced by no less than 5%.	Dir Student Support	
	Oct 2014	80% of 16-18 full-time learners receive module on EDI as part of their Induction/ Tutorial programme.	AP	
Embed a mechanism for reviewing the impact of the CPD on learning and learners.	Dec 2014	Feedback from staff surveys evidence that 80% of staff who completed the training rated it relevant and effective.	Quality Manager	
	July 2015	Percentage of OTL graded good or better increases by no less than 5% - including specific reference to EDI	AP	
	June 2015	Learner Satisfaction with EDI is at least 90%.	AP	
	May 2015	The recorded participation of full time learners to E & D events is no less than 65% across all ages.	AP	

Develop an online bank of good practice resources that showcase materials and methods that: <ul style="list-style-type: none"> <li>• Foster good relations</li> <li>• Are sensitive to equality of opportunity</li> <li>• Maximise opportunities to promote EDI</li> <li>• Maximise opportunities to promote awareness of cultural and linguistic diversity</li> <li>• Plan for individual needs</li> <li>• Promote spiritual, moral, cultural, social development</li> </ul>	Mar 2014	100% of teaching staff have access to the resources.	AP	
	Dec 2014	Records show that no less than 40% of tutors regularly use these resources.		
	July 2015	Records show that at least 70% of tutors across all ages use the resources available either in class or in their own time.		
	June 2015	Learners lead a minimum of one EDI event of their choice per site per year and learner engagement increases by no less than 10%.		
Review the OTL process to ensure that details of both missed opportunities and good practice are effectively captured and shared.	Dec 2014	Develop a measurable process for recording and reporting on embedding of EDI during OTL.	Quality Manager	
	June 2014	Targeted EDI training, mentoring and support is delivered for 100% of staff identified as needing to improve EDI in T&L.	Quality Manager AP	
	Apr 2015	At least 80% of staff identified improve their delivery of EDI as part of OTL.	Quality Manager	
Increase understanding and celebration of equality and diversity themes via Induction, Tutorial and Enrichment programmes.	June 2014	80% of full-time learners have recorded participation in a minimum of one EDI related event.	AP	
	July 2014	EDI learner champions produce booklet and resources to be used by other learners in 2014-15.		

### Objective 3: Leaders & managers actively promote EDI, tackle bullying, discrimination and narrow achievement gaps.

Action	Deadline	Success Criteria	Action by	Progress
Embed the Group's EDI mission/vision into all strategic documents and plans (refer to IiD action plan).	Mar 2014	Develop the Group EDI mission/vision.	AP	
	May 2014	EDI Statement and mission/vision have been written, approved and embedded into all strategic documents and plans.		
Develop a mechanism/process for reviewing the progress of ALL Group teams/departments against EDI objectives.	Feb 2014	Clear and transparent mechanism in place and all departments are actively engaged in progress monitoring.	AP	
	Oct 2014	100% of the teams have a robust EDI action plan.		
	Jan 2015	SRA gaps between groups are narrowing to a target of no more than 3%		
Embed staff and learner EDI Champions throughout the organisation.	Apr 2014	EDI Champions plan presented to Principalship and agreed.	AP	
	July 2014	EDI Champions in place and all have KPIs.		
	Oct 2014	100% of the Champions have completed a highly effective EDI training programme.		
Publish the following documents, following external validation: SES EDI Policy Equality Objectives EDI Annual Report	Mar 2014	All documents agreed and published.	AP	
	May 2014	Equality Objectives published.		



Review The Manchester College policies and procedures in relation to EDI and ensure compliance with the Equality Act 2010.	Apr 2014	50% of the our policies, procedures and projects have been impact assessed and the results of each assessment have been logged centrally.	AP	
	Dec 2014	Provide an understanding and develop a briefing on the requirement to Equality assess any new or redeveloped policy, procedure, practice and plan.		
Formalise equality impact assessment process	Dec 2014	100% of SMT, Curriculum and Service Managers have completed training on Equality Impact assessments.	AP	
Develop, embed and deliver a highly effective training programme for all staff (including Exec, SMT, Governors) in relation to EDI, including an update on the Equality Act 2010, Public Sector Equality Duties, an appropriate behaviours at work.	July 14 (core College)/ Dec 14 (Justice Services)	85% of staff trained in principles and responsibilities for EDI.	HR Director	
Develop and embed a process to support effective target setting, monitoring and review which should focus on embedding EDI into all aspects of the Group.	Oct 2014	All curriculum areas to have EDI targets set for: SRA Progression Recruitment	VP support	
	Jan 2014	Gaps are narrowing across all areas to within 3%.	AP	
Review the reporting, recording and processes that deal with complaints from both staff and learners in relation to bullying, harassment and/or victimisation to ensure swift resolution and clear, supportive processes.	Apr 2014	Policies updated and circulated to all staff.	Dir HR Dir SS	
	July 2015	10% reduction in complaints by both staff and learners.		
Review the provision of counselling and support for any member of staff or learner reporting an incident of bullying, victimisation and/or harassment within the Group.	July 2015	100% of staff/learners reporting an incident have been given the opportunity to be referred for counselling and support.	Dir HR Dir SS	
	Sept 2014	80% of staff and learners feel confident to report an incident, as evidenced in learner and staff surveys.		
Develop a suite of reports that detail staff in post, recruitment, progression, promotion, leavers, sickness, maternity, adoption and paternity leave, CPD by protected characteristics.	Feb 2014	Suite of reports available.	Dir HR	
	May 2014 July 2014 Sep 2014	Reports to Steering group detailing performance of all groups.		
Develop a reporting mechanism that ensures that Governing Body is fully informed of progress towards embedding EDI into all aspects of Group activity.	Dec 2013	Governor with responsibility for EDI is identified.	VPS	
	Mar 2014	Governors complete mandatory and additional targeted bespoke training on EDI.	AP	
	Mar 2014	Termly EDI reports are produced and presented at Governing Body meetings.	VPS	

#### 4: Our commitment to EDI creates an inclusive environment and has a positive impact on our learners, staff, employers and the whole community

Action	Deadline	Success Criteria	Action by	Progress
Develop and deliver a vibrant, high profile Communication plan for EDI.	Mar 2014	Plan in place.	Dir Marketing	
	Feb 2015	85% of feedback on communications is good or better.		
Review and refresh the employee's data that is collected during recruitment to ensure full coverage of the Equality Act.	Apr 2014	All the protected characteristics are fully covered in our recruitment processes.	Dir HR	
	Apr 2014	Develop and implement a mechanism for updating information on all the protected characteristics for staff already in post.		
	May 2015	80% of staff in post have updated their personal information.		
Develop mechanisms to capture, analyse and measure how positive the experience and the environment are for all our learners and staff.	Sept 2014	Staff surveys contain questions on staff confidence relating to EDI.	Dir HR	
	Sept 2015	Positive response rate is at least 85%.	Dir HR	
	Oct 2014 & June 2015	Questions in the Student Induction Survey are at least at benchmark. Questions in the Student Exit Survey show a minimum 5% increase in confidence.	AP	
Ensure that our work on EDI is recognised nationally.	Jan 2015	Achieve the Investors in Diversity Award.	SES Strategy Group	

Existing Data Sets	New Data Sets
<ul style="list-style-type: none"> <li>Boys/men</li> <li>Girls/women</li> <li>Learners for whom English is an additional language</li> <li>Minority ethnic learners</li> <li>Learners qualifying for a bursary scheme award</li> <li>Looked after children</li> <li>Older learners</li> <li>Declaring a disability</li> <li>Receiving additional learning support</li> </ul>	<ul style="list-style-type: none"> <li>Lesbian, gay and bisexual learners</li> <li>Transgender learners</li> <li>Young carers</li> <li>Gypsy, Roma and Traveller learners</li> <li>Learners from low-income backgrounds</li> <li>Ex-offenders</li> <li>Women returners</li> <li>Teenage mothers</li> <li>Learners of different religions and beliefs</li> <li>Groups of learners whose prior attainment may be different from that of other groups</li> <li>Those who are academically more or less able</li> </ul>

# APPENDIX C - Equality impact assessment pro-forma

Completion of the following template is a requirement for all proposed new The Manchester College policies, procedures, practices and plans (hereafter referred to as policies) as well as whenever looking at policy updates.

Audit Prompt	Response
Name of policy	
Author of document:	
Responsible Senior Manager:	
Who does the policy apply to: <ul style="list-style-type: none"> <li>• Staff</li> <li>• Learners (please indicate which groups)</li> <li>• Members of the general public (please specify who)</li> </ul>	
Will the policy affect members of the target audience equally? If no, please indicate the specific groups targeted by the policy In targeting the policy at a specific group of people will members of other groups be disadvantaged? If yes, how will this be addressed? What information has been gathered about the diversity of the target audience? Attach details of information considered. How has this diversity been taken into account in writing the policy?	
Does this policy contain visual images? If yes, are these technical or cultural in nature? If cultural, do they reflect diversity? If yes, please indicate how.	
Please indicate how this policy supports The Manchester College in its General Equality Duty to: <ul style="list-style-type: none"> <li>• Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act</li> <li>• Advance equality of opportunity between people who share a protected characteristic and those who do not</li> <li>• Foster good relations between people who share a protected characteristic and those who do not</li> </ul>	

Audit Prompt	Response
<p>Please indicate any negative impacts identified in relation to the protected characteristics listed below, or how you have arrived at the view that there are not negative impacts in relation to these characteristics:</p> <ul style="list-style-type: none"> <li>• Age</li> <li>• Disability</li> <li>• Gender Reassignment,</li> <li>• Marriage/Civil Partnership</li> <li>• Pregnancy/Maternity Leave</li> <li>• Race, Religion or Belief</li> <li>• Sex, Sexual Orientation</li> </ul>	
<p>Is policy free from discrimination on the grounds of:</p> <ul style="list-style-type: none"> <li>• Additional Learning Needs</li> <li>• Economic Needs</li> <li>• Social Needs</li> </ul>	
<p>Please indicate who the policy has been considered by and/or who has been consulted about the policy. Where applicable include:</p> <ul style="list-style-type: none"> <li>• Staff consultative groups</li> <li>• Trade unions</li> <li>• Learner consultative groups</li> <li>• Health &amp; Safety Committee</li> <li>• Equality Committee</li> <li>• Other committees/working groups (specify name)</li> <li>• Senior Management Team</li> <li>• Governors</li> <li>• External groups (specify names)</li> <li>• Advisory groups (specify names)</li> </ul> <p>Has the policy been posted on the staff/student intranet sites for consultation/review purposes? Did any equality issues arise from this?</p>	
<p>Can you identify any further consultations that might be necessary to ensure no adverse impact? If yes please specify.</p>	
<p>Can you identify any differential or adverse impact the policy might have that is not already recorded? If yes please specify.</p>	
<p>How would you assess the overall impact of this policy on equality? High, Medium or Low?</p>	
<p>Please record who this audit has been completed by (if by committee/work group please indicate and get lead person to sign off):</p> <ul style="list-style-type: none"> <li>• Name</li> <li>• Job Title</li> <li>• Date</li> </ul>	

Please send the completed Equality Audit document (together with a copy of the related policy/draft policy document) to the Assistant Principal for Equality, Diversity and Inclusion who will review the document, refer to the SES Strategy Group and/or Equality Task Groups as necessary, and advise what follow up action might be required, which could include a full equality analysis of the impact of the policy.

# APPENDIX D - Equality & diversity training and development 2013-2016

Objectives:

- Improved learner satisfaction
- Improved lesson observation outcomes
- Improved success rates
- Increased staff confidence

Name of Course	Purpose	Intended Audience	Mandatory Y/N	Delivered by	Delivery Model
<b>SHORT TERM</b>					
<b>Equality &amp; Diversity at work</b>	<ul style="list-style-type: none"> <li>• Set out expectations around the rights and responsibilities of all staff</li> <li>• Describe how equality and diversity are embedded within organisational structures, including the single equality scheme and the organisational action plan.</li> </ul>	All staff	Yes	January-July 2014 (Dec 2014 for Justice Sector staff)	On-line, monitored by CLMs
<b>Equality &amp; Diversity for managers</b>	<ul style="list-style-type: none"> <li>• To help line managers understand issues relating to discrimination, victimisation and harassment in the workplace and have the confidence to deal with them, if necessary.</li> <li>• To clarify duties and responsibilities, as per the Equality Act 2010 legislation, and in particular the importance of action planning, monitoring and self-assessment.</li> </ul>	Line Managers	Yes	April 2014	Bespoke, face-to-face.  Initial bought-in expertise
<b>Equality &amp; Diversity for Senior Managers</b>	<ul style="list-style-type: none"> <li>• Set out expectations from Senior Leaders and understand the importance and benefits of aligning strategic priorities to E &amp; D aims.</li> </ul>	Senior Managers	Yes	March 2014	Bespoke, face-to-face.  Bought-in expertise
<b>Equality &amp; Diversity for Governors</b>	<ul style="list-style-type: none"> <li>• To specify duties and responsibilities of Governors in promoting and advancing E &amp; D in the organisation, and in particular their role supporting Senior Leaders in the monitoring of staffing and learner data.</li> </ul>	Governors	Yes	March 2014	Bespoke, face-to-face.  Bought-in expertise
<b>Equality Impact Assessments</b>	<ul style="list-style-type: none"> <li>• To equip policy writers with the knowledge to write a robust equality impact assessment to support a proposed or existing policy or strategy.</li> </ul>	Policy/Strategy writers.	Yes	June 2014	Bespoke, face-to-face.  Bought-in expertise
<b>Data monitoring for managers</b>	<ul style="list-style-type: none"> <li>• To enable curriculum managers to become familiar and confident with the data they need to analyse in order to narrow achievement gaps.</li> </ul>	CLMs/ DLMS	Yes	May 2014	Bespoke, face-to-face

Name of Course	Purpose	Intended Audience	Mandatory Y/N	Delivered by	Delivery Model
<b>Embedding Equality &amp; Diversity in teaching, learning and assessment</b>	<ul style="list-style-type: none"> <li>To equip teaching staff with the skills and strategies to embed E &amp; D in the classroom in a meaningful way in order to better prepare learners for life and work and to be OFSTED compliant.</li> </ul>	All teaching staff	Yes	February-July 2014	Bespoke, face-to-face.
<b>MEDIUM TERM</b>					
Cultural awareness	<ul style="list-style-type: none"> <li>To look at cultural differences and similarities in relation to communication, expectations behaviours and needs. Aimed at reducing stereotyping and fostering understanding between different groups of people.</li> </ul>	All staff	No	Oct 2014 Feb 2015 May 2015	Bespoke, face-to-face
AIDS awareness	<ul style="list-style-type: none"> <li>To raise awareness around HIV and Aids, including stigma, prevention and treatments.</li> </ul>	All staff	No	Oct 2014 Feb 2015 May 2015	Bespoke, face-to-face
Religion and Belief seminars	<ul style="list-style-type: none"> <li>To look at religion and belief around the world and to challenge common misconceptions and stereotypes.</li> </ul>	All staff	No	Oct 2014 Feb 2015 May 2015	Bespoke, face-to-face
Hate Crime training	<ul style="list-style-type: none"> <li>To equip members of staff who have contact with members of the public and learners to record and deal with Hate Crimes.</li> </ul>	Front facing Staff/Tutors Nominated Safeguard. staff	Yes	Oct 2014 Feb 2015 May 2015	Bespoke, face-to-face
LGBT Awareness	<ul style="list-style-type: none"> <li>To raise awareness of gay, lesbian, bisexual and transgender issues, to challenge stereotypes and outline rights and responsibilities of staff and learners.</li> </ul>	All staff	No	Oct 2014 Feb 2015 May 2015	Bespoke, face-to-face
Mental Health Awareness training	<ul style="list-style-type: none"> <li>To raise awareness of mental health issues, including stress and on how mental illness can impact on staff, learners and the wider community.</li> </ul>	All staff	No	Oct 2014 Feb 2014 May 2015	Bespoke, face-to-face
<b>LONG TERM</b>					
Can I say that?	<ul style="list-style-type: none"> <li>To look at the origins of commonly used language and golden guidelines to consider when communicating with members of staff, learners and the community.</li> <li>To raise awareness of banter and the impact on staff, learners and the wider community.</li> </ul>	Front Facing staff Teaching staff	No	Oct 2016 Feb 2016 May 2016	Bespoke, face-to-face
Equality Act Update	<ul style="list-style-type: none"> <li>To provide a full update on the Equality Act 2010, looking at the nine protected characteristics and the implications of the public sector quality duties.</li> </ul>	All staff	Yes	January-July 2016	Bespoke, face-to-face
Equality and Diversity – an introduction	<ul style="list-style-type: none"> <li>To introduce the concepts of Equality and Diversity in the workplace.</li> </ul>	All staff & Governors,	Yes	Pre-employment	On-line package
Transgender Awareness Training	<ul style="list-style-type: none"> <li>To develop an understanding of transgender issues including development, treatment and discrimination faced by Trans people.</li> </ul>	All staff	No	Oct 2016 Feb 2016 May 2016	Bespoke, face-to-face
Reducing Attainment gaps	<ul style="list-style-type: none"> <li>To develop an understanding of the causes of underachievement, differences in learning styles, and offer ideas and ways to engage underachieving groups.</li> </ul>	All teaching staff	No	Oct 2016 Feb 2016 May 2016	Bespoke, face-to-face
Disability Awareness	<ul style="list-style-type: none"> <li>To raise awareness of sight and sensory impairment, physical disabilities, learning and medical disabilities.</li> </ul>	All staff	No	Oct 2016 Feb 2016 May 2016	Bespoke, face-to-face

This information is also available in a range of formats, such as large print, on request.

The Manchester College is committed to equality of opportunity, non-discriminatory practices and supporting individual learners.